

SCAN

Curriculum Resources and Information Services

Vol 11 no 4 November 1992

- Strategic planning
- Information skills :
the new millennium
 - Lilith Norman
- Networking CD-ROM
- Encyclopedia update



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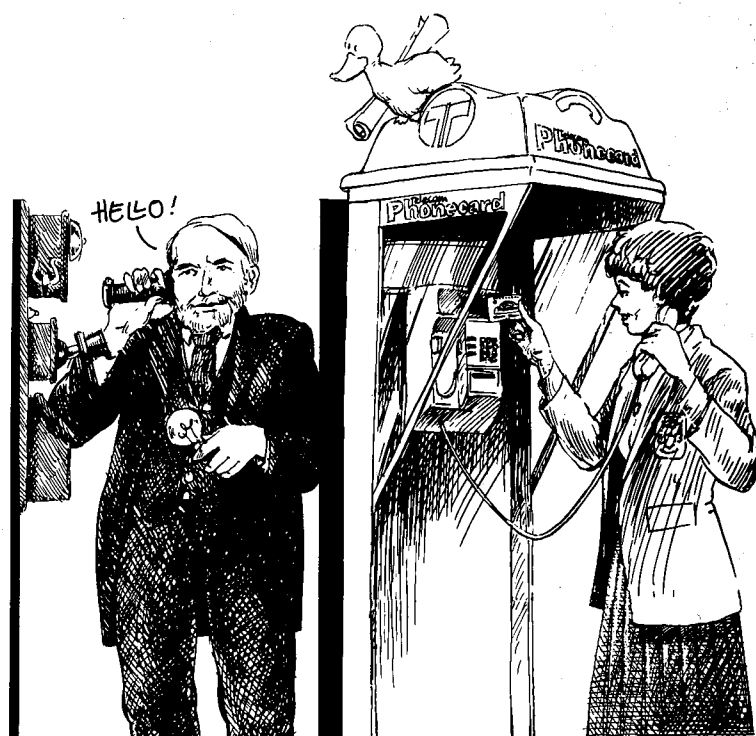
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And so it is (almost) Christmas and Scan has bourgeoned into a healthily subscribed-to journal in 1992. To all of our contributors, our 1900+ subscribers and everyone who has made Scan a successful venture this year, we say *thank you!* and we look forward to seeing you next year.

Scan 11/4 is full of different points of view – from teacher-librarians, teachers, educational administrators, and from a Year 12 student. The genesis of the article from the Year 12 student was a desire on the part of the editors to provide a song of praise to teacher-librarians. And so, in its own, though different, way it is: the love of literature shown by Danika and the piece of writing itself exhibit talents that surely have been nurtured by teacher-librarians.

Teachers and teacher-librarians breaking new ground technologically will find some interesting reading, with articles on CD ROM, National Geographic database and catalogue links to public libraries.

Ross Todd, fresh from an international conference, signals some new directions in teacher-librarianship.

Teachers everywhere are immersed in strategic planning; this issue of Scan has a trilogy of articles providing relevant background reading and structures for developing strategic plans.

This final issue for the year reflects the diversity of demands on teacher-librarians. More than ever we are required to run hard and think clearly . . . but more than ever, our skills are valuable.

We hope that our readers will realise that subscription costs have been kept as low as possible, both in 1992 and for 1993, but the undeniable fact is that, to survive, Scan subscriptions must increase in 1993. We also constantly review our operating procedures to ensure cost effectiveness. The subscription form is enclosed; on the reverse you will find a survey form which, if completed, would help us to provide a better journal.

If you are leaving your school, could you ensure that your successor is left with information re the status of your Scan subscription: *I have subscribed* or *I haven't subscribed*. It will save her/him, and us, much time next year.

We wish all our readers a happy Christmas, a safe and relaxing holiday, and a rewarding, well-Scanned 1993.

Jill & Fay

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Dear Scan,

In an isolated community such as the one in which I live – Bourke – the magazine, Scan, is an invaluable source of support for teachers, especially teacher-librarians. We do not have the availability of new books in front of us at the local bookstore and sometimes we wonder at the stock of the travelling bookseller. Scan keeps us a little more in tune with new ideas etc and it is the first subscription to be renewed.

It was with interest that I read the articles on the appointment of ASTs. What first took my eye was the name Audrey Newlands. Audrey was a teacher in Bourke some years ago and to see a familiar name was an added bonus to my usual enjoyment of Scan.

Having been given the position of AST at Bourke High this year I felt that I should write to you.

When it was suggested to me that I may like to apply for the position my immediate reaction was 'no, not me, I would not be eligible. Then my mind went to the great Western Region teacher-librarians and I felt that I would let the side down if I didn't have a go. Being a long time member of the staff and a committed member of the community I felt that my contribution as a teacher was the 'norm'. It has only been in the last few years attending inservice courses etc that what I have been doing all of a sudden appears to have a formal tag.

In the last few years I have been privileged to work with a number of supportive and very foresighted members of the executive; foresighted in that they have seen the library as the major and continuing resource centre of education for the students. It was through their support and recognition that I was given the opportunity to apply for the position of AST at Bourke High. It wasn't until I underwent the process of writing the application that I realised perhaps some of the 'tags' I had actually been carrying myself.

It was also this recognition of the effort we as teacher-librarians seem to offer that allowed me to be the recipient of a Director-General's award for service to Public Schools.

Catherine Brown
Teacher-librarian
Bourke HS

Dear Editors,

Could you please provide some info on how to catalogue computer software and later, CD-ROM software in *Forum*? Very little computer software is on SCIS (especially pre-1990 software).

Thanks!

Carolyn Mock
Teacher-librarian
Narrabeen HS

Anne Dowling from SCIS replies:

Until recently records for computer software were constantly added to the database by the NSW SCIS agency. All other states are continuing to catalogue computer software and NSW hopes to resume soon. Bear in mind that the title used in cataloguing software is that on the title screen of the software itself not the title on the packaging or the manual. There is often a variation in these titles that sometimes makes searching SCIS for the title difficult. If there is no title screen the title can be taken from elsewhere in the program.

Failing that source the title can be taken from the physical carrier, labels or finally the packaging. The easiest way to catalogue software is to use the SCIS record!

Two notes from the editors:
More CD-ROM evaluations are planned for 1993 and *Forum* has been discontinued; the above question is the only response we have had.

Share your good ideas with Scan readers!

What strategies have you adapted, adopted or created to help your students develop and refine their information skills?

What simple hints make learning more successful at your school?

Send a brief description of your success stories with your name and school address to

Scan Editors
Private Bag 3
Ryde 2112

Beth McLaren is Senior Curriculum Adviser – library and information literacy.

ALIA Biennial Conference

The theme of the second ALIA Biennial Conference held in Albury from 27th September to 2nd October was *Libraries: the heart of the matter*. The opening address of the conference by Wendy Fatin, Minister for the Arts, Sport, the Environment and Territories, underlined the central role of libraries. With 4.5 million Australians visiting libraries in 1991 and 37% of Australians identified as library users Ms Fatin emphasised that libraries are 'cultural transmitters' as well as 'information providers'. School libraries, she maintained, play an influential role in the development of our national identity. Librarians are both information managers and heritage custodians.

In the first of five plenary addresses to the 1100 delegates Professor Stuart Macintyre, the Ernest Scott Professor of History, Melbourne University, expanded on this theme with an address on 'Libraries, information management and cultural heritage'. Professor Macintyre spoke of the role of university libraries in providing an indispensable research base in the competitive national and international market and of the changes which are developing in both the role and policies of university libraries. Professor Macintyre warned that an uncritical application of management may mean we lose sight of the core values of our profession.

'Techno-phobia: disappointing delusions and exciting realities' was the title of a stimulating address from James Michalko, Research Libraries Group, United States, which explored the theme of the development of the virtual library or the library without walls. This speaker suggested that predictions that such libraries were imminent were unlikely to be correct and that the nature of scholarship, the failure of developments in multimedia and hypermedia to deliver as expected, and the organised anarchy of a number of stakeholders were all impediments to immediate universal workstation access to information.

We were introduced to the issues associated with integrating library services within Germany after the fall of the Berlin Wall by Professor Klaus-Dieter Lehmann, Director General, Deutsche Bibliothek. He spoke of the development of a common policy for the provision of information services within the European Economic Community. The EEC has had an economic rationale rather than a cultural rationale and this in turn impacts on library planning.

Wharehuia Hemara from the Alexander Turnbull

Library in New Zealand provided new insights into library services for indigenous people. As 1994 is the Year of Indigenous People this issue is one which is likely to receive considerable attention.

For teacher-librarians the program provided a number of sessions on information services in schools. Fay Nicholson and Kerry Grosser have completed a survey on the impact of VCE student usage on libraries in Victoria and were able to share the results with us. Barbara Bugg, University of Melbourne spoke on the topic 'Not another curriculum day' and James Henri, Charles Sturt University raised the question 'Teacher-librarians do they have a future?' From NSW Noelene Hall and Alison Glasscock reported on their research on 'Information and school libraries: a social justice framework?' which investigates this issue using NSW as a case study.

Papers from these and the many other sessions are being published and each registrant will receive a copy. For those who were unable to attend, the Conference Proceedings will be available for sale from ALIA in February/March 1993.

The Conference Trade Exhibition was equally interesting to teacher-librarians. Over 70 exhibitors had materials on display and staff available to demonstrate the available goods and services. Mary Baker from the University Co-operative Bookshop was demonstrating an online ordering service which is available through Ilanet or may be dialled directly from the Sydney Metropolitan area for the price of a local telephone call. Mary (telephone number (02) 281 9900 would be happy to attend teacher-librarian's meetings to demonstrate this service. Colin Baker (telephone number (07) 371 7500 from ISA (International Subscription Agencies) also indicated that he would be happy to attend group meetings of teacher-librarians in NSW to talk about the services offered by subscription agencies.

The final speaker at the conference Kaycee Hale, Executive Director, Resource and Research Center, Fashion Institute of Design and Merchandising, Los Angeles, had a clear message for the future. Her theme *UP against mediocrity* addressed the Unlimited Possibilities and Underutilized Potential associated with libraries of the future. The final ingredient needed to rise above mediocrity was Unabridged Passion - not something always associated with librarians. For those of us who were fortunate enough to be able to attend this conference Kaycee's address rekindled our passion for this most rewarding of professions. ♦

☆ All her life, a writer

Lilith Norman has been a librarian and an editor of School Magazine as well as an author. Although she has written all her life she was over 40 when her first book was published. Lois Caw, a friend from school days, recently recorded Lilith Norman's thoughts and reminiscences.

It all came together after I became Children's Librarian at the City of Sydney Public Library. As Research Officer there I had gained practice in writing, for I used to write all kinds of things in varying styles including short histories of various Sydney suburbs, and prefaces for books (for the Lord Mayor to put his name to).

As Children's Librarian I did a crash course of reading children's books because I hadn't read any since I was a child, although I always read voraciously. As a child I had read Kipling's *Just-so stories*, the *Billabong books*, *Winnie the Pooh* and hundreds of others, as well as comics, true detective stories, and movie magazines which I adored with a passion.

[As children's librarian] I read a lot of those charming little English books where kids are isolated from their parents, are alone in a caravan or have run away, are living in a barn, surviving on their own, scavenging the odd egg and vegetables from farms. There are little rivers and streams where they can get fresh water and it's a lovely game for them. Although I enjoyed these books they made me faintly cross because it's not like that in Australia: if you are on your own in the bush here, it's not a game; you are at the mercy of the country and if you do one single stupid thing, you're a goner. I wanted to write about that and, simultaneously, about the north-west of NSW out past Moree, near Tibooburra, that land where I spent most of my childhood holidays which I knew so well and loved so much. There is something about that flat, hot, dry land that got right into my bone marrow. I had to construct a story to get two children lost out there so I could try to get some of its feel. This was my first book, *Climb a lonely hill*.

At School Magazine Patricia Wrightson, the editor, was a wonderful tutor. She didn't tell you how to



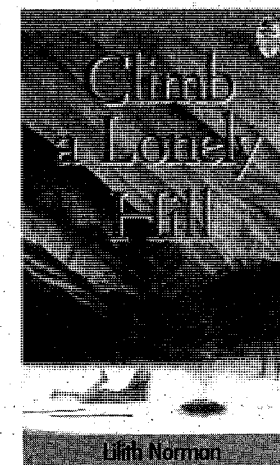
write, but she gently encouraged you to find out for yourself what you had done wrong and how to put it right. I had to write stories and poems and book reviews, research and write serious articles, retell short legends and folk tales or turn them into plays. I had to write to a certain length, for different reading levels, and often on specific topics. I also had to edit other writers' work, which gives you a very good eye for straightening out stories: it is much easier to fix up messy construction and plot than dull, poor writing. It was marvellous discipline and practice, for the best way to learn to write is by writing and writing and writing.

Also all staff at School Magazine had to read between 600 and 900 books a year. That is a tremendous number of books but it provided a marvellous background.

How useful do you feel creative writing workshops are – for you or your students?

Totally useless. I know that there are some people who are magnificently good at running workshops because they are full of lively fascinating ideas, games and fun, and things to get the children to do at the very basic technique level of writing. But when I run workshops I am more interested in the further steps in writing, how you create characters and control them. You can't do this in a workshop.

I write to discover. I was always told to write about what I know, but at 10, 12 or 14 you don't know very much. This is the stage when you should be expanding and writing at your absolute overblown



worst. Teenagers tend to write great turgid gloomy poems about death and all kinds of things like that, going right over the top to see how far they can go. Those who are able to write will later on pull back and begin to write properly. The only thing I can say to teachers is that if you feel you have a potential writer in your class (and you probably won't come across many of them in your career) don't worry about what you're doing or what you say to them because they will probably become writers despite you.

Nobody can teach creative anything to anybody. Basic techniques, grammar and spelling and punctuation, are the tools of the trade and aren't taught enough these days but you can't teach creativity. I don't like the term creative writing anyway because any writing that you do, apart from copying word for word, is creative at some level.

You say you write to discover. What is it that you're writing to discover?

I'm writing to discover two things and perhaps uncover or discover a third thing; the last one is to uncover or discover in me some feeling or emotion I may not be aware of.

When I was 17 I went to live in New Zealand with my family whom I had never met before, a very traumatic and not very happy experience. In *The shape of three* I realised years later I was writing about that experience: while I was exploring what happened to two boys who were shifted around to their natural families instead of the ones they'd grown up with, I was writing about me going to New Zealand.

When I am writing a book I want to discover firstly what is going to happen, if and how the problem will be resolved; and secondly what is happening *inside* the people I have created. Are they going to cope with the load of whatever it is I have thrust on them? Will they grow? Can they get more understanding of themselves or the world, and be

'I think learning and feeling is far more important than learning and knowing. You can read the facts about wars ... but it is only if you can imagine what it's like to be shot at ... that you can understand how other people feel, and sympathise with them.'

able to go on a little more steadfastly than they did before? Jack, in *Climb a lonely hill*, is a follower, hopeless and feckless, not very bright, but he found when he had to look after himself and his sister and find food and water, that he could, to a certain extent, take control of his own life and go where he wanted. It is the journey inside my characters that I like.

Do you think children's libraries have improved since your time?

I hope they have, but from what you hear when you go out to schools and find the teacher-librarian is there only one or two days a week and looks after two schools I wonder how this can be. There is an awful lot of lip service about the library being the heart and centre of the school and I don't think it is very often, or it is just an information centre.

You can always find facts if you need to, and facts can be fascinating and wonderful and stimulating and interesting, but most people don't read factual books because they want to, but because they must for school. Surveys have suggested that children who read only factual books through school, high school, college and university, stop reading as adults because they haven't been exposed to the magic of imagination.

I think learning and feeling is far more important than learning and knowing. You can read the facts about wars, and all the other disasters people can suffer but it is only if you can imagine what it's like to be shot at in some war-torn city or country, or to be an individual person in an earthquake or a flood,

or to be a lonely unwanted child, that you can understand how other people feel, and sympathise with them. Figures in newspapers and pictures on TV

'A lot of books today lack a richness, a depth, that onion feeling: they may deal with a number of themes or problems but they don't seem to be revealed in a sort of slow peeling as you read.'

are meaningless without imagination.

The children's librarian must select and encourage children to read lots of literature to nurture this and not be just the manager and disseminator of information.

So you think imagination is very important in human development. Do you think children's books today are meeting this need?

I think children's books are meeting this need to a certain extent but I do have reservations about a lot of books today. It's very hard to put my finger on what is lacking but I think a lot of them are constructed more with the head than the heart, and that, perhaps, the idea, the story, the plot, the plan come before the characters. A lot of books today lack a richness, a depth, that onion feeling: they may deal with a number of themes or problems but they don't seem to be revealed in a sort of slow peeling as you read. William Mayne's *A game of dark*, Susan Cooper's *The dark is rising*, Emily Neville's *It's like this, cat*, or quite a lot of the books from what was almost a golden age of children's books of the 50s through to the 70s [exemplify the layered, onion effect]. In today's books, I often don't believe in the characters or the reactions of the children or of their parents.

One of the few books that really involved me in the last ten years was Gillian Rubenstein's *Space demons* which I found exciting, thrilling and terrifying. Today many books which are supposed to be exciting, thrilling and terrifying, just aren't. This applies particularly to what is now described as 'future fiction', which is not quite science fiction and not quite

fantasy, but a kind of melding of the two. Fantasy is probably hardest to write because if you write a realistic novel and a little bit of it doesn't quite ring true, it doesn't usually destroy the novel, but if you write a fantasy and there is one second when the reader stops and thinks 'Oh, come on!' the whole edifice collapses. You've got to be a natural-born fantasy writer, which I am not. I've tried to write fantasy a couple of times in *The flame takers* and *A dream of seas*, but I was terrified.

Too many books today also deal with a lot of contemporary problems, rather than universal problems. External problems – the street kiddery, the unwed mummery and so on – overlay the basic human condition. No matter what the problem, it is the universal effect on the protagonist or protagonists which makes the book deep and lasting.

One of the most important things for children's books is to hold out to the reader a sense of hope, not the sense that everything in the garden is lovely, but that no matter what the awfulness of life is, you have to suggest there is some way of surviving or with some modicum of dignity, of happiness or contentment, rather than just saying, as *The chocolate war* more or less said, there is no point in fighting 'them' because you can't win. I think this kind of depressed cynicism is one of the big problems in the world today. The world may be a mess, but the world has always had messy periods in it, both large and small, and life has always been something of a struggle – it'd be dull if it weren't – but we are here now because we think there is hope for the future and there is something worth living for. You've got to be a realistic idealist.

How do you set about writing a book?

I first have an idea of a character or a feeling, or whatever, and a vague inkling of plot, and then I think about it over months, sometimes years, before I start. By the time I'm ready to start I've usually got

the first sentence, perhaps the first paragraph written, and I know the ending in essence but not in detail. It's a journey of exploration so that as well as writing the book I am also the first reader of it, which is quite exciting.

Most of what I write about must come

from inside me. The characters, certainly in my first three or four books were all, in some sense, aspects of me. With hindsight I know that I was writing about feelings and problems and emotions I had at 12 or 14 or 15.

The plots are very vague in my mind. I don't know the twists and turns of the plot; they come in logical progression from what has gone before. Sometimes when you have a particular problem to solve, a solution will pop into your mind out of nowhere, or one of the characters will do something totally unexpected, and those few times are an absolute delight. In *The flame takers*, I sat there wondering how on earth, when she is a 13-year-old girl and doesn't smoke, Joanna could get into her pocket the matches that she would need 40 pages on. Then quite suddenly I found the solution. This is one bit of true inspiration but mostly it is a kind of slog.

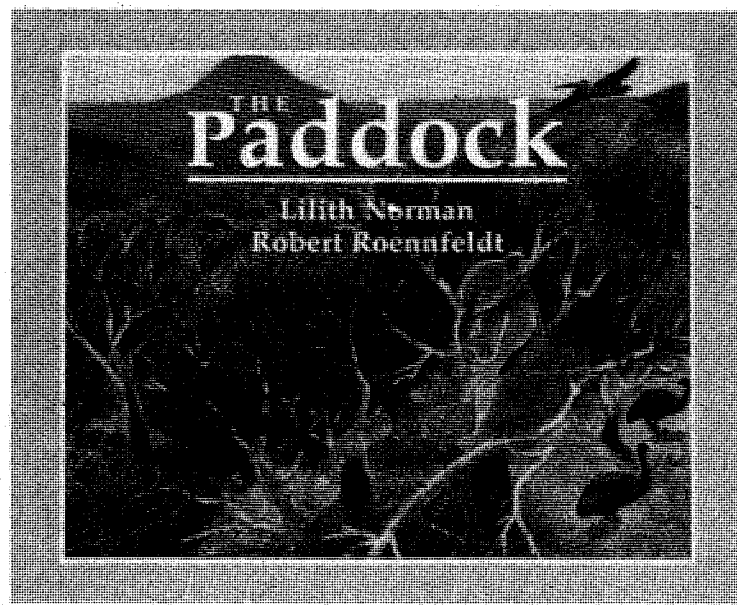
'The criteria of good children's literature are the criteria of any good literature: the book must envelop you, engross you, satisfy you, so that you are totally in thrall to it and can't put it down until it's finished.'

Some days it all seems to go well and just pours out on the page, but other days you have to drag every word out from somewhere. The interesting thing is that on the easy days which I've felt were marvellous usually the writing is not so good. On the days when I've dragged it out of me and felt what I'd written was flat and boring, the writing is often better.

My latest book, *The Paddock*, I wrote ten years ago, because I'd had one of those times of deep depression when all you read about or see on TV is doom and gloom about the earth – toxic waste, pollution, species going under, land degradation, nuclear winters and global warmings.

At the very centre of my Pollyanna-ish being is a very deep and basic belief that we cannot kill every life form in this world no matter how dreadful we are or what awful things we do. My first idea was to write a don't-do-this, don't-do-that book, but the longer I thought the more I wanted to say what I believed. A picture book is marvellous for this because it is rather like a poem. It can be very succinct and with a bit of luck, lyrical, and it's a marvellous catharsis. But we couldn't find the right illustrator: one re-wrote the end of the book to make it a nuclear holocaust, which was the one thing it wasn't; and another considered it 'wholly materialistic', which made me wonder just whose book he'd been reading. So it was set aside for years.

Finally it was read by a friend, Anne Bell, who felt it simply must be published and gave me hope. It is easy to offer a publisher a novel, but it seems picayune to offer three and a half pages – even of 700 absolutely beautiful perfect words, but Random House took it up, found Robert Roennfeldt, and here we all are.



What do you regard as good literature for children? What criteria do you use?

Whether it's a biography of Napoleon or *Charlotte's web* every book, according to Somerset Maugham, must entertain. By 'entertain' Maugham didn't mean mindless, hedonistic pleasure. He meant that when you get to the foot of the right hand page, you must turn over and go on reading.

But I think a book must offer more. I look for comfort, tolerance, love, hope, for depth and insight. It can do this in a funny and entertaining way as Betsy Byars does in *The eighteenth emergency*, a wonderful story about how people fall into patterns of behaviour (which are difficult to break out of) because they've been labelled. It is a hilarious, marvellous book. Or *Charlotte's web* which is one of my ten desert island books, and deals with the eternal verities of birth and life and death and continuation. This is why it appeals to so many people, young and old, and why I cry every time I read it.

The criteria of good children's literature are the criteria of any good literature: the book must envelop you, engross you, satisfy you, so that you are totally in thrall to it and can't put it down until it's finished. A book that does that for you has presumably some depth and characterisation and a decent plot, is well written, lively and vital.

I am very against the invidious division of books into age levels. *Rosie's walk* embodies a story for all ages, fairy tales and folk stories were for all ages. If you can read the words, a good book will have something to give at the reader's level of understanding. Sometimes a reader makes a wondrous discovery – usually about himself. ♦

The paddock was reviewed in Scan Vol 11 No 3.

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☆Planning for the 90s

Part I Philosophical underpinnings

John Bentley is Director, Katoomba Cluster, Metropolitan West Region.

The philosophical underpinnings encapsulated within Dr Brian Scott's *School-centred education – building a more responsive state school system* and Sir John Carrick's *Report of the Committee of Review of NSW schools* have significant implications in the longer term for teacher-librarians. The findings and recommendations outlined in the documents highlighted:

- the quintessence of services teacher-librarians and libraries provide in the planning and implementation of the school curriculum
- that libraries should move quickly to take advantage of the applications of newer communications technology, with an even greater emphasis on information skills in the curriculum
- training provisions, both re and inservice, should be enhanced
- the need for the development within schools of a more meaningful, more cooperative use of the valued resources of the teacher-librarian and the library itself by other teachers in the school
- system efficiencies in realignment of some centralised functions and services to teachers

Taking a wider perspective, one asks: what has been the impact of Schools Renewal on the operation of schools to date? What can be expected in the future? What is the place of the teacher-librarian in that future?

The cornerstones of Schools Renewal are worth stating at this time:

- the school, not the system, is the key organisational element providing teaching and learning
- every school is different and therefore has differing needs
- the best judge of those needs will usually be the individual school's teachers and its community
- schools will best meet their needs if they are encouraged to manage themselves within general guidelines
- the role of the system must focus on providing support to schools and their leaders.

In *School-centred education*, Brian Scott referred to two major matters:

- system-support services to teacher-librarians and schools libraries
- support services to teachers and administration

Support services to teacher-librarians and schools libraries

Scott quoted the central statement of our 1987 policy statement *Libraries in NSW Government schools* confirming that the library is an essential resource for the planning and implementation of the school's curriculum, as well as being a recreational and reference centre for students and teachers. Scott emphasised that teacher-librarians have a major role to play in ensuring that school libraries fulfil this resource function.

Scott also noted the encouraging trends that showed, at the time of preparing his report, about 50% of teacher-librarians in primary schools had undertaken Departmental training of some sort or another; the great number of teacher-librarians who were undertaking, on their own initiative, part time or correspondence courses at tertiary institutions; and that a clear majority of secondary teacher-librarians had tertiary library qualifications.

Scott acknowledged the twin role teacher-librarians have in schools: working closely with other teachers on the staff, supporting classroom learning; and promoting the enjoyment of literature, the development of discriminating reading among students.

Scott believed that 'a good case' existed for maintaining a central role in a review and cataloguing service to schools, the continuation of publications such as *Scan* and information also through databases such as SCIS. Scott, however, strongly endorsed the regional responsibility for library consultancy support and inservice training and a comprehensive role for ERCs. Scott also saw support for teachers who wished to pursue further study in order to gain a professional qualification in teacher-librarianship as a regional function.

Services to teachers and administrators

The Scott Review concluded that overall access and usage of services given by the Inservice Library and its ERIC documents and journals, its CLANN and MEDIANET databases, and the Head Office Library, and the film and video library would be improved by moving to more decentralised bases for distribution. The review recommended that the Inservice and HO Libraries be amalgamated to form the Department of School Education Library, and that ERCs should be encouraged to develop their own collections. These collections would be initially stocked on the basis of previous patterns of usage, with core items in the collections being drawn from existing central libraries. Inter-library loans should be established, but the prime responsibility would be to respond to the needs of teachers they serve.

Further, the review saw such library services as a key area where applications on new communications technology could be used.

Then and now

Since the release of these reviews economic events have overtaken some of the intentions noted above. The entrepreneurial age came to earth with a thump; some lending authorities and State Banks crashed, and property markets dipped alarmingly. In NSW government departments and statutory authorities were ordered to trim their sails, and in some cases were almost decimated.

Education entered a downsizing process: 110 to 500 in the central office against a background of 11% unemployment. But despite economic restraints there has been no diminution of commitment to the quality expectations of teacher-librarians or to their importance.

What has been affected, as we are well aware, is a considerable transfer of resources from the State Executive to schools and the establishment and/or maintenance of a range of regional, ERC and cluster support mechanisms.

The policy advice and response role of the senior curriculum adviser in library attached to Curriculum Directorate has been consolidated and the position is in part to ensure an information skills perspective over all Key Learning Areas. Curriculum Directorate has in fact a central responsibility for reporting the effectiveness of the new arrangements and the volume and quality of delivery of library services to schools.

SCIS and NCIN have continued to be supported by the Department: \$400,000 was approved for 1992 related to this support. Scan will continue to be a valued reference and communication medium for teacher-librarians.

The future

Teacher-librarians have not traditionally occupied positions of great power in school management structures, but the opportunities provided under Schools Renewal should be examined. Consider the following personal strategies:

- Engage in positive staffroom and other forum discussion on issues of school budgeting, human resource development decision-making and put the case for innovative school programs with a library/information technology bias. Extend your reading base to articles and publications which discuss educational management issues, both departmental and beyond.
- Develop your understanding of the major trends and philosophical underpinnings of Schools Renewal.
- Keep in focus the true purpose of schooling: children, their development and welfare. Your school is in a unique position in these times to act more independently in many areas of functioning with a greater capacity to 'test the edges'. Innovative thinking, the questioning of some past practices, and an open-minded approach to change, are essential mindsets to exploit opportunities now available to you.
- Avail yourself as a key consumer and provider of resources in the school, of the opportunities offered by devolution: decisions on school-based budgeting, allocations of professional development funding and school renewal planning, implementation and monitoring should be informed by your expertise and judgement.
- Work within your cluster, ERC and/or regional group/s to influence directions and decisions to do things differently and better. There is no doubt regional devolution will continue to bring you new avenues for influence and agenda-setting for and on behalf of all teacher-librarians.

See this a a new phase in exercising influence and advice for and on behalf of all your colleagues.

Part II Strategic planning and the school library

Beth McLaren is Senior Curriculum Adviser – Library and information literacy.

Planning in the Department

In *School Centred Education* Dr Brian Scott recommended that the *Department should set clear directions for public education in terms of specified results and achievements, that structures and processes for formal planning be established and that Regions and schools should develop plans in accordance with the Department's overall plan.*

Following this recommendation *Education 2000*, which encompasses a set of objectives for public education and the expected educational outcomes from each objective, was developed. It provides the framework for strategic and management planning for the Department. Regional plans will be developed within this framework as will school strategic and management plans. Teacher-librarians will have the opportunity to contribute to school plans and should base library planning on the strategies included in the school plan.

What is strategic planning?

Strategic planning is an effective way for organisations to ensure that they maintain a sense of direction and that the efforts of staff are directed to achieving agreed outcomes. The steps in the strategic planning model being used by the Department are:

- setting objectives
- determining the desired educational outcomes which are expected
- deciding on strategies by which the outcomes will be achieved
- planning the actions which will be taken as part of each strategy
- setting verifiable performance standards (VPS) which will be used to measure the educational outcomes specified in the plan.

Educational outcomes

Measuring the success of educational achievements has changed over the last twenty years. Measurement of *inputs* gave way to measurement of *outputs* which has in turn been replaced by *outcomes*. For example, in the 1970s systems increased resources in schools, including those associated with school libraries, and success was measured by the number of new buildings, materials, or pieces of equipment provided.

Attention was then given to reporting on outputs. Teacher-librarians reported on the number of books borrowed, the number of units of work taught co-operatively with teachers, the number of students using the library for private study or for recreational use. Such statistics certainly gave an indication that resources were being used but they failed to measure if such use was effective, if it contributed to student learning.

Today education systems, schools and teachers are seeking evidence that the programs and teaching strategies in which they are engaged are achieving change in terms of student learning. Educational outcomes are being formulated which specify that students have achieved knowledge and skills as a result of educational programs.

In September 1992 *School Education News* published the Department's strategic plan for 1993–1997. The plan, based on the objectives of *Education 2000*, identifies a number of key strategies by which the State Executive should contribute to achieving the educational outcomes identified in *Education 2000*. Regional plans and school plans will identify complementary strategies. In addition school plans will reflect the needs of the local community.

John Bentley, in his article in this issue of *Scan* suggests that Schools Renewal offers opportunities for teacher-librarians to exercise 'influence and

'One very powerful reason for contributing to the development of the school's strategic plan is that this plan will indicate priorities for resourcing – programs which contribute to the priorities specified in the plan will be supported by school resources.'

advice' in school management. I would suggest that in addition to the strategies mentioned by John, teacher-librarians should consider the opportunities provided by active participation in the development of a school strategic plan and in involving other teaching staff in the development of a strategic plan for information services in the school. One very powerful reason for contributing to the development of the school's strategic plan is that this plan will indicate priorities for resourcing – programs which contribute to the priorities specified in the plan will be supported by school resources.

A number of teacher-librarians have already been asked by principals to develop strategic plans for their libraries. Such plans should reflect the School's strategic plan and should provide a framework for the work of the teacher librarian over a given period of time. The development of an effective strategic plan allows the teacher librarian to make considered decisions about which activities are essential and therefore require an investment in time, and which activities contribute little to the achievement of intended outcomes, and should therefore be given less time, or be eliminated.

Education 2000 and the school library program

Education 2000 includes a number of objectives and learning outcomes to which the school library program should contribute. The most significant of these is Objective 1:

To develop in students the knowledge, skills and attitudes required in the key learning areas, to enhance their quality of life and contribution to society.

One of the educational outcomes of this objective is that

students apply information skills, think critically to solve problems and support their conclusions with reasoned statements.

State, regions, schools and teacher-librarians all have a role to play in achieving this outcome. Each unit of the Department will adopt different strategies to contribute to the development of information skills in students. The State's strategy is stated as

providing support for curriculum implementation in the key learning areas.

'An information services strategic plan will need to address both the teaching program and the provision of access to materials for students and teachers.'

Information skills in the school is an example of such support. One of the actions listed under this strategy is 'Implement support projects for new Board syllabuses in accordance with the Board of Studies release timetable.' The provision of reviews of materials on SCIS and in Scan, to support the implementation of each syllabus, is one such project.

Regional strategies will vary according to regional priorities. One region has appointed a consultant responsible for Information skills and OASIS support, another has developed a strategic plan for school libraries (See Alan Young's article in this issue of Scan); other regions are allocating HRD funds for inservicing teachers and teacher-librarians in teaching information skills.

School strategies to achieve this outcome may include:

- the provision of a staffing organisation which facilitates cooperative program planning and teaching of information skills
- development and implementation of a school assessment policy which incorporates assessment of information skills
- provision of funding for resources to support resource based learning
- provision of funding to support the integration of information technology across the key learning areas.

Developing an Information Services strategic plan

This strategic plan will identify the specific strategies to be initiated in order that effective information services are developed. It will need to address both the teaching program and the provision of access to materials for students and teachers. It will need to directly contribute to the achievement of the educational outcomes specified in the school's strategic plan.

The information services strategic plan should not be developed in isolation. Although the teacher-librarian may be given primary responsibility for the task the process is more likely to achieve success if school executive, teaching staff, students and parents are invited to participate.

A recent publication, *Into the 21st Century*, based on the findings of a national project examining libraries and information services in schools, may assist teacher-librarians in developing strategic plans. *Into the 21st Century* outlines an educational rationale for information services, provides one model for reviewing services and includes a guide for the development of a plan for library and information services. Although the planning guide uses different terminology to that described above, the sample goals, objectives and associated activities are a valuable springboard for ideas.

For example the goal:

To develop, fund and manage library and information services which promote the optimum use of information resources in educational programs (p 39)

could be one of the strategies for a school seeking to promote resource based learning in order to develop students' information skills.

Into the 21st Century then suggests that an objective for this goal might be:

To provide a collection of information resources which is appropriate to the educational programme of the school.

This would be an appropriate strategy for the information services strategic plan and would support the broader school strategy. The examples of activities suggested under this objective include:

Establish a resource evaluation and selection committee within the school

Teacher-librarians will have no difficulty determining other appropriate actions such as subscribing to relevant reviewing journals (Have you filled in that renewal form for Scan?), establishing a collection of syllabus documents to guide selection etc.

Verifiable Performance Standards

The setting of appropriate VPSs, clear statements which indicate that educational outcomes have been achieved, is a challenge to all teachers. Teacher-librarians must establish appropriate VPSs for their programs if they hope to demonstrate the success of their proposed strategies. It will not be difficult to state appropriate VPSs for management tasks. For example schools in the process of automating could set specific targets such as the number of records to be added to OASIS for the year, or the successful implementation of circulation.

VPSs to demonstrate the achievement of educational outcomes are more difficult. The work currently being done to establish profiles for National Curriculum statements may point the way. In these profiles each educational outcome has a description of a number of sample activities which are regarded as providing evidence that students have indeed achieved the outcome described. Teachers are expected to observe and record a student's success in a range of these activities over a period of time.

A sample from the draft English profiles illustrates the point: at Level 6 one of the broad outcomes is 'selects and uses a range of suitable resources for a given task'. It is suggested that this will be evident when the student

- monitors learning needs as research progresses, defining information requirements both before and during research
- judges which reference sources are the most appropriate starting points in a given task
- uses appropriate evidence from texts to confirm or challenge own or other's points of view on an issue.

The list continues . . .

Profiles for each of the Key Learning Areas are being trialled across Australia in the expectation of establishing reliable indicators of a student's achievements. Establishing profiles for student achievements in information skills is a worthwhile project for teacher-librarians in 1993.

Nothing new but the opportunity

Planning is not new for schools or for teacher-librarians. The model being adopted may be different but teacher-librarians have a reputation for ensuring their program supports curriculum initiatives and for seizing every opportunity to promote information services. I feel confident they will respond to the challenge of developing strategic plans in ways which will achieve both these ends. ♦

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Part III One regional strategic plan: Hunter

Alan Young is Chairperson Hunter Regional Library Management Group.

Last November at the two-day Hunter Regional Teacher-librarians Inservice Course, Assistant Director General, Hunter Region, Alan Beard invited teacher-librarians to develop a Regional Library Plan to guide Hunter school libraries for the next five years.

This invitation was taken up by our regional Library Management Group, a committee which meets once a term and comprises two teacher-librarians for each of Hunter's four Education Resource Centres.

A submission requesting relief days successfully attracted a one-off allocation of 40 days to be managed by the group so that representative teacher-librarians could be released to address current planning and management issues.

Schools were asked to present submissions which:

- detailed the major focus areas which libraries need to address during the next five years
- spelt out specific objectives that needed to be achieved in each of the focus areas
- outlined in broad terms, the type of progress that school libraries might reasonably be expected to have achieved by 1996.

To consider their submissions a Planning Conference was scheduled for March 19 in Newcastle to allow a group of 16 teacher-librarians representing each ERC to consider the submissions and deliberate on both the structure and content of the plan. Beth McLaren, Peter Bray (Director Educational Programs and Planning, Hunter Region) and Paul Brown (Leading Teacher, Kurri HS) were invited to address the group on the process of planning.

At the conference teacher-librarians agreed on the following Mission Statement to focus the role of Hunter School Libraries in the nineties.

Hunter Regional School Libraries Places for People and Leisure Thinking and Learning

After a lengthy brainstorming session and careful consideration of all submissions, the following 10 statements were accepted as being central to the vision of Hunter School Libraries in our plan.

Hunter School Libraries will:

- be promoted as places for people
- be developed as resource centres to facilitate quality teaching and learning
- promote and facilitate worthwhile educational change
- be developed according to a set of standards which will ensure excellence
- provide a quality service to their clients
- maintain a high profile in curriculum
- enjoy adequate resources to support the school's educational program
- give high priority to communication and information technology
- continue to promote and value reading as a lifelong pursuit and pleasure
- be managed by professional teacher-librarians

After categorising the hundreds of suggestions contained in the submissions the following six focus areas were agreed upon as being central to the development of libraries over the next five years:

- Teaching and Learning
- Professional development
- Technology
- Support systems
- Management
- Community awareness

A later workshop specified key objectives in each of the six focus areas and brainstormed strategies to achieve these objectives so that it would be clear to all what the plan hoped libraries would achieve over the next five year period. A statement of outcomes was linked to the objectives.

The plan will, we hope, be published in time to be launched at our two-day Regional Inservice Course *The challenge of change for teacher-librarians*, to be attended by 100 teacher-librarians.

It is anticipated that the Hunter Strategic Library Plan will assist teacher-librarians to develop their own plans and provide all school staff with an understanding of the role and directions of school libraries. It will also assist the Regional Library Management Committee to draw up Annual Management Plans for use by school libraries.

Copies of the plan will be available after its release on November 1 this year. ♦

☆Every cloud has a silver lining: surviving the destruction of a school library.

Jeanette Kerr is teacher-librarian at Baulkham Hills North Public School.

Tuesday, 2nd June, 1992 was a momentous day for me. On that day Baulkham Hills North P S Library collection reached accession number 13,000. There's nothing remarkable about that, you may well think, but to me it is a major milestone in what has been a long and often difficult journey. That journey began on another date indelibly printed on my mind - 17th January, 1988. On that day in the early hours of the morning Baulkham Hills North PS library was completely destroyed by arson - a prank on the part of a few teenagers to provide an hour or two's enjoyment, the results of which have affected our whole school community deeply and have cost the taxpayer a great deal of money.

At the time of this disastrous event our collection stood at 13,000. When we reached that number again my

clerical assistant and I were sorely tempted to down tools and go home to open a bottle of champagne, but as it was only 2pm and I had a class due any minute, we decided against that. Instead I am writing this article to mark the occasion.

1988

I visited the site of the fire on that Sunday morning to be met by many upset parents and children and a blackened hole where our library once was. The one good point was that they had done so thorough a job of it that I was spared the task of sifting through blackened, sodden books and records. Nothing could be salvaged.

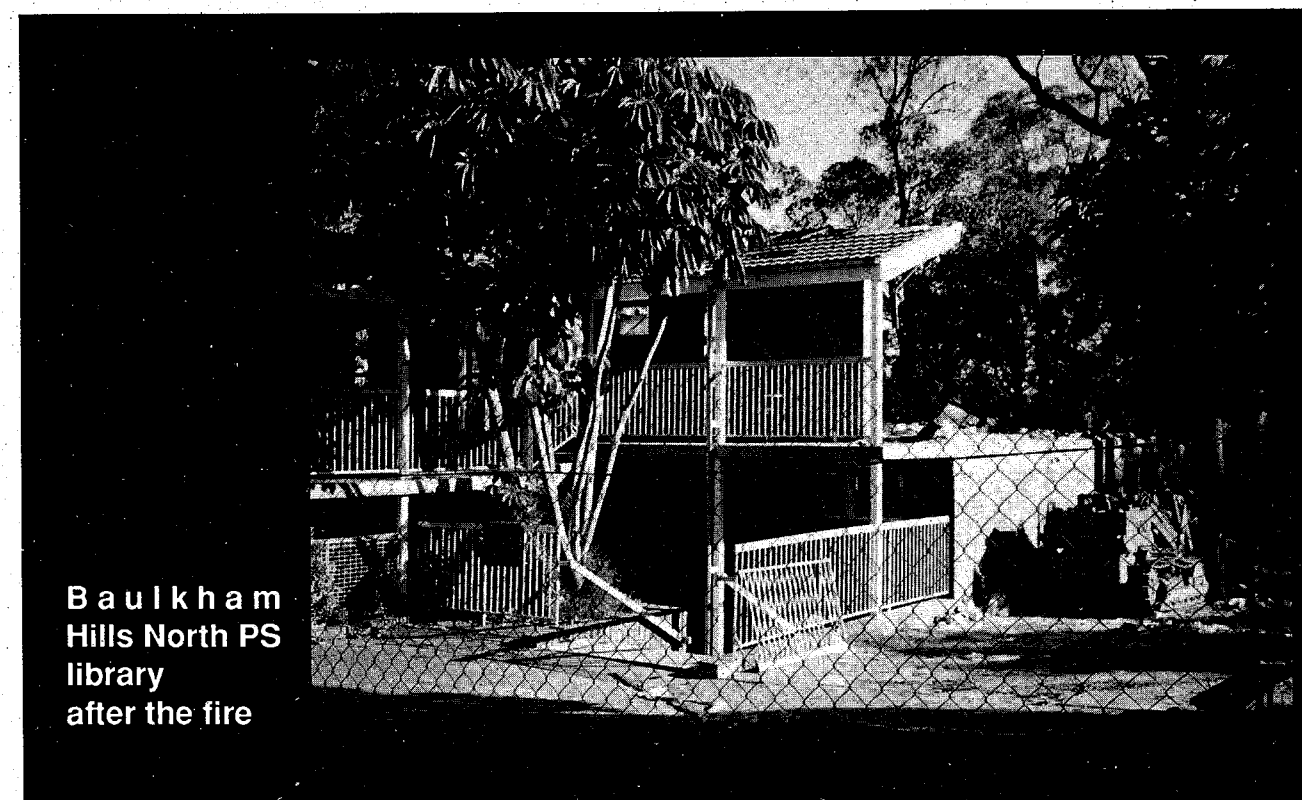
School resumed two weeks later and I was almost immediately plied with hundreds of donations from pupils, ex-pupils, neighbours and so on. Events of this nature certainly bring a school community

together, and this was a great boost to our spirits as we struggled to get on with the school year.

In the first few weeks of school several of our classes wrote letters to local businesses and various publishing companies explaining our predicament and asking for donations. This was a successful exercise which elicited many donations, the most generous of which was from Hodder and Stoughton.

Also, we were pleasantly surprised by a donation from Samuel Gilbert Public School, a nearby school which had raised money for us after hearing of our plight. The teacher-librarian at Denistone East Public School who was amalgamating her infants and primary libraries, also offered their duplicates.

The Department of School Education was also very supportive, es-



Baulkham Hills North PS library after the fire



Demountable library arrives Feb 1988; remains of original library is in the background.

pecially Helen Cameron, then our library consultant. She liaised with Properties and Administration and saved me from a complete nervous breakdown by suggesting that I write out an action plan. I could then tick off each small step I took and each task I completed to give me a sense of progress. She also advised me in the writing of a submission to estimate:

- the value of the collection lost
- the amount of extra staffing I would need to complete the reconstitution of the library.

Once this submission was approved, the Department generously provided me with one full-time teacher-librarian and 7 days per week extra clerical assistance. The money also began to be granted by Treasury although this did involve regular meetings with the (ever-changing) representative from their administration before each cheque was sent.

First steps

A demountable library was installed without too much delay, the leaks in the roof were repaired, the

secondary-size furniture was replaced, my new staff members were briefed and things were underway.

Providing service was a concern until our collection grew to a reasonable level. This was partly solved by a very generous offer of a bulk loan from Parramatta City Library. Other gaps were filled by the children and teachers themselves, from home. We all learnt the value of a school library during 1988.

The first two terms of 1988 took on a routine:

- I spent one or two days a week out buying from warehouses, usually with help from June Smith of Macquarie Book Shop.
- The other teacher-librarian, Elizabeth Jenkins, was at school patiently cataloguing and overseeing book processing. I joined her in this on the days I was at school.
- My clerical assistants accessioned and typed cards (only shelf list as we planned to go on computer as soon as possible).
- An enormous bank of wonderful parent helpers stamped and covered ad nauseam.
- The clerical assistant in the office

*Dear Mrs Sanderson,
Kylie Sherwood, Katherine Kim and Tracey Henson decided to have a mother's day raffle in our street. We raised \$14.30 and would like to donate it to our school library.*

*Signed
Kylie Sherwood
Tracey Henson
Katherine Kim*

was sinking under the mountain of accounts and bookkeeping which I was chalking up for her.

- The children and teachers were waiting and waiting for the library to open.

Initially this routine was fun, exciting and an extremely valuable experience for all of us, especially myself. At first I had to make many important decisions about the setting up of a new collection – decisions which, in any other library, even a new one, would probably crop up only once a week, but be-

cause of the volume of resources I was processing, presented almost every day.

Slower progress

The government coffers are not bottomless however, and, inevitably my staff was cut just as we seemed to be making some progress. The extra teacher-librarian position was the first to go. As you can imagine this restricted me greatly. I was not free to leave the school for buying days, and the resources purchased were not processed so quickly. This led to queries from administration as to why the money was not being spent so quickly - did I not need as much as I had first calculated? We were caught in a 'catch 22' situation, which became even worse in 1989 when my clerical staff allocation was also cut back to only two extra days per week.

Despite these problems, there were quite a few highs during 1988. In Book Week we not only managed to stage (outdoors) several Readers Theatre performances, display wonderful Pages of History created by each class and attract an unbelievable number of book donations but also the children were at last allowed to borrow a book each from the library! We made a successful application to be a trial school for OASIS library. We were involved with the interior design and decor of the new library. And finally we moved into the new library in the last week of 1988 – and actually unpacked and shelved most of the resources in that week due to the generous assistance of several parents and the part-time teacher.

1989

So we began 1989 in the beautiful new library and, naturally, the staff and children were chafing at the bit to get in there and start using the resources. I, too, was desperate to let them, but I was also being pressured to spend, spend, spend, which of course also meant moun-

tains of accounts and processing, leaving me very little time for teaching. We did manage to begin classes and borrowing, however, and I was given one week in four off class to catch up with management tasks.

This was a good compromise for all of us at school but I still found it difficult to explain the slower spending rate which was due not only to the time pressure factor, but also to my selection policy: I was not prepared to buy resources merely to prove I was spending our grant. The collection was at the stage where I could purchase only new materials which suited our school curriculum and needs, as is true of any library. Luckily, the administration representatives we worked with during 1989 were very thorough in attempting to understand my predicament and did continue to grant regular amounts towards our library reconstitution.

Another great help and time-saver was the assistance the staff at Macquarie Book Shop gave me by indenting many books now unavailable in Australia, chasing up copies of all past Children's Book Council award winners and putting aside books which our school might like/need, which they sent to me at intervals to purchase or return as I saw fit.

OASIS

At last, in June 1989, OASIS Library arrived. By this stage we already had 8000 resources in the collection, so we were in a similar position to most other primary school libraries converting to OASIS. We chose to order SCIS disks for all our non-fiction and teacher reference resources immediately as we still had no catalogue. (I was the catalogue for staff and pupils and after about 5000 resources *my* memory ran out of disk space!). Once these were downloaded the children could search and locate their own resources, which was absolute bliss for me!

Naturally OASIS taxed my precious time even more (by this stage I didn't have any extra clerical time, except for any spare days the principal could spare from the office staff), and it has not been without its own problems, but that's another story and the positives definitely outweigh the negatives in my opinion.

1990 to the present

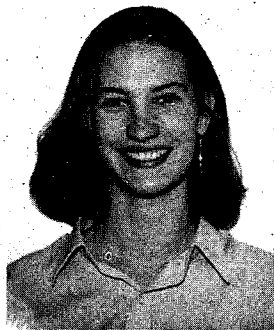
Time has marched on. 1990 and 1991 were busy and productive as restocking the library continued, with the one major hitch being the drop in enrolments which meant my days were cut to four per week. Now, in 1992, we have an absolutely wonderful library collection, most of which is on OASIS. We reached barcode number 11000 on the same day as accession number 13000. We have OASIS circulation up and running. We are using flexible timetabling and cooperative program planning and teaching K-6. My workroom is still quite full of resources waiting to be processed and the school's KLA committees and I are still buying new resources, so the collection continues to grow and improve.

We have survived and in the long run, have benefited immensely from that fire in 1988. As a method of culling or updating your collection there are, however, definitely better strategies to employ! ♦



Jeanette Kerr

☆ Recollections of a school library user



Danika Cross
is
a Year 12 student
at
Alstonville
High School

The book was thick and black and covered with dust. Its boards were battered and creaking; it had been maltreated in its own time. Its spine was missing, or rather protruded from amongst the leaves like a bulky marker. It was bandaged about and about, tied in a neat bow. The librarian handed it to him . . .

AS Byatt, from *Possession*

This is a classic, romantic image of a library; the charms of discovery, the excitement of something ancient and well handled by scholars through the ages, now resting with you. It's a pity that public school libraries do not have this same air of history, but their atmosphere is nonetheless provocative and extraordinary. These are not the places of aesthetes; they are a haven for those rejected by the cruel micro-society of a school . . . nerds, the overweight, the underweight, the timid, the most definitely 'weird' all congregate here. A conviction I have had all my life is that I am usually the most 'normal' person in the library, not here to play Chinese Checkers or to perve on naked indigenous peoples in a 1962 copy of *National Geographic*.

But even though I have felt ambivalent about the library all my school life, I have frequented it, and it evokes for me some of the strongest memories I have of my primary years.

My earliest recollection is one of humour and disgust. Sitting on a blue carpet (why do all libraries have blue carpet?), smelling of young hyperactive feet having been encased in vinyl sneakers for too long, I chanced to look down at the aforesaid carpet. A hideous sight met my eyes. Encased in an old lady shoe (you know the type – chunky, beige, strappy, awesomely unattractive) was a foot of quite the ugliest proportions I have ever seen. Long, twisted and, horror of horrors, hairy! What was a six-year-old to do? Tell someone? Laugh hysterically? Cry? Actually I remained silent and carried with me this awful vision.

Not all my memories of the library are shrouded in horror, although the staircase was. Always cold, always damp, the staircase to the library was where your own private monster lurked. Abandoned, leaky, littered with the refuse of a civilisation – vegemite sandwich crusts, Twisties packets, limp glad wrap – it had to be negotiated before the library could be reached. Also, two big yellow bars that served to keep 'things' out of the staircase at night were situated top and bottom and there was a blind spot on ascension where neither of these was visible. Who knew – you could get trapped forever, screaming helplessly for someone to release you from that prison infested with unidentifiable foodstuffs and lost, pathetic hair adornments. But even once this obstacle had been overcome, many more presented themselves once inside the place.

**'It's a pity
that public school libraries
do not have
this air of history,
but their atmosphere is nonetheless
provocative and extraordinary.'**

First, the monitors. These were people chosen for their responsibility, honesty, trustworthiness and most important, self-righteousness. The monitors had the weight of the world on their shoulders, the weight of all the world's hypocrisy – or so I believed. An innocent child was trying to borrow a picture book but no, they hadn't yet paid a 2c fine for having returned the Asterix comic late. The injustice! Five minutes later a bosom buddy of the monitor would saunter up, surreptitiously place twenty books on the table, and be permitted to exit the library, carrying all twenty books – without a SWAT team being called. Corruption obviously has its roots in public school libraries. Whether or not the librarian was aware of this scam remains unknown to this day.

But I would not be surprised if the librarian was as debauched as the monitors. All librarians know about 'unprocessed books', those which have not yet been subjected to ill-applied contact and a glue stick. And everyone knows that librarians turn into raving maniacs when an 'unprocessed book' is even looked at by anyone but the librarian. So an international (or at least intraschool) scandal was created when I whispered to a friend that a certain male teacher (the librarian was female) was permitted to touch an 'unprocessed book'. Of course they must have been having an affair; we all knew that only an overwhelming passion could induce a librarian to allow such an action. Even if the librarian and the teacher had been of the same sex we would have had our suspicions! We might have had our first encounter with homosexuality, even if we had no idea of what that was. Such is the sanctity of unprocessed books!

Was the library all that bad? Am I whinging? I think I might be. Friendships were made and lost in that place, and I have beautiful memories of helpless giggling fits (all the more deliciously reprehensible since we were in a 'talk free zone') with my friends, sitting around a long table supposedly working on our projects. Revolting things, projects, except that they provided us, once a week, with the time of our lives. First we would set up: open encyclopedia at the appropriate page; open book at appropriate page; extract appropriate utensils from pencil case – and we were ready for an afternoon of sheer fun. First giggling at some private joke, then giggling a little more when the librarian told us to stop, then painfully repressed laughter at the disapproving visage of the teacher. If the librarian approached us again with thunder clouding her brow, all was lost. Emergency trips to the toilet would have to be made, deep breaths would be taken, then a return to our seats to start the whole process again. I often went home on Friday afternoons with an ache in my stomach from too much hilarity.

I had to leave those afternoons behind when I went to high school, but by then the library had taken on a new meaning. I very pretentiously fancied myself interested in 'literature'. Thanks to the selection I was faced with in high school, I really discovered how much can be gained from reading. Through my encounters with books, I have met many characters and ideas that have enriched my life and I know I will meet many more.

**Friendships were made and lost in that
place,
and I have beautiful memories
of helpless giggling fits
with my friends,
sitting around a long table supposedly
working on our projects.**

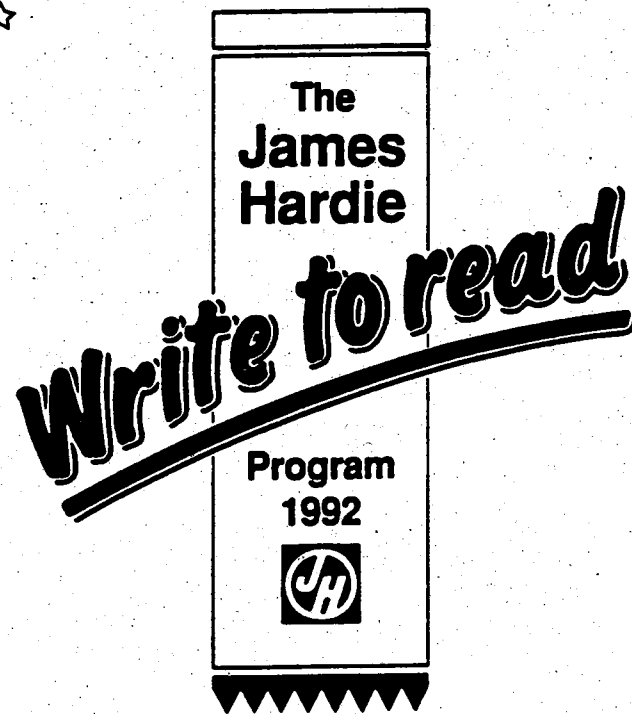
. . . Revolting things, projects . . .

**'Thanks to the selection I was
faced with in high school,
I really discovered how much
can be gained from reading.
Through my encounters
with books,
I have met many characters and
ideas that have enriched my life
and I know
I will meet many more.'**

Now, in Year 12, the library for me is a place to work frantically to meet urgent deadlines. Nevertheless there are still distractions – sometimes annoying, sometimes not – in the people, and of course the books.

A library, for me, will always remain a fascinating but tantalising place: so much promise and so impossible to take advantage of any more than a tiny fraction of it.

And it is heartening to know that humanity, despite the ascendancy of the mass media, still has enough respect for the gaining of knowledge to provide places where this knowledge is accessible to all who want it. ♦



Meeting your favourite author or illustrator can be quite a thrill. Learning how they go about their work is something most children find interesting, but really working with a person you admire can start a chain of events that sometimes has quite unexpected results. Wilma Norris reports . . .

Since the beginning of 1991 a quiet revolution has been occurring at the State Library of New South Wales and many public libraries as the *James Hardie Write to Read Program* travels throughout the state, bringing together eager young writers and readers and well known illustrators and authors in practical creative writing and illustrating workshops.

Each presenter has a different style but all have one thing in common: the ability to communicate well with young people. By opening their 'bag of tricks' presenters help to demystify the processes of writing and illustrating, encouraging the development of literary skills as they do so. Schools are free to

choose which pupils they bring to the workshops and students with varying abilities have benefitted from the Program. The workshops conducted at Fairfield City Library, where the presenter was Anna Maria Dell'Oso were thoroughly enjoyed by 200 young people from many cultural backgrounds some of whom had only recently begun to grapple with the complexities of the English language.

The State Library of New South Wales Education Service is the co-ordinator of this widespread success story. Through the generous sponsorship of James Hardie Industries the *Write to Read Program* has enabled the State Library to reach over 3,500 young people in the practical creative writing workshops which are at the heart of the program. The 32 public libraries visited so far have enabled the program to reach the western and southern extremities of the state, at the same time ensuring that the north coast is covered and that suburban and outer metropolitan Sydney enjoy venues in their area. The geographical list for participants reads like a gazetteer of New South Wales, ranging from newly developed suburbs in Sydney's south-west to remote properties in the state's outback.

Margaret Burke, Education Officer, (Special Projects) is responsible for the coordination of the project at the State Library of NSW. Her task is challenging and increases as word of the *James Hardie Write to Read Program* spreads. Public libraries, all of whom have established links with the State Library, contact Margaret expressing the wish to become a participating library. There are certainly more requests to host the program than can be met and the final choice of venues is a difficult one. Support from local schools and the community at large is vital if the program is to succeed and publicity and liaison with all concerned begins early.

Public libraries, once they have been selected, are asked to nominate the type of workshops to be conducted. To do this, they involve local teacher-librarians, teachers and school principals before making their final decision. Having decided between writers or illustrators, choices are made from genres such as science fiction, poetry, writing from real life, play writing, fantasy or humorous writing. Libraries are then asked to nominate a presenter. One of the advantages for the State Library has been piloting various workshops as part of the school holiday programs. This has enabled the co-ordinator to trial new themes before incorporating them into the vast range from which public libraries can choose.

Since the program began the list of presenters reads like a who's who of the Australian literary world. Geoffrey Atherden, Duncan Ball, Di Bates, Patricia Bernard, Gerry Bostock, Brian Caswell, Cathy Craigie, Simon Connolly, Marele Day, Anna Maria Dell'Oso, Kay Donovan, Nick Enright, John Foulcher, Libby Gleeson, Wayne Harris, Libby Hathorn, Diana Kidd, Komninos, Alison Lyssa, Bob Maza, Ken Methold, Junko Morimoto, Mark O'Connor, Debra Oswald, Shane Porteous, Dorothy Porter, Diana Reynolds, Jemal Sarah, Peter Skrzynecki, Richard Naughton, Michael Simpson, Brian Syron, Richard Tulloch and Angela Webber have all presented workshops.

Participants are most appreciative of the opportunity to be taken seriously as writers. The relaxed and supportive atmosphere of the workshops gives confidence to pursue and develop writing skills without the pressures often associated with the classroom. By choosing public libraries as venues for *James Hardie Write to Read Program* workshops, the emphasis has been placed on libraries as centres for writing as well as reading.

In April Richard Tulloch, writer of the play *Year Nine are Animals* and author of *Stories from Our House* and *The Brown Felt Hat* travelled to Broken Hill and Cobar to present workshops. The highlight of Richard's visit was the session he presented for students in remote areas on School of the Air in Broken Hill. The session produced a unique 'country style' response to his 'on air' session, and undoubtedly covered the greatest distances of any workshop.

Performance poet Komninos who, like Richard Tulloch, is presenting workshops for the second year, went to western New South Wales to work his magic with poetry for children from Parkes and the surrounding districts.

The highly innovative poetry with which Komninos is associated, delighted and entranced the workshop participants who soon found themselves producing similar work. After an energetic session with her young charges one teacher was heard to remark that she wished poetry had been 'fun like that' when she was a student. Poetry is well and truly alive in Parkes!

Although the usual workshop format is a single presenter for four days, Penrith City Library chose a different approach, electing to use three presenters over three days during the school term, with a final day of workshops as part of the Library's school holiday program. Peter Goodfellow, Penrith City Library's Children's Librarian was more than pleased with the results. Richard Tulloch, Di Bates and Brian Caswell presented the first three workshops, with Di Bates returning as presenter during the school holidays. The number of young people wanting to participate overwhelmed both the presenter and Penrith Library staff who were most encouraged by the evidence that young people would like to visit the library in school holidays to attend a quality program.

Good attendance at a school holiday program shouldn't have come as a surprise when the program conducted jointly at Liverpool and Parramatta City Libraries was considered. In an innovative continuation of the *James Hardie Write to*

Read Program, author Brian Caswell became *Writer-in-Community* during January 1992 at these libraries in a program funded by both James Hardie Industries and the Literature Board of the Australia Council. The logical progression from 90 minute practical workshops was to involve enthusiastic young people in a project which would enable them to develop their talents through a series of intensive workshops with the *Writer-in-Community* acting as a practical adviser. After an initial two sessions in group situations, Brian gave individual attention to a large selection of the young writers who returned during the January school holidays. The sessions produced some outstanding results, including the beginnings of a novel and the setting up of a writers' club. Librarians Marion Robertson and Linda Dunne reported that they found the experience tremendously worthwhile in providing a much needed creative outlet for local young people while boosting the appeal of their libraries as well.

Anna Maria Dell'Oso's enthusiasm for working with young people was apparent in the rapport that she quickly established in the workshops conducted at Fairfield City Library. Participants from years 5 - 8 were selected from over 17 primary and high schools in the local area. Many of the participants were from non-English-speaking backgrounds and certainly enjoyed sharing the experiences of a writer with a similar background. Formal evaluation procedures are followed at each workshop venue, but Veronica Nou, an 11 year old who participated in the program at Cabramatta, summed it all up with her comment 'So much fun, I would really like to see our special journalist back again.'

Without the sponsorship of James Hardie Industries this creative writing program would not be able to continue. Individual libraries, schools, community arts centres and the State Library of New South Wales can all fund small projects, varying in coverage according to their limited budgets. The great advantages of a co-ordinated project such as this is the quality of venues and presenters and the wide geographic spread which can be achieved, enabling young people throughout the whole of New South Wales to have access to professional presenters who encourage literacy through literary stimulation. ♦

Wilma Norris is Education Programs Co-ordinator, Education Service, State Library of NSW.

☆ Educational lending right

Libby Gleeson and Nadia Wheatley are among Australia's best known and respected writers of works for children.

It sometimes seems that teacher-librarians and book creators are like ships passing in the night: we see each other during conferences, school visits and so on, but everything is always terribly hectic. When we do get five quiet minutes together we usually end up swapping titles of our current favourites in the way that book-lovers do. Rarely do we have time to talk about professional (as opposed to literary) matters.

Because of comparatively wide media coverage, book creators do tend to have some understanding of the various industrial issues which engage teacher-librarians. And despite some confusion with all the acronyms, book creators do know a little about the many professional associations of librarians.

On the other hand, as writers and illustrators spend so much of their time working in isolation, it is often assumed that they have no professional association, and that they do not organise together for the improvement of their earnings and conditions.

In fact, writers and illustrators are at the moment engaged, through their professional association the Australian Society of Authors (ASA), in lobbying the Federal Government to introduce a system of Educational Lending Right.

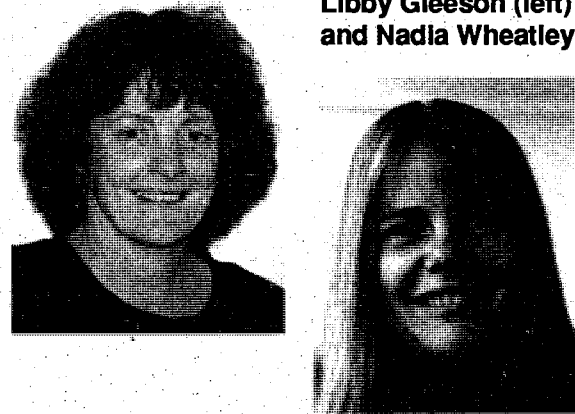
As holders of the Children's Book Writers Portfolio of the ASA, we have approached the executives of a number of national and state associations of librarians for support. We are grateful for this opportunity to answer some of the questions most commonly asked about Educational Lending Right...

What is Educational Lending Right?

Public Lending Right (PLR) was established by the Federal Government in 1975 to compensate Australian writers, illustrators and publishers for royalties lost in sales to the public because of the use of their books in libraries.

While this system works very well in respect of the municipal libraries, a great number of Australian books attract no compensation for library use because payments under the PLR Scheme exclude books held in the libraries of educational institutions.

The reason given in the past for the exclusion of these libraries was that it would be too difficult or costly to survey the bookstock. With the increasing computerisation of school libraries this situation has now changed, and a recent study shows that bookstock in schools (including classrooms and textbook rooms as well as libraries) can be surveyed simply and at a reasonable cost.



Libby Gleeson (left) and Nadia Wheatley

The Australian Society of Authors is therefore now asking the Federal Government to introduce an Educational Lending Right Scheme, applying the principles of the Public Lending Right Scheme to the libraries of education institutions.

Who would pay for Educational Lending Right? Would it mean further cuts to school library budgets?

Writers and illustrators are well aware of the problems that teacher-librarians already face in stretching their library funding. They are certainly not asking that ELR be paid out of individual school budgets, or the budgets of state, systemic or independent educational authorities.

The ASA is asking that Educational Lending Right, like Public Lending Right, be granted as an annual allocation funded by the Federal Government and administered by a special committee.

How much work would ELR cause for teacher-librarians?

Collection of data for ELR would not be a burden for teacher-librarians. Indeed, at any time only a very small number of libraries would even be involved.

Like PLR, an ELR scheme would rely upon a survey conducted in a small representative sample of schools which would agree to participate. As with PLR, schools could choose not to take part, and participating schools would be compensated. It has been suggested that P & C groups could collect the data as a way of raising funds for the school library.

ELR would be based on library holdings, not borrowings. The catalogue would simply be checked to establish the number of copies of eligible Australian books.

Why do writers and illustrators need ELR?

Though the media sometimes runs features on the lavish lifestyles of writers, most Australian writers and illustrators earn from their books considerably less than the lowest award wage, and many earn less than the pension. An Australian Council survey in 1987-88 (the most up-to-date figures available) showed the median income of creative writers was \$2,300 from their books.

As a result, most writers and illustrators can only survive by taking on outside jobs, and working on their books part-time.

If Australian writers and illustrators were to receive ELR, this would buy them more time to spend on writing and illustrating good books for Australian readers.

How does the use of books in school libraries and classrooms affect the earnings of writers and illustrators?

Though it may seem irrelevant whether a book is bought by a library or by an individual member of the public, in fact multiple use of books from libraries and textbook rooms drastically reduces the potential royalties earned by these books.

For example, let us say that 30 copies of a paperback novel are purchased by a school at \$10.00 per copy. At the standard paperback royalty rate of 7.5%, the writer receives from this sale \$22.50 (which is further reduced by tax and possibly agent's commissions). This novel is then studied by a different class for each of the four semesters of the school year (120 readers) for five successive years. Thus 600 people read this book—but the writer receives no payment in respect of 570 of them. While the situation in respect of this particular book could well be repeated in hundreds of schools around the country, this writer might have a number of books that are losing royalties at this rate.

Though of course not *all* these 570 plus people would have bought the book if they hadn't read it at school, quite a number of them would have. It is certainly the case that once students have studied a book at school, they do not want to buy a copy to read at home.

But what about the role that libraries play in promoting the work of an author or illustrator?

Of course writers and illustrators agree that they could not live without libraries—just as libraries could not exist without book creators.

However, in asking for Educational Lending Right, illustrators and writers are not putting themselves in opposition to libraries and librarians.

It would obviously be ridiculous for book creators to ask for a system of compensation that would result in less money for the purchase of library bookstock. That is why writers are asking the Federal rather than State Governments to fund an Educational Lending Right system—just as the Federal Government funds the system that compensates book creators for the use of books in municipal libraries.

How would ELR improve the production of Australian books?

Under the PLR system, publishers as well as book creators receive some compensation: for every dollar that goes to a writer or illustrator of a particular book, about twenty-five cents goes to the publishing company.

Though writers and publishers are sometimes in conflict, the Australian Society of Authors is working together with the Australian Book Publishers Association in the campaign for ELR.

While the writer and illustrator invest their talent, experience and labour time in the book, the publisher invests the salaries of editorial and sales staff, printing and warehousing costs and so on. Yet the publisher, like the writer and illustrator, is paid only once irrespective of the multiple use of the book in textbook rooms and libraries.

With Australia's small population, it is simply not economically possible for publishers to produce Australian books on some non-fiction topics and production costs have to be cut on some other books. For example, it costs as much to set up for the printer a picture book for an Australian print run of 5000 as it does for an American print-run of a million, yet because of economies of scale the profit from the American print-run is vast while the return from the Australian print-run often barely covers costs.

If Australian publishers were to receive that small bit of extra incentive which the Lending Right scheme would provide, they would be able to produce more Australian books and to invest more in the quality of Australian book production.

Why do Australian librarians, teachers and readers need ELR?

In the Scandinavian countries, Public Lending Right is part of cultural policy. In Denmark, for example, it is intended to foster and protect the use of the Danish language.

Lending Right is even more necessary in Australia because we lack the protection of a different language against the huge United Kingdom and United States book industries.

If Australians are to develop their literacy skills and a love for literature, the key to this is in the availability of high quality Australian books at every age level of our educational system, and in every possible context.

While it is vital that Australian novels, poetry and drama be taught as literature at high school level, along with works by classic and contemporary overseas writers, it is equally important that Australian popular novels are available to compete both with imported books and with the imported culture and language of American television.

It is also vital that there be available books about science, history, geography et cetera which are written

from the point of view of Australia's place in the southern hemisphere.

If all this is important in regard to books in secondary libraries, it becomes perhaps even more important as the age-level of the intended reader of the book drops. Thus for children at infant level, beginning to develop their listening and speaking and reading skills, it is vital that there be available books that not only have recognisable Australian content, but books that are written in the rhythm of the Australian language that the children are used to hearing.

While Australian writers, illustrators and publishers are doing their best at the moment to fulfil the need for good Australian books about all sorts of subjects, the introduction of an Educational Lending Right Scheme would provide them with the time and the money to work even harder for Australian readers. ♦

☆ A hundred and still writing

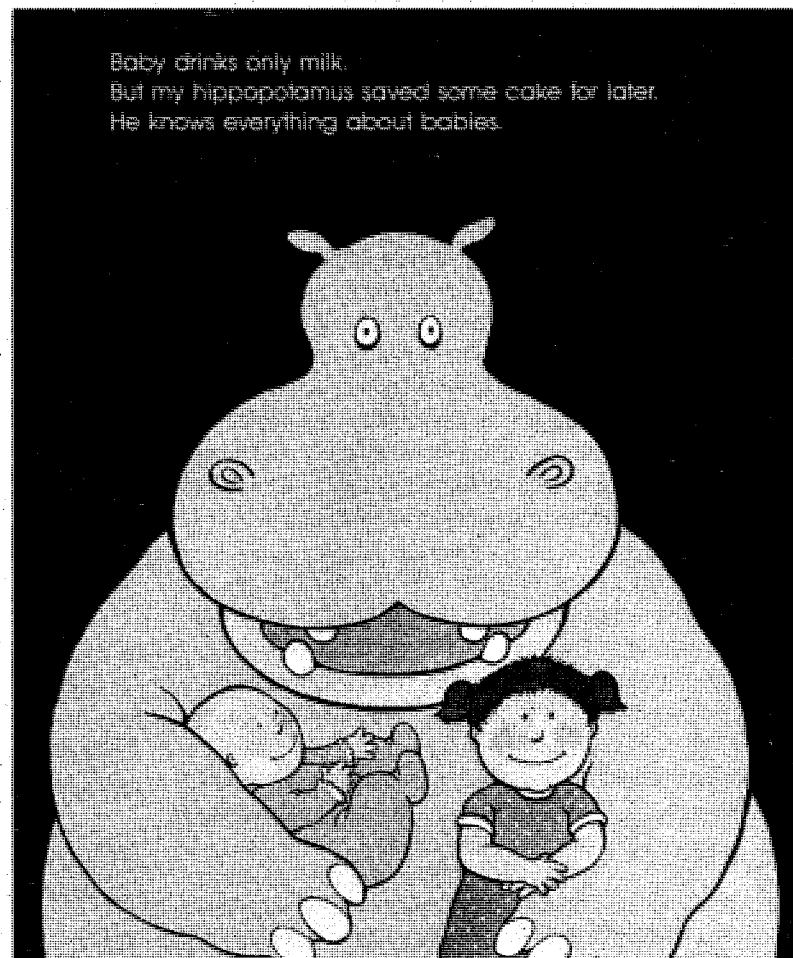
No, not a hundred years but a hundred books . . . that's Hazel Edwards who achieved her century on October 13 with the publication of **Hey hippopotamus do babies eat cake too?** illustrated by Deborah Niland. This is the third in the very successful hippopotamus series: as well as the 120,000 local copies that are in the hands of Australian children, Japanese and American versions are also popular. Braille copies are available too.

The other 97 books comprise a wide variety of formats and genres including play scripts, junior novels, and adult non-fiction.

Originally a teacher, Hazel is now described as a full time writer but the assiduous researching, school visits, writing-in-residence, co-workings with puppet companies, lecturing at conferences, autograph sessions and demands of fan mail make one wonder when Hazel finds time to write.

But she does and we can only say . . .

. . . *congratulations Hazel Edwards!*



☆ The Curriculum Corporation

Lance Deveson is Senior Information Officer at the Curriculum Corporation. He has been a teacher, teacher-librarian and library consultant over a 20 year period in government schools in Victoria. His role, as well as the day to day organisation of the unit, includes liaison with clients and System Input Agencies as well as advice on ASCISRECON and SCIS DIAL UP support.

The Curriculum Corporation is a national education agency. It is a company limited by guarantee owned by the Australian Ministers of Education. It was established by the Australian Education Council (AEC) in 1990 to support national collaborative approaches for the improvement of school education in Australia. The Board of the Corporation comprises Directors-General of Education (or the equivalent) from Australia and New Zealand and representatives of the non-government school sector, parents and teachers.

The Curriculum Corporation, while not an educational policy making body, can provide advice to the AEC on national curriculum issues referred to it by the AEC.

The Executive Director of the Curriculum Corporation is Mr David Francis.

He is supported by

- Mr Warren Brewer, Manager Curriculum Program
- Ms Marie McCorkell, Business Manager
- Ms Esther Stephens, Publications Manager.

Aims

Curriculum Corporation aims to:

- contribute to the national interest by supporting the provision of quality education for students.
- reduce unnecessary differences in curriculum among states and territories through collaborative approaches to curriculum development.
- encourage the more effective use of resources by avoiding duplication in curriculum development and by the establishment and maintenance of a national library and curriculum information service.
- make available high quality educational materials and curriculum and library information services and products to schools and school systems.

Activities

The work program of the Curriculum Corporation is made up of three program areas supported by a business and administrative structure.

The Curriculum Program:

- supports national collaboration in curriculum development
- undertakes analysis and research related to national activities
- provides curriculum services to members as well as organisations with complementary curriculum interests
- provides advice to the AEC on national curriculum issues through the Curriculum Corporation Board
- undertakes selected commissioned curriculum projects

The AEC has identified eight major learning areas for collaborative curriculum activity:

- | | |
|--------------------------------------|--------------------------------|
| • English | • The Arts |
| • Mathematics | • Health |
| • Science | • Technology |
| • Studies of Society and Environment | • Languages other than English |

The facilitating, administrative and publishing services required for the work on the eight areas have been delegated to the Curriculum Corporation. The national statement on mathematics has been completed and work is on going on the assessment profiles to supplement the statement. Work is continuing on the other seven areas with the aim of having all the guidelines completed by the end of 1993.

The Publishing Program

- publishes products from collaborative processes and developments
- publishes selected materials for the AEC
- publishes under licencing arrangements, materials developed by member systems and other complementary educational agencies
- maintains and develops a catalogue of learning and teaching materials for school use.

The Information Program

- provides a bibliographic database consisting of library information services and products to schools through the Schools Catalogue Information Service, (SCIS);
- the program aims:
 - to provide access to bibliographic and associated information for classroom use for all schools in Australia and New Zealand
 - to provide the most accurate and comprehensive bibliographic data for school libraries by closer co-operation with the system input agencies and book publishers
 - to increase customer service by phone, with training programs and improved liaison and consultation
 - to support the development of national curriculum guidelines.

Curriculum Corporation has commenced the search to select a software system that is appropriate for user needs into the 1990s and beyond. The systems being examined will be able to deliver products in a variety of ways including the existing formats, ie microfiche, cards, machine readable records, online and for the future, CD-ROM, and online including down loading of records.

In conjunction with the search for the new software platform is the parallel search to ensure that access via communications to the database is more equitable for all schools be they city or country.

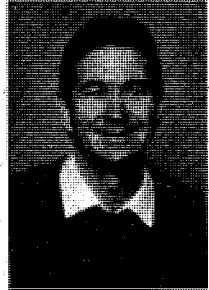
The staff of the Information program include:

- Ms Ellen Paxton, Cataloguer Co-ordinator.
Ellen has taught in Victorian Government schools as well as having a teacher-librarian qualification. Ellen's previous appointment was teacher-librarian in charge of a large secondary school library. Ellen's role is to oversee the quality control of the SCIS database, catalogue new Curriculum Corporation publications, provide advice on cataloguing and user liaison.
- Mrs Barbara Burr, Library Technician.
Barbara has worked for ASCIS and now Curriculum Corporation for three years as Library Technician doing maintenance on the SCIS database. Prior to her work with the company, Barbara worked in secondary schools as a teacher and as a library technician. Barbara's role includes quality control maintenance on the SCIS database, development of the National Exemplary Materials Collection (NEMC) and user liaison.
- Ms Nicole England, Client Services Officer.
Nicole comes to the Curriculum Corporation as a graduate in teaching and teacher librarianship. Nicole has a dual role in the Information program of library technician and user support. Her role includes quality control maintenance on the SCIS database, user liaison including advice on ASCISRECON and DIAL UP and being involved in the professional development program. ♦

TEACHING LEARNING ∞

∞Teacher-librarians and the new millennium

In July, Ross J Todd, Lecturer, School of Information Studies, University of Technology, Sydney, presented a keynote address at the 21st Annual Conference of the International Association of School Librarianship at the Queen's University, Belfast Northern Ireland. The theme of the conference was *Towards the 21st century: books and media for the millennium.*



I left this conference with the strong reassurance that the future of teacher-librarians is indeed bright; that teacher-librarians in Australia are leading the world in education for information literacy; and that the school library which is best able to survive and flourish in the new millennium is one where *members have the capacity for self-renewal or development, and where there is a constant sensing of ways in which things can be improved and future needs can be identified and met.* (Mercer, 1988)

The papers that were presented highlighted the fact that the external information environment is changing too fast for any school library to coast along hoping to do better without engaging in concrete analysis and planning. It is in this context that I would like to present some comments on emerging information trends made explicit at the conference that will shape and strengthen the role of the teacher-librarian into the 21st century. It is important to envision the future, for it will be shaped by our present actions. I believe our future professional survival will centre on a recognition of and response to two key issues: curriculum-centred information literacy and the virtual school library.

Curriculum-centred information literacy

It is increasingly being asserted that education for the 21st century must be education for an information society. The current scope and pace of change demands that teacher-librarians develop the flexibility to respond rapidly and creatively to new parameters imposed on them by the information society, and to develop the ability to act pro-actively to capture opportunities being created by these changes.

By the year 2000, today's children will be completing tertiary education and be part of a very different 21st century workforce. They will be entering an information age which will require them to analyse and interpret information, to present it to others in various forms, and to form opinions and to make judgements and decisions from a wide variety of sources. They will need to be prepared to work cooperatively and productively in flexible ways and be ready to accommodate change in all aspects of life. A new set of basic learning skills will be needed to equip them to live in this changing world. Creativity and innovation must be fostered and allowed to flourish.

Vogler, 1990

Internationally, educational systems are recognising that information and information literacy are at the core of all learning, and thus central to the educative process. Information literacy is increasingly being viewed as the essential link between learners and information resources, as the key to empowering learning for the 21st century and enabling students to take charge of their own learning.

Educational systems around the world are also responding to these challenges. While in England I had opportunity to talk with Dr Margaret Evans and Dr Peggy Heeks, the Director and Coordinator respectively of an extensive school library project in the U.K. funded by the British Library. The project is examining the National Curriculum in secondary schools and the role of the school library in curriculum delivery. The project confirms what is already happening in Australia and New Zealand, that is, the moves to integrate information skills into national curriculums. No doubt you are aware of the report, *Australia as an information society* tabled in the Australian Parliament in 1991, and key documents and discussions centring on the Finn Report *Young people's participation in post compulsory education and training*, and reports of the Mayer Committee set up to refine the areas of competencies detailed in the Finn Report. These documents recommend that particular attention be paid to the development of information literacy and skills associated with the use of information and information technology, and that these be integrated into school curriculums, including:

collecting, analysing and organising of ideas and information:

- defining the purposes and audience for which information is collected
- being able to find and use a variety of sources of information
- choosing appropriate means for collecting and organising information
- organising information clearly and logically
- interpreting and analysing information and ideas
- selecting information and evaluating its suitability for use in a particular context
- transforming information from one form to another

expressing information and ideas to others

- choosing appropriate means to express information
- demonstrating presentation skills
- evaluating the effectiveness of communication

What we are seeing is a shift from information skills being the domain of the library to the domain of the curriculum, and an expectation that all classroom teachers will be involved in educating students for information literacy as a curriculum initiative rather than a school library initiative. No longer will the teacher-librarian be seen as the 'owner' of information skills; rather, as part of the national curriculum, they will be owned by the whole school community. Ultimately, education for information literacy will form part of teacher education. Barry Jones foreshadowed this in *Australia as an information society: the role of libraries / information networks: Report of the House of Representatives Standing Committee for Long Term Strategies*, tabled in the House of Representatives in September 1991. The Report suggested that the Department of Employment, Education and Training begin funding research projects into ways that information literacy can be integrated into curricula at all levels of education, including teacher education.

This does not diminish the role of the school library, but revitalises it in the context of the whole school. More than ever, the role of the teacher-librarian will be to make information literacy the pulse, the very heart beat, and to sustain the power of the curriculum – to facilitate the integration of information skills into the curriculum. Teacher-librarians will continue to be key players in this dream because they are the ones in the school with information expertise.

The shifting domain also means that careful attention must be given to developing effective teaching and learning strategies so that classroom teachers can meet the new curriculum challenges. In this time of transition, I see teacher-librarians focusing some of their attention on:

- understanding the individual teaching styles and preferred learning strategies employed by teachers, and facilitating information skills within these contexts. Successful education for information literacy depends on the collaborative efforts of all those who are responsible for student learning. CPPT is just one collaborative approach to teaching information skills, but it is not the only approach. Some teachers will never feel comfortable with this approach, and teacher-librarians should recognise this, and explore, develop, document and share other effective methodologies. This aspect of professional leadership will be critical for teacher-librarians.

- understanding the specific needs of individual teachers. This means undertaking systematic investigations which tap into specific needs, barriers and fears of teachers in relation to information literacy, classroom strategies and teaching styles. Developing student autonomy and independent learning, and developing flexible educational structures are also crucial. Knowledge of local needs, the tailoring of information services to customer's particular needs, and the monitoring of satisfaction will contribute to successful information programs in schools.

The virtual school library

The future, in the context of an information society, is one of multimedia and hypermedia technology combining artificial intelligence, voice, text and image; it is one of electronic neighbourhoods of information exchange crossing boundaries between culture, education, work, leisure and personal development, and pervading every aspect of our lives. It is also one of uncertainty and change with unpredictable trajectories and tensions. Such rapid transformations of our past and present must encourage teacher-librarians now to question the information services provided by school libraries. Margaret Butterworth, presenting on the concept of the virtual school library at the IASL Conference, focused on how the school library can capitalise on information technology to deliver much more than just its local collection.

The notion of a 'virtual school library' is *one where the user has the illusion of access to a much larger collection of information than is really present, immediately or simultaneously.* (Harley, 1980) It is in essence a library without walls - where advanced communication technologies make possible the linking of the library into a whole network of libraries, other information agencies and data bases, and where students and staff access this network themselves. This has important implications for collection development, as well as for the education for information literacy:

**'Successful education
for information literacy
depends on
the collaborative efforts
of all those
who are responsible
for student learning.
CPPT is just one collaborative approach
to teaching information skills,
but it is not the only approach.'**

The twenty-first century collection will . . . be an accumulation of information-bearing objects - printed, aural, graphic, digital - housed within the physical library, and also indices, abstracts and catalogues through which, using electronic channels, the library user has access to pre-identified resources held by other libraries and information providers. The twenty-first century collection thus combines the actual and the virtual collection. The virtual collection is an electronically browsable collection.

Ghikas, 1989

Such a collection provides information at the fingertips; enables access to databases that touch on all areas of the curriculum, as well as electronic bulletin boards and electronic mail.

Butterworth identifies some important advantages:

- development of information handling skills
- the use of a wider range of information sources
- provision of topical information
- appreciation of how new information technologies are being applied
- provision of scope and currency to meet continually changing information needs
- capability of teacher-librarians to make an immediate tactical response to any sudden information need
- facilitation of a creative, collaborative learning model
- opportunities for learners to become information providers: students gather and analyse data and contribute to data stored in databases
- enabling of autonomous learning

With information skills as the heart of the curriculum, the virtual school library enables the total school curriculum to be firmly based in an extensive information infrastructure beyond the limited resources of the school. The school library in essence becomes a rich market place of ideas. Given this time of economic crisis, Butterworth argues: *The best (and the most cost-effective) information source may not be the two-year old reference book, which cannot be replaced through lack of funds, but a one-minute search of an online database. Once this is recognised, an entire set of rules about collection management comes tumbling down.* (Butterworth, 1992, p.2)

Strategic analysis and strategic choice are ours, now. The notions of curriculum ownership of information literacy and the virtual school library are exciting and challenging. They are in fact essential if teacher-librarians are committed to developing a dynamic and responsive information environment and fostering learners to be active and autonomous in their learning, to question, to explore, to seek, to contend, and to create new meaning from information so that they can

grow toward maturity and independence in an information society. They are the key mechanisms of the new millennium in bringing together education and information so that students have the understanding, capabilities, confidence and skills vital to surviving in an information society and to being able to make a value-based contribution to this society. ♦

**'The school library
in essence becomes
a rich market place
of ideas.'**

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⊙ Not such a different approach

Erica McLaren and Carmel Seeto from Caroline Chisholm SSP discuss their use of picture books with students with intellectual disabilities.

Choosing suitable picture books

Books with rhythm, rhyme and repetition are a great success. For example, the following storyline captures interest.

*One pitch black, very dark night,
right after Mum turned off the light,
I looked out my window only to see
an orange alligator up in my tree!*

Works which use rhyme are favourites. The repetition of the plethora of disasters confronted by 'Emily Jane' encourages students to join in with their many versions of:

*'Oh, not again!' cried Auntie Lorraine.
'You MUST be more careful, Emily Jane.'*

A cumulative story will entice interest. For example, in 'Hattie and the Fox' we have:

*'Goodness gracious me!
I can see a nose in the bushes . . .
Goodness gracious me!
I can see a nose and two eyes in the bushes.' . . . etc.*

Lift-the-flap books such as *What's in a cave?* and *Spot* are also particularly attractive to young students with disabilities. The storyline is very simple and children enjoy the anticipation evoked.



Shaun reads and acts out a favourite story

It is the predictability of the above types of stories which ensures they are soon loved. Of course this does not happen instantaneously. Reading a particular book every day (sometimes more than once) encourages the students to reach a degree of familiarity which allows the expression of enjoyment. This is exhibited in enthusiastic responses such as facial expressions, gestures, signing, vocalisation and speech. The importance of picture story books in the development of language and communication cannot be over-emphasized.

Using picture books to best effect

- Constant training in the care and handling of books is essential. Once the students love and respect their books a real hands-on approach can be adopted.
- At certain times of the day a child can be encouraged to choose a book to read, eg after hand-washing or while waiting for remainder of class to complete self-care program. Books become a natural form of recreation and leisure.
- Make sure that story-time is a time of *sharing*. This is readily achieved in special classes where the maximum number of students is nine. If the teacher uses an easel, particularly with big books, then a secure group can be established with each member supported and involved.



Now it's our turn to read Emily Jane

- Encourage all students to join in with the reading of the story whether by gestures, vocalising or speech. After the teacher has read a big book, students enjoy 'reading' their own small version. All forms of participation are acknowledged and positively reinforced.
- During story time the teacher, by using a variety of intonation, will elicit desired responses from students. An effective technique is to stop reading and allow the students to anticipate and fill in the gap. Making meaningful guesses and answering basic questions about the story and pictures encourages maximum participation.
- When possible, incorporate selected picture books into a theme. At one stage *Spot* was extremely popular at Caroline Chisholm S.S.P. Apart from becoming very familiar with the books, the students watched *Spot* videos, made *Spot* cut-outs in woodwork, used *Spot* pictures for fine motor and number activities, to name just a few. The culmination was a party to celebrate *Spot's* birthday!
- Be aware that you are a reading model for those students targeted for an early reading program. Running a ruler or your finger under the print reinforces the idea that we read words, not pictures, and that we read from left to right and top to bottom.

Conclusion

These ideas for using picture books are encouraged in our classrooms as we realise that our students really enjoy 'storytime', be it teacher-directed or by their own instigation. As well, parents can benefit from the quiet sharing of picture books with their children. These ideas are not so different from those used in other K-2 classrooms. Students with intellectual disabilities enjoy and benefit from picture books as much as their peers in regular classes. Perhaps teachers of students with intellectual disabilities need to be prepared for 'more of the same' as favourite picture books are in demand again and again. ♦

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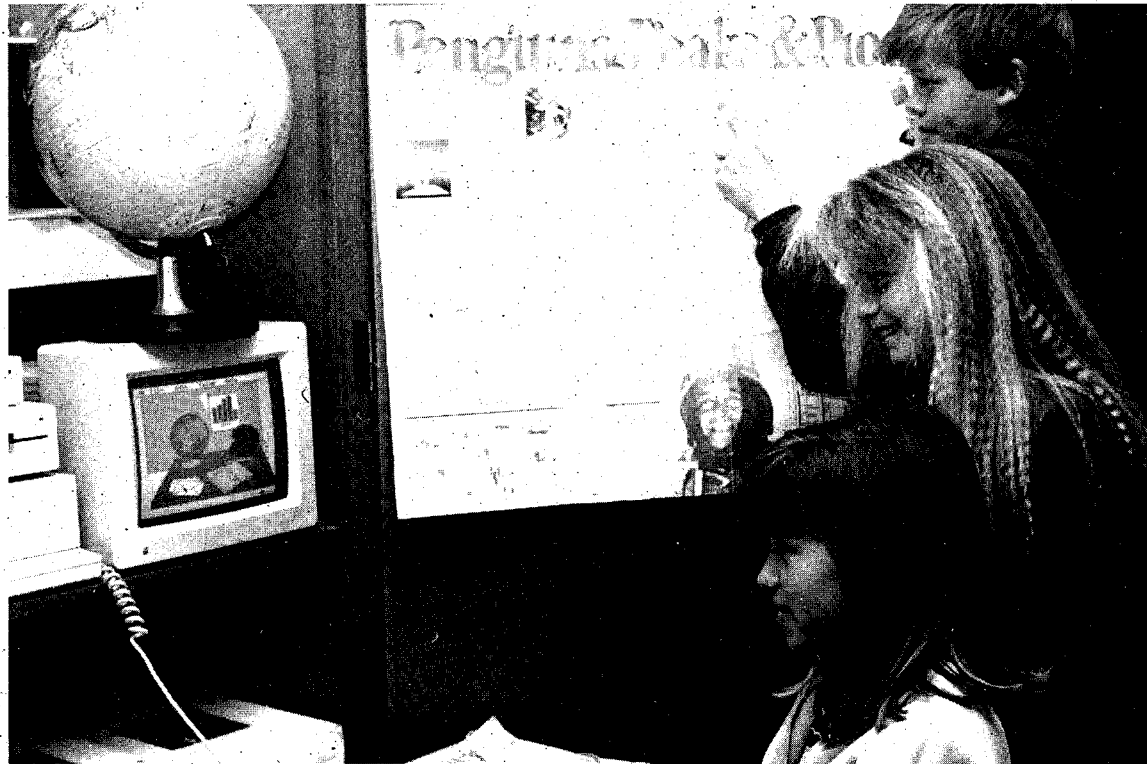
☉ Sarah's dialling the world!

Greg O'Neill is Science & Technology Co-ordinator at Sarah Redfern Public School.

Students at Sarah Redfern Public School in Minto, south-western Sydney, are currently participating in the National Geographic Kids Network, a 'global' science-based telecommunications program. The Kids Network involves students in scientific research projects, with the data collected and collated being telecomputed to other schools within a worldwide network. This technologically-based scientific research impacts upon the total learning environment of the students through integration across curriculum areas, computers providing the vehicle for students' 'global' investigations.

Through its telecommunications initiatives Sarah Redfern PS aims to provide educational programs at the forefront of educational endeavour, developing the school as a centre of excellence in telecommunications. Available resources are being used to maximum effect in the development of student learning programs.

Sarah Redfern PS was selected as the pilot school in the southern hemisphere for establishing the National Geographic Kids Network. In a joint venture with the Miller Education Technology Centre and with financial support from the Disadvantaged Schools Program, telecommunications facilities were established at the school. Active participation in the National Geographic Kids Network *Hello* program presented Sarah Redfern PS to the international community.



The positive response from students, staff and the community to this global exposure reinforced our commitment to the expansion of involvement in telecommunications, tailoring school based programs to support involvement in scientific research projects.

Expansion of telecommunications facilities provided students with the opportunity to develop further awareness, understanding and knowledge not only of telecommunications, but of the global nature of society. Students have recently completed the National Geographic Kids Network *Weather in action* program investigating the major weather elements, developing their understanding of temperature, moisture, wind and air through examination of weather reports and surveys collected from participants in this telecommunications program.

Scientific research in the *Weather in action* program has involved students in investigating, designing and making and using technology. This supports the underlying principles, intention and philosophy of the Science and Technology K-6 syllabus. Students have been involved in designing and making compasses, reading and interpreting thermometers, constructing wind vanes, building anemometers, and creating models of the water cycle. Students' explorations through involvement in these activities and the interchange of information via the global network has consolidated their understanding of weather and the forces and conditions effecting weather patterns and conditions on a local, national and international level.

Active participation in hands-on science experiences has enabled students to:

- develop their computer skills through the use of computer tools
- broaden their knowledge and understanding so that they can confidently and competently interchange information via telecommunications
- apply and utilise appropriate technologies in investigating and designing and making activities.

Students have demonstrated a high level of interest in critical environmental and ecological issues through involvement in the Kids Network. This has impacted at the school level through student-organised conservation and recycling programs demonstrating awareness and commitment at a local level.



The next phase of Sarah Redfern Public School's international telecommunications program for 1992 is the National Geographic Kids Network *What's in Our Water* program with students investigating water's vital role in sustaining life. Who uses our water and why? How does water move around the Earth? How do pollutants get into water?

Schools interested in expanding their telecommunications facilities to include involvement in the National Geographic Kids Network should contact the Australian distributor, Key Book Services . . . ph: 02 9977977, or Greg O'Neill at Sarah Redfern Public School ph 02 8201499. ♦

MANAGEMENT

Pamphlets and periodicals on OASIS

Ros Sharp is teacher-librarian at Alstonville High School.

OASIS circulation requires barcodes to record loans. How can we lend items without barcodes, such as pamphlets?

Two problems need to be addressed.

- How can we alert library users to the fact that pamphlets on a particular subject exist and are to be found in the Pamphlet (Vertical) file?
- How can we use OASIS to record loans of these items?

At Alstonville High we use the following system. It is dependent on the fact that each student's barcode is attached to an old style borrower's card which has spaces for writing.

We entered on OASIS an imaginary book titled **See this heading in the pamphlet file.**

Every heading in the pamphlet file is entered as a subject for this imaginary book - an extremely long list, but this field can accommodate it.

If a student enters the subject ABORIGINES at an inquiry terminal, one of the titles that appears under the heading ABORIGINES is 'See this heading in the pamphlet file'. The student is thus reminded of this additional source of information.

If she wants to borrow one of the pamphlets or clippings from the ABORIGINES file, the student takes the pamphlet to the charging desk, together with her borrower's card. At the desk we have a set of 26 barcodes which have been identified in the catalogue as imaginary books titled:

Pamphlet loan A (or B, C, D etc): see borrower's card for details.

The student 'borrows' one of these imaginary books in the normal way by recording her barcode and the that of the 'book'. On her card she writes:

Pamphlet loan X: Aborigines

so that when the pamphlet is returned, we can check her card and know which barcode to cancel.

If she fails to return the pamphlet, the 'title' *Pamphlet Loan X* will appear against her name in the overdues list. When she queries this, she can consult her card and be reminded that it is a pamphlet on Aborigines that she has not returned.

The set of 26 *pamphlet file* barcodes at the desk is mounted on a sheet of cardboard and covered with contact. On the back of the cardboard we have another set of barcodes for imaginary books titled *Periodical loan A, B, C* etc. This is used in a similar way to record loans of magazines that have no barcodes of their own.

One sheet of cardboard does not clutter up the charging desk unduly. But be warned... our stocktake figures showed 52 more lost items than they needed to, until we remembered to record the presence of our 52 imaginary titles!

This system works quite well for us. I have a tantalising feeling however that there is probably a better way, though we haven't managed to bring it to consciousness yet. Perhaps you can think of it and share it through the columns of Scan? ♦

I don't believe it... networking and CD-ROM disks

Darelyn Dawson, is teacher-librarian at Pennant Hills High School.

On taking up a new appointment this year I found myself in a school which has a principal and executive staff who value the key role a library can play in a school. While this is not unusual it certainly provides a launching pad for library-based initiatives.

The school has a student population of over 1,400 and over 100 staff members. The library itself is a new building housing over 22,000 resources, all waiting to be entered onto OASIS. What more could I want?

... Just a few CD-ROM disks ...

The idea of a CD-ROM drive and accompanying hardware and software was put to the somewhat sceptical Student Council in Term 1 this year. They really took a gamble by agreeing to spend over \$4,000 on hardware and software.

Pennant Hills HS has developed a design for building a computer stand for your bank of CD-ROMs.

The plans incorporate space for monitors, keyboard, books, printer and a locked cupboard for the computer. They are also designed so that users must be upstanding - to discourage computer greed.

Complete plans and details are available from Pennant Hills HS, Laurence St Pennant Hills.

Please enclose \$10 payment with order.

Information abounds on the different types of CD-ROM disks available. We started off with the Sony Laser Library and this package includes a Sony External CD-ROM drive together with:

- Compton's Library
- Languages of the World
- World Atlas
- Microsoft Bookshelf
- National Geographic Mammals CD-ROM disks.

The Student Council also purchased

from Informit:

- the AUSTROM disk, which has a number of valuable databases including, APAIS, AEI and ASCIS databases
- AUSTGUIDE which includes Guidelines, Pinpointer and Australian Bureau of Statistics information
- the CSIRO's SAGE (Science and Geography Education) disk

from Unilink:

- the CLANN disk, which provides details of the collections of most tertiary institutions

After a month of constant use, it was quite obvious that one CD-ROM player was not enough to meet the demands of such a large school. The Student Council and the principal were keen to buy more stand alone CD-ROM drives and related hardware. Although the library is in a new building there is very little unoccupied space so that the proposed 6 or 7 additional CD-ROM players would leave standing room only.

Networking seemed to be a viable proposition and was strongly supported by the school's Computer Co-ordinator and Deputy, John Grimmond. John and I were fortunate enough to be able to visit John Lee's Media Resource Centre at Corpus Christi College, Tuggerah to see a networked system in operation. We were impressed, particularly as the students were obviously competent at accessing the different databases available to them. This was an information system that would greatly benefit students and staff at Pennant Hills High School.

Ideas with merit are quickly put into practice in this school and within weeks Phil Osborne from Telesystems arrived in the library to begin installing a CD-ROM Fileserver in the Novell Network system which is run in conjunction with the OASIS fileserver. This is the first Department of School Education school to combine OASIS Enquiry, CD-ROM disks and other computer programs on the same network. We have also installed the Roads and Traffic Authority (RTA) Drive Test.

In effect this means that library users are able to use the same network workstation to make enquiries on OASIS Library or access any number of CD-ROM disks and computer programs which are loaded onto the ROM fileserver. Special permission has been sought from OASIS Management to use the ROM fileserver and the OASIS fileserver on the same network.

Copyright

When using ROMs on network conditions copyright need to be confirmed with each supplier of CD-ROM disks and computer programs.

The Sony Laser Library is not part of our network system and is accessed from only one stand alone computer.

Informit provides for free networking on their CD-ROMs. CSIRO require a \$50.00 payment for SAGE if networking on 2-5 terminals (workstations).

UNILINK who supply the CLANN CD-ROM also provide free networking.

One of the most popular computer programs which we have networked is the RTA Test. This allows students to practise for the test before going for their Ls. The RTA allows for free networking of this program.

Equipment

The following itemised list gives the details of the equipment purchased to set-up the CD ROM fileserver with three ROM drives.

Equipment (Gov Cont)		
Omega 386Dx33, 8MB, MONO TS 05355, 05356 (Gov Cont)	1	\$ 1,180.00
Equipment (Gov Cont)		
80MB Hard Disk	1	\$ 480.00
Equipment		
1542 Adaptec SCSI Controller TS 05314	1	\$ 595.00
Equipment		
TEXEL DM5021 CD ROM Drive TS 05316, 05317, 05318	3x950	\$ 2,850.00
Equipment		
Long SCSI Cables	3x40	\$ 120.00
Equipment		
SCSI Terminator	1x30	\$ 30.00
Equipment (Gov Cont)		
16-bit Ethernet Adaptor TS 05250 for fileserver	1x260	\$ 260.00
Software		
Novell SCSI Express Services (Gov Cont) TS 05315	1x1195	\$ 1,195.00
Installation	1	\$ 360.00
TOTAL		\$ 7,070.00

Each ROM drive requires 1mb of RAM memory, therefore we have allowed for expansion of the system to run 8 CD ROM drives.

In future each time we add a CD ROM drive it will cost an additional \$950.00. This is ultimately a more cost effective way of providing CD ROM access than using stand alone systems.

Future developments

Plans are already underway to provide staff with access to this network. Each faculty will eventually have its own terminal, where teachers will be able to access OASIS Library, OASIS Admin and any of the CD-ROM disks and computer programs.

We are also working towards providing students and staff with access to CD-ROM disks from their homes, by way of modem connection to the network. ♦

△ Library Links

Lenore Hankinson is teacher-librarian at Beacon Hill Technology High School.

Beacon Hill Technology High School is part of the Library Links project which was initiated by Sue Boaden from Warringah Library. The library has a number of branch libraries servicing local communities, high schools and feeder primaries: Belrose, Mona Vale, Forestville, Dee Why and others. The link allows a search by author, title, subject and advanced search (Boolean) and shows the location of the item and its loan status. It will also state whether the item is in transit or on order. Warringah Library is especially responsive to user needs and has a range of activities for the local community including author lunches.

Objectives

- To increase student access to a wide range of information agencies and resources.
- To demonstrate to students how new information technology can increase their research strategies.
- To increase staff access to a wide range of curriculum support materials.

To assist less computer literate students use the technology, senior students are peer tutors at recess and lunch times.

Library Project - year 9 computers

This assignment is based on the communication system in the school library which allows students and teachers to access the books in Warringah Library.

1. List carefully the procedures and protocols for dialling up Warringah Library.
2. Name the software and hardware used.
3. Describe how it works.
4. In groups of 2 access Warringah Library and find 3 books on your chosen subject. For each book give the author, title and its loan status.
5. List the available menus.
6. Discuss the usefulness and the disadvantages of the program and list any suggestions for improvement.

Note: Make sure you get your name marked off your class list by the librarian when you use the communication package.



Description

Warringah Library's catalogue is available for searching in the school library via an Apple Macintosh Classic (40 mgb hard disk, 2 mgb RAM), Imagewriter II printer and Databridge DSP 1234 modem. A dedicated line was also installed. The communication package is called opal and cost \$250.

Pittwater High School have established a Link with an IBM computer.

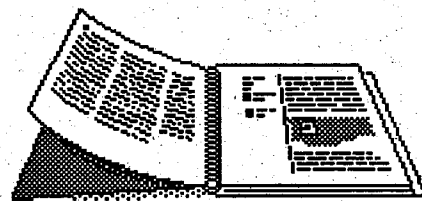
Major outcomes

- Services to school library users have been greatly increased. Staff have used the service to gain access to a variety of curriculum materials, especially in new course areas.
- Students are able to experience more successful searches for materials. The service encourages the view that students are part of a wider information community and they should explore beyond the school library. Information skills such as location and synthesis are reinforced.
- Leadership skills such as communication have been enhanced as the more computer literate students help less confident students explore the possibilities of the system.
- Computer classes demonstrate the practical application of new information technologies. A class assignment in Year 9 demonstrates the use of an information retrieval system and students use the link as part of a unit on telecommunications. The teacher and the teacher-librarian are responsible for teaching various parts of the content. Then students divide into pairs and each student dials the online public access catalogue to answer various questions. The computing budget in the school reimburses the library for the cost of a local call each time the link is dialled up.

While in the future the system will affect the school library's collection development policy (Warringah, as part of the metropolitan libraries specialisation program, collects in the area of photography and handicrafts) the project was not embraced for cost rationalisation reasons. ♦

△ OASIS Diary

Sharon Wilkes is teacher-librarian at Wentworth Falls Public School.



Term 2. Weeks 8, 9, 10

The final weeks of term two saw us continuing with the junior fiction section with blocks of books taken from the shelves and entered. As the students returned non-barcoded books from the A, B, C and D sections they were captured before re-shelving. We had some extremely keen little Year 1 students who delighted in finding non-barcoded books belonging to these sections. A wonderful side-effect is that they can now readily identify incorrectly shelved items, taking great pleasure in showing me an A book that they find on the Q shelf – better than any formal location lesson!

I also continued to do weekly housekeeping and to rebuild the files.

Twice a term I do a home back-up copy, hoping that I can remember where I store it. My great fear is that I will lose all the entries at school, then forget where I have the home copy.

Term 3. Weeks 1, 2, 3

The computer was extremely neglected during this time as we concentrated on Book Week preparations and activities. The day that Maureen, the clerical assistant, was in was the only time that OASIS had a real workout. I wondered if the OASIS Support line would think that I had died.

Actually it was good to have a break because I felt that I had renewed energy to start again. It also allowed me time to re-evaluate what I was doing and where I was going.

Weeks 4, 5

The junior fiction books once again found their way to the table beside the computer. Tatty covers were replaced and those books that did not meet with our criteria were culled – there's no point automating a resource that may have only another month's shelf life.

Week 6

I finally had a problem and rang OASIS to reassure them that I was still alive. I had tried to obtain a shelf list printout of all junior fiction books; this is easily done, using the Reports & Utilities menu: B4, then G4. What I really wanted to know, however, was which books I had not barcoded from the SCIS download. The printout showed only books that had been barcoded and had had their location field added. I knew I could get this information elsewhere but at the expense of much time and paper. I eagerly await a solution.

A year down the track

Looking back over the past 12 months I cannot believe how much I have learnt. I know that there is still much to find out but at this stage I think – *ignorance is bliss!*

We are almost at the stage of using OASIS to circulate resources to students and I know that this will be the next challenge. I am glad that I started circulating with just the teachers as I have had time to dabble in this menu before plunging into using it with the entire school.

I know I have made some *wonderful* mistakes during the past year but sharing them with colleagues lightens the load. I am convinced of the necessity of retaining one's sense of humour at all times, and of reminding oneself of priorities. And above all, the importance of not setting unrealistic goals.

I look forward to Version II next year. Full automation of our library truly has become my 8-year plan. ♦



△ SCIS

The agency

Anne Dowling is Divisional Librarian, SCIS Cataloguing Team.

In each state Department of Education, the ACT and the National Catholic Education Commission there is an agency of SCIS, responsible for cataloguing input, maintenance and enhancement of the SCIS database.

The N.S.W. agency is located in the Curriculum Directorate at Ryde. The five cataloguers share the office with the staff of Scan.

The agency is responsible for

- creating and inputting accurate bibliographic records for these materials
- preparing working papers on changes to the cataloguing standards
- monitoring the need for, and drafting proposals on, new subject headings
- taking part in the SCIS Standards Committee discussions on the proposals for new headings and changes to the standards
- monitoring the quality of records on the database

The work process

Materials suitable for schools are acquired from publishers and catalogued. Some are reviewed and the reviews attached to the bibliographic record on the SCIS database. SCIS reviews are accessible online through free text searching. Of these reviews some are selected for inclusion in Scan.

Some schools with online access to SCIS have been invited to send items that don't have bibliographic records on SCIS to the NSW agency for cataloguing.

1993 prices

Schools may already have received news of SCIS 1993 subscription rates in the latest issue of *Connections*. There are a small number of increases including:

- Full catalogue records and subject authority microfiche - \$150.00. Schools subscribing to this service may now use it for copy cataloguing.
- Abbreviated catalogue records and subject authority microfiche - \$110.00
- SCIS catalogue cards \$0.65 per set.
- SCISRECON program - \$140.00.
- DIAL-UP subscription. The registration fee for Option 1 has been reduced to \$120.00. All dial up subscriptions will be invoiced until December 1993. Schools subscribing during the year will pay a pro rata subscription rate. From 1994 all dial up subscriptions will be based on a calendar year.

This strategy extends the coverage of the database and is particularly useful to schools involved in retrospective cataloguing during automation.

Subject headings

The Curriculum Corporation has entered into discussions with DW Thorpe on the possibility of producing a 3rd edition of the ASCIS Subject Headings List. It is intended that the list be in paperback format and available from February 1993.

• Recently added headings are:

- Information technology
- Social justice
- Distance education
- Desktop publishing
- Special Olympics
- Introduced species
- Endangered species

• The following reference has also been created:

- Multifunction Polis
- See Town Planning
- Books on the Multifunction polis will therefore be found under Town planning.
- *Disabled* has replaced the word *Handicapped* in all headings containing the word *Handicapped*
- The reference structure for headings is included on the Subject Headings microfiche.

Watch Scan in 1993 for further announcements of new headings and news from SCIS. ♦

Receipt of SCIS products during the school vacation

The Curriculum Corporation attempts to avoid mailing products to schools during the vacation periods. However the different holiday dates of states and systems sometimes makes this impossible. If a school fails to have mail redirected during the school vacation SCIS products are returned to the Corporation, resulting in delays for the school and increased costs for the Corporation. The list of mailing dates for SCIS subscription products is published in the first issue of *Connections* for the year. Schools are thus able to anticipate any products expected during the holiday period. If possible such schools should make arrangements to ensure that mail is not returned to sender because the school is closed.

SCIS: online and RECON

Beth McLaren is Senior Curriculum Adviser – library and information literacy.

A recent article on SCIS by Pru Mitchell, published in ACCESS (August, 1992 pp 10-12), raised a number of important issues in relation to the potential of this database. Pru suggested that schools take SCIS for granted and have failed to take advantage of the online search facility as a valuable selection tool. In NSW the increasing number of schools with communications software and equipment has not been matched by a corresponding increase in the number of dial up subscribers to SCIS. The NSW cataloguing and review unit is exploring the possibility of offering training in SCIS online searching. Such training would incur a charge to cover costs. It would assist our market research if teacher-librarians who would be interested in attending online SCIS training courses could contact me at the following address: Curriculum Directorate, Level 16, 175 Liverpool Street, Sydney, 2000.

Pru also raised the issue of the number of older materials for which there is no record, or for which the record is not of a sufficiently high standard. This issue has become particularly relevant now that so many schools are involved in retrospective conversion of card catalogues. Most agencies, including NSW, have given priority to adding new materials so that records are available when materials are purchased. As publications are re-issued or reprinted old records are upgraded. In addition New South Wales has targeted a number of schools using SCISRECON and catalogues all materials from their collection for which no record is available. This strategy will increase the hit rate for older materials which remain valuable sources of information.

This issue of Scan introduces a regular column on SCIS which will include information on new subject headings and other relevant information as it is received from the Corporation. ♦



Worth Looking Into!

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△ Stocktaking with OASIS at Mona Vale Primary School

Charmayne Hodgman is teacher-librarian at Mona Vale Public School.

Mona Vale is a large and busy primary school on Sydney's northern beaches. There are some 750 students, 1.2 teacher-librarians and 1 day clerical assistance per fortnight. We process approximately \$10,000 worth of new materials per year with 30,000 items currently accessioned.

By the end of 1991 we had some 15,000 items loaded onto the OASIS database, and felt it was about time to try some form of stocktaking using OASIS, as our card catalogue had been closed for some time.

Without a portable barcode reader we had to carry books to and from the workstation.

The stocktaking process itself is fairly simple and involves the following basic steps:

In the 'Circulation' module select H1 (Initialisation). If you press 'Enter' here the entire collection will be initialised ready for stocktake. If you wish to stocktake everything that you have entered on OASIS then choose 'Enter'. If you only wish to stocktake a section of the library then enter the code you call that section by, for example you may choose to stocktake Junior Fiction, and so you would enter JF (if that is how you have named the location).

Once you have chosen the location confirm initialisation by pressing 'Enter'. This particular process will take a long time. I vaguely remember going into a panic after it had been running with no apparent change for a couple of hours.

After initialisation has been completed Escape 'Esc'.

Then to begin checking stock go into H3 'Entry'. A screen appears much like a bulk loan screen which allows you to wand in one book after another.

When you have finished for the day 'Escape' (in every sense of the word!)

At the finish of the day close off in the normal manner and do a full back-up. This will take longer than normal and use lots of disks so be prepared.

The following day start up as usual, go back into Circulation, and back in to H3. Continue following the above steps, until you have completed the section originally chosen to stocktake.

When you have finished stocktaking run H4 to obtain a report or summary of items missing.

At the end of the report the total number of items missing for the location will appear. You will notice that the report indicates the number of stocktakes that the book has been missing. You are able to decide how many stocktakes you want the book to be missing before it is written off. (The maximum is 9). Keep a printout of what is missing for your Stock Book.

The report provides you with a great opportunity to go back and fix up any zany barcodes; you will probably find much to your relief that not all those items appearing on your list were in fact missing – quite a few were silly barcodes. Make any changes to barcodes in B4M3 Change Barcode as you cannot edit a barcode in the <k>opies information of an item.

To write an item off it is necessary to go into H5, having previously decided how many years you want a book to be missing before you write it off. This number is entered in H5 in response to the question on screen 'Number of stocktakes (Missing) for Write Off:'

Items disposed of between stocktakes can also be written off in this function if a D has already been placed in the Status field of the <k>opies information of these items. To write off disposed items the operator types Y in response to the question on screen: 'Write Off Disposed Items Also (Y/N)'. As part of the write off process you select a printer and OASIS prints a full copy of the general Resources entry for each item written off.

Once the write off is complete an M is placed in the Status field of all missing items from the stocktake. If an item is found between stocktakes do not try to overtype the M in the status field of the item as the system in this version will crash.

OASIS in its present form does not do stock tallies, so you will have to do percentage losses etc yourself if you wish to have these figures.

Stocktake was less onerous using OASIS than doing a manual stocktake With Version 2 and a portable barcode reader (some schools are sharing a reader), it will be even better. ♦

Stocktake and OASIS Library
Schools intending to use OASIS Library for stocktaking in 1992 should contact their Regional Oasis Support Staff for advice on appropriate procedures.

Career paths for teacher-librarians

Murray McLachlan is a Senior Policy Officer in Human Resource Development Directorate.

The 1980s were years of enormous change in teacher-librarianship with the library being increasingly seen as the focus of a school's teaching and learning. The implementation of information skills programs along with cooperative program planning and teaching and developments in library automation have resulted in major change to both the work and the professional horizons of teacher-librarians.

Professional and career changes have occurred for many teacher-librarians during the last five years. For some teacher-librarians, these developments were planned, logical career moves. For others of us, such developments required a readjustment of career plans. Whatever their impetus, new job opportunities have provided an incentive and the challenge to take the skills developed through teacher-librarianship and apply them in other circumstances.

I started as a teacher-librarian in 1983 at Bankstown Girls' High School following completion of the Department-sponsored Graduate Diploma in Teacher Librarianship at Kuring-gai College of Advanced Education. Like many who moved into the profession via this route, I had previously taught English and History in a number of schools.

My school-based experience led to a senior education officer position at Library Services in 1986. My responsibilities there involved cataloguing, reviewing of curriculum resources, and provision of advice and support for the implementation of library automation through OASIS Library. Since 1989 I have worked in the Department's Human Resource Development Directorate on a range of training and development programs including freedom of information, occupational health and safety and management development. I currently work as a senior policy officer.

The career paths of teacher-librarians can be as diverse as teacher-librarians themselves. My choice was to apply the foundation of school-based teacher-librarianship to the wider challenges of statewide support for school library programs. Some of my colleagues have pursued promotion opportunities in schools while others have chosen to move outside the Department and outside the profession.

For most teacher-librarians the first and only choice for 'life beyond the library' means promotion within the school system. That this has become a more viable option is symptomatic of the challenging developments in teacher-librarians' career choices of recent years.

We can probably all recall the sense of achievement which accompanied the appointment of a number of teacher-librarians to head teacher positions in the late 1980s.

All too often though our celebration of our colleagues' career advancement was accompanied by a feeling that such appointments also represented a long overdue recognition that teacher-librarians possess the skills needed for educational management responsibilities on a scale larger than the school library.

More recent years have seen former teacher-librarians continue to achieve promotion within schools from head teacher to higher levels. As with most classroom and faculty teachers, a promotion opportunity for a teacher-librarian may mean a move away from previous responsibilities. However, the challenge of working in the wider school environment means that former teacher-librarians are able to bring the perspectives of an information management specialist to whole school decision-making.

Successful career planning by teacher-librarians can be based on the whole school view which every good teacher-librarian develops. There are very few positions in schools which rely so much for their effectiveness on the comprehensive understanding of, and participation in, the school's teaching and learning program required by the teacher-librarian.

Teacher-librarians are thus ideally placed, through merit selection procedures, to apply their skills to other school management levels.

Teacher-librarians' career progression is likely to be based on the range of skills which they develop when working directly in school libraries:

- managing resources, including identifying, utilising and developing the skills of staff
- negotiating with members of staff, particularly in implementing and evaluating teaching and learning programs
- identifying and utilising the most appropriate and accessible information
- using a flexible management style
- being willing to see change as an opportunity for professional and personal growth.

As we move through the 1990s, the challenge is with us all, current or former teacher-librarians, to use these skills for the further development of the learning of students in our schools. ♦

Encyclopedia update

The following reviews represent a collaborative effort from Hazel Vickers, Lois Caw, Diana Collins and Fran Moloney.

The World Book Encyclopedia. World Book, 1992
ISBN 0716666928 [030]

This fifth major revision celebrating World Book's 75 years represents a significant change. No longer an American encyclopedia with additional volumes for other major countries such as Australia, it is now an international publication designed for English-speaking countries outside North America.

The 2 Australasian volumes have disappeared, their content integrated into the whole. Six hundred new articles have been added. American spellings have given way to international English and metric units have been adopted. Coverage has been expanded in areas of increasing international interest, such as China and the Arab world, while the American content has been reduced. New double page colour spreads have been added on major cities and countries.

Content and scope

World Book has hitherto been considered one of the best general purpose encyclopedias for use by primary and secondary students, the main criticism by teachers and teacher-librarians being of its American bias. This edition virtually eliminates this, the specifically American content being brought to parity with that of other major regions.

The Australian coverage is excellent and much more accessible to both the researcher and the browser. Despite repeated reminders school students frequently forget to seek the Australasian volumes of previous editions for Australian topics. Entries are included for many Australian historical figures and events, politicians and sports people as well as those in science, literature and the arts, and the Australian contribution in general articles in such topic areas is acknowledged.

The entry on Aborigines includes previous material on history, traditional life, the Dreaming, art and crafts and so on. It has been updated to include material on land rights and the concerns of Aboriginal people in today's society and is generally even-handed. The section on alcoholism stating 'To many Aborigines drinking alcohol is part of an expected way of life...' might be less offensive and more accurate if phrased 'To many Australians...'

A welcome and informative addition are two pages of maps indicating major Aboriginal language groups both across Australia and in specific areas such as the major cities and Tasmania.

Biographies of 16 noted Aboriginal people are listed in *Related Articles*, but curiously Kath Walker and Truganini are not included, although there is an article on each.

Arrangement and organisation

21 volumes are arranged in alphabetical order with 2 volumes each for C and S as before, and JK, NO, QR, UV, WXYZ combined. Volume 22 is the *Research Guide and Index*. Cross references are provided. Related articles are listed at the end of major topics to direct students to additional information.

An outline may also summarise an article. This feature is very useful as a guide to specific content of the longer article, and there may be a brief time line of major events, e.g. U.S.A., United Kingdom, Australia. Review questions are added to reinforce understanding of major areas of some topics. These are probably useful guides for adults rather than children.

Bias

Topics such as sex education, abortion, apartheid and AIDS give non-judgemental, factual information. The language is not obviously sexist, but the general approach is somewhat conservative.

Currency

As major world events up to the last few months of 1991 have been included in articles checked, the new edition

appears well up-to-date. Population statistics based on the latest available census are stated as estimated for 1991 and projected for 1996.

Authority

An Advisory Board of 11 international scholars supervises the production and continuous evaluation of World Book. The Australian representatives on this Board are Dame Leonie Kramer, Chancellor of Sydney University and Professor N. Boyd Rayward, Head of the School of Librarianship, University of NSW.

Volume 1 lists some of the 3,000 contributors and consultants, of whom a gratifying number are Australian. Their current positions are noted but not their article responsibilities. Nor are articles attributed, which is a departure from past practice.

Readability

The writing style is clear and readily understandable by most students in primary and secondary schools. Longer articles may begin with simpler concepts with the reading level becoming more sophisticated towards the end. Technical terms or unusual words are printed in italics and defined immediately in brackets, or in the context of the sentence in which they are used.

Photographs, maps, diagrams, charts and graphs complement the text. Diagrams are clear, well labelled and self-explanatory.

The print size is, unfortunately, rather small, especially for younger readers. Because of insufficient difference between the type sizes of headings and subheadings and, in longer articles the use of centred sub headings, beginnings and endings of the articles themselves are not immediately evident and may initially confuse.

Physical format

The sturdy, practical binding in grey and burgundy with gold lettering gives the customary attractive presentation.

Special features

Major countries have a new double-page spread, an expanded illustrated version of *Facts in Brief*, useful to both teachers and students. Smaller countries retain an updated *Facts in Brief*.

Major cities have expanded entries with a beautiful 2 page colour addition giving very attractive and clear drawings of places of special interest, with a short time line of significant historical events across the bottom of both pages. Sadly, these graphics make some of the older illustrations look curiously dated and old-fashioned. The amalgamation of the older style photographs and graphics with the new gives a stylistically inconsistent look to this edition.

Index

More than 100,000 entries are alphabetically ordered in easy-to-read bold type and clear uncluttered layout in 3 columns per page with guide words at the head of each. Volume letter and page number is given for each entry and cross reference.

Cross referencing seems thorough, although some inconsistencies are apparent. Dinosaur enthusiasts will not find CERATOPSIAN indexed, although other dinosaurs are, yet ceratopsian merit 15 lines in the dinosaur article.

That constant topic, *In-vitro fertilisation* is not listed but information appears in the article on Infertility (treatment).

Neither Vance Packard nor *The Hidden Persuaders* is indexed although both are specifically mentioned in the article on advertising.

General assessment

This edition is a very welcome additional resource to the reference collections of primary and secondary schools. Disadvantages discussed above are minor and centre mainly on problems associated with layout. The new format and wider scope of information amply compensate for this.

LEVEL: Middle primary Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: \$849 school and library price

EVAL: Highly recommended

SCIS 711625

Oxford Children's Encyclopedia. Oxford University Press, 1991
ISBN 0189101396 (complete set)

Seven quarto volumes comprise this attractive encyclopedia designed for the British market. Four years in the compiling, it was published in 1991 and has been on the Australian market since the beginning of 1992. Its intended users are students from the age of 8 to 13 years. The articles are short, simple and wholesome.

Authority

The introduction in Volume 1 lists the six principal consultants and the different subject experts, all of whom but two New Zealanders, are from the United Kingdom. The children and staff of 6 named schools were consulted as to content, the final list of topics being a compromise between their suggestions and those of the experts. Contributors and other consultants are listed by name but their qualifications and present positions are omitted.

Currency

Work on the encyclopedia began in 1987; publication was in 1991 with final proofs completed in March, 1991. The coverage of recent developments indicates the text is up-to-date. However, significant political developments in countries (many as yet unresolved) are briefly acknowledged in small print in the margins of the relevant articles.

Content and scope

It is a basic general encyclopedia with a broad range of subject matter. The stated intention is to give answers to the questions children ask. So there are articles on topics such as Death, Heaven, Hell and Miracles which are even-handed, non-sectarian and, ultimately, reassuring. There is no entry for Abortion, but AIDS is treated simply and directly. The style is anecdotal and the tone that of a comforting parent.

The main disadvantage is that this is a British encyclopedia written for a British market. Australian content is minimal. Ned Kelly appears to be the only Australian included in the *Biography* volume. There is an entry about Kiri Te Kanawa, but not one on Joan Sutherland, one on Ernest Rutherford but not one on Howard Florey. The 'Country code', 'Highland clearances' and 'Factory reforms in Britain' may have limited relevance in the Australian classroom. Similarly, British terminology may be confusing to Australian children ('cooker' instead of 'stove' or 'oven').

Arrangement and organisation

The arrangement is alphabetical rather than by theme or subject as research showed parents, teachers and children preferred this. Inconsistently it seems, Volume 6 is a separate biography volume of over 650 significant people. Young students may easily 'forget' and look unsuccessfully for biographies in the main volumes. Volume 7 is the Index.

See also references clearly indicated with a special red symbol are provided from articles in the A-Z volumes to those in the Biography volume and vice versa, as well as between related general articles.

Readability

The reading level is suitable for the intended audience and readability enhanced by a particularly attractive, uncluttered layout. The print is large, while the arrangement of columns varies from page to page.

Small maps, diagrams, fact files as well as See Also references are separated from the text in margins.

Heading and sub-headings are differentiated clearly and the end of each article is marked by a line across the column.

Pictures and photographs are eye-catching with clear and detailed captions. Diagrams reinforce and extend information given in the text. Location maps are used to show countries in a world context.

Special features

A number of special features add to the attractiveness of the presentation and to the ease of use. A how-to-use page begins each volume, which provides a handy reminder in case of doubt. There is also a *Contents List* for each volume so that a glance will show if the heading wanted is included.

Guide words at the top of each page are the subject entries (perhaps 2 or 3) on that page and are printed in a colour-coded panel.

A regular feature is the *Flashback*, designed to provide older readers with some historical background. Another regular feature is *Something to do* which describes a fun activity associated with the subject.

The Biography volume provides a brief 'headpiece' giving date of birth (and death) and a one sentence summary why each person is important. Illustrations are carefully chosen to enhance the text. At the end of this volume are 4 sections: the British royal family; film; pop and rock music and sport. Each section contains a paragraph or two about selected modern famous names.

Index

The very comprehensive Index is clearly set out in three columns per page, with main articles and volume numbers in bold, other information and page numbers in plain type. On page 1 is a very easy-to-follow guide to how the index works. Proper names and foreign language words are in italics. A page number in italics indicates there is only a picture on the subject. Occasional black and white line drawings are interspersed with the text to add interest.

Some biographies are also listed by category like Architects, Authors and Scientists.

Other useful lists include: countries and capitals of the world, rulers of England, Prime Ministers of England, Canada, Australia, New Zealand, Presidents of U.S.A., states and capitals of U.S.A. states of Australia, republics of U.S.S.R. (sic), counties of U.K.

General assessment

An attractive very easy-to-use general encyclopedia which, although limited by its British orientation, is a readily accessible fund of information in such topics as science, music, art, inventions, natural history and geography. Good value for home and school use if supplemented by Australian reference material. More appropriate in the primary school context but secondary students would also find it useful if they are not put off by the term 'Children's' in the title.

LEV: Middle primary Upper primary Lower secondary

AVAIL: \$250 SCIS 697868

The Macmillan Science and Technology Encyclopedia. Macmillan, 1992
ISBN 073290207X (complete set)[503]

Aimed at the upper primary school market, this Australian publication also has some relevance for secondary schools as a general interest work. It is visually attractive and sturdily bound with plenty of references to Australian contexts. However schools considering purchasing this resource are advised to take into account some concerns which are discussed below.

Authority

Fourteen writers and 3 illustrators contributed to the encyclopedia and are named at the beginning of each volume, except the index. While writers' names and academic qualifications are given, no other information about them, such as the institutions from which their degrees were awarded. Their backgrounds appear to range across science, the arts, agriculture, education and librarianship. It is difficult therefore to make any judgements about the credentials of the writers or the authority of the work. Likewise, no information is given about the illustrators other than their names.

Currency

The 1992 publication date would indicate that the information is current up to 1991. The content addresses recent scientific and technological developments although sometimes in a limited way. An example is the discussion of CD Rom in terms of sound recordings but not for its capability as an information source.

The *Key Developments* tables in the index are narrow in their selection of events. The latest development noted occurred in 1984. This may lead some students to infer that no major scientific or technological developments have taken place since that time.

Content and scope

The scope ranges from the historical to the recent and encompasses both pure and applied sciences. There are a significant number of biographical entries, with some effort made to recognise the contribution made to science and technology by women as well as men. The entries provide a fairly basic level of information which is appropriate for the audience for whom it is intended. Some entries are more substantial, but on the whole this encyclopedia is satisfactory as a first step in providing information in the science and technology area.

Its definition and examples of technology accord with those used in the Science and technology K-6 syllabus, and students would be able to find information which applies to the six content strands of that syllabus. There is also much more to fascinate inquiring minds.

While the level of detail would be insufficient for the demands of the secondary curriculum, it would have a place in a secondary school library for those students who need simple explanations before moving on to more complex material.

Arrangement and organisation

The set is made up of 13 volumes arranged alphabetically. Volume 13 contains tables and the index. Each volume is around 100 pages in length. Some entries conclude with 'See also' references.

Readability

The choice of layout and language combine to make this work very suitable for its audience. Sentences are short and simple. The vocabulary is within the grasp of upper primary students and scientific language is used well, with definitions provided where appropriate.

The 2 column layout is visually pleasing, with a good use of white space. There is an excellent balance between text and the colour photographs and diagrams which make up the illustrations. All illustrations are captioned. Headings are clear, and when subheadings are used in longer entries, they are easily distinguishable from the text.

Special features

The index volume contains additional information arranged thematically and chronologically within each theme. Tables indicate developments in science and technology, transport, communication and medicine. There is some overlap within these tables as attempting to separate aspects of transport, communication and medicine from science and technology is somewhat artificial. Another table, identifying key processes in the application of technology within the fields of agriculture, building, electricity, metallurgy, food processing and textiles is more unusual in its scope and is of particular interest.

Index

The index could well present some students with difficulties. Its indexing terms and references are quite broad and students seeking specific information may find it frustrating to use. For example the entry for Aussat is given as pages 7-15 of the relevant volume. Those pages refer to the complete entry on communication and the reference to Aussat is merely a one sentence caption for a photograph. There are numerous similar examples.

General assessment

There are two further areas of concern. The photographs could well lead students to believe that 'serious' scientific work is the preserve of males. Women are shown carrying out stereotypical tasks such as secretarial, nursing and house work. The medical doctors, engineers, dentists and so on are males. While the language has paid attention to sexism, the visual messages certainly have not.

The second concern is the misuse of the word 'Koori' as a generic name for Aboriginal people in Australia.

However, in spite of some reservations, this is an attractive and useable resource which not only supports the primary Science and technology syllabus but is also a very useful general resource for both the primary and secondary schools.

LEV: Middle primary Upper primary Lower secondary Middle secondary

AVAIL: \$350.00 SCIS 719098

Picture books

Picture books and the following fiction lists appear alphabetically by title.

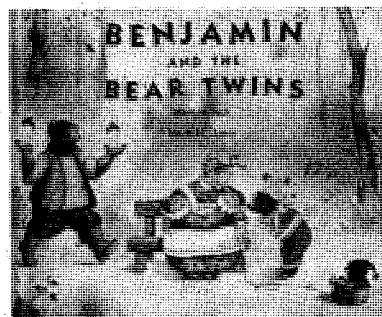
THIELE, Colin *The Australian Mother Goose*. Weldon Kids, 1992
ISBN 1863021655

A companion volume to *The Australian ABC*, this is not a Mother Goose in any conventional mould of (for modern readers) nonsensical nursery rhymes. It is a collection of 13 very simple poems hinging on Australian fauna, flora and environment, with some very brief, succinct but useful notes about each animal at the end of the book. Wendy DePaauw's illustrations vibrate with colour and life but the descriptor I'd use for some of them would be anthropocentric rather than accurate; young readers will not however be concerned with this adult misgiving. F. Gardiner
LEV: Preschool Lower primary
AVAIL: \$12.95

SCIS 714605

BECK, Martine *Benjamin and the bear twins*. Hamilton, 1992
ISBN 0241132002

Varying emotions accompany the arrival of new members in the family. These are explored in this attractively presented picture book. Benjamin Bear must adjust to having two new sisters. His loneliness, bewilderment and jealousy are well portrayed. The illustrations by Marie H. Henry of the anthropomorphised bear family are quaintly charming



and have a delicate appeal. The setting of the story makes it more suitable for use in the northern hemisphere, but the feelings depicted are universal. Children in similar situations would relate well to the book. M. Buttenshaw

LEV: Preschool Lower Primary
AVAIL: \$18.95

SCIS 710859

PAYNE, Mark *Bill Bottlebrush and the squatters*. Macmillan, 1992
ISBN 0732913098

Bill Bottlebrush learns his lesson about conserving our flora and fauna in this exuberant picture book jointly written and illustrated by Mark Payne and Linda

Wicks. The story unfolds in rhyming couplets and tells how the Australian bush creatures are left homeless by Bill's enthusiastic efforts to build himself a tremendous dwelling. However he does remedy the situation by planting more trees. The rhymes at times are forced, making the story confusing and the illustrations, though bright and colourful, lack definition. Perhaps the book could be incorporated in environmental education units. M. Buttenshaw

LEV: Lower primary Middle primary

AVAIL: \$16.95

SCIS 709224

DALGLEISH, Sharon *Boris the magical cat*. Martin International, 1992
ISBN 186374018X

Initially Boris is portrayed as one of those disdainful, independent cats quite self-sufficient and disliked by both fellow felines and their human companions, to the extent of open hostility. A brief taste of indoor life, when temporarily sheltered by Winifred, has an unsettling effect on Boris's acceptance of his rough living conditions. Winifred, also independent and self-sufficient, finds that occasional company is welcome and the storyline takes a predictable course. The magical quality of the title, raises expectation which remains unfulfilled. Carol McLean-Carr's colour illustrations are executed with technical skill. B. Mitchell

LEV: Lower primary

AVAIL: \$9.95

SCIS 717146

BAILLIE, Allan *The boss*. Ashton Scholastic, 1992
ISBN 0868965863

When a bump and a shout shatters the peace the family know that The Boss is awake. Soon the outside world knows too, as The Boss sets about his duty; directing the men on their bicycles, the children going to school, the women in the fields, the fishermen in the rice paddies, the man among the lychee trees and even the animals. The reader is offered a glimpse of south-east Asian village life as the antics of the small determined boy are unfolded in effective prose. Fiona O'Beirne's striking illustrations depict a beautiful verdant countryside. Her characters are powerfully drawn.

B. Richardson

LEV: Lower primary Middle primary Upper primary

AVAIL: Paper \$5.50

EVAL: Highly recommended

SCIS 717207

HALE, Irina *Boxman*. Penguin, 1992
ISBN 1871061288

Bob, in disguise as Boxman, delights in surprising the members of his family each of whom adds to his character by giving him features such as a mouth, hair, eyelashes, rosy cheeks, long green whiskers, floppy ears and even glasses. Family action is needed, however, when Boxman decides to wear his box to bed. A simple story, simply told. Illustrations are sunny and joyful with humorous touches. One cause for concern is the picture showing mother cutting out a mouth while Bob's head is still inside the box. Young children may be tempted to try something similar with possibly disastrous results. B. Richardson

LEV: Preschool Lower primary

AVAIL: \$17.95

SCIS 714725

IRINA HALE



BOXMAN

DALE, Penny *The elephant tree*. Heinemann, 1991
ISBN 0855614382

Cover and endpapers set the scene. Two small children, playing in the snow with their toys – an elephant, a rabbit, a Pooh look-a-like and a mouse – set off on an imaginary journey across grasslands and desert, up mountains and through the forest looking for an elephant tree. They find bird trees, monkey trees, tiger trees and even bear trees, but no tree for a toy elephant. So they build him one. Wonderful illustrations tell the story extending a very basic, understated text. Children will want to read along with this one and then act it out. B. Richardson

LEV: Preschool Lower primary

AVAIL: \$18.95

SCIS 699458

BOURGEOIS, Paulette *Franklin is lost*. Ashton Scholastic, 1992
ISBN 0868969079

In the excitement of a game of hide and seek with his friends, Franklin, a young turtle, forgets his parents' admonishment not to go into the woods alone. Franklin's fears, as darkness falls and the realisation that he is lost sets in, are gently treated in a way which retains the cautionary message but does not threaten young readers. Anxiety engendered by Franklin's plight is dispelled by a reassuring conclusion. The book could stimulate discussion on the wisdom of staying in one place until found and of the parents' reaction when they find Franklin. Brenda Clark's full

colour illustrations abound with woodland detail.

B. Mitchell

LEV: Preschool Lower primary

AVAIL: Paper \$5.50

SCIS 707294

SMITH, Lane *Glasses who needs 'em?* Viking Penguin, 1991
ISBN 067084313X

Here is a zany approach to what, for many young children, is a very serious subject. A small boy, faced with needing glasses, has a curious, rather crazy, encounter with an eye doctor. The boy soon suspects the doctor of seeing things. Do Hong-Kong-Flu bugs really wear glasses? But, is it perhaps that the boy himself has been missing things without glasses, hmmm? Illustrations, with a touch of the bizarre, and red and green alternating print certainly catch the eye. Whether or not the book will help children come to terms with having to wear glasses (if indeed this is the intention) is a moot point. B. Richardson

LEV: Lower primary Middle primary

AVAIL: \$17.95

SCIS 713586

TURNER, Gwenda *Gwenda Turner's Australian ABC*. Penguin, 1992
ISBN 0140545069

Delightful illustrations with which Australian children can identify, are a feature of this book. Each letter, accompanied by either one large or three smaller illustrations, is allocated one page. Letters are large and clear, printed at the top of each page in both upper and lower case. Words accompanying the depicted objects or creatures are scripted clearly in lower case.

B. Richardson

LEV: Preschool Lower primary

AVAIL: Paper \$8.95

SCIS 716013

DOWLING, Paul *Happy birthday, Owl*. Orchard, 1992
ISBN 1852133392

Owl's friends, a cat, a bear and a rabbit, visit to share the pleasures of a birthday celebration. The excitement of giving and receiving presents, guessing what they contain, party games and special food are all enjoyed by the party goers. Questions interspersed in the simple text, invite the audience to become involved. An added interest is a visual story of an uninvited guest, a little bee, which is sustained solely in the illustrations. I found the staring eyes of the characters unpleasant but my objection was not an issue with the young 'test-listeners' who enjoyed the fun. B. Mitchell

LEV: Preschool Lower primary

AVAIL: \$16.95

SCIS 715082

TAYLOR, Anelise *It wasn't me!* OUP, 1991
ISBN 0192798847

The exclamatory title is Alex's standard rejoinder when mishaps occur, followed by assigning blame to imaginary Tom. The issue of Tom's existence is not confronted by other characters so there is no sense of Alex being derided. Alex's acceptance of responsibility for his own actions, soon after his seventh birthday, precipitates the disappearance of his alter ego. The imaginary figure is depicted as a faded echo of Alex, within a dotted outline, so readers are always aware of his presence. Maturity takes its natural course in a story told simply, with touches of droll humour.

B. Mitchell

LEV: Preschool Lower primary
AVAIL: \$19.95

SCIS 713299

DePAOLA, Tomie *Jamie O'Rourke and the big potato.* Ashton Scholastic, 1992
ISBN 0868969354 [398.27]

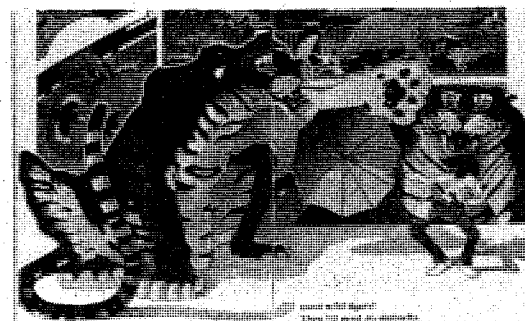
Well told tall tales always intrigue children, and this retelling of an Irish folk tale about the laziest man in the world, is in the tradition of great Irish storytellers. After catching a leprechaun, Jamie accepts a potato seed instead of a pot of gold for the former's release. However, Jamie is still able to achieve the perfect life for a lazy man. As both storyteller and illustrator, DePaola provides an excellent integration of text and pictures. His fine sense of design and sensitive use of colour are once again evident in the superb illustrations, which add vitality to this folk tale. M. Buttenshaw

LEV: Lower primary Middle primary
AVAIL: Paper \$6.00

SCIS 713872

AYERS, Beryl *Lucky I have my umbrella.* Martin International, 1992
ISBN 0947212078

The opinion that umbrellas are boring is beautifully dispelled in the series of fantastic adventures depicted in this imaginative picture book. Snappy, spare text is accompanied by vibrantly coloured illustrations



packed with action. A tenuous link between reality and fantasy is maintained by the subtle, continued presence of a letter to be posted. A journey to the

postbox provides a framework within which the imagination runs joyously free. Parcelling of David Kennett's illustrations into sections across double pages enhances visual interest. Commendably a strong final page returns the reader to reality without a sense of anticlimax. B. Mitchell

LEV: Preschool Lower primary
AVAIL: \$16.95

SCIS 714775

DELACRE, Lulu *Nathan's balloon adventure.* Scholastic, 1991
ISBN 0590449761

Friendship between Nicholas, a mouse, and Nathan, an elephant, stands the strain when Nicholas' cousin, Henri, makes it obvious that Nathan is not welcome. Nathan justifies his friend's faith when, by virtue of his difference, he prevents disaster. Within the overt story of an adventurous outing in a hot air balloon are undercurrents of tension, initial distrust, loyalty and resolution of earlier conflict. Subtle in delivery, the messages of acceptance, personal value and flexibility are well received in an attractive package. Delacre's watercolours convey clarity and freshness, with every page opening providing colour. B. Mitchell

LEV: Preschool Lower primary
AVAIL: \$14.95

SCIS 712911

HENLEY, Claire *Ocean day.* Dent, 1992
ISBN 0460881116

Brightly coloured, full page images of the sea, the shore, and life both on and under the sea are accompanied by simple descriptive sentences on facing pages. The gouache illustrations are bright, clear and uncluttered, with an appearance of wood or lino cut; each would make a wonderful poster. This hand-sized book will appeal to early readers. B. Richardson

LEV: Preschool Lower primary
AVAIL: Paper \$9.95

SCIS 717565

HILL, Susan *Pirate Poll.* Hamish Hamilton, 1992
ISBN 0241130433

Teachers of younger grades will welcome a new fiction resource to include in a topic on pirates as suitable stories are in short supply. This title will not disappoint, even though the story focuses on a small child's problem with dressing up, not on pirates. Polly likes people to look like themselves so doesn't relate to clowns, face painting or spooky birthday parties. When Polly's teacher decides to hold a pirates' day Polly is at last gently enticed to join in and enjoy the fun. A child-centred story, well told, with engaging soft illustrations by Priscilla Lamont. B. Richardson

LEV: Preschool Lower primary Middle primary
AVAIL: \$19.95

SCIS 714407

FINKELSTEIN, Chris *Queen Becky.* Jam Roll Press, 1992
ISBN 1875491058

Imaginative Becky is a most determined preschooler who gets her own way with pouts and tantrums. This imperious young ruler of the family decides to celebrate her third birthday with a royal marriage to baby brother rather than a birthday party. Queen Becky further demands that the royal guests bring a 'dumpsey' (dummy) for the occasion. Her family, somewhat disappointed, accede to the requests and Becky has her celebration complete with a dumpsey to suck. Her behaviour and the implied sibling rivalry provide good discussion starters. The text, substantially dialogue, requires the reader to fill in the gaps. Annmarie Scott's evocative pencil illustrations aid this process providing detail and atmosphere they capture mood and emotion. B. Richardson

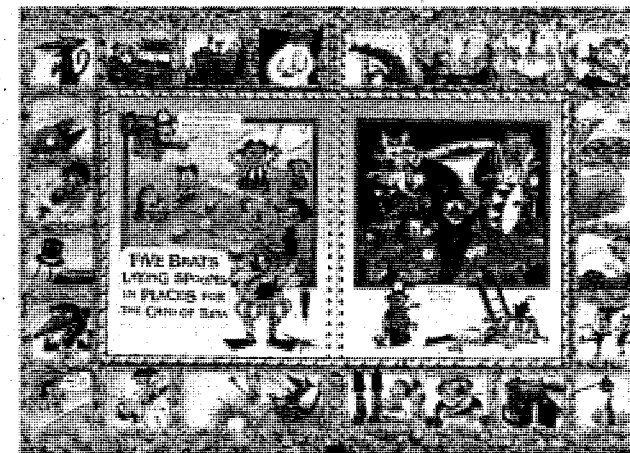
LEV: Preschool Lower primary

AVAIL: \$17.95

SCIS 716219

JENNINGS, Paul *Spooner or later.* Viking, 1992
ISBN 0670837458

The fun that the 3 collaborators (Jennings, Greenwood and Denton) had in the compilation of this work is evinced in every aspect of its lunacy. Based on the work of the Reverend Spooner, a smaller book in which his speech errors are recorded in word bubbles, is enclosed within a very large format book which



essentially forms a border containing the pictorial de-spoonerised solutions. The spiral binding won't enhance the book's longevity in libraries, especially since there are enough rude solutions to ensure raucous glee among young readers. But I'd just face up to the inevitable and endless repairs. F. Gardiner

LEV: Middle primary Upper primary

AVAIL: \$19.95

SCIS 725673

SEYMOUR, Peter *What's in the prehistoric forest?* Child's Play, 1992
ISBN 0859535215

Lift the flaps and you will find dinosaurs with a difference and other quite amazing creatures! A combination of brightly coloured prehistoric animals in a lift-up, pop-up format will be an instant hit with young children. Adults are more likely to question illustrator David Carter's colour selection - a pink and orange triceratops, a stegosaurus glowing in red and yellow and a purple pterodactyl. As well the alliteration in the text is at times somewhat forced. If you decide to add this pop-up to a school collection be prepared for a short shelf life. B. Richardson

LEV: Preschool Lower primary

AVAIL: \$14.50

SCIS 696864

ODGERS, Sally *The window book.* Walter Mcvitty, 1992

ISBN 0949183660

Challenging children by hiding objects or animals in the pictures has become a popular way of involving them more fully in the story. As Monica and Thomas explore an old book belonging to Grandma they find they are able to go right into the pictures. The reader can discover the disguised Monk for whom the children are searching. There is an old world, dreamy feeling to the book. The beauty of the language together with the delicate illustrations by Kilmeny Niland capture this elusive atmosphere well. The story is a good one to read aloud. M. Buttenshaw

LEV: Lower primary

AVAIL: Paper \$7.50

SCIS 714410

HENLEY, Claire *Zoo day.* Dent Children's, 1992
ISBN 0460881132

Features of this account of children's experiences during a visit to the zoo include interesting, descriptive language, active rather than passive animals and the startling clarity of brightly coloured illustrations prepared using gouache paints. Views of the animals are not obstructed by cages and the abundance of vegetation adds to the impression of freedom, spaciousness and well-being. A worthy addition, on a theme popular in preschool and infants classes, which entertains and provides ample opportunities for vocabulary enrichment and oral expression. B. Mitchell

LEV: Preschool Lower primary

AVAIL: Paper \$9.95

SCIS 717559 ♦

■ Fiction

For younger readers

JOHANSEN, Hannah *7 X 7 tales of a sevensleeper*. Faber and Faber, 1992
ISBN 0571165060

Everything in this short, profusely illustrated novel resonates with the magical number 7. On one level it is about a child who has decided to pretend to be a sevensleeper, a small dormouse-like creature. It is also a series of observations from a 7-year-old involved in a fantasy world. This is a short, subtle story in which not all is explained and puzzles are posed by the text and illustrations. It may suit able younger readers who enjoy the challenge of a work which is not straightforward. J. Buckley
LEV: Middle primary
AVAIL: Paper \$7.95 SCIS 720482

HOMES, Ruth *The adventures of Wonder Dog and the ship's cat*. Hyland, 1992
ISBN 0947062998

The unlikely combination of an independent ship's cat called Biscuit and a rather dopey bulldog called Donkey Oatie (Don Quixote) set out to have adventures. In trying to manoeuvre people into the position where they have to be helped or rescued, the pair become true friends and have many hilarious adventures. These culminate happily as they achieve Donk's ambition of becoming known as a wonder dog. The illustrations which occur in a variety of sizes on every double page, feature Ian McCausland's well controlled linework. Newly independent readers should enjoy meeting these two memorable characters. M. Buttenshaw
LEV: Middle primary Upper primary
AVAIL: Paper \$12.95 SCIS 717270

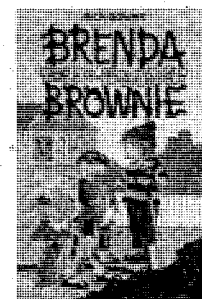
LEESON, Robert *April fool at Hob Lane school*. Hamilton, 1992
ISBN 0241131081

Unfamiliar concepts such as Noddy Day, legging over, Borough Councils and Greenie Hills render the humdrum events recounted in the 3 stories comprising this slight collection even less likely to attract the young readers for whom it has been compiled. An appealing context would motivate its audience to make the effort but, in this case, such enticement is not apparent. Laboured moral messages, remote references and superficial characterisation combine in a tedious, banal offering. B. Mitchell
LEV: Middle primary
AVAIL: \$12.95 SCIS 714404

TULLOCH, Richard Barry *the burglar's last job*. Omnibus, 1992
ISBN 1862911215

Burglar Barry plies his trade, with a sack on his back, a glint in his eyes and pounding in his heart. He is successful, with cash and artworks hidden under his floorboards. When he is outwitted by the elderly residents of Rosemount Mansions, he comes to appreciate a more honest life as a caretaker. Nicely paced with effective use of repetition and excellent black and white illustrations by Coral Tulloch, this is a fast moving story for newly independent readers. J. Buckley
LEV: Middle primary
AVAIL: Paper \$6.95 SCIS 719682

GOWAR, Mick *Brenda the do-it-yourself brownie*. Pan Macmillan Children's Books London, 1992
ISBN 0330322125



Brenda's initial disappointment at not being able to join Brownies immediately after turning 7 is mollified by her mother's suggestion that in the meantime Brenda could practise being a Brownie. Brenda's enthusiasm for the task is not matched by wisdom or success and the ensuing escapades, involving 2 reluctant conscripts, provide entertainment and anguish. Characterisation is realistic with the loving, understanding facets of the mother's character balanced by snappy, irritated responses when appropriate. A satisfying conclusion rounds off a lively account of well-intentioned catastrophes. The shaded grey, full-page illustrations complement the 8 chapters of text. B. Mitchell
LEV: Lower primary Middle primary
AVAIL: Paper \$6.95 SCIS 709054

FARRER, Vashti *Escape from Eaglehawk*. Millenium, 1991
ISBN 0855748931

Sam is a 9-year-old London pick-pocket in 1837. When he is caught he is transported to Point Puer in Tasmania, a prison settlement especially for young offenders. Sam and his friend Jemmy, hoping to avoid the cruelty of the other inmates, attempt an escape from this inescapable institution. According to the acknowledgements this is a carefully researched novel. However some of the conditions seem remarkably generous as does the modern attitude towards reform and

the understanding of boyish misdemeanours by the commandant. Mainly conversational, the Cockney speech forms and some inconsistencies in the action will discourage some readers. M. Hamlyn
LEV: Middle primary
AVAIL: Paper \$6.50 SCIS 684617

WHITEHEAD, Ann *The Frazzles*. Collins/A&R, 1991
ISBN 020717282X

February is the month for the Frazzles, Jimmy's way of explaining the number of ways things can go wrong in a short time. These include constant bickering with siblings, trouble at school and many comic misadventures. Jimmy does come to realise that he is instrumental in determining his own fate. Written from Jimmy's viewpoint as a diary over 13 action-packed days, we therefore get his limited view of all other characters, who fail to really live. Although his escapades are humorous, the excesses of the plot prove too much for the novel to sustain. J. Buckley
LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 718534

TEAGUE, Mark *Frog medicine*. Scholastic, 1991
ISBN 0590441779

When Elmo-Freem makes the extraordinary discovery that he is turning into a frog he thinks the solution is to be found externally, not realising that his own potential, if tapped, will suffice. Young Elmo learns valuable lessons about self-responsibility and effective management of a problem. Illustrations, surrealistic in execution, incorporate visual jokes, vibrant colour and feature eloquent facial expressions on both Elmo and his cat, Leon. The result is a quirky fantasy with zany appeal; a combination conducive to attracting older reluctant readers. B. Mitchell
LEV: Lower primary Middle primary
AVAIL: \$15.95 SCIS 710553

BROOME, Errol Gary *Keeble's kitchen*. Random House, 1992
ISBN 0091825776

The subtitle 'With 28 recipes that anyone can cook and everyone will eat' gives the key to this unusual book. This is a humorous story of Gary who has plenty of the normal teenage problems but, in particular, a mum whose dinnertime offerings lack variety and imagination. Gary demonstrates both qualities in his own recipes scattered liberally throughout the story. The mixture



of narrative and recipes, together with lively illustrations, is original and entertaining. Gary's adventures and how he copes by cooking for others make this an appealing and easy to read book. M. Hutchinson
LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$7.50 SCIS 714705

STANNARD, Russell *Here I am!* Faber and Faber, 1992
ISBN 0571166121

The classical physicist's view of the origins of life and the universe is revealed to a teenage non-believer, Sam, by the *deus ex machina* of God speaking through a computer. Sam debates and argues with this 'hacker' such questions as free will, good and evil, the nature of love, the place of evolution in Christian beliefs, the Biblical miracles, the efficacy of prayer, the role of the church, conscience, the existence of heaven and hell, and ultimately, God. After the hacker ends their sessions, Sam retrieves the crumpled up printout of 10 areas to think about. Although the black and white sketches by Jonathan Pugh break up the text, they add little else. Russell Stannard is an Open University physics professor who has had other introductory physics books short-listed. This one is a readable and sincere exploration for its intended audience. G. Phillips
LEV: Upper primary Lower secondary
AVAIL: \$22.95 SCIS 717109

KING-SMITH, Dick *Lady Daisy*. Viking, 1992
ISBN 0670832979

In this straight forward narrative, very British in setting, dialogue and historical associations, a small boy finds a doll from the Victorian era which speaks only to him. Lady Daisy helps Ned with a history project and is involved in incidents with a school bully and a thought-to-be unscrupulous antique dealer. The novel ends with a neat, but predictable twist. While there are elements of a non-sexist approach in the portrayal of the main character, the fantasy element is improbable and the characterisation thin. It will have limited appeal. C. Frew
LEV: Upper primary
AVAIL: \$22.95 SCIS 718500

PEGUERO, Leone *Mervyn's Christmas*. Hamilton, 1992
ISBN 094724137X

A persistent cat with a fine sense of his own importance like Mervyn can cause a lot of trouble for his family during the busy days before Christmas. His comic misadventures result in banishment from the house just when he feels he should be receiving lots of attention. Mervyn's puzzlement and sense of affront

may be familiar emotions for young readers, who are aligned with Mervyn's viewpoint in this short narrative. Well designed, using large clear type, uncluttered pages and good black and white illustrations by Shirley Peters, this is a light hearted story for newly independent readers. J. Buckley

LEV: Lower primary Middle primary
AVAIL: \$14.95 SCIS 723689

BERNARD, Patricia *Monkey Hill gold*. Omnibus, 1992
ISBN 1862911339

A miner from the 1860s and his 9-year old companion, Sing Lee, find themselves in contemporary Sydney after their mining blast coincides with 20th-century excavation. Jody and Martin find them and take them home to live at their place. With parents fortunately away and an unwitting relative looking after them, they manage the deception. Entertaining, and with a degree of comment on the lifestyles and choices of both time periods, it is nevertheless unsatisfying. The sketchy supporting characters, the straining of coincidence and the story's improbability ultimately weigh it down. J. Buckley

LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95 SCIS 716416

BROOKE, Agnes-Mary *Night of the medlar*. Ashton Scholastic, 1992
ISBN 1869430417

A number of disturbing incidents have occurred at Justin and Penny's New Zealand farm. However, when they discover a little carved wooden box and hear an intriguing story from the very elderly Maddy Stewart, they know things will change. The children find it is their role to release their house and farm from a 100-year-old curse. Under the light of the full moon they undertake their hazardous journey to find the Hermit's cave. This interesting fantasy relies upon the cooperation of brother and sister. Simple language and a constant air of mystery make for a very readable and exciting adventure. C. Sly

LEV: Upper primary Lower secondary
AVAIL: Paper \$5.00 SCIS 714372

BALL, Duncan *Piggott Place*. Collins/A&R, 1992
ISBN 0207174458

The Piggotts are about to lose Piggott Place - forfeited to the local council in lieu of unpaid rates. Readers will follow the plethora of zany plans hatched by various family members to rescue their humble hearth and home. Scarcely a word of this book is not predictable: plot and characters tread well-worn paths, each turn and movement signposted with clarity. But this is not intended as criticism, for reluctant readers and the vast

army of fans of the wacky tale will love this accessible, fast-paced, good humoured novel. F. Gardiner

LEV: Middle primary Upper primary
AVAIL: Paper \$9.95 SCIS 710757

HEGARTY, Frances *The playroom*. Penguin, 1992
ISBN 0140145443

Behind the veneer of the wealth and respectability of the families in this novel lurk certain terrors. Concern about their houses, clothes, luncheons and fashionable pastimes leaves no room for any meaningful communication of personal problems and anxieties. A middle-class suburban nightmare grows out of the tedium of day to day existence and maintaining the facade. Where does Jeanetta, the Allendale's unloved 4-year-old daughter go? Presented as a horror story, this rather drawn out tale is one for particularly avid readers. C. Sly

LEV: Upper secondary
AVAIL: Paper \$11.95 SCIS 716006

RODGERS, Frank Ricky, *Zedex and the spooks*. Viking, 1992
ISBN 0670839302

Ghosts and robots are popular subjects with the target audience so it is not surprising that ghostly robots should attract attention. Add a dastardly villain, an enterprising young boy, accompanied by a multi-talented robot friend, and this lively adventure, with the bonus of enriching vocabulary, is set for success. Author-illustrated, the 5 chapters of text are supported by black and white line drawings, and function as a motivating introduction to novels. In addition to providing an enjoyable reading experience, the cast and actions are conducive to stimulating drama, design and visual arts activities. B. Mitchell

LEV: Lower primary Middle primary
AVAIL: \$14.95 SCIS 711293

SKIPPER, David *Shadowshow*. Lions, 1991
ISBN 0006940560

Thirteen-year-old Marty, an orphan from the Sheraton Hostel, cannot believe that his streetwise daredevil mate, Charlie Parker, has been killed in a hit and run accident. Out searching for the truth he is led by the appearance of Charlie to the carnival which has newly set-up on the 'Deadlands' at the edge of town. With another friend he discovers the evil change which effects the carnival after dark. The ghost train, of course, is the centre of it all. A fast moving story with all the usual ingredients of horror, it has a convoluted ending. M. Hamlyn

LEV: Upper primary
AVAIL: Paper \$6.00 SCIS 693121

CLEARY, Beverly Strider. Hamish Hamilton, 1991
ISBN 0241131340

Is problem-solving everyone's life work? It is to 14-year-old Leigh Botts. Having survived the break-up of his parent's marriage in *Dear Mr. Henshaw*, Leigh goes on to cope with becoming the man of the family, assisted by an Australian cattle dog he calls Strider. While Leigh's mum studies for a new career in nursing, Leigh takes on the responsibility and emotional demands of the dog's joint custody with his friend Barry, and achieves enough maturity to build a new relationship with his father. The necessity of having to keep a heel nipper exercised, turns Leigh into a cross-country runner who comes to belong to the track crowd. This sequel is written as a journal, with black and white sketches by Paul O. Zelinsky which add warmth to the text. G. Phillips

LEV: Upper primary Lower secondary
AVAIL: \$22.95 SCIS 716089

RODDA, Emily *The timekeeper*. Omnibus, 1992
ISBN 1862911363

In her sequel to *Finders Keepers*, Emily Rodda continues almost unbroken the story of the Barrier that separates the regular world from the repository of lost socks (et al). The Barrier is breaking away and it is left to Patrick to find the cause and mend the problem. The style is simple without being simplistic; the plot fast-paced; and the characters readily identifiable by the potential readers. Those young readers who enjoyed the first book, and I well remember that the loudest cheer at the 1991 CBC Awards was reserved for Ms Rodda, will be as satisfied with this one. A television series based on the books is apparently about to be screened. F. Gardiner

LEV: Middle primary Upper primary
AVAIL: \$14.95 SCIS 725214

ALDRIDGE, James *The true story of Lola Mackellar*. Viking, 1992
ISBN 0670842885

There have been 2 other 'true' stories, those of Spit MacPhee and Lilli Stubeck (who is granted a brief cameo appearance in this one). This 3rd novel is not in the same class as its predecessors. The style, almost documentary at times with its attention to (often superfluous) detail, is in parts stilted, old fashioned, facile and occasionally sinks into mawkishness. The characters are not wholly convincing: they lack depth and behave with an erraticism that is at best unappealing, at worst silly. The plot, redolent of *I can jump puddles*, is fairly predictable but sufficiently interesting to redeem the novel to a small degree. F. Gardiner

LEV: Upper primary Lower secondary
AVAIL: \$19.95 SCIS 721617

For older readers

NORMAN, Roger *Albion's dream*. Faber, 1992
ISBN 0571165079

Albion's dream is an old board game. It has the power to influence real events, and as Edward and his cousin realise this they must deal with their fear and fascination as they continue to play. The novel's setting in an English boarding school and its uninspiring cover give the story an old fashioned feel. There is however much to involve as this suspenseful story unfolds. Events move quickly, are credible and build to an exciting ending. J. Buckley

LEV: Lower secondary Middle secondary
AVAIL: Paper \$7.95 SCIS 720507

STANNARD, Russell *Black holes and Uncle Albert*. Faber, 1992
ISBN 0571144535



Gedanken, a young girl who loves to discover things for herself, is fortunate in having a famous scientist for her uncle. By using thought bubbles, Uncle Albert encourages her to experiment with wonky space, bent light and black holes. The author is a professor of physics. It is refreshing to see a writer with these qualifications attempting to make this subject more

exciting and accessible to young readers. At times the scientific explanations are bewildering, but the story moves along nicely and has humorous touches. The book should provide an enjoyable challenge for budding scientists. M. Buttenshaw

LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$7.95 SCIS 716202

VOIGT, Cynthia David and Jonathan. Harper Collins, 1992
ISBN 0001841017

Some of Cynthia Voigt's novels are transcendent, some interesting, and others mere incursions into different genres. This one smacks of experimentation but it is by no means unsuccessful. Fundamentally it seems to be a dialogue she is having with herself, but mouthed by the 2 main characters, Jon and Henry, who have been friends since their adolescence. When we meet them Jon is desperately ill in a military hospital, and Henry the doctor most likely to perform the life-saving surgery. The novel takes us back over the 20 years spanning their relationship and the effect upon it of Jon's disturbed cousin, David. The aforementioned dialogue is complex, intellectual - and challenging. F. Gardiner

LEV: Middle secondary Upper secondary
AVAIL: \$17.95 SCIS 711875

RUBINSTEIN, Gillian *Galax Arena*. Hyland Press, 1992
ISBN 0947062939

Optimism about the human race has no place in this novel which tells a disturbing tale of children kidnapped and forced to become participants in a hideous and violent parody of something like *The Flying Fruit Fly Circus*. Although the account given by Joella, one of the victims who manages to escape, is fragmented, and the inclusion of the invented, pidgin-type language is distracting, every one of the 130 pages in this novel is turned as quickly as possible by the reader. It is a gripping read. It is not, however, particularly satisfying: the characters are neither appealing nor well delineated; the plot is not convincing; and it leaves the reader with very little hope, either for the future of the characters or, in the broader perspective, continuing human existence.



F. Gardiner
LEV: Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 723321

PRICE, Susan *Ghost song*. Faber, 1992
ISBN 0571164102

Here is a powerful novel which combines a skilfully told story with an evocative setting amid frozen Arctic wastes. The interwoven tales of Malyuta, hunting for sables in the snowy landscape, his son Ambrosi, Kuzma a magically powerful shaman and an accursed group of reindeer hunters form a rich narrative and build the emotional strength of the novel. Distinctions between the real and the magical are blurred as the demands of the shaman take over Ambrosi's life. This is a well crafted novel which places the reader within an unfamiliar and haunting landscape. J. Buckley
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$22.95 SCIS 720600

MAGORIAN, Michelle *In deep water*. Viking, 1992
ISBN 0670837385

With vivid and fond memories of *Goodnight Mister Tom*, I approached this new Magorian work with great anticipation—to be bitterly disappointed. For this collection of stories, far from echoing the splendour of the former novel, is far worse than ordinary, lacking even the basic craft that is to be expected of a professional writer. The plots are simplistic and predictable, the characters unattractive, and the style banal, sometimes recalling the sort of student writing wrung from

unwilling participants whose real fortés are maths or sport. F. Gardiner
LEV: Lower secondary
AVAIL: \$19.95 SCIS 718292

NOONAN, Diana *Leaving the snow country*. University of Queensland Press, 1992
ISBN 0702224154

Set in a small farming community in New Zealand this sensitive novel traces a young girl's progress towards maturity as she struggles with the decision to leave her beloved valley for university in the city. The close-knit feeling of rural life is well presented and while Penny is drawn to its apparent security she comes to see that its traditional patterns allow no room for personal growth. The people of the snow country have their human faults and frailties; the idyll has to be balanced with reality. Diana Noonan has recreated the wild beauty of the area and defined the girl's poetic response to it in a natural way. A very satisfying read. C. Frew
LEV: Middle secondary Upper secondary
AVAIL: Paper \$10.95 SCIS 718485

SPINELLI, Jerry *Maniac Magee*. Ashton Scholastic, 1992
ISBN 1869431324

Is Jeffrey Lionel (alias Maniac) Magee, orphaned at 3, the type of little guy to surrender to the blows that fate likes to hurl down upon some? No, never. He simply doesn't know how to succumb to anything; nor do any of the other characters, all of them losers—from some perspectives. Although the ethos of this novel is unequivocally American (baseball is almost a *raison d'être*), the warmth of the characters, the compulsion of the plot, and the zest for life that pervades everyone and everything, make this universally appealing. Newbery Medal winners are usually interesting books; this one is no exception. F. Gardiner
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$5.95 SCIS 711312

McGAHAN, Andrew *Praise*. Allen & Unwin, 1992
ISBN 1863732454

There's not much rock'n'roll but sex and drugs feature graphically, and to the exclusion of anything else, in this bleak account of life in Brisbane in the 90s. The characters (in their 20s) are not victims of fractured families or those to whom life has dealt successive and unmitigated blows; they are unmotivated drop-outs. We are offered every detail of their sexual and narcotic exploits, which may account for the popularity of this novel among younger teenagers. The everyday acceptance of, and how-to approach to, drugs is disturb-

ing; and there are infinitely better written and more elegant accounts of sexual relationships, so don't be misled by the Vogel Prize that this work somehow picked up. F. Gardiner
EVAL: Not recommended SCIS 722472

SILVER, Norman *Python dance*. Faber, 1992
ISBN 0571165885

The keen mid to senior secondary school reader should find much to enjoy and some challenge in this novel, part of Norman Silver's South African trilogy. Ruth, a white Jewish South African with all the problems and joys of being a teenager, also finds herself forced to face up to the reality of apartheid in the 1960s because of her friendship with a white radical boy and his black activist mate. As social issues inevitably become political issues, Ruth finds her own prejudices challenged and her attitudes changing. M. Steinberger
LEV: Middle secondary Upper secondary
AVAIL: \$22.95 SCIS 717518

STEWART, Paul Rory *McCrorry's nightmare machine*. Viking, 1992
ISBN 0670841277

A travelling picture show visits the Scottish island where Jimmy lives with parents who allow him little freedom. The picture show enables children to see and experience their dreams, usually a rewarding experience as fears are faced and overcome. For Jimmy, however, the nightmare is so strong that he is stuck within the land of perpetual dreams until he can face his own terror. The concept is interesting although chilling. The concern it generates not entirely eased by the all too simple happy ending. J. Buckley
LEV: Lower secondary
AVAIL: \$24.95 SCIS 720529

MYERS, Walter Dean *Somewhere in the darkness*. Scholastic, 1992
ISBN 0590424114

The abrupt arrival of a father he has never known requires Jimmy to make a difficult decision. He decides to accompany his father on a journey, leaving behind the love and familiar comfort of home. His father attempts to establish a relationship with Jimmy and explain the background to his years of imprisonment. As the pressures of serious illness and the law impinge on them, a poignant story builds. Their relationship is sensitively presented, characterisation is deftly handled and sentiment kept in check, although the small mysteries along the way do not obscure the obvious direction the book will take. J. Buckley
LEV: Middle secondary Upper secondary
AVAIL: \$16.95 SCIS 719933 ♦

■ Short stories

Bittersweet / edited by Toss Gascoigne. Penguin, 1992
ISBN 0140348123

While the teen-magazine style cover may suggest that the short stories contained in this collection are solely of the romantic teenage fiction variety, the *Bittersweet* theme of the title is explored by each of the 11 stories in a different way. Isobelle Carmody's unconventional *The witch seed* returns to the neighbourhood of her childhood and to questions of self and being. *Jem's old man* by Bron Nicholls sympathetically highlights the friendship between a 14-year-old boy and an old man against the background of country life and the continuity of Australian history. *Bittersweet* is Jem's reaction to the death of his friend. Allan Baillie's story about 2 young people in love and facing parental opposition in *The bed sitter* is refreshing and unconventional. C. Frew
LEV: Middle secondary Upper secondary
AVAIL: Paper \$8.95 SCIS 711178

Brief encounters / compiled by Barbara Ker Wilson. University of Queensland Press, 1992
ISBN 0702223964

This is a diverse and useful collection even though more than half of the 18 stories have appeared in earlier publications. While all develop 'brief encounters' of one kind or another they range from the brutal, sparsely told account of war's barbarity in *Autumn* by Maria Lewitt to Jean Chapman's humorous tall tale, *The beaut cook*. Some of these would be best read for personal reflection, others for reading aloud and class discussion. *Brief encounters* contains detailed biographical notes as well as comments on the specific stories. C. Frew
LEV: Middle secondary Upper secondary
AVAIL: Paper \$10.95 SCIS 711185

Goodbye and hello / edited by Clodagh Corcoran and Margot Tyrrell. Viking, 1992
ISBN 0670843911

Sixteen stories about family ties and personal experiences, about leaving and arriving, form this diverse collection by Australian and Irish authors. Nadia Wheatley's *The convict box* directly and imaginatively reinforces the Irish-Australian connection; *Moondust* by Mary K. Pershall sensitively portrays a young girl's empathy with her Aboriginal heritage. In *A smell of home* by Morgan Llywelyn (who claims three Irish grandparents) Anna on a visit to her dying Gran in Ireland becomes the means of reconciliation for her estranged mother. All the stories involve young people faced with changes in their lives. The Australian contributors to this satisfying collection are well

known already; the Irish ones worthy of being so.

C. Frew

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: \$19.95

SCIS 711197

McFARLANE, Peter *The flea and other stories*. Penguin, 1992

ISBN 0140348506

The title story in this collection of 8 with its echoes of John Donne's poem *The flea* is original and ironic. The other stories deal with situations involving teenage relationships such as a girl's infatuation with a pop star in *Brodo and Bernadette*; a young woman who must deal with the obsessions of a schizophrenic boyfriend in *Poor Nick's-a-cold* and in *The gift* a strange antagonistic relationship between 2 sisters is revealed over almost 60 years. Some of the stories have a distinctly 'street-wise' style in theme and language; the overall effect disappointing. C. Frew

LEV: Upper secondary

AVAIL: Paper \$8.95

SCIS 707682

TAYLOR, Mildred D. *The friendship and other stories*. Penguin, 1989

ISBN 0140346155

Three stories which celebrate family ties and the bonds of love and respect which have grown out of the author's experiences are set against a background of racism and intolerance in the American South. Through sensitive characterisation emotions are stirred as the reader shares the child's puzzlement at the inhumanity of (white) man in *The friendship* and feels the fear brought on by thoughts of a trip south in *The gold cadillac*. The characters' response to racism is not aggressive; this dignity gives the stories their power. C. Frew

LEV: Upper primary Lower secondary Middle secondary

AVAIL: Paper \$6.95

SCIS 703703 ♦

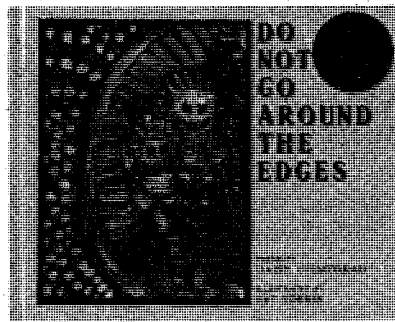
■ Poetry and Drama

UTEMORRAH, Daisy *Do not go around the edges*. Magabala Press, 1990

ISBN 0958810117

[821]

Clever use of borders enable fifteen poems, reflecting the heritage and experiences of the Aboriginal author, to be simultaneously accompanied by a simple prose autobiography. The book is remarkable for its clever layout and design which showcase not only the dual text but also the vibrant artwork by Pat Torres. Colour is used to particularly good effect; white borders



contrasting with earthy browns, yellow ochres, vivid blues and greens. A photograph of the author, a map and contents page are included. Definitely a book to share and discuss with all ages and

worthy of its place on the 1992 CBC shortlist.

B. Richardson

LEV: Middle primary Upper primary Lower secondary

AVAIL: \$14.95

EVAL: Highly recommended

SCIS 673914

KEMP, Gene *The mink war*. Faber and Faber, 1992

ISBN 0571163122

[821]

A story of war in the animal world, this is an exciting and fast moving narrative poem. Sensual, rustic images of the forest and its peaceful animal inhabitants are soon tainted with the smell of blood when a marauding tribe of minks invade the woodland, after being freed from captivity. A story of cooperation, courage and magic of these English forest creatures is portrayed through the changing rhythms and moods of the poem. Distinctive etched illustrations by Andrew Davidson enhance this delightful little book. C. Sly

LEV: Upper primary Lower secondary

AVAIL: Paper \$12.95

SCIS 714343

The Oxford book of Australian light verse / selected by R. F. Brissenden & Philip Grundy, Oxford, 1991

ISBN 0195545125

[821.008]

An interesting selection of verse revealing the 'lighter' side of many well known and studied Australian poets such as Kenneth Slessor, Judith Wright, Gwen Harwood, Peter Porter and Bruce Dawe is presented in this volume. Some are humorous, many are ironic with biting social comment which will add another dimension to the study of poetry and the Higher School Certificate (HSC) poets in particular. M. Hamlyn

LEV: Upper secondary

AVAIL: \$35.00

SCIS 709741

KINDBERG, Sally *Rat-a-tat-tat*. Pan MacMillan Children's, 1992

ISBN 0333556879

[821]

On a common theme of cats, 19 rhymes comprise this collection. Several are original but most are traditional nursery rhymes readily available from other sources – and in more attractive presentation. I did not find Sally Kindberg's style of illustration appealing – a mixture of

cartoon and caricature; overall the collection is a dull offering. An additional irritation is the abbreviation of well known rhymes into 4-line products. B. Mitchell

LEV: Preschool Lower primary

AVAIL: \$16.95

SCIS 715897

BOURKE, Lawrence A *vivid steady state*. New South Wales University Press, 1992

ISBN 0868400459

[821]

Students of Les Murray are sure to find this publication valuable. It is deemed to be the first major literary study of this contemporary Australian poet. Extensive biographical details, covering his childhood in the country setting of North Coast N.S.W., eventual move to the city and other significant incidents in his life, lead to a clearer understanding of experiences portrayed in Murray's poetry. Various phases of the work of this prolific writer are examined along with his philosophies and views on many aspects of life. Overall the book is a sensitive commentary on a renowned poet. C. Sly

LEV: Upper secondary

AVAIL: Paper \$19.95

SCIS 712024

SINGLETON, Sharon *Who are you anyway?* Hawker Brownlow Education 1992

ISBN 186299742X

[822]

A city school is the setting for this play about the relationships between students in a multicultural environment. It centres on the experience of a new girl, Laila, who has recently arrived with her family from Lebanon. However, the ethnic background of the characters can be adapted to other nationalities. The play exposes a number of prejudices and misunderstandings which are eventually overcome. Beneath the humour lies a certain pathos. With its large cast this play is suitable for class reading or a school drama production. Clear presentation and simple language structure, make this book useful for a range of abilities. C. Sly

LEV: Middle secondary

AVAIL: Paper \$7.95

SCIS 714899 ♦

■ Information

The following resources, both K-6 and 7-12 are listed in Dewey order.

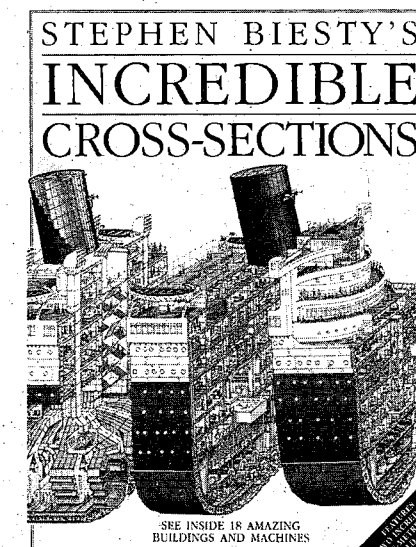
K-6

BIESTY, Stephen *Stephen Biesty's incredible cross-sections*. Penguin, 1992

ISBN 0670838039

[032.02]

Incredible indeed are these large format, detailed illustrations. Each double page spread is an impressive cross-section colour illustration of a complex building, for example a cathedral, or of a machine, for example an oil rig or space shuttle. Much information on their structure,



features and purpose is provided by both the complex illustrations and the accompanying clearly written captions. Both enthusiasts and interested browsers will find much to enjoy in this well designed resource,

which supports technology syllabuses and comprehensively answers the question 'how does it work?' An index assists information retrieval, and the list of acknowledgements affirms the credibility of the information provided. J. Buckley

LEV: Middle primary Upper primary Lower secondary Middle secondary

AVAIL: \$24.95

SCIS 723880

EVAL: Highly recommended

SUZUKI, Laura *Did you know... about shapes and sizes*. Allen & Unwin, 1992

ISBN 1863732373

[153.7]

Edited by David Suzuki, this is one of a series of books which promote an investigative approach to science and nature. In a style reminiscent of Ripley's *Believe it or not*, Laura Suzuki and Peter Cook give us answers to the things we've so often wondered about: how big a molecule really is, why ice floats, what are Saturn's rings, how birds fly, what you do when you fall into quicksand (float and roll!), how cats land on their feet, why hens don't squash their eggs, and much more. Most of this has to do with size and shape – form and structure – but this is a book for pleasure, not reference (no table of contents or index). As well as providing students with enjoyment, it will encourage them to

think and ask even more questions. G. Phillips
 LEV: Middle primary Upper primary Lower secondary
 AVAIL: Paper \$5.00 SCIS 714704

PORRITT, Jonathan *Captain Eco and the fate of the earth*. Allen & Unwin, 1991
 ISBN 1863731490 [363.7]

In cartoon style Captain Eco tells the story of his mission to save the earth from environmental destruction. Two earthlings, Clive and Michelle, are chosen to help with this mission. The book goes on to outline the environmental problems facing the earth including pollution, toxic waste, destruction of forests, farmland and fresh water and overcrowding. The mission concludes with a response section on how earthlings can save their own planet. With simple and flowing text, and Ellis Nadler's rich and imaginative illustrations this is an excellent way to present such a sensitive issue. A. Scholes

LEV: Upper primary Lower secondary
 AVAIL: \$18.95 SCIS 699818

ELKINGTON, John *Go green!* Penguin, 1992
 ISBN 0140346449 [363.7]

Practical suggestions for the individual or class group abound in this work. The cartoon illustrations and language level show that the book is aimed at school students, but the information and general approach ensure that adults would not feel out of place reading it. A large amount of information indicates the extent to which we are damaging our environment, but the manageable practical details ensure that any consequent feeling of helplessness should be replaced by action. Sections on the greenhouse problem, pollution, recycling, energy and rainforests are followed by a useful brainstorming section where a myriad of small ways in which the individual may make a difference are listed. M. Steinberger

LEV: Upper primary Lower secondary Middle secondary
 AVAIL: Paper \$14.95 SCIS 716216

The Australian first thesaurus / compiled by Diane Snowball and Faye Bolton. OUP, 1992
 ISBN 0195532511 [423]

Any thesaurus for younger students faces the problem of how many words to include. This edition contains approximately 500 main words and really is easy to use. All main entries are in blue, so they stand out, and the different senses of words are given in simple sentences, clearly demonstrating meaning and usage. There is an excellent index and useful appendices. Features such as printing the alphabet at the bottom of every double page, and including extra information, eg giving 15 kinds of houses from hut to mansion under the entry for house, make this an excellent

thesaurus. M. Hutchinson
 LEV: Middle primary Upper primary
 AVAIL: Paper \$13.95 SCIS 712302

MARTIN, Rodney *Seasons. Era*, 1992
 ISBN 0947212817 [508]

Effectively presented with an international perspective, this is an excellent information-packed overview. Visual and textual material is packaged in a format accessible, relevant and valid with a range of application. Retrieval is facilitated by expressive photography, contents table, explanatory introduction, headings, succinct data, maps, explanation of abbreviations, index and glossary. Seasonal views of the same scene, with summaries of changes presented in simple point form, give this work a validity often lacking in treatments of this topic. Sweden, England and Australia comprise the 3 locations chosen for comparison, within and between, of how different climatic zones are affected by seasonal change. B. Mitchell
 LEV: Middle primary Upper primary
 AVAIL: Paper \$4.95
 EVAL: Highly recommended SCIS 717421

WARD, Alan *Forces and energy*. Watts, 1992
 ISBN 0749606789 [531.076]

Keen students of science would benefit from reading this book which is attractively presented. A concise introductory statement begins each topic and well placed colourful diagrams are included on each double page spread. Interesting facts foster the child's interest, while the well set out experiments give a list of materials required, followed by clear instructions. This high quality resource includes a contents page, together with a glossary and index, and it supports the NSW K - 6 Science and Technology syllabus admirably.

M. Buttenshaw
 LEV: Middle primary Upper primary
 AVAIL: \$21.95 SCIS 717271

DEVONSHIRE, Hilary *Water*. Watts, 1991
 ISBN 0749605340 [532]

The standard of visual support for the procedures, intelligibly outlined, in the merger of scientific principles and art, contributes to a quality resource. The format is to state the principle and then follow with an activity which provides a practical demonstration of the scientific fact. Equipment and materials required is listed and readily available. Topics addressed include dilution, evaporation, absorption, water resistance and diffusion. Outcomes of many of the activities are attractive pieces of work achieved with the bonus of an integral science lesson. The glossary enhances information value. B. Mitchell

LEV: Lower primary Middle Primary Upper primary
 AVAIL: \$21.95 SCIS 704960

DEVONSHIRE, Hilary *Air*. Watts, 1991
 ISBN 0749606762 [533]

The approach may be that of a scientific artist, or an artistic scientist, depending on perspective. Regardless of discipline the outcome is an enjoyable, educationally worthwhile investigation of scientific principles resulting in attractive and interesting effects. Equipment and materials required for the procedures are listed comprehensively, with requirements for individual sessions being stated for each activity. All are readily available. Concepts covered include the weight of air, air pressure, wind strength, wind direction and wind as a power source. The quality of photography, diagrams and sequencing of instructions makes the content accessible and achievable. B. Mitchell
 LEV: Upper primary Lower secondary
 AVAIL: \$21.95 SCIS 711995

DEVONSHIRE, Hilary *Light*. Watts, 1991
 ISBN 0749605359 [535]

The objective is the achievement of experimental understanding of scientific principles through art-related activities. Features include a useful list of required equipment and materials, clearly-stated information, explicit directions accompanied by equally valuable visuals, attractive layout, glossary and index. Contents include natural and artificial light, shadows, opaque, translucent and transparent materials, reflection and refraction, concave and convex mirrors and optical illusion. Many of the investigations link the demonstrated principle with other examples within the student's experience. This thoughtfully compiled resource can be used effectively, even by those new to the subject. B. Mitchell
 LEV: Upper primary Lower secondary
 AVAIL: \$21.95 SCIS 704963

DEVONSHIRE, Hilary *Colour*. Watts, 1991
 ISBN 0749607157 [535.6078]

The interesting concept of demonstrating scientific principles through art activities is achieved in an appealing integration characterised by thoughtful content and layout. A list of equipment and materials required is supplied at the outset, as well as for each technique, but it is not likely that all activities would be attempted, and those chosen need not be implemented in order of appearance. Safety and health warnings are included where appropriate. Clear, captioned photographs and diagrams accompany lucid notes and instructions, overcoming any deficiencies in expertise in either art or science. A glossary defines terms which may be unfamiliar to the non-specialist. B. Mitchell
 LEV: Upper primary Lower secondary
 AVAIL: \$21.95 SCIS 711994

WARD, Alan *Magnets and electricity*. Franklin Watts, 1992
 ISBN 0749606797 [537.07]

Conveying the message that science is fun, this visually stimulating book promotes the inquiry approach. Clear headings and type make it easy to follow each sequentially planned experiment, while the diagrams add visual appeal and help to clarify instructions. Fascinating and relevant facts are featured. A contents page, a glossary and an index are included, and there is also a section for extra projects to extend the enthusiastic student. The overall presentation of the book should entice the reader. M. Buttenshaw

LEV: Middle primary Upper primary
 AVAIL: \$21.95 SCIS 717272

BENDER, Lionel *Our planet*. Kingfisher, 1991
 ISBN 0862727227 [551]

Environmental information is presented simply and attractively with a clear emphasis on what the individual can do to help protect our environment in this title from the Kingfisher Picture Pocket Series. It is designed to appeal to young readers with its slim size, sturdy hardcover, and colourful illustrations. The simple text and the inclusion of fact files ensure that key concepts (such as CFCs, ozone holes, acid rain, greenhouse gas) are understood. D. Collins
 LEV: Middle primary Upper primary Lower secondary
 AVAIL: \$9.95 SCIS 709870

HEMSLEY, William *Feeding to digestion* Gloucester Press, 1991 (Hands on science)
 ISBN 0749606371 [591.1]

Essential to all animals is the consumption of food which must be digested effectively to produce energy. That is the theme of this book which includes 3 colour-coded sections: *Science ideas* with photographs and diagrams, *Projects* and *Did you know?* The function of the basic food types (fats, proteins and carbohydrates) are explained along with other essentials to diet, food chains and the feeding methods of animals from insects to humans. The book is attractive and interesting to browse through, study, or find information using the index and glossary. M. Hamlyn
 LEV: Upper primary Lower secondary
 AVAIL: \$21.95 SCIS 704885

HEMSLEY, William *Fins to wings*. Gloucester Press, 1991 (Hands on science)
 ISBN 0749607289 [591.1]

The theme of this book is the biology of movement as a skill exclusive to animals. Chapters progress from the biological structures which facilitate movement to the processes needed in the differing environments of

water, land and air. The pages are laid out with explicit colour diagrams and photographs to illustrate the text which has clearly headed sections, experiments and factual examples. Colour coding distinguishes each section. The experiments encourage observation, are interesting and easy to perform. A considerable amount of information is readily accessible. There is also a useful glossary and index. M. Hamlyn
 LEV: Upper primary Lower secondary
 AVAIL: \$21.95 SCIS 704881

BROWNLIE, Betty The life cycle of the monarch butterfly. Ashton Scholastic, 1992
 ISBN 1869430328 [595.78]

Alternating pages of written information and illustrations combine to make this a useful book for younger researchers. Each page of text has a couple of paragraphs of information with large headings outlining each stage in the butterfly's life cycle. The facing page has complementary drawings, either in colour or black and white, which are of excellent quality and are the outstanding feature of the book. The minimal, simple text provides a considerable amount of useful information. A good index is included. M. Hutchinson
 LEV: Middle primary Upper primary Lower secondary
 AVAIL: Paper \$4.00 SCIS 707766

BROWNLIE, Betty The life cycle of the common frog. Ashton Scholastic, 1992
 ISBN 186943059X [597.8]

Many interesting facts about frogs have been included in this book which make it a useful reference for younger students. Simple language, large headings at the start of each paragraph and one main paragraph (or two shorter paragraphs) per page, make it easy to locate information. Facing each page of text are delightful illustrations containing a wealth of detail which enliven and illustrate the written information. Both black and white, and colour drawings are used. There is a short useful index. M. Hutchinson
 LEV: Middle primary Upper primary Lower secondary
 AVAIL: Paper \$4.00 SCIS 714923

PAPASTAVROU, Vassili Turtles and tortoises. Wayland, 1991
 ISBN 0750201487 [597.92]

The chelonian group of animals is explained simply, specifying the differences between tortoises, terrapins and turtles and showing the distribution of each throughout the world. Of the 250 types 20 are individually mentioned at an elementary level. Also clearly outlined are the old and new dangers to the continuance of these species as well as ways being developed to save them from extinction. Colour photographs on

each page supplement the textual information which is readily accessible from the index. Important terms are printed in bold type and explained in the glossary, facilitating scanning for specific data. M. Hamlyn
 LEV: Lower primary Middle primary
 AVAIL: \$24.95 SCIS 700908

BROWNLIE, Betty The life cycle of the common sparrow. Ashton Scholastic, 1992
 ISBN 1869430336 [598.8]

The 32 pages of this volume consist of alternate pages of text and drawings making this a very attractive resource for younger students. Information is divided into paragraphs with clear headings, simple language and illustrations on the facing page. One drawback, however, is that although very detailed, and superbly done, the drawings are sometimes merely decorative and do not always add greatly to the text. For example, opposite the page on nests, there are two sparrows, but no nest. Overall however, this is a useful resource for younger students seeking well illustrated information on this topic. M. Hutchinson
 LEV: Middle primary Upper primary Lower secondary
 AVAIL: Paper \$4.00 SCIS 712193

MORRIS, Jill Australian bats. Greater Glider, 1992
 ISBN 094730407X [599.4]

On almost all counts this is a stunning book so let's get the criticism out of the way and concentrate on the many positives: the poems that accompany the factual text are not wonderful - nor necessary; and some illustrations are a little garish. As an information book, the concept is splendid. The format is large and lush. Following an overview of bats, each bat is accorded a double page spread, text on the left, illustration (by Lynne Tracey) and poem on the right, a where-found-in-Australia map incorporated in the border surrounding the text, details relating to food or habitat surrounding the illustration. The text is simple enough for quite young children but Morris does not resile from using correct terminology, which is explained in a short glossary. F. Gardiner
 LEV: Lower primary Middle primary Upper primary
 AVAIL: \$27.95 + \$5 post (also avail paper \$13.95 + \$3 post) from Greater Glider Productions 330 Reasville Rd Maleny 4552. Fax 074943284 Ph 074943000 SCIS 713178

STANDRING, Gillian Wolves. Wayland, 1991
 ISBN 0750201479 [599.74]

The habits and distribution of wolves are carefully explained as well as the dangers which threaten the survival of this species and measures which can be taken to save them. The text is simple with colour

photographs enhancing each page. Keywords are printed in bold type which facilitates scanning for information. Interesting factual details are highlighted in coloured blocks. Included are a clear index, a glossary of the emphasised terms, list of further reading and useful addresses. This is an exemplary book for encouraging information retrieval skills in young students or those with learning difficulties. M. Hamlyn
 LEV: Lower primary Middle primary Upper primary
 AVAIL: \$24.95 SCIS 701462

MEREDITH, Susan What's inside you? Usborne, 1991
 [612]

The many different parts of the body are dealt with in this compact little book. The cartoon style characters in the diagrams and the simple language used in the definitions are attractive features; there is also a contents page and a useful index. A different topic is covered on a double page spread, each of which contains a wealth of information. The book does not invite browsing, as the pages are too cluttered for the intended audience of younger readers. Older children should find useful material for research. M. Buttenshaw
 LEV: Middle primary Upper primary Lower secondary
 AVAIL: Paper \$5.50 SCIS 689530

BENDICK, Jeanne Artificial satellites. Eagle Books, 1991
 ISBN 1855110814 [629.43]

Only one third of this very slight book is text; the remainder is illustrations often spreading over two pages. Very basic information is given on what satellites are and how they work, using very simple language. For the age group likely to be interested in learning about this topic in middle primary, there is little to excite the imagination or extend the students' knowledge. Imagine the information which might have been included on Sputnik and the Hubble Space Telescope, for example, instead of just an illustration. However, the book does include a well laid out table of contents, index and sturdy sewn bindings. G. Phillips
 LEV: Lower primary Middle primary
 AVAIL: \$29.95 SCIS 704620

LYNN, Sara Play with paper. Ashton Scholastic, 1992
 ISBN 0868969567 [736]

At first sight, this is a most attractive resource book for younger children. It contains a variety of ideas on how to use coloured paper to make decorations, and children may well feel inspired to try some of the suggested activities when they see the brightly coloured illustrations; whether the projects would be successful without adult direction is debatable. M. Hutchinson
 LEV: Lower primary Middle primary
 AVAIL: Paper \$5.00 SCIS 718082

JACKSON, Mike Making music. Angus and Robertson, 1992
 ISBN 0207171750 [784.192]

The very successful format previously used for a variety of 'making' items is repeated here. Amusing bold-outline drawings complement a surprisingly large amount of information presented in very simple step-by-step instructions. Children can learn to make the bongos, a tin whistle, glass bottle xylophone, kazoo or mouth organ. Those staples in the bush band, the tea chest bass and lagerphone, make an appearance. All use easily obtainable materials; even the most basic playbox should be able to cope with the bean shaker, spoons, comb and paper, clap sticks. M. Steinberger
 LEV: Lower primary Middle primary Upper primary
 AVAIL: Paper \$6.50 SCIS 709103

SANDELSON, Robert Swimming and diving. Wayland Hove, 1991
 ISBN 0750200782 [797.2]

This is one of a series of books on Olympic sports, which gives historical background, then spotlights particular games, events within the sport, or outstanding sports people. Dawn Fraser, for example, gets almost one third of the text space in this book. Diving gets only three pages. Other features of the book include excellent photographs, an index, a short bibliography of further reading, and a glossary defining such words as *accolade*, *Fascist* and *ominous*. Questionably, glamour and fashion aspects of swimming are used by way of introduction to the Olympic ideal and a blatant error occurs on page 6, referring to the 1906 Athens games (they were in 1896) but a readable and informative overview of events and changes over time is provided. G. Phillips
 LEV: Middle primary Upper primary Lower secondary
 AVAIL: \$24.95 SCIS 704739

In the same series:

SANDELSON, Robert Ice sports. Wayland, 1991
 ISBN 0750202319 [796.98]
 AVAIL: \$24.95 SCIS 706966

HAYCOCK, Kate Gymnastics. Wayland, 1991
 ISBN 0750200790 [796.44]
 AVAIL: \$24.95 SCIS 697648

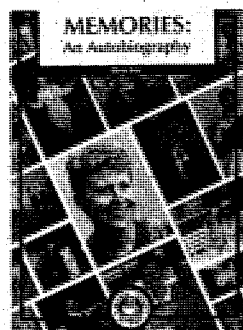
FOX, Mem Memories: an autobiography. Era, 1992
 ISBN 1863740252 [823]

Mem's storytelling skill is just as evident in this concisely written autobiography as it is in her picture books and oral presentations. Anecdotes and revelations, accompanied by family album photographs, illustrations and extracts from drafts of her work, convey aspects of Mem's personal and professional

life with zest and candour. Such a palatable, interesting autobiography is a useful introduction to this form of literature. The insights may also motivate older readers to revisit Mem's picture books with a new perspective. Pitched accurately to captivate young readers, the information enriches at a professional level too. B. Mitchell

LEV: Middle primary Upper primary
AVAIL: Paper \$4.95

EVAL: Highly recommended



SCIS 717433

ANDERSON, Scouler Land ahoy. Penguin, 1992
ISBN 0140346171 [910.92]

The life and adventures of 15th century explorer Christopher Columbus are told in this biography for children. Written as a brief, rapidly moving tale, the story imparts interesting historical information on the character of Columbus, his endeavours, hardships and discoveries. Short chapters, simple language and amusing cartoon illustrations by the author, make this an appealing book which would be acceptable to different ages and abilities. C. Sly

LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$7.95 SCIS 712672

BRUCE, Jill B. Flags and emblems of Australia. Kangaroo Press, 1991
ISBN 0864173962 [929.9]

How many students have asked you for a picture and explanation of the Aboriginal flag? Or the floral emblem of NSW? Or the animal emblem of Victoria? The flags, emblems and coats of arms of the Australian Commonwealth and its states and territories are included in this slim reference book. The publication seems intended for the primary level but would be very useful in the secondary school too. The last page is an even-handed contribution to the new Australian flag debate. D. Collins

LEV: Lower primary Middle primary Upper primary
Lower secondary
AVAIL: Paper \$7.95 SCIS 696801

MACDONALD, Fiona Egyptian Prince. Piccolo, 1992
ISBN 0330324802 [932]

Reconstructing the daily life of Tutankhamen in simple straightforward text, this book is attractively illustrated in colour on each page. Many topics are covered briefly - religious beliefs, gods and ceremonies, art, school and writing, food and housing - most of which

can be accessed from the index. Clear layout and large print also makes the information easy to find and read. Included are a helpful word list and a most useful comparative time line. M. Hamlyn
LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 715899

WRIGHT, Rachel Knights facts, things to make, activities. Watts, 1991
ISBN 0749606991 [940.1]

Students will enjoy learning about knights and other aspects of the middle ages while engaging in the activities given here. Large illustrations are accompanied by simple instructions and background information. While chiefly useful for history students, the book should appeal to art and craft teachers because of the range of craft skills involved, and the many levels of skill required. Readers may learn to make a helmet and coat of arms, a 3-dimensional joust scene, a castle and siege tower or a frieze modelled on the Bayeux Tapestry. Instructions on making brass rubbings and a stained glass window are also given. M. Steinberger
LEV: Upper primary Lower secondary
AVAIL: \$21.95 SCIS 704892

SMITH, Barry The first voyage of Christopher Columbus 1492. Viking, 1992
ISBN 0670840513 [970.01]

Simply told, from the perspective of a young sailor, the historical facts of Columbus's first voyage are brought to life in an attractive, readable package. Doubts, boredom, fears, dangers and achievements are communicated effectively through the reactions and experiences of Columbus and his crew. The relative position of particular events and places can be matched, using grid locations, with a fold-out map, securely included. Expressive, coloured illustrations, bordered by appropriate motifs, provide harmonious support for the economically written text. The work would be an excellent stimulus for related activities: drama; reports; artwork; predictions; further research; models; caption writing. B. Mitchell
LEV: Lower primary Middle primary
AVAIL: \$19.95 SCIS 712860

7-12

HALL, Neil Computers and information technologies: book two programming and application. Longman Cheshire, 1992
ISBN 0582871573 [004]

Second in a series of books designed for computer studies, this resource develops ideas on a range of information technologies including CAD, CD and laser disks, and video presentation. Whilst hardware and software applications are discussed, emphasis is placed on giving a wider perspective on software applications. Problems, exercises and projects are part of the student's learning activities and each topic covered is divided into several sections offering an introduction, computer and reading activities, and suggestions on the use of software packages which support the topic. Two cartoon characters, Qwerty and Dvorak, enhance learning by providing information and asking interesting questions throughout. A. Scholes

LEV: Middle secondary
AVAIL: Paper \$22.99 SCIS 706229

FROST, Warren Computing studies for senior students. Social Science Press, 1991
ISBN 094921843X [004]

Designed to be used as a textbook by computer studies students in years 11 and 12, this book successfully balances the theoretical and practical aspects needed to fulfil the requirements of the NSW syllabus in Computing studies. Topics including hardware, software and computer applications are dealt with in suitable detail. Information is presented in a continuum, so that the teacher can select individual sections to support a variety of teaching and learning approaches. The text is clearly laid out with the important concepts in each section set out at the beginning of the chapter. A comprehensive glossary and index are also included. A. Scholes

LEV: Upper secondary
AVAIL: Paper \$27.95 SCIS 713605

OFFER, Kevin Information processing and technology. Jacaranda Press, 1991
ISBN 0701629940 [005.7]

Concentrating on Structured Query Language (SQL) this book is best suited to courses teaching SQL programming in MS-DOS. Chapters include problem-solving using sequence, selection, iteration, arrays and text files, with Turbo Pascal Codes given at the end of each chapter. Database design is looked at through the examination of the Ancient Egypt Database. The easy-to-read discussion of programming principles, computer history, operating systems and the brief references to issues such as crime, privacy, artificial

intelligence and the future are useful for NSW syllabi. An ironic note precedes the index: *All the page references in this index have been erroneously advanced by one.* So much for computer problem-solving! G. Phillips
LEV: Upper secondary
AVAIL: Paper \$28.95 SCIS 693307

CRAWFORD, Marisa A history of Christianity from St. Paul to the late middle ages. E.J. Dwyer, 1991

Teacher's guide. E.J. Dwyer, 1991
ISBN 0855740132 [270.7]
SCIS 701218

Beginnings, Book 1. E. J. Dwyer, 1991
ISBN 0855743727 [270.1]
SCIS 701203

Challenges, Book 2. E. J. Dwyer, 1991
ISBN 0855743808 [270.1]
SCIS 701247

Decay and renewal, Book 3. E. J. Dwyer, 1991
ISBN 0855743883 [270.3]
SCIS 701240

Medieval church and society part one, Book 4. E. J. Dwyer, 1991
ISBN 0855743964 [270.3]
SCIS 701224

Medieval church and society part two, Book 5. E. J. Dwyer, 1991
ISBN 0855744049 [270.3]
SCIS 701232

A teacher's guide accompanies the 5 books of this series which was designed for Religious Education courses in Catholic secondary schools. It is a very useful resource for the NSW Studies of Religion syllabus for years 11 and 12. Books 4 and 5 focus on Medieval Church and life (eg pilgrimages, villages, women, morality plays, the Inquisition, the Black Death) which is also relevant to the year 9 History syllabus. Teachers will appreciate the thematic approach enhanced in each chapter by primary source materials, clear maps and illustrations, glossary inserts where appropriate, review questions and summaries. D. Collins
LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.95 each, \$45.00 for the set

COUPE, Robert The question is... General Studies for senior students. Longman Cheshire, 1991
ISBN 0582871727 [300]

The concerns of contemporary Australian society provide the focus for this book. These concerns include technology, the environment, culture, communication, prejudice, conflict. Each chapter gives basic factual information supplemented by a wide variety of stimulus material such as maps, photographs, cartoons,

newspaper articles, letters to the editor, novels, poems, essays, and statistical data presented in different forms. Teaching ideas for research and discussion are included to encourage student interest and to foster critical thinking. It will provide a lively resource for Social Science, especially for General Studies. D. Collins

LEV: Upper secondary

AVAIL: Paper \$21.99

EVAL: Highly recommended

SCIS 702331

The Australian self-sufficient handbook: a survival guide for the 21st century / edited by Keith & Irene Smith & Alan Thomas. Viking O'Neill, 1992

ISBN 0670904678

[333.7]

A very useful book from the editors of *Earth garden* magazine which shows how to do just about everything! Topics covered extensively include housing, food, small scale livestock, energy and crafts. But the handbook is more than this. It's a philosophy for harmonious living which manages to combine practical suggestions with historical information and fascinating details. Illustrated with diagrams and photographs and including an index this is an excellent resource for general reference and across curriculum areas. C. Frew

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$19.95

SCIS 718533

PARKER, Michael *Justice, law & society 2*. Longman Cheshire, 1992

ISBN 0582871751

[349.94]

This is the second part of a senior legal studies course designed to support the NSW 2 unit HSC syllabus. Topics covered include housing, the workplace and the environment and the law. The comprehensive topic, the law and justice, is also presented, with case studies on Aborigines, migrants, women and the disadvantaged. Undeniably a textbook, with exercises and questions included, and some often heavy-handed cartoons, enough solid background information is given to make it useful as a library resource. There is a stress on case law, and 'hypotheticals' give students experience in the application of legal knowledge. An excellent glossary, bibliography and index are included.

M. Steinberger

LEV: Upper secondary

AVAIL: Paper \$25.99

SCIS 712014

CHURCHMAN, Susan *Rights and wrongs: legal studies for senior students. Volume 1. Year 11. 2nd edition*. CCH Australia, 1992

ISBN 1862644411

[349.94]

The purpose of this second edition is to help students to understand the legal system so that they may be effective participants in society. The contents are divided into 4 main areas: the legal system; the law and

the family; crime; and consumers. Sample examination questions and answers are provided for the first time. A quality production enhanced by very clear type, effective layout, bibliography, extensive index, cartoons, diagrams and an unusual selection of witty and telling photographs. Highly recommended as a resource for legal studies in all states as state legal differences have been dealt with. D. Collins

LEV: Upper secondary

AVAIL: Paper \$25.50

EVAL: Highly recommended

SCIS 716375

JONES, Heather *In context*. Longman Cheshire, 1992

ISBN 058287064X

[428.2]

A wide range of activities are covered in this senior English text. Each of 9 thematic chapters includes exercises on drama, poetry, fiction, non-fiction, film or television, grammar, punctuation, oral and written communication. An interesting selection of source material offers a blend of traditional and contemporary works of various genres, with a number of modern Australian authors being cited. Clearly set out activities are well designed for either teacher or student directed work. This publication is useful for a broad study of English. C. Sly

LEV: Upper secondary

AVAIL: Paper \$24.99

SCIS 717551

A world of mathematics, science, and technology. (Wall chart). Addison-Wesley, 1992

ISBN 0201295857

[500]

This large-scale wall chart accompanies the text *Multiculturalism in mathematics, science and technology* (SCIS 717624). It includes 61 contributions to mathematics and science from people throughout world history. The inclusions overlap, but do not entirely duplicate the inclusions of the resource book. This wall chart provides a good starting place, even to stand alone without its companion text. G. Phillips

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: \$14.95

SCIS 717569

SHADWICK, Brian *Science in perspective Book 1*. Science Press, 1991

ISBN 0855831790

[500]

SHADWICK, Brian *Science in perspective Book 2*. Science Press, 1992

ISBN 085583188X

[500]

Produced to support the years 7-10 NSW Science syllabus this text targets the mastery of key concepts and the development of skills in information acquisition, organisation and use. It includes an introduction to science, scientists and scientific problem-solving, matter, life forms, the earth's crust,

solutions and separation methods. The examples are Australian, where appropriate. Girls are shown doing scientific experiments and biographical sketches of four women scientists are included. 'Look it up in your library,' is sometimes the token investigative approach, although the final chapters of sample problems are more imaginative. G. Phillips

LEV: Lower secondary

AVAIL: Paper \$19.95(Bk1)

Paper \$22.95(Bk 2)

SCIS 711274

SCIS 652501

ALLOTTA, Elizabeth *Science for life*. Science Press, 1992

ISBN 0855831987

[507]

Using Australian and international examples and case studies, and with the inclusion of suggested research topics, revision questions and experimental activities, this book is designed to cover the NSW years 11-12 Science for Life syllabus, with such topics as health and fitness, plant cultivation, bio-technology, consumer science and the environment. Black and white photographs, sketches, diagrams, tables and newspaper articles are liberally used throughout, and a glossary and bibliography are included in every chapter. Some chapters (eg natural resources, pollution and disasters) would also be useful for able readers undertaking research in other subject areas. P. Phillips

LEV: Upper secondary

AVAIL: Paper \$24.95

SCIS 711061

Multiculturalism in mathematics, science, and technology. Addison-Wesley, 1993

ISBN 0201294176

[507.6]

The Pythagorean Theorem was developed in Babylon 1000 years before Pythagoras; Pascal's Triangle was created by Chinese and Persian mathematicians. To redress the often unbalanced view of discoveries as white, male, European preserves, topics for these black-line masters emphasise the global nature of mathematics and science. Lending themselves to a cooperative group work approach, each unit contains a reading, followed by critical-thinking questions. Teaching notes and answers to questions are appended. Thirty seven black Americans, Asians, Hispanics, Native Americans and Pacific Islanders are included, along with Ancient Egyptians, Greeks, Mayans, and women mathematicians, with 4-6 pages per hand-out. A very useful resource for maths, science and technology and design. G. Phillips

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$51.95

SCIS 717624

HEWITT, Paul G. *Conceptual physics: the high school physics program. Teacher's edition 2nd ed*. Addison-Wesley, 1992.

ISBN 0201286521

[530]

In this comprehensive physics program suitable for years 11-12, American college teacher, Hewitt, attempts to make the concepts of mechanics, matter, heat, sound, light, electricity, magnetism, and atomic and nuclear physics both accessible and engaging, through the use of cartoon sketches, plain language and interesting, everyday examples. Chapters in the teacher's guide cover course organisation and planning, with complete lecture notes. The materials are designed for a 3-stage learning cycle: exploration through activities in the lab manual, concept development through this text and the practice book, then application through laboratory manual experiments and computational problems in the teacher's guide. Practical work does not assume a high level of sophisticated lab equipment. P. Phillips

LEV: Upper secondary

AVAIL: \$44.95 SCIS 702986

In the same series:

HEWITT, Paul G. *Conceptual physics: the high school physics program. Teaching guide*. 2nd ed. Addison-Wesley, 1992

ISBN 0201286564

[530]

AVAIL: Paper \$18.95

SCIS 702997

ROBINSON, Paul *Conceptual physics: the high school physics program. Laboratory Manual. Teacher's Edition*. Addison-Wesley, 1992

ISBN 0201286548

[530]

AVAIL: Paper \$16.95

SCIS 702989

HEWITT, Paul G. *Conceptual physics: the high school physics program. Concept-development practice book. Teacher's edition*. Addison-Wesley, 1992

ISBN 0201286599

[530.07]

AVAIL: Paper \$13.95

SCIS 708210

KING, R. J. *Senior biology laboratory manual*. Longman Cheshire, 1992

ISBN 0582876613

[574.07]

Written to accompany the *Senior biology* textbook, or stand alone, this laboratory manual includes standard experiments on cells, plants, physiology, soils, micro-organisms, food and pollution. Each topic, in the space of 1-3 pages, is viewed in the light of objectives, materials, procedural steps and questions to think about. It includes very clear black and white illustrations, safety tips and directions on the preparation of reagents, solutions and cultures. G. Phillips

LEV: Upper secondary

AVAIL: Paper \$15.99

SCIS 712317

FUNG, S. *Continuity and change: facing challenges and patterns of life*. Longman Cheshire, 1992

ISBN 0582663938

[574.87]

Written for Victorian Certificate of Education (VCE) courses in biology, part A begins with cell theory,

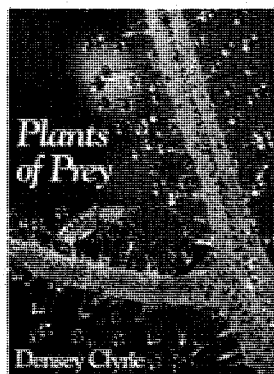
structure, function, organization and survival. Topics include health, immunity, memory, learning and behaviour. Part B investigates the characteristics of living things, with topics on genetics and evolution. Although Lady Montagu does get as much credit for the idea of inoculation as Jenner, the opportunity to include women scientists has, in the main, been missed (and almost all the cartoons included are of men). Each chapter ends in a summary with blanks; review questions, often with multiple choice answers; and a set of activities and extension questions, adding to its usefulness as a text. With its wealth of information, including Australian case studies, this text could also be used effectively as a general reference book. G. Phillips

LEV: Upper secondary
AVAIL: Paper \$39.99

SCIS 711704

CLYNE, Denise *Plants of prey*. Ashton Scholastic, 1992
ISBN 1863731326 [583]

An interesting resource, this looks in detail at carnivorous plants. Bladderworts, pitcher plants and sundews are amongst the world's most beautiful and exotic plants. The characteristics of these insect eating plants and the ingenious methods they use to trap their prey are described in detail. The excellent photographs that accompany the text further



reinforce the unusual beauty of these plants and the alluring qualities that they display. This book would be an asset for science and botanical studies. A. Scholes
LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$7.50 SCIS 714863

SUTHERLAND, Struan K. *Take care!: poisonous Australian animals*. Hyland, 1991
ISBN 0947062874 [591.6]

A useful resource for both teachers and students, this book details information about poisonous Australian animals. Each animal is described in detail and the accompanying glossy pictures enable easy identification of each species. A useful addition to the text is the inclusion of maps of Australia which highlight the habitation areas of each species. Medical advice on how to avoid bites and stings, and how to administer first aid, is also included. It would be ideal as both a library and classroom resource. A. Scholes

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$14.95 SCIS 717268

BENDER, Lionel *The book of whales, dolphins and porpoises*. Ashton Scholastic, 1992
ISBN 0868969087 [599.5]

An excellent resource book which is both appealing and very readable, a variety of species of both toothed and baleen whales are discussed with a concluding chapter about whales under threat from culling and water pollution. The language used is simple and informative and a map showing each species' areas of habitation enhances learning. Colourful illustrations by Chris Forsey also add to the book's presentation. A very useful reference book for science and conservation issues. A. Scholes

LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$6.00 SCIS 704665

CONNOLLY, Peter *The Roman fort*. OUP, 1991
ISBN 0199171084 [725]

Excavations at Hadrian's Wall have given information that helps give a quite full picture of the workings of Roman forts. This is a comprehensive look at the architecture and function of a typical Roman fort in Britain. Large format double page spreads set out information in manageable portions, in language suitable for most junior secondary students. Drawings, diagrams and cutaways give the reader an excellent idea of the way of life, not only for the military but in the general society of Roman Britain. A short but adequate index completes the usefulness of this attractive introduction to the topic. M. Steinberger

LEV: Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 692159

The quilt room: patchwork and quilting workshops. /comp Pam Lintott and Rosemary Miller, Greenhouse, 1992
ISBN 0864364059 [746.46]

Fourteen tutorials conducted by 15 international tutors from the Quilt Room in southern England are here reproduced with detailed instructions, diagrams and numerous coloured photographic illustrations. Many styles (3-dimensional, log cabin, cathedral window, mariner's compass) as well as methods (basic techniques, applique, paper and fabric collage) are covered in the wide scope of this book. The text is clear in the instructional segments and in the expression of each artist's personal approach to, and philosophy of, their craft. Useful to teachers and senior students of textiles and/or art, this will also inspire hobbyists. M. Hamlyn
LEV: Middle secondary Upper secondary
AVAIL: \$40.00 SCIS 714722

GROVER, Paul *A wider world*. OUP, 1992
ISBN 019553302X [808]

This coursebook focuses on a range of skills relevant to

a study of English at the senior secondary level. Different methods of written and oral communication are shown through an examination of various genres. Sections of work are presented concisely, and exercises are both stimulating and challenging. Each chapter concludes with a list for wider reading which constitutes extension work for more talented students. An appendix of charts on setting personal goals and charting progress teaches students to manage their individual learning needs. This is a well designed senior text. C. Sly

LEV: Upper secondary

AVAIL: Paper \$19.95

SCIS 714911

WILLBANKS, Ray *Speaking volumes: Australian writers and their work*. Penguin, 1991
ISBN 0140173854 [820.9]

Another book of interviews with Australian authors, this one has an American perspective. The author is an academic involved in the promotion of Australian literature in the United States. At times this gives an interesting twist to the interviews, as when Thea Astley explains the Australian liking for diminutives, as in truckie, garbo and milko. All interviews are recorded in question-and-answer format, except in the section on Patrick White, which is a narrative exposition of discussions with White. Authors include Williamson, Jolley, Keneally, Winton, Garner, Carey and Malouf. Unfortunately, Fay Zwicky is the only poet included, and there are no Aboriginal writers. M. Steinberger

LEV: Middle secondary Upper secondary

AVAIL: Paper \$14.95

SCIS 718169

Who's who of Australian children's writers. Thorpe, 1992
ISBN 0909532990 [820.9]

A must for a school library's reference section, this is, surprisingly, the first collection of biographical and bibliographical information about Australian children's writers. It gives an alphabetical listing of over one thousand authors who classify themselves as writers for children and/or teenagers, and who have published one or more books. Information has been provided by the authors themselves, and where possible checked against the few existing reference sources. The comprehensive listing includes academic qualifications, awards, publications, radio, television and theatre work and articles. Students who have an interest in knowing the recreational interests of authors will be satisfied, as will those who wish to besiege their favourite writers with mail. M. Steinberger

LEV: Upper primary Lower secondary Middle secondary
Upper secondary

AVAIL: Paper \$35.00

SCIS 717076

PARK, Ruth *A fence around the cuckoo*. Penguin, 1992
ISBN 0670846791 [823]

It is a pleasure to meet Ruth park through her autobiography, which paints a vivid picture of her family, childhood in rural NZ and early working life as a journalist. The skills of a lifetime of writing distil her memories into a readable account of the struggles and successes of a 'poor man's daughter'. The description of her single minded desire to become a writer, the discrimination she faced as a young woman at work and her poignant reflections on the effects on people of war and economic depression make this interesting reading for secondary students. A singular intelligence and fine sense of humour shine through this work, in which wisdom abounds but is never forced. J. Buckley
AUD: Parents Professional

LEV: Upper secondary

AVAIL: \$29.95

SCIS 723899

RABBITT, Michael L. *The Persian wars*. Hale & Iremonger, 1992
ISBN 0868064602 [938]

At first glance, one might think this is a book solely for lower secondary students. From a series entitled *Classics illustrated*, it consists of plenty of well captioned drawings and simple, to the point, text. At the end of each section, the reader is referred to original Greek sources, all of which are listed at the start of the book. The aim of this book is to simplify and enliven senior ancient history topics and as such, would prove a most useful supplement to text books. It does lack an index, but has a chronological table of events at the back plus 3 other articles of general background. There is also a list of further reading, including translations of the original sources. M. Hutchinson

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$9.95 SCIS 718069

DAY, David *Reluctant nation: Australia and the allied defeat of Japan 1942-45*. OUP, 1992
ISBN 0195532422 [940.54]

Private diaries and confidential papers are extensively used in this a detailed interpretation of Australian foreign policy from June 1942 until August 1945. Thirty five pages of notes, a comprehensive index and bibliography further exemplify the scholarly nature of this work whose conclusion and epilogue deal with Australian post-war foreign policy. For teachers and more able students of the history of World War II in the Pacific, this highly researched work should prove a most useful and informative resource. M. Hutchinson
AUD: Professional

LEV: Upper secondary

AVAIL: \$39.95

SCIS 710020 ♦

Professional reading

SALPETER, Judy Kids & computers: a parent's handbook. Sams Carmel, Ind, 1992
ISBN 067230144X [004]

Though a handbook for parents, this book provides a comprehensive guide to computing. Among the many topics are covered are hardware, software, peripherals, health issues and on-line services. The software includes games, social studies and science, language arts, maths and publishing. Unfortunately all references and prices quoted are American. The chapters on the educational value of computers and the way to embark on computerisation are accurate and readable. The extensive software reviews include an evaluation of each program, and are supported by a colour illustration of the screen image, giving a visual dimension to each program review. There is a comprehensive index. The book is of value to parents of the school community, or teachers daunted by the challenge of technology. J. O'Connell
AUD: Professional
AVAIL: Paper \$34.95 SCIS 715086

Teaching information technology: strategies • perspectives / edited by Charmaine Taylor. VCTA, 1991
ISBN 0868590940 [004.071]

Written as an ideas book to support the recently introduced course in information technology in Victoria, this book suggests teaching strategies and methods that will cater to a broad spectrum of students with different learning needs. Various teachers of the subject have chosen topics including desk-top publishing and role playing in information technology to outline, discuss and highlight relevant applications. It is very readable and the examples chosen should provide some great background ideas for teachers of information technology and related disciplines. A. Scholes
AUD: Professional
AVAIL: Paper \$7.50 SCIS 703251

ALDERMAN, Belle The Ashton Scholastic guide: best books for children. 2nd edition. Ashton Scholastic, 1992
ISBN 0868968706 [011]

Belle Alderman's experience as a university lecturer and member of the Children's Book Council give her a wealth of exposure to 'the best and the brightest,' in current Australian children's literature, many of which she has included in this revision of the first 1989 edition. The selection acknowledges non-sexist and non-ageist criteria and greater cultural diversity. A section *About Authors and Illustrators* has been added reflecting the plethora of materials now published in this area as well as more non-fiction, broken up into

biography, the world and science experiments. The inclusion of a thematic index by SCIS subject headings is a real bonus. An invaluable guide for parents, teachers, librarians and kids from birth to pre-teens of some of the 'best reads' available in Australia. G. Phillips
AUD: Professional Parents
AVAIL: Paper \$9.50 SCIS 476733

Clyde, Laurel A Out of the closet and into the classroom. ALIA Thorpe, 1992
ISBN 1875589023 [016.808]

Over 120 titles are scrutinised in this work (co-authored with Marjorie Lobban) which goes far beyond a simple annotated bibliography of literature for young people about homosexuality. The works are appraised from a variety of sociological, literary and statistical points of view, enabling the reader to make informed choices for specific purposes. The list is comprehensive: picture books for the very young to works for young adults; works which mention homosexuality only fleetingly to those for which it is the pivotal theme; works which appear to exist only to denigrate the subject to those which advance awareness and understanding. Very well researched and presented (appendices and indexes enhance its value) this book lends itself to a multitude of curriculum applications. F. Gardiner
AUD: Professional
AVAIL: Paper \$30.00 SCIS 715938

CHALMERS, Ray Collaborative school management. Jacaranda, 1992
ISBN 0701629738 [372.1]

This resource, written by a school principal, looks in detail at the self-managing primary school. The author describes his implementation of collaborative management procedures in two government primary schools, discussing issues such as the role of the school council, documenting programs, resources and school policy, and evaluating their effectiveness. The importance of communicating the role and function of these activities to the community, staff and students is highlighted throughout the book. A preface, introduction, index and useful diagrams are positive features. A. Scholes
AUD: Professional
AVAIL: Paper \$17.95 SCIS 713219

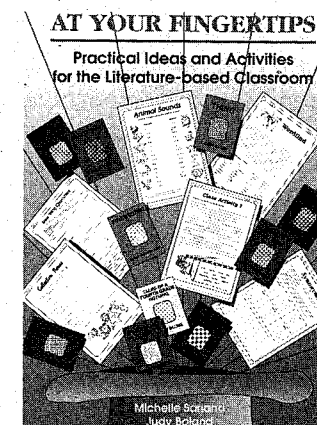
DOWN, Edward Mastering grammar. Longman Cheshire, 1991
ISBN 0582871417 [428.2]

A book dealing with grammar is a welcome addition to the English teacher's bookshelf. However, this text

should be used with caution in the classroom. Written for individual teaching, process writing, remedial work, NESB students and relief teaching, the various units are targeted for years from 7 to 12, and framed in the context of 'new grammar'. In practice, a single text cannot successfully meet the needs of such a broad audience. Consequently, the activities are prosaic and the instructional text would be confusing and difficult for many students. As the layout is clear and the index is excellent, the work has greatest value as a teaching resource, if used judiciously and in context. J. O'Connell
AUD: Professional
AVAIL: Paper \$12.99 SCIS 699137

BOLAND, Judy At your fingertips: practical ideas and activities for the literature-based classroom. Martin Education, 1992
ISBN 0725311185 [428.2076]

Each of the ten fully reproducible units of this book is centred on quality works of children's literature, suitable for years 5-7. It provides practical, well designed and stimulating material for English teaching. The material is very suitable for mixed ability classrooms, being readily adapted for extension or remediation. Cloze activities have been identified for various levels.



The detailed program notes include integration with key learning areas. Appendices are included for assessing, recording and reporting students' progress. Overall, this is a valuable resource for literature-based teaching. J. O'Connell
AUD: Professional
AVAIL: Paper \$29.95 SCIS 704650

CHAMBERS, Aidan The reading environment. PETA, 1991
ISBN 1875622012 [428.407]

Originally published by Thimble Press in England this edition was modified to reflect Australian conditions. The importance of guiding others, especially children in the craft of reading as a part of the thinking process (not only for entertainment) is the theme. This readable and comprehensive book will be a help to parents, children's librarians and teachers of both primary and secondary students (especially of reluctant readers) as either an introduction or revision. Structuring the reading environment with displays, encouraging browsing, setting aside quiet reading areas, maintain-

ing uninterrupted reading time, storytelling and reading aloud are expounded. M. Hamlyn
AUD: Parents Professional
AVAIL: Paper \$15.00
EVAL: Highly recommended SCIS 710658

YOUNG, Ella Help your child with science. Cambridge University Press, 1991
ISBN 0521313082 [507]

The authors (whose credentials are not mentioned) aim this book of home-based science experiments at parents of infants and primary age children who wish to incorporate simple scientific explorations and investigations into the kitchen, the garden, hobbies and holidays. Experiments on such topics as thermodynamics, conductivity, and transpiration are explained with simple black and white sketches and photos. Parents and primary teachers with minimal scientific background may find this guide helpful, but it suffers somewhat by providing examples, brand names and animals that are British. The first three chapters explain the philosophy of the writers and summarise the British National Curriculum, which has similarities to the hands-on approach of most current Australian curricula. G. Phillips
AUD: Professional Parents
AVAIL: Paper \$12.95 SCIS 700218

BARSON, Alan Mathematical games for fun and practice. Addison-Wesley, 1992
ISBN 0201291061 [513.07]

Thirty-eight games which provide opportunities to develop mathematical skills in students in years 4 to 8 are contained in this resource for teachers. Games are for a duration of 5 to 10 minutes, can be repeated as many times as desired and require the teacher to facilitate students' critical thinking and problem-solving skills. Areas covered include: computation; geometry; measurement; fractions; decimals and percent, and number properties. A very useful resource for mathematics and technology studies. All games are reproducible in blackline master format. A. Scholes
AUD: Professional
AVAIL: Paper \$18.95 SCIS 707711

WILSON, Noel With the best of intentions. N. Wilson, 1991
ISBN 0646068806 [649]

Many of the beliefs and expectations on interactions between children and adults are challenged in this publication, which questions the basic philosophies of our social institutions. It examines power relations in families, schools and the workplace. Traditional hierarchical forms are viewed as somewhat violating and

a more egalitarian power structure is proposed. Citing comments from a number of writers, including R. D. Laing, Erich Fromm, John Holt, Kahlil Gibran and Jiddu Krishnamurti, helps support arguments for a more positive approach to conflict resolutions. Both parents and educators should find this work thought provoking. C. Sly

AUD: Parents Professional

AVAIL: Paper \$12.00

SCIS 710816

RIXON, Bruce *Music far & wide*. Longman Cheshire, 1991

ISBN 0582663814

[781.62]

Traditional and folk music from around the world are covered in this book of blackline masters which may be freely photocopied. Introductory chapters on the elements of music and folk music generally are followed by sections on the music of the Aborigines, Indonesia, China, Africa, Caribbean, Brazil, Greece, India and Japan. Each has a short introduction giving information on the area, the musical system, notation and instruments. There follow question sheets based on the introduction, word mazes, crosswords and simple versions of songs. There is also a listening activity based on an accompanying cassette. M. Steinberger.

AUD: Professional

AVAIL: Paper \$55.00 (with cassette)

SCIS 697513

BURTON, Bruce *The act of learning*. Longman Cheshire, 1991

ISBN 0582875579

[792.07]

A number of this century's theorists of drama and theatre are reassessed in this publication. Practitioners of educational drama such as, Slade, Courtney, Heathcote and Bolton are considered along with notable exponents of theatre like, Stanislavski, Grotowski, Artaud and Brecht. In response to the need for the development of new drama courses in the high school curriculum, contributions of these theorists are synthesised in frameworks for the teaching of drama in years 7-12. Aimed specifically at the Victorian curriculum, this is nevertheless a useful reference for all drama teachers. In addition it includes an extensive bibliography. C. Sly

AUD: Professional

AVAIL: Paper \$22.99

SCIS 705984

CHRISTEN, Lesley *Drama skills for life*. Currency 1992

ISBN 0868193283

[792.07]

A useful handbook, particularly for novice drama teachers, as this publication gives a detailed outline of 15 drama lessons. It begins with simple, non-threatening exercises and gradually moves to more challenging activities. Part 2 of the book offers ideas for the use

of drama as a method for teaching the novel and part 3 makes a number of suggestions in relation to directing the school play. The layout of this book is straightforward and it contains a number of inspiring black and white photographs of students in the act of dramatic expression. C. Sly

AUD: Professional

AVAIL: Paper \$24.95

SCIS 714967

BRAY, Erol *Playbuilding*. Currency, 1991

ISBN 0868192570

[792.07]

A highly experienced director of youth theatre offers drama teachers and practitioners a step-by-step guide to cooperative play making. Stages from initiation of ideas to production are explained in detail. Four main starting points suggested are theme, story, character or setting. The first 7 chapters on playbuilding techniques include easy-reference summaries of the main ideas presented. All chapters conclude with sample scenarios of specific plays which have been 'built' during workshops. This playbuilding process encourages participants to contribute from individual strengths and interests. Thus the means is as important as the end. A valuable reference for all involved in drama with young people. C. Sly

AUD: Professional

AVAIL: Paper \$19.95

SCIS 700361

PERRY, Andrew *Into books and beyond: literature activities focusing on novels*. OUP, 1992.

ISBN 0195532910

[807]

If you are wanting practical ideas for literature-based activities on novels which inspire and challenge students, this latest compilation offers units of work on story form, literary focus and writing form, with an across-curriculum focus. Sections are clearly set out, with discussion starters and activities for each chapter of the novel being studied. The material lends itself to adaptation and modification, as there are lots of ideas to work from. Reproducible masters are well designed and inventive, and the line drawings throughout the text are also fun. Like the others in the series, this is a useful addition to teacher resources. J. O'Connell

AUD: Professional

AVAIL: Paper \$17.95

SCIS 710928

SUID, Murray *Report factory*. Ashton Scholastic, 1992

ISBN 0868969265

[808]

This activity book suggests strategies for teaching primary students about report writing. Using a genre-based writing approach it shows students how to gather information about people, places, events and ideas, and to report back their findings in a variety of formats. The formats include puppetry, role playing

and petition writing. Students are encouraged to use a variety of audio-visual media to present their research. The final section provides a method by which students manage their projects from inception to self-evaluation of its success and effectiveness. A. Scholes

AUD: Professional

AVAIL: Paper \$7.50

SCIS 714908

SWANEY, Amanda *Sharing poetry with children*.

Ashton Scholastic, 1991

ISBN 0868968250

[808.1]

Primary and secondary teachers will find this book packed with teaching ideas. The poetry chosen spans the centuries, from the ballad to Keats to Melbourne street poet, Komninos. All the tools of poetry, the language, rhythm, form and style are discussed and illustrated by a wide range of examples. A major strength is the balance of the old and the new, and of the recognised greats with good examples of children's own poetry. Strong Australian representation is a plus. A booklist gives some ideas for extension work. Large print is a further advantage. The lack of index is disappointing, as there are so many different styles of poetry that teachers may wish to trace in a hurry. M. Steinberger

AUD: Professional

AVAIL: Paper \$12.95

SCIS 708679

RICHARDSON, Beverley *Being and belonging: an approach to personal development through literature*. Longman Cheshire, 1991

ISBN 0582870321

[808.3]

Designed for upper primary students, topics such as self-awareness, development of responsibilities and responsible behaviour, families, peer group, coping with grief, loss and disabilities are approached through examples in novels, poetry and picture books, some of which will be familiar to students, others they will come to know. A wide variety of individual and group activities are suggested. Teaching notes introduce this resource. There are bibliographies, 13 blackline masters, a glossary and good index. An excellent source of ideas for a literature-oriented teacher. L. Caw

AUD: Professional

AVAIL: Paper \$24.99

SCIS 700760

STANLEY, David *Flags of the world timesavers*. Ashton Scholastic, 1992

ISBN 0868968986

[929.9]

For those numerous assignments which ask for the presentation of a country's flag this book of 192 reproducible blackline masters (including the Aboriginal flag) is the answer. Correct colouring is indicated by numbers and essential information on population,

area and capital cities of each country is included. Outline maps of the world, continents and geographic regions preface the flags which are presented by geographic region. They can easily be located by country with the alphabetical index. As with other books in this series it is a practical aid to teachers with a wide range of uses across age levels and the curriculum. M. Hamlyn

AUD: Professional

AVAIL: Paper \$12.00

SCIS 714920 ♦

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The Course is designed to provide teachers with specialist development in the area of Teacher Librarianship and is principally aimed at 2 year trained teachers. Students will extend and develop knowledge of and skills in education theory and practice and develop new knowledge and skills in organising and use of education/learning resources. The Course is offered on a part-time, external basis over 2 years (4 sessions) with a compulsory residential school, 27 - 30 January 1993. Upon completion of this course students may articulate into the Bachelor of Education Degree program. FEE: \$3,200.00 (may be paid in instalments).

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FURTHER INFORMATION AND
APPLICATION FORMS:

Program Coordinator
Open Learning Institute
Charles Sturt University
Locked Bag 665
WAGGA WAGGA NSW 2678

1993 Bookshelf list

COUNTDOWN

1. **Enora and the Black Crane** Arone Raymond Meeks (Ashton Scholastic 1991)
 2. **Moonhorse** Mary Pope Osborne, ill. S. M. Saelig (Bodley Head 1991, dist. Random Century)
 3. **The Secret in the Matchbox** Val Willis, ill. John Shelley (Picture Corgi 1991, dist. Transworld)
 4. **Mr Plunkett's Pool** Gillian Rubinstein, ill. Terry Denton (Mark Macleod 1992)
 5. **Black Dog** Pamela Allen (Viking 1991)
 6. **The Bird Who Was an Elephant** Aleph Kamal, ill. Frané Lessac (Cambridge UP 1989)
 7. **I Spy: An Alphabet in Art** devised and selected by Lucy Mickelthwait (Collins 1991)
 8. **The Night Hawk Star** Junko Morimoto, adapted from Kenji Miyazawa by Helen Smith (Mark Macleod 1991)
 9. **My Dearest Dinosaur** Margaret Wild, ill. Donna Rawlins (Ashton Scholastic 1992)
 10. **A Fairy Tale** Tony Ross (Andersen Press London, Random Century Australia 1991)
1. **The Orphan Boy** Tololwa M. Mollel, ill. Paul Morin (OUP 1991)

BLAST OFF

2. **The Answerman** Julie Hind, ill. Maya (Hyland House 1991)
3. **The Journey of Meng** Doreen Rappaport, ill. Yang Ming-Yi (Dial Books 1991, dist. Penguin)
4. **Grandad's Gifts** Paul Jennings, ill. Peter Goldthorpe (Viking 1992)
5. **The Race of the Golden Apples** Claire Martin, ill. Leo & Diane Dillon (Dial 1991, dist. Penguin)
6. **Muggie Maggie** Beverly Cleary (Hamish Hamilton 1991)
7. **The Squirrel Wife** Philippa Pearce (1971, Puffin 1992)
8. **Knights of the Kitchen Table** Jon Scieszka, ill. Lane Smith (Viking 1991)
9. **The Web** Nette Hilton (Angus & Robertson 1992)
10. **Snow-White** Josephine Poole, ill. Angela Barrett (Hutchinson 1991)

Classic Corner

- (A series of one-page articles on books that may well be missed unless attention is drawn to them.)
2. **The Story of Doctor Dolittle** Hugh Lofting (amended 1988 edition available as a Red Fox)
 3. **From the Mixed-Up Files of Mrs Basil E. Frankenweiler** E. L. Konigsberg
 5. **Dusty Frank** Dalby Davidson
 7. **The Cat Who Went to Heaven** Elizabeth Coatsworth
 9. **Let the Balloon Go** Ivan Southall

ORBIT

1. **Ace Dick King-Smith** (Puffin 1990)
2. **One to Grow On** Jean Little (1969, Puffin 1991)
3. **The Indian in the Cupboard** Lynne Reid Banks (Collins Lions)
4. **The Diddakoi** Rumer Godden (Pan/Piper)
5. **The Devil in the Dustbin** Indi Rana (Puffin 1992)
6. **The Friendship and Other Stories** Mildred D. Taylor (Puffin 1991)
7. **Titans** Michael Stephens (Allen & Unwin 1992)
8. **Agnes the Sheep** William Taylor (Ashton Schol 1990)
9. **With My Knife** Andrew Lansdowne (Omnibus 1992)
10. **Beast** Margaret Wild (Omnibus 1992)

TOUCHDOWN

1. **Underrunners** Margaret Mahy (Hamish Hamilton 1992)
2. **Waiting for Anya** Michael Mopurgo (1991, Mammoth 1992)
3. **Black Maria** Diana Wynne Jones (Mammoth 1992)
4. **Cairo Jim on the Trail to Chacha Muchos** Geoffrey McSkimming (Hodder & Stoughton 1992)
5. **Monkey Island** Paula Fox (Orchard Books 1992)
6. **Lyddie** Katherine Paterson (Puffin, March 1993)
7. **Maniac Magee** Jerry Spinelli (Ashton Scholastic 1992)
8. **Ariel, Zed and the Secret of Life** Anna Fienberg (Allen & Unwin 1992)
9. **Scorpion** Walter Dean Myers (1988, Lions 1991)
10. **Wolf** Gillian Cross (1990, Puffin 1992)

Classic Corner

2. **The Little White Horse** Elizabeth Goudge
4. **Tom's Midnight Garden** Philippa Pearce
6. **Down in the Cellar** Nicholas Stuart Gray
8. **The Billabong books**, Mary Grant Bruce
10. **Midnite** Randolph Stow

Children's Book Council

Notable Australian children's books 1992 is now available. The list of books, all of which were entered for the 1992 awards, is designed to recognise that, in addition to those that achieve shortlist status, there are many other excellent books published in Australia. Also available is a series of leaflets, **Guides for parents and other book-loving adults**, written by Maurice Saxby and designed to provide knowledge about children's reading. Contact the CBC PO BOX 28 Hunters Hill 2110, ph 02 816 2561 or fax 02 817 5144.

A new branch of the CBC is being formed in the Blue Mountains. The initial meeting will be held on November 9 at Springwood PS at 8pm, with the launch of the branch early in 1993. For further information contact Jenny Foster 047 54 2148.

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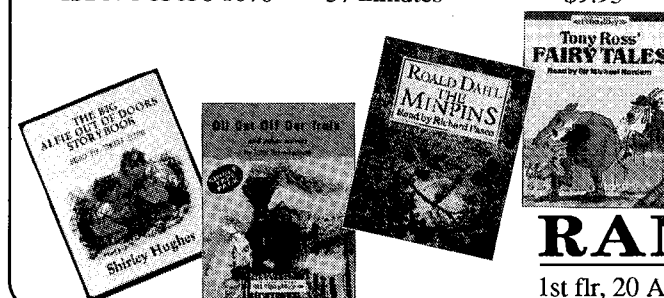
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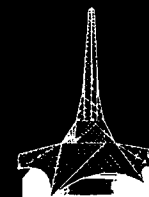
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