

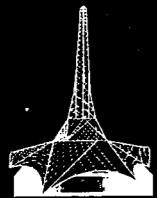
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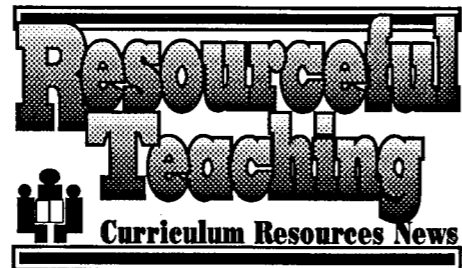
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SCAN

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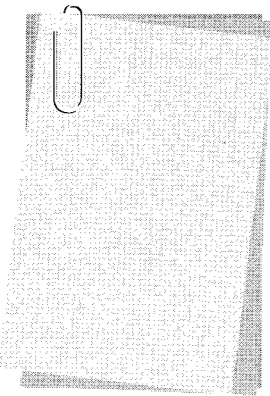
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EDITORIAL



Welcome to the new look Scan which we hope you like and will read with interest and pleasure.

We wish all of our readers a fulfilling 1993; we are sure that this will be another challenging and rewarding year for teacher-librarians.

This is the last Scan to be produced by us. Editing and writing for Scan has been a labour of love: we enjoy the work itself and are deeply committed to our readership of teacher-librarians, from the experienced person to the person who has just begun a career in the library; from the few-hours-a-week teacher-librarian to the teacher-librarian in the huge school with a 6 or 7 days library allotment; from the person who works in a well-equipped, state-of-the-art library to the person who provides a service from a converted corridor – and all those in between these extremes. We have tried to cater to this wide diversity of readers by offering a range and variety of articles.

Tracking down new ideas for articles and the people to write them is an ongoing, vital and demanding task and on behalf of our successor, we appeal for assistance.

We would like to thank S&M and Globe Subscription Agency who have offered sponsorship to Scan in the form of free publicity in 1993.

Thank you to all the people who have responded to our survey. Because there are probably still many more to come, we have not collated them; the new editor will be the recipient of the ideas and opinions expressed.

Thank you for the support you have given us. It is indeed satisfying to be told that 'Scan is so important to me' or 'Scan gets better and better.' We wish you well.

Happy reading,

Jill & Fay

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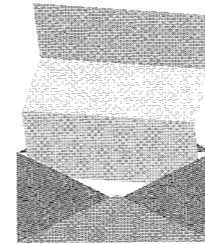
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LETTERS



Barrenjoey HS Library
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10/12/92

Dear Editor,

Many thanks to Anne Dowling for her SCIS article in Scan November 1992. I am pleased to see this will become a regular Scan feature, especially the updating of subject headings, which is particularly helpful.

Whilst on this matter of subject headings: How are others managing to enter the subject reference structure onto OASIS? I am finding this an almost overwhelming task, but I realise it has to be done thoroughly in order for the catalogue to work efficiently. I was hoping to be able to abandon the microfiche reader now that I search online for catalogue records, but find I still have to use it to check the reference structure for new subject headings. I know some teacher-librarians no longer subscribe to the Subject Headings microfiche and wonder how they manage to keep track of the reference structure? How do others manage this time-consuming task?

In this technological age, would it not be possible for the reference structure to be automatically entered along with the subjects when downloading SCIS machine readable catalogue records onto OASIS? Or is this asking the impossible?

Yours faithfully,

Laraine Rawling
Teacher-librarian

In reply:

The Curriculum Corporation is hoping that the ability to provide the subject reference structure in machine readable form will be one of the enhancements in the new software to replace DOBIS/LIBIS (see *Currents* this issue).

A future article on developing a comprehensive subject reference structure using an automated system is planned for Scan this year.

The editors would be interested in hearing how teacher-librarians are entering the reference structure onto OASIS. One method is to use the ASCIS Subject Headings List to enter the references as each resource is catalogued locally or after each download of records. If you have a different approach you would like to share please write to the editor, Scan.

Anne Dowling explains how to access the reference structure online and continues her Subject Heading update series in this issue.

CURRENTS

Beth McLaren is Senior Curriculum Adviser - Library and Information Literacy.

Welcome back and Happy New Year to all Scan readers. I hope that you had a restful and happy holiday.



Scan staffing

As Fay has indicated in her editorial, *Scan* will lose the editorial services of Fay and Jill this year. *Scan's* successful launch as a cost recovery publication owes much to the initiative, skills and hard work of its editors. Fortunately *Scan* will continue to benefit from their contribution although this will take a different form. Fay will be providing articles and information related to children's literature and its role in learning and teaching as well as continuing as one of *Scan's* regular reviewers. Jill's expertise as a reviewer will also be available within the constraints imposed by a new baby. I would like to convey my personal thanks to Jill and Fay for their support in 1992 and for their continuing commitment to *Scan*.

Recruitment for a *Scan* editor should be well underway by the time this issue reaches you but in the meantime please direct any enquiries related to *Scan* to Alison Glasscock at the *Scan* office.

SCIS Review Coordinator

Congratulations to Alison Glasscock who is the successful applicant for the position of SCIS Review Coordinator. The skills and experience which Alison brings with her will ensure the continuation of a relevant reviewing service to support curriculum implementation in New South Wales schools.

Planning in 1993

The Department's 1993 priorities and strategic plan for 1993 - 1997 were released late last year.

Priorities 1993

In a departure from the more detailed priorities of previous years those for 1993 are listed as five broad areas:

- Student outcomes
- Community participation
- Quality assurance
- Performance management
- Post compulsory education

Most teacher-librarians are already making a direct contribution to the first four of these priorities within the school. However the beginning of a school year is an ideal time to evaluate this and to consider modifying existing strategies, or devising new strategies, to ensure that the school library program makes its full contribution to the school's achievement in each of the relevant priority areas.

The Strategic Plan

In planning for 1993 and for the longer term, the Strategic Plan has a number of implications for school libraries and their services. Teacher-librarians, for example, need to consider their collection development policy in relation to the implications of the Departments planned actions to 'extend teaching of Aboriginal history and culture' (page 9) and to 'implement the strategic plan for the teaching of LOTE Priority Languages (languages of economic significance and community languages)' (page 9). Similarly the incorporation of 'the Anti-racism Policy into DSE plans, policies and practices' (page 12) will require the review of collection development policies and practices, and the evaluation of library programs and services. The extension of Joint Secondary Schools/TAFE courses (page 15) may provide opportunities for greater co-operation between school and TAFE Libraries. Teacher-librarians will need to develop policies to meet the information needs of mature age students (page 15). Strategies such as increasing 'responsibility at the local level' (page 18) and 'involving the school community in identifying the services to be provided' (page 22) provide unique opportunities to ensure that school library programs continue to be responsive to the information needs of the school community.

Information Technology

The new look *Scan* has an additional section featuring articles and reviews related to information

technology. In 1992 the Department has been developing an Information Technology in Education Strategy. When this is released teacher-librarians, as the school's information specialist, will have a key role in the development and implementation of school information technology programs. *Scan* hopes that the focus on information technology will provide assistance to teacher-librarians in their task of extending students' information skills using new and emerging technologies, as well as providing a forum for the sharing of ideas and programs across the state. Regular reviews of CD-ROM products will also be included.

Retraining of teacher-librarians

Selection of teacher-librarians for the five full time cadetships and 15 part time sponsorships to the University of Technology Kuring-Gai in 1993 took place at the end of 1992. There are very few vacant positions for teacher-librarians in the State and therefore priority was given this year to teacher-librarians who were able to return to their current position. This is a welcome change and it is hoped that in future this program will attract teacher-librarians who have been unable to apply in the past because to do so would have meant giving up their school.

Replacement of the SCIS software

The Curriculum Corporation is undertaking the replacement of the DOBIS LIBIS software which currently supports the SCIS database. The Board of the Corporation has established an Information Sub-committee to oversee the selection and implementation of the new software. A Technical Advisory Group has been established to support the Information sub-committee by assisting in the finalisation of the specifications and in the planning for the conversion of the database. I have been nominated as the New South Wales representative on this Group, the other members being Anne Hazell (South Australia), Linley Kemeny (Western Australia), Penelope Maddick (National Catholic Education Commission), Lance Deveson and Marie McCorkell (Curriculum Corporation). Among the issues identified by New South Wales are the need for the new software to offer better services for online users and for it to address the communication costs of non metropolitan users. ■



Diana Wynne Jones

Diana Wynne Jones writes challenging and wildly entertaining fantasies for children, drawing on references as wide as ancient Celtic mythology, mediaeval theology, and Steven Hawking's theories of time. She presents intriguing possibilities about time and history, most notably in her creation of 'related worlds', where new worlds split off from the one we know at significant points in history. Humour is a vital ingredient of her work, and the child is firmly at the centre of every one of her books. She is a great champion of fantasy, and of the right of every child to discover and have nurtured their special abilities. She is without doubt one of the most significant authors writing for young people at the moment. Judith Ridge chatted to Diana when she was in Sydney about writing for children, the importance of fantasy, and what she believes she offers the child reader.

Q In 1976 you wrote a piece for **Something about the author** where you made the comment about your youngest son: 'Colin is going to be a genius when he finds out what to be a genius at.' It seems to me that there are a lot of Colins in your books, that there are many of your characters either consciously or unconsciously finding out what they're going to be a genius at.

A That's true, but I think this is the human condition: you've got to find out what your particular personality and gifts are aimed at, people have to find themselves. And it's a lucky child that knows that they're a genius. This is one of the things which people

need encouragement to sort out, because I have this very strong feeling that everybody is probably a genius at something, it's just a question of finding this. And indeed if you think you're a genius at something, what you achieve is very much according to your expectations; if you think you're no good, you're not going to get anywhere. If you think you're moderate, you're only going to get halfway to moderate, because you get half-way to where you're aiming every time.

Q The children in your books frequently perceive themselves to be untalented, and they lack a sense of self. Frequently the child also sees themselves, rightly or wrongly, to be isolated or 'orphaned' from friends and family.

A Yes, that's right. One of the things about being alone is that you've no people to define yourself off. People are like all-round mirrors, because let's face it, we don't often see ourselves all round in a mirror anyway, do we? In the wild, we'd be the only person that we wouldn't recognize. And I feel that it's terribly important to build up in children this notion that it's OK, that you are a person, and you will find [yourself]. It seems to me that all fantasy works the way your brain basically works. This is perhaps a startling concept, but I think it's true. Your brain, when it's working on a problem, says 'what if, what if, what if?' Fantasy is just an extension of 'what if?' Your brain is aimed to come out with a satisfactory solution jubilantly, and you want to point children in that direction and say 'there is a solution', and you should be happy, and you should be hopeful. It's pointing people in the right way, and trying for sanity. You want to provide little openings, so that people can say, 'yes!' This is why I like happy endings.

Q The phrase that seems to be popular at the moment is 'empowering' people, empowering the child.

A It's a very . . . buzz word, isn't it.

Q It's a real buzz word, but it seems to be very much what you're doing, not always in obvious ways, and in fact frequently the children in your books don't turn out to have the talents that maybe they thought that they wanted. And they don't end up in the place that they thought that they wanted to be.

A I wanted to say, 'well, it doesn't matter, there is something that you're really good at, and you go and do that, and actually it's more satisfying.' An example

is *Nan in Witch Week*, who's made a complete mistake about what she really wants to do.

Q Yes, and Tonino at the end of *The Magicians of Caprona* isn't quite sure yet about his newly discovered abilities.

A And I suppose Cat is the same at the end of *Charmed Life*, too. You do get into the habit of thinking yourself as a no-hoper in a certain direction, and if somebody turns you around and says 'this is the direction you should be going, and there's lots of hope' you can't take it straight away.

Q A frequent feature of your work is the unconventional nature of the talents that the children invariably find they have, and ultimately it appears that the adult world is going to have to modify itself in some way or another to accept those new talents.

A That's right and I think that's a very important thing, not that in reality the adult world modifies itself very much, but they're going to have to as soon as that child is older, and what I really often seem to want to say is that, OK, maybe there isn't the sort of job description yet made which fits you, it just means you're going to have to go out there and do the job, and then they'll describe it, and this is the way change, and change for the better, really happens after all. People suddenly get this idea which is aside from where everything seems to be going, and in fact it takes everything on a new stage.

Q Very specific expectations are placed on authors for children, in that people believe that you have certain responsibilities because of your audience. I wonder if you feel that you have certain responsibilities because you write for children, and whether or not they are more important than your creative responsibilities as a writer.

A I reckon they're about equal actually, because one of the things that's been slowly born into me over the years is that people might read one of my books at the point where they're truly impressionable, and it might actually influence them all their lives. I was shaken to my socks about five years ago: I went to a fantasy convention and I was suddenly accosted by this very interesting Canadian writer, Charles de Lint, whose work I'd admired. He said he wanted to tell me that he wouldn't be writing now as he does had he not read my books when he was a teenager. He said they completely revolutionised his way of thinking. And indeed, I could see why I liked his things so much, because probably it was the sorts of things he'd got from me.

Q What did he get from you?

A Blending of the fantasy very closely with normal everyday life, he's very good at that. He sets it in

Ontario, so you have this sense of a city, and then things get weirder and weirder and you move out to another world. Since then I've realised you can actually influence people rather profoundly. Of course, this feeds back into your duty to the book, and if you're not careful it completely hamstring you, because you go backwards and forwards between these two things. This does make me very very careful to get it right, because somebody in the future who may be extremely important for everybody, is going to have me behind them, and this is a responsibility, a huge one.

Q It seems to me that children's writers are frequently told what they should be writing, and what they shouldn't have written in a way that adult writers would find . . .

A . . . impertinent.

Q Absolutely insulting, and completely insulting on a creative level, to be told what you should write.

A Oh yes, that's right, the review that prescribes what the book should have been is really maddening.

Q A criticism of your work has been that you have created a limited audience for yourself because of the complexity of your ideas and because you assume your reader has had certain cultural and literary experiences before coming to your books. How do you respond to this?

A This is ridiculous, wholly ridiculous. It never did any child any harm to have something that was a tiny bit above them, and I claim that anyone who can follow *Doctor Who* can follow absolutely anything. And children are so good at doing this now; children are used to using their brains.

Q Do we underestimate kids?

A Yes. Kids can do anything, get anywhere, understand anything provided they've got sufficient curiosity, and the motives.

Q You have spoken quite firmly about the importance of fantasy and your difficulty with 'problem novels' for children and teenagers. I have a lot of sympathy with a lot of what you've said, and fantasy was always my preferred reading as a child, but when I was teaching I actually found a huge resistance to fantasy . . .

A . . . a lot of kids think it's sissy

Q I just wondered if you'd come across that attitude, and how you respond to it.

A I have. If you call whatever it is they're about to read 'science fiction', they will read it quite happily. This is one of the many reasons I spread over genres, so that people can cheerfully call it science fiction, if it

pleases them. Fantasy for me as a kid was real, and I had a fantasy about what life was, whether it was sort of wicked and dire, or wholly normal, or whatever. Anything really close to home is not, it seems to me, what a good book should be about.

Q Do you read much realist fiction?

A No, I just don't get on with it. My childhood was so appalling, one way or another, that realist fiction seems to me direly horrible. I find it just simply takes me right back to those times, and I really can't take it, I don't want to; why should I face up to it? What good does it do me? I know it happened, and that's it.

Q The essay anthology *Innocence and Experience* contains a discussion in which Lloyd Alexander and American author-academic Betty Levin comment that the characters in the realist novel are confronted with much more complex choices than the characters in fantasy novels, because fantasy deals with absolutes.

A Yes, it does, but there's no reason why it shouldn't be equally complex. Fantasy does have this quality which isn't simplicity, but appears to be, and I'm at a loss to define it. If you take myth and folklore, and these things that speak in symbols, they can be interpreted in so many ways that although the actual image is clear enough, the interpretation is infinitely blurred, a sort of enormous rainbow of every possible colour you could imagine. I have tried to define it, and I just damn well can't, because in a way it's all things to all men ...

Q Many of the child protagonists in your books are just pre-adolescent, and your exploration of alternatives and possibilities in time and history would seem to be particularly pertinent for this age group, for whom so many possibilities exist.

A Yes, younger and older I do do, but basically that's [the age my work] centres on, because that's the point where everything is possible. If you think about anybody growing up, at a certain stage everything is open to him or her, there are all these avenues, and unfortunately you have to narrow it down, you just can't do all of it. But there is this lovely bit when you are just adolescent or even just pre-adolescent, when the whole world is your oyster, the whole universe. You can do anything there, and it's a lovely moment, and of course, you're usually too mixed up to notice it – unfortunately! And then it gets depressing as it narrows down inevitably, but I do hope, and this is where we go back to the sense of responsibility, that I might once or twice have pointed out to some children, 'Look, you really can do anything at this stage'. I think the intellect is at it's sharpest at the pre-adolescent stage, really up to adult standard, and you don't have all the emotional mess of puberty actually mucking you up, and so it's a very good point to choose.

Q Your work draws on many sources; for example, *Fire and Hemlock* relies heavily on the ballads *Tam Lin* and *Thomas the Rhymer*, *The Magicians of Caprona* draws on *Romeo and Juliet*. Do you consciously select these references, or do they sort of naturally fall into the text?

A No, once you get what you're writing about you get this kind of nucleus; it immediately attracts all the right things that it needs, sometimes from outside, sometimes from inside. It comes from both ways. It's a fascinating process. Over the years I've sat and watched so many books doing this. It's like a sort of gelatinous ball, and sucking in all the things that it actually needs. It's very queer, and very serendipitous too; [the books] find things which up till then I've not considered, or haven't even known about, and I'll suddenly find out it's the one thing I need, and that makes it go.

Q You have spoken a lot about how the stories, specifically heroic tales and mythology, you read as a child influenced you, and how story is still important to you as a writer. *The Magicians of Caprona*, however, is also largely about language; some of the opening words are, '... a spell is the right words delivered in the right way.' Was the language of those stories that you read, the *Odyssey* and *Morte d'Arthur* and so on, significant to you at the time, or did that come later? I don't remember as a child being conscious of language, I remember being conscious of concepts and plot.

A Yes, I think I was too, although at an extraordinarily early stage I began to feel that if a thing was worth saying, it was worth saying in the most plain, straightforward, clear language.

Q And you avoid long descriptions.

A Yes, very much so, but you don't need them; if you've seen it yourself, you can get other people to see it. You can get people to draw a sketch of the room where an action happens, and they'll even put the window in the right place.

Q Why do you use humour? Is it just entertainment, or does it do more than that?

A No, it does infinitely more than that. It seems to me that humour is everybody's way of keeping sane and standing off from the situations so that they can see it intellectually, as well as emotionally, and I don't know whether you've noticed, but if somebody tells a joke, it's nearly always a mini fantasy. The moment when children first learn a joke is a marvellous one for them and they bore you stiff with it! 'What lies on the ocean bottom and shivers? A nervous wreck!' This is a pocket fantasy! And the only time really boring

people fantasize is telling jokes; when people tell jokes they are, for the one time in their lives, open to the grotesque maybe, but it's fantasy.

Q It sounds as if you have made some quite conscious decisions about the sorts of things that you would like to communicate to your readers.

A Yes I have, but in a sort of large and nebulous way, mainly as blueprints for dealing with most of the adults in their lives, to some extent with their fellows. It is this notion of aiming high and there's always hope, aim low and you might as well stop now.

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Judith Ridge taught secondary English in Sydney's South-West for 5 years. She is currently part-time Professional Officer for the Children's Book Council of Australia (NSW Branch), and runs the ALOUD Children's Literary Activities. She also works two days a week in the library at Prairiewood High School, where she has created a band of Diana Wynne Jones fans. She is currently attempting to finish a Masters thesis on Diana Wynne Jones.



ALOUD at the Powerhouse, 1991.

UNLOCKING THE BOLTS

Geoffrey McSkimming is the author of the popular Cairo Jim books.

It was thirty minutes after midnight on a very cold Egyptian morning. Our airplane was supposed to have taken us all the way to Aswan, but for unknown reasons had deposited us all at Luxor Airport and had then turned around and returned to Cairo. Our driver began to argue with the airport people to try and arrange a small bus at this forgotten hour to take us to Aswan, a four-and-a-half hour trip by road. The luggage carousel started to revolve and we all stood around in the deathly fluorescent light, awaiting our articles as though they were substitute airplanes.

Again for reasons unknown, five pieces of luggage—none of which belonged to anyone in our party—trundled out through the plastic-strip doors. Then the conveyor belt shut down with a derisive groan. Apparently all the rest of our luggage had been left, for reasons known not by us, at Cairo aerodrome. Our driver began his second bout of arguments as we, weary and unsettled, filed outside into the chill of the night and into the waiting mini-bus, the arrangement of which had nearly driven our driver hoarse.

We crammed in while our driver remained inside the terminal, trying to organise the safe and sure delivery of our luggage straight to Aswan in the morning. The airport was by now, apart from our misguided group, empty.

Or so I thought.

As my fellow travellers sank into gloomy, cramped silence, or tried with varying degrees of success to fashion themselves sleeping placed on the hard, uninviting seats, I saw him. Under the streaming yellow lights, near some concrete pillars. A soldier, aged somewhere in his fifties. Large, verging on fattish, his bulk squeezed into his regulation black woollen army uniform. He had a small moustache which made him look not unlike Oliver Hardy, and he was slowly wheeling a large luggage trolley in wide, meandering circles. Around he went, sometimes whistling, sometimes not, all the time *looking*. Over his shoulder, behind the pillars, into the darkness. I

assumed he was here for the night watch, and this was how he occupied himself.

Then, out of the darkness, something emerged. A dull blackness began to break up the shimmering blackness of the night and slowly my eyes began to pick out another figure - another soldier, thinner and smaller than the first man, in a similar black woollen uniform. He was advancing towards Mr Luggage Trolley, a curious glint in his eyes, *a rolled-up newspaper in his fist!*

I sat up and watched with an interest bordering on alarm. Mr Luggage Trolley continued circling and wheeling, slowly, slowly, ever so slowly. The silence hung in the air like a zeret bird. I wanted to shout out, to warn him, but I couldn't. I was transfixed.

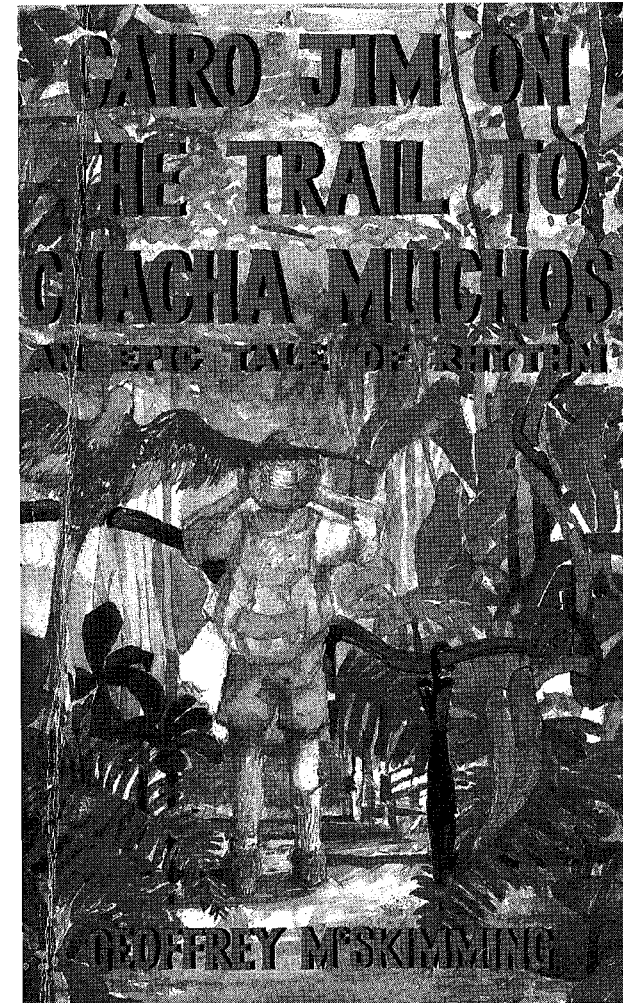
Then, quick as a rat, the skinny man darted up and hit Mr Luggage Trolley on the back of the shoulder with his rolled-up newspaper. Mr Luggage Trolley turned, the trolley screeching around with him, and proceeded to try and run down his attacker, but the fast little man rushed back into the shadows, away from the paved area. And Mr Luggage Trolley went back to circling idly with his charge.

I blinked heavily, thinking that because of the late hour and our disrupted plans I had experienced a mirage. But no, I hadn't; not twenty seconds later, the intruder returned, this time from a different direction. Stealthily he crept, his rolled-up newspaper held out like a dagger. Once again Mr Luggage Trolley did not see him until - *thwack!* tabloided again, this time on the head.

This went on for some time. Always the little, rat-like man with the rolled-up newspaper was too quick, or too agile for the larger, more cumbersome soldier. And curiously, never once did this larger man ever let go of the trolley to give chase to his assailant. Was it a rule they had? Was it part of the game? Who knows?

After a few minutes I began to wake some of my companions. I was, by this time, giggling so

much and trying to contain myself so much that it would have been dangerous not to release the mirth from my system. My companions watched this bizarre affair being played out in front of us and like me were astounded at first and then moved to hysteria. Soon the whole bus was rocking with laughter. Tension had fled and we awaited each new onslaught with eager anticipation. We were not laughing *at* them; we were laughing *with* them, all the way. In a sense our situation was like theirs - desperate.



The soldiers couldn't, or didn't, hear us. The more the game went on, the more wrapped up in the whole thing they seemed to become. The large custodian of the trolley never stopped smiling, even when he was being bludgeoned with yesterday's news. The ratty man's expression became more earnest as he increased his assault. They played with the same kind of earnestness which, so often, only children seem to be able to attain.

Finally the tide turned. In scuttled the ratty man waving his weapon, but this time Mr Luggage Trolley saw him and chased him up a curved

wall, ramming his legs with the trolley. Ratty dropped the newspaper, Mr Luggage Trolley let go of the trolley, snatched up the paper and, with an agility surprising in one of his size, disappeared into the darkness. The smaller man suddenly looked much less ratty. With a heave of his chest he picked up the overturned trolley and slowly began wheeling it around in aimless yet vigilant circles ...

... and presently the blackness stirred and came at him, like a woollen clad tsunami!

Our driver, having sorted out the mess of our luggage, boarded the bus and off we went, out hearts lightened considerably by the spectacle we had witnessed.

I've thought back to that night often. However complicated or however simple the soldiers' game was, I have no idea. One thing I do know: they were involved in some kind of fantasy. To relieve the boredom? Maybe. To pass the time? Almost certainly. To escape from what they were doing, what they had to do? I'd say definitely.

Fantasy in life and fantasy in literature are, like humour I think, very much underrated. The great value of fantasy in literature is that it keeps the imagination primed and lubricated, especially in those formative years of childhood and adolescence. I believe this is one of the two most important reasons why fantasy is so necessary to all of us.

In the Egyptian Book of the Dead there is an incantation which begins:

'Open are the double doors of the horizon.
Unlocked are their bolts ...'

I often associate those 'double doors of the horizon' with the *imagination*. When I write I am often conscious of structuring my novels so that the boundaries which might constrict a reader's imagination are as minimal as possible. I've found that writing stories which are in essence fantasies gives me the greatest scope for this; a greater opportunity to open wide those 'doors'.

And I think it's working. There have been several occasions when, during visits to schools and libraries, the results have been instantaneously noticeable. The last occurred only recently. I was at a library, reading from the latest Cairo Jim novel, **Cairo Jim on the trail to ChaCha Muchos**. There was a boy in the front row who, at the beginning of the reading, began asking questions in a very boisterous manner, all of which I answered. He was, I thought, marking territory, letting me know who he was, and that he was *there*. As the reading got under way, this boy set-

tled down and I noticed more than once he was actually paying attention. At question time at the end, his hand was up more than anyone else's, and his questions were all intelligent, about the story, and full of genuine curiosity. His teachers approached me later and told me they were amazed (their word); this boy had been at the school for only four weeks and had been nothing but a disruptive influence, never showing the slightest interest in anything except fighting and bullyishness. After spending these forty-five minutes in the Peruvian jungles with Cairo Jim, however, after having his imagination kick-started, he seemed completely different. And now they (his teachers) had an idea as to where to encourage him. Or where to begin trying.

Experiences like this are proof of the unspeakable importance of the fantastic.

And the second great important thing about fantasy: Virginia Woolf summed up, for me, what fantasy can do when she wrote:

'It is in our idleness, in our dreams, that the submerged truth sometimes comes to the top.'

Occasionally when I'm writing, not often but sometimes, what Virginia Woolf said happens. Unexpectedly, never planned. Quite by accident. I'll read a passage I've written and somehow there is something real, something true, something which casts light on some aspect of this massive conundrum we call life, however small or seemingly unimportant it may be.

And for that reason I think I'll be writing fantasies for as long as I write anything at all. ■

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Initiatives and resources in the education of gifted and talented students

What is being done to expand opportunities for gifted and talented Students?

The Department of School Education programs and provisions which identify and provide for over 26,500 gifted and talented students include the following:

□ Selective and agricultural high schools, Conservatorium High School, Newtown High School of Performing Arts, Westfield Sports High School, Broadmeadow High School of Performing Arts.

□ Opportunity Classes for upper primary students: these have a clear purpose to provide *opportunity* for gifted and talented students so that they may be challenged and guided in a way that may not have been possible in the regular classroom. Direction, in fact, comes from the teacher's assessment of the students' needs in such areas as higher conceptual thinking levels, more creative production and ability to cope with more advanced skills. Through the grouping of students with more similar ability there is the opportunity also to interact intellectually. Regions are increasing 'opportunity class' provisions to reach a larger number of gifted and talented students. For further information please contact regional offices.

□ A Mentor Links Program is being expanded which links exceptionally gifted and talented students with members of the wider community who voluntarily share their particular expertise and time. The sharing exchange capitalises on students' strengths and on the ability of experts. For further information please contact, Jill Forster, telephone 763 1400.

□ Accelerated Progression of academically gifted and talented students acknowledges that for some students it is appropriate that the Principal and parents decide about accelerating students' progress to meet academic, social and emotional needs. Acceleration allows students the opportunity to learn more quickly than their age peers. Acceleration can occur through individualised work, classroom grouping, vertical or family grouping, enriched content and skills learning, early entry and grade skipping.

□ Out-of-school hours programs organised by individual schools, offer extension and enrichment in a wide range of syllabus and interest areas outside school hours. Parents and students have responsibility for transportation to the venue. Program duration varies from one site to another. Students are selected by various and in-

Dr Jill Forster is an education consultant, currently advising the New South Wales Department of School Education on gifted education policy, and coordinator of the Mentor Links Program.

The New South Wales Department of School Education Policy for the Education of Gifted and Talented Students (1991) was developed in line with the Government Strategy and represented a renewed acknowledgment of the particular educational needs of gifted and talented students 'regardless of gender, race, socio-economic or socio-cultural backgrounds'.

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clusive criteria and participate in a diverse type of courses offered by teachers and other experts.

□ There is, in addition, a diversity of camps, concerts, orchestras, dance and drama ensembles, competitions and schemes such as Tournament of Minds. In the latter competition this year over 2000 students in NSW presented solutions to language/literature, mathematics, engineering and humanities' problems. For further information on TOM please contact: TOM Director, Jan Stone, telephone (02) 299 2845.

□ In regular classrooms teachers, with the support of schools and regions, have a responsibility to identify gifted and talented students and respond to their needs. Teachers select a variety of teaching strategies such as varying questioning techniques, encouraging individual research, re-

source in increasing opportunities for this to occur. Skills in understanding and using information are very often skills that gifted and talented students master readily. In the literature on gifted and talented education, Bloom's Taxonomy of Learning (1956) is considered a useful tool in providing appropriate learning opportunities for gifted and talented students. The categories in the taxonomy are knowledge, comprehension, application analysis, synthesis, evaluation. These categories overlap with *Information Skills in the School* that is, defining, testing, selecting, organising presenting and assessing.

Clearly if students' existing knowledge of a topic is considerable they should take less time on the initial tasks or collate more sophisticated information and diverge in different directions. In

It is critical for gifted and talented students to be given appropriate opportunity, stimulation and the experiences to develop their potential and satisfy their learning needs. Special emphasis will also be given to identifying those students whose gifts and talents may have been previously overlooked.

(Department of School Education Implementation Strategies for the Education of Gifted and Talented Students, 1991)

inforcing lessons with outside expertise, extending the curriculum to provide in depth study, guiding problem-solving processes and encouraging creative thought. There is now specialist teacher training in gifted education and by 1995 schools will seek to employ at least one teacher who has gained qualifications in educating gifted and talented children.

The teacher-librarian as a resource in providing for gifted and talented students

Providing opportunities for gifted and talented students is completely compatible with the *Libraries in New South Wales Government Schools Policy Statement (1987)* which states that the purpose of the school library is 'to enhance teaching and students' learning within the total program of the school... by providing opportunities for students to develop information skills and use them confidently and competently.' Gifted and talented students can often process information to a greater extent, to a higher level and more efficiently. The teacher-librarian is a vital re-

source in increasing opportunities for this to occur. Skills in understanding and using information are very often skills that gifted and talented students master readily. In the literature on gifted and talented education, Bloom's Taxonomy of Learning (1956) is considered a useful tool in providing appropriate learning opportunities for gifted and talented students. The categories in the taxonomy are knowledge, comprehension, application analysis, synthesis, evaluation. These categories overlap with *Information Skills in the School* that is, defining, testing, selecting, organising presenting and assessing.

Clearly if students' existing knowledge of a topic is considerable they should take less time on the initial tasks or collate more sophisticated information and diverge in different directions. In addition to providing appropriate materials, awareness of the need to progress more quickly and more divergently makes the teacher-librarian a truly valuable resource in providing opportunities for gifted and talented students.

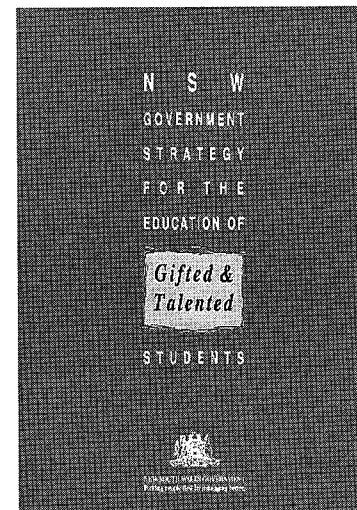
What resources are available to help with educating gifted and talented students?

Valuing learning, understanding the usefulness of information skills, the discipline of learning, the independence gained from competency are all attitudes that the teacher-librarian can impart to all student including the gifted and talented who may be particularly enthusiastic about being given the chance.

Whatever the means of providing for gifted and talented children, resource materials are seen as a crucial part of implementing the Department of School Education *Policy for the Education of Gifted and Talented Students (1991)*. Back in 1979 a survey by the Department of Education (Roseth, 1979) found that lack of resources was at the top of the list of reasons for schools not having implemented

provisions for gifted and talented students. There is of course the possibility that teachers name lack of resources as an obstacle in providing for gifted and talented students whereas in fact they may overlook the point that they themselves are the most valuable resource. In several later case studies of NSW schools however, the most needed forms of implementation support expressed by teachers were examples of programs that worked well in schools (Forster, 1991).

Also in support of the vital need for resources is the fact that they have been identified as a crucial part of quality assurance: 'management should plan to provide sufficient and appropriate resources to implement the quality system and achieve the quality objectives' (Standards Australia, 1990). In line with these points a number of initiatives regarding resource production and dissemination have taken place.



Resource production and dissemination

□ Out-of-School Hour Program guidelines - suggested procedures for establishing programs. They outline, for example, issues of advertising, responsibilities and evaluation. These guidelines have been made available through the Regions.

□ Selected Resource List: Gifted and Talented Students - disseminated to Senior Regional Officers with responsibility for gifted and talented students in every region this sets out documents available through Department of School Education Library. The documents include reports and policies, conference and seminar papers, Department of School Education publications, general publications covering various issues in gifted and talented education, videotapes, kits, audiovisual materials, association newsletters and journals. As readers are probably already

aware the location of the Department of School Education Library is:

Ground Floor
Dept. of School Education Bldg.
Cnr Parkes and Wentworth Streets
PARRAMATTA NSW 2150
Phone: 561 1306
Opening Hours: 8:30 am - 5:00 pm Monday - Friday

Kits and Videos

□ **Pick-and Choose Package for Active, Eager, Enthusiastic Youngsters (1987):** Preschool - Year 2.

□ **Teaching Talented Students 7 - 10 (1990)** This is a particularly useful resource. It includes guidelines on creating a supportive and stimulating classroom environment, differentiating the curriculum for gifted and talented, some examples of learning models, further resources.

□ **Units of Work for Talented Children (1987)** - includes units or codes, quests and quizzes, kitchens, monopoly, book illustrations, toys ...: Years 1-4.

These can be purchased from:

Curriculum Resources Unit (CRU)
Smalls Road
Ryde 2112
Phone: 808 9444

□ **Inservice Package in the Education of Gifted and Talented Students**, prepared by Charles Sturt University, Faculty of Education and Curriculum Directorate, New South Wales Department of School Education. This is available through the Regions and will soon be marketed by CRU, Ryde.

Other useful resources available through many ERCs are:

□ **Science and Technology for Gifted and Talented Students** (Metropolitan East, phone 763 1400) - produced by teachers and consultants, it includes ideas on curriculum modification for the gifted and talented and sample modified units from NSW Science and Technology K-6 Syllabus.

□ **Identification and Assessment, an Introductory list for Teachers**, SA Association for Gifted and Talented Children Inc. (Metropolitan East).

There are also a number of books available from ERCs which have valuable lesson ideas, for example,

□ Dalton J. (1991) **Adventures in Thinking**, Melbourne: Thomas Nelson Australia.

□ Victorian Department of School Education (1991), **Achieving Excellence**, Units of Work Levels P - 8.

Associations

Another valuable resource is membership of Associations such as *The New South Wales Association for Gifted and Talented Children Inc*, P O Box 8, Wombarra 2515. The Association has many local area contacts who can provide information on gifted and talented education. It also publishes the journal *Gifted*, available from the above address of the Association, which provides information on current trends, initiatives and resources such as the following list of short books available through the Association:

- Australian Association for the Education of Gifted and Talented **Help with Bright Children**.
- U.K. National Association of Gifted Children. **The Social Education and Emotional Needs of Gifted Children**.
- Painter, F. **Who are the Gifted? Identification and Provision**.

Regional Gifted and Talented Students Committee

Vital sources of networking information are the Regional Gifted and Talented committees. The senior regional officers with responsibilities for gifted and talented students are as follows:

Metropolitan East	Ms Margaret Harmer Cluster Director	Strathfield ERC Albert Road Strathfield NSW 2135
Metropolitan North	Ruth Andersson Consultant	Hornsby ERC Edgeworth David Ave Hornsby NSW 2077
Metropolitan West	Ms Helen Anderson Cluster Director Ms Shelagh Poray Consultant (Gifted & Talented)	Castle Hill ERC 270 Old Northern Rd Castle Hill NSW 2154
Metropolitan Sth West	Dr Lyle Whan Cluster Director	Macarthur ERC Campbelltown P Sch Lithgow Street Campbelltown 2560
Hunter	Mr Tony Negline Cluster Director	Lake Macquarie ERC Glebe and Brunder Rd Adamstown 2889
South Coast	Ms Rae Mitchell Secondary Principal	Smiths Hill High Gipps Street Wollongong 2477
North West	Mr Bruce Molloy Cluster Director	P O Box 370 Tamworth NSW 2477
Riverina	Mr David McKie Assistant Director	EPP
Western	Mr Frank Shaw Cluster Director	P O Box 459 Broken Hill 2880
North Coast	Ms Bron McKenzie Consultant	Rigby House Coffs & Duke Street Coffs Harbour 2450

■ NSW Association for the Education of Gifted and Talented Children Inc. **A Collection of Articles** (from *Gifted*).

These are available from Mrs Kit Olmos, 16th Floor, 213 Miller Street, North Sydney 2060.

The Australian Association for the Education of the Gifted and Talented (AAEGT) publishes the newsletter *Gifted and Talented*. It also offers research awards to encourage research by educators into the area of gifted education.

The contact address is:

AAEGT Secretariat, C/- H Milne,
Griffith University, Division of Education,
PO Box 82, Mt Gravatt,
Queensland 4142.

Other Outlets for Resources

■ The Publisher Hawker Brownlow Education specialises in classroom resources for gifted education. There is an extensive catalogue available from their Sydney office, telephone 634 6969.

■ Science Research Associates Pty Ltd (SRA, Pergamon)
84 Waterloo Road
North Ryde 2113
Phone: 888 7833 Fax: 887 2427

has some appropriate resources such as Edward de Bono's *The Cort Thinking Program*.

■ Reactive Thinking Resources
18 Aubrey Road
Northbridge 2063

distributes the work of publishers such as Good Apple, Book Lures, Creative Learning Press and other USA materials.

■ Horwitz Grahame Pty Ltd
506 Miller Street
Camberay 2062
P O Box 306
Phone: 929 6144
Fax: 957 1814

Useful journals

- Gifted Education International
- Gifted Child Quarterly
- Gifted International
- Roeper Review
- Talent Ed (Contact: The Editor, talented, U.N.E., Armidale, 2350)
- Gifted and Talented (Newsletter of the Australian Association for the Education of the Gifted and Talented)
- Gifted (NSW Association for the Education of Gifted and Talented Children)
- Newsletter from regions e.g. M.E.N.T.O.R. (Metropolitan East), GAT Informed (North Coast), Westalent (Metropolitan West)

Regional and school resources

These include:

- **Gifted and Talented Students, A North Coast Region Resource for Schools**.
- **Let The Poppies Grow** (Ulladulla High School, South Coast).
- **Information for Parents on Gifted and Talented Children** (Hunter Region)

Future Directions in Resources

As resource materials are a crucial part of implementation, major directions to be pursued are as follows:

- effective dissemination through networking of efforts, including sharing of resources across regions to avoid 'reinventing the wheel'

■ collating exemplary programs - a targetted resource priority. Information on teaching practices that have been successful for gifted and talented students is being collated from each region

■ Mentor Program Guidelines have been disseminated in abridged form to Senior Regional Officers in every region. With the expansion of the Mentor Link Program, after a trial period, a more complete set of guidelines will become available

■ A Resource Manual is being developed to incorporate policy objectives, contacts, available resource lists, opportunities and provisions. The aim is to coordinate efforts throughout the system

The significance of resource availability, awareness and production in relation to initiatives in gifted and talented education has been the main thrust of this article. That three-pronged approach is vital to achieving one of the important aspects of catering for gifted and talented children:

Opportunity for students to achieve their full potential should be provided as a matter of daily routine

Department of School Education, Implementation Strategies, for the Education of Gifted and Talented Students 1991). ■

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TEACHING LEARNING

'Famous' scientists and mathematicians: Lovelace or Galileo?

Virginia Lowe currently lectures in English and Children's Literature at Deakin University, Rusden Campus. Prior to this she spent four years as Head of Library Services at St Paul's School, Woodleigh at Baxter, Victoria. She is the Victorian Judge for the CBC Book of the Year Awards for 1992 and 1993. Her recent publications include 'Stop! You didn't read who wrote it': the concept of author' in *Children's Literature in Education*, June 1991; 'Snufkin Sniff and Little Me: the 'reality' of fictional characters for the young child' in *Papers* August 1991; 'The Poetry Basket' in *The Literature Base*, October 1991. She is working on a doctorate on preschoolers and their responses to books stories and pictures.

Gender equity is an ideal espoused by everyone in schools, but not so easily put into practice. Teacher-librarians have an important part to play here, not only in library practice and selection, but also when assisting in the preparation of assignments.

Woodleigh is a beautiful school, set in wide grounds of largely native bush about 50 km outside Melbourne. Founded by the educational reformist Michael Norman in 1974, it has retained its innovative ideals in structure and policy. Being committed to self directed learning, Woodleigh has always used the library extensively, and the students expect to spend considerable time there in research for assignments, as well as pleasure.

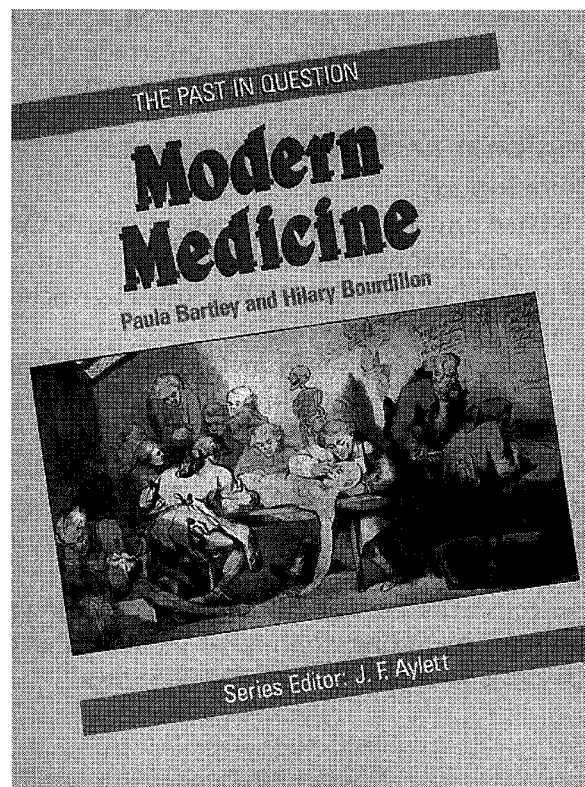
When I arrived at Woodleigh as Head of Library Services, I was asked to help run the year 7 Science/Maths assignment, traditionally the students' first piece of work, and their introduction to the library. I was delighted that it was from the Science faculty that this first request came, and launched into it with enthusiasm.

The assignment had traditionally involved each child choosing a 'famous scientist or mathematician' from a list of suggestions, and writing a short biography, including dates of birth and death, major discoveries, publications, and a bibliography - in little more than a page or so.

My first question was, how many of the scientists on the list were women? You can probably guess the answer, and her name - Marie Curie of

course. The teachers were keen for me to add the women, so I began the search. I had no idea the task I had set myself. In fact it took me three years to develop a balanced list, but I eventually succeeded. In this paper I am passing on my trials and techniques, knowing that others are aiming for the same thing.

In the first year of this type of project, all you can do is use the resources already in the library. In

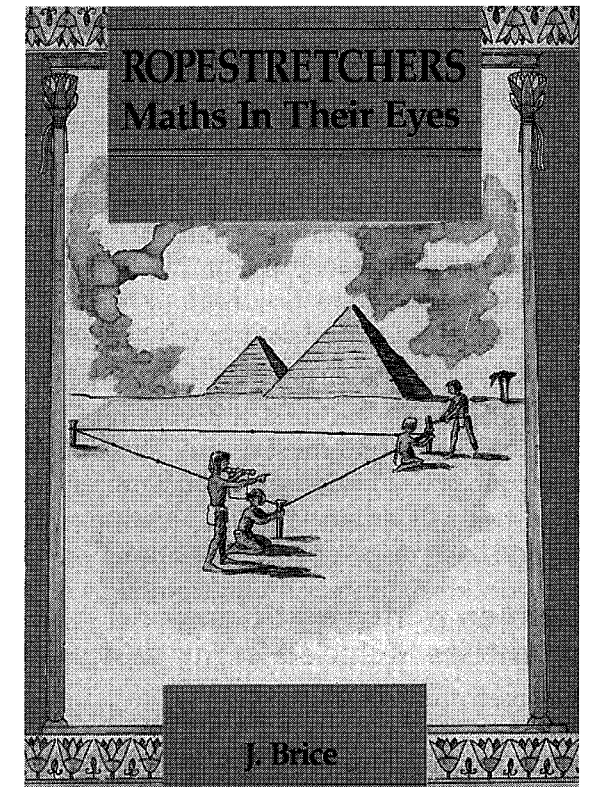


the absence of any book specifically on women scientists/mathematicians, I had to comb through the indexes of general science or maths books and biography collections, chasing females. If you do have on hand any books specifically about women (*Hypatia's Heritage* is a possibility), you can start with some names gleaned from there, otherwise it's just hunt-the-thimble. I have appended my list of women, which may be useful for you to begin on. You have to start with the women, of course, because they are much harder to locate. You will have no trouble locating an equal number of men. It's quite a big task, but only needs to be done once for each book.

Ultimately my object was to have an equal number of male and female 'famous people', each appearing in three books, and each book featuring no more than two of the people. After three years, I eventually reached the stage where I have 19 of each gender, fulfilling these criteria. I found it valuable to have more names available than were needed to allocate one per student, because it frequently happened that a vital book went missing from the shelves, or was misshelved, minutes before the first class arrived. I have also found it necessary to expand the usual definition of 'scientist' to include doctors and medical workers such as Elizabeth Anderson and Marie Stopes. This does not seem a bad thing in itself, as it expands the horizons, especially of girls, into the 'softer' sciences.

At first I allowed students to choose their own person from a list, but gradually it became obvious that kids tended to choose the people they had heard of - everyone wanted to do Einstein. This was solved in two ways. Firstly I removed the best known of the males. There are very few who can be at once identified by a Year 7 child - Einstein, Newton, Darwin and Galileo would be all that most of them knew, so they were removed. This left women and men on an equal footing, with none of them immediately familiar. This is then reinforced by allocating the scientist or mathematician to be investigated, randomly.

To save paper I produced a series of cards with one name on each, and the call numbers of the three books where she/he can be found. The student then copies this down at the beginning of the assignment, and the cards are returned, to be used by the other two classes. Some teachers have decided to have their classes do two biographies, a male and a female. The students receive a copy of the assignment sheet, but not a long list of names and resources.



The assignment is an exercise in finding a book by call number, using indexes and contents lists, and in the art of skimming. The books have to be prevented from being borrowed during the duration of the assignment, especially if more than one class is working on it at the same time, but still have to be in place on the shelves, for the exercise of locating call numbers.

In the introductory session we talk about skimming. We discuss looking for things like chronological tables, (found in some of the biographies), blurbs, and captions - places where you may locate useful facts quickly. The students are encouraged to look for differences in the entries on their topic person, noting variations in dates or emphases. They cannot too soon come to the understanding that printed sources are not necessarily infallible. Another part of the assignment directs them to locate their person in an encyclopaedia or other reference work. If they cannot find an entry for him/her (needless to say, it's almost always her) they are to speculate on the reason for her omission.

To resource all this, you will probably find you need to purchase multiple copies of some books - the ones solely on women, or those rare titles that are themselves gender balanced. You will need the ones covering only women, but I always give preference to those that treat men and women in equal numbers, without comment. **Science in their eyes and Ropestretchers: maths**

in their eyes are two examples of the latter. Another series which includes women extensively is **The past in question**, with **Modern medicine** nicely and unobtrusively gender balanced, for instance. Ingenuity and alertness are required, as well as hard work. A compilation of famous Australian women, for instance, will reveal a number of scientists. **New scientist** regularly includes articles on women scientists, both past and present. You may find a way of incorporating these as well.

I am including both a list of the women biographies I have used, and a bibliography of the books I have found most useful. This assignment is certain to be a challenge to the librarian, but I'm sure you will obtain as much pleasure and satisfaction from its compilation as I did. Good luck!

Women mathematicians and scientists included in my assignment

Elizabeth Garrett Anderson
 Mary Anning
 Jocelyn Bell
 Marie Curie
 Dian Fossey
 Sophie Germain
 Caroline Herschel
 Hypatia
 Irene Joliot-Curie
 Elizabeth Kenny
 Sofya Kovalevskaya
 Mary Leakey
 Henrietta Leavitt
 Ada Byron Lovelace
 Lise Meilner
 Mary Montagu
 Hanna Neumann
 Mary Fairfax Somerville
 Marie Stopes

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Bergamini, David. **Mathematics.** Time-Life, 1963. (Life science library)

Beyond 2000, a window on the future. Book 2. Weldon, 1987.

Birch, Beverley. **Marie Curie: the Polish scientist who discovered radium and its life-saving properties.** Exley, 1988. (People who have helped the world)

Bourdillon, Hilary. **Women as healers: a history of women and medicine.** CUP, 1988. (Women in history)

Boyer, Carl B. and Uta C. Merzbach. **A history of mathematics** 2nd ed. Wiley, 1989.

Brandon, Ruth. **Marie Curie: a life for science.** Hodder and Stoughton, 1981. (Twentieth century people).

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Field, Dennis. **Science: process and discovery.** Addison-Wesley, 1985.

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Gould, Stephen Jay. **Ever since Darwin: reflections in natural history.** Penguin, 1977.

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Manton, Jo. **Elizabeth Garrett Anderson: England's first woman physician.** Methuen, 1965.

Macksay, Joan and Kenneth Macksey. **The book of women's achievements.** Stein & Day, 1976.

Perl, Teri. **Math equals: biographies of women mathematicians and related activities.** Addison-Wesley, 1978.

Radi, Heather ed. **200 Australian women: a Redress anthology.** Women's Redress Press, 1989?

Spender, Dale. **Women of ideas and what men have done to them.** Pandora, 1982.

Stopes-Roe, Harry Verdon, and Ian Scott. **Marie Stopes and birth control.** Priory, 1974. (Pioneers of science and discovery)

Strandh, Sigvard. **The history of the machine.** Bracken, 1989.

The war against diseases. Hamlyn, 1968.

This is an updated version of an article entitled 'Hypatia or Einstein?: gender balance in a science assignment', which was first published in Access, volume 6, March 1992, pps 24-25.

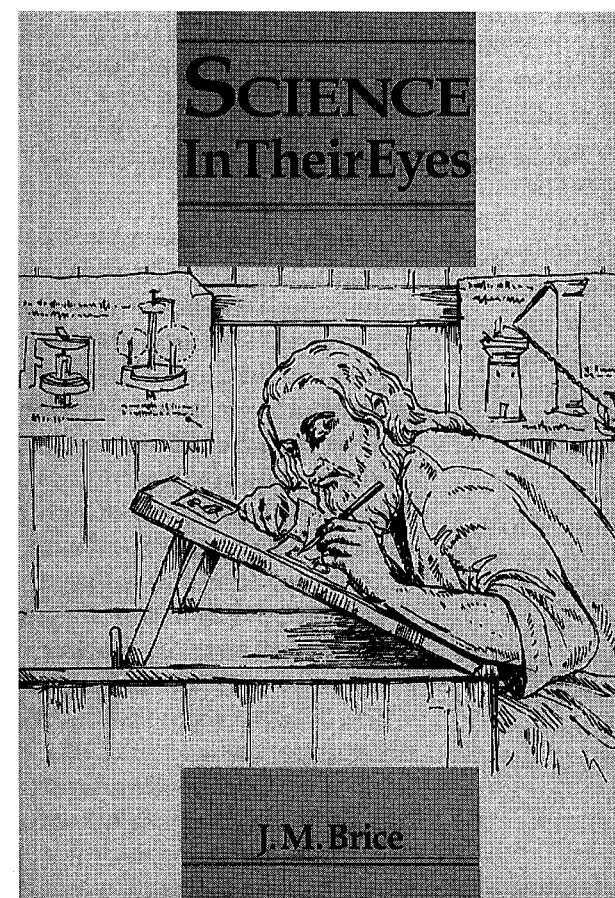
Biography of a scientist or mathematician

This is an exercise in finding information both locating books and articles, and quick reading (skimming) to gather information. You will not have to read a whole book, or even a whole article or chapter.

You will compile a short biography of a well-known mathematician or scientist.

You will need to discover -

- The person's full name
- Their dates of birth and death (years are enough)
- What this person is famous for. You might find information about
 - experiments performed,



- discoveries,
- inventions,
- theories and explanations,
- titles of books written
- other

You cannot always believe what you read. As you locate your information, compare your sources. Are there any differences between them? Sometimes the dates or names are given differently. More interestingly, sometimes authors will disagree on the value and importance of the work your person did. Make a note of any differences you find.

The biography will take the form of a single page including all the information you have found out. It can be in note form or essay form. It will end with a bibliography, listing all the books you have used, giving title, author, publisher, date and place of publication.

Instructions

1. Select a famous-person card. Carefully copy down everything on the card into your book, and hand the card back.
2. The card also lists three books which contain information about your person. It gives you the call number, which you use to find the book on the shelves, and one or more bar code numbers, which you check to make sure it is the book you want. Occasionally two books will have the same call number, but every book has its own bar code number. If we have two or three copies of the same book, they will all have different bar code numbers. Double check the title.

The call number eg 510.922
 FAR

consists of the Dewey number (at least 3 number-s) and three letters underneath. The non-fiction shelves are arranged in Dewey order.

You will need to look at at least two of the books listed, in the course of the assignment.

3. Use the Index or the List of Contents of a book you have found to locate information about your person.

4. See if there is a dictionary or encyclopaedia entry for this person. Try the books in the Reference section at the numbers R030, R503 and R920.02.

Keep a note of the reference books you consult and whether or not they had an entry.

If your person is not mentioned in the reference books consulted, why do you think this could be?

A new challenge for Victorian teacher-librarians

Barbara Bugg is a lecturer in the Division of Library and Information Studies, Institute of Education at the University of Melbourne. Her career spans more than 20 years in school libraries, including 18 years as a practising teacher-librarian and two years as a consultant. She is currently President of The School Library Association of Victoria.

1992 saw the full implementation of the Victorian Certificate of Education (VCE). Introduced over the past four years the VCE has proved to be both a headache and a boon to teacher-librarians working in Victoria post-primary schools.

In 1989 a number of post-primary schools undertook a pilot study of the proposed VCE, trialling Australian Studies, English and Mathematics at the year 11 level. A massive program of in-service was undertaken with every post-primary teacher in the State taking part. In 1990 the trialling continued into year 12 level and by 1991 the full VCE was introduced at year 11 level. This meant that there was a massive curriculum change in the senior years of

high school within a very short time frame. The final years of schooling had moved from offering some 2000 subjects through five separate certificates to a field of 43 subjects with one comprehensive certificate that took account of student work at both year 11 and year 12 levels.

Not only did the subjects change but the teaching and learning strategies also underwent a massive change. A resource-based curriculum was introduced with those subject changes and students are now expected to view a range of materials rather than be dependent upon a single or a few texts. There is an increased emphasis on current awareness and an increased use of the vertical file. The increased use of the periodicals collection was remarkable. Study designs emphasised that teachers had the power to design their own courses to reflect the broad curriculum outline and to be cognizant of the needs of the local community. There was an increased emphasis on problem solving and research and students making their own discoveries. It stresses the value of independent thinking.

One of the biggest changes is the end of the old 'do-or-die'

three hour exam. Instead the VCE will spread assessment over years 11 and 12 and use a variety of assessment methods. Exams will be only one form of assessment amongst research projects, problem solving exercises, folios of work, short answer questions, essays, and practical exercises. This is a huge change from the previous model of year 12 and has impacted not only on the school library but also on the other information providers in the community including academic, government, special and public libraries and the State Library of Victoria.

When the first three subjects, English, Mathematics and Australian studies, were introduced it became obvious within the first few weeks that there were two main issues for teacher-librarians: information skills and resourcing. The research project in Australian studies was our first taste of things to come. The project is chosen by the student in consultation with the teacher and is on the general theme of work. Students covered the entire gamut of work-related issues and teacher-librarians had difficulty keeping up with diverse requests for information. The first major assignment in mathematics

caused even more consternation, particularly in the State Library of Victoria. One disastrous Sunday afternoon some 1000 students are purported to have descended on the library to do some research on their assignment. Stories of librarians linking arms to stop more students from entering are now part of the mythology of the VCE. Although the numbers were astonishing perhaps 1000 is a little exaggerated. This episode did however, serve to highlight the two areas of concern to all librarians: resources and information skills.

The State Library went to the media with its claim that it was badly resourced and it could not possibly support the extra work created by the VCE students. Even if it could it was not the most appropriate library to deal with the majority of the enquiries that arose from VCE projects. The result was an increase in budgets for government schools with VCE students. In the 1991/1992 budget the State government allocated \$5 million for resourcing the VCE.

A large part of this allocation was spent on improving periodical collections and current materials. VCE has highlighted the need to buy materials more broadly than in the past. Where we once would have rejected some materials because they were considered too specialised this is now not the case. In very large schools the teacher-librarians had over \$20,000 extra added to the budget just for year 11 and 12 students. CD ROMS are now virtually commonplace in many schools. The VCE can be

largely resourced from the school library and students and teachers are encouraged to check there first before making contact with other information providers. Pamphlets directing both public librarians and teacher-librarians about how to contact the other have been distributed and this seems to have been successful. Most school libraries are now able to provide a far greater range of current information than has been accessible in the past.

The other issue that has been highlighted is the need for information skills. Because students are expected to complete a research project in just about every area, their current lack of skills has become obvious. Subjects such as technology, encompassing woodwork, metal crafts and engineering, now have components on research; mathematics classes are now often to be found in the library. Teacher-librarians have long been aware of the need for information skills but now VCE Co-ordinators and general classroom teachers are seeking programs, advice and help on incorporating them into the curriculum. One of the main drawbacks is that the students doing VCE are so busy that they really don't have the time to learn the skills at this stage.

The Victorian Curriculum and Assessment Board (VCAB) appointed a full time teacher-librarian to assist with the in-servicing of teachers across the state. Her time is spent working with groups of teachers as well as teacher-librarians and working with whole school groups to take the message that competence

in information skills is essential for success in the new structure.

The influence of the VCE is being felt down as far as year 7 and even into primary schools. The terminology has changed in years 7-10 to match that of VCE. We no longer speak of work to be handed in: we talk of work requirements. The resourced-based learning of VCE is permeating the school. Year 7, 8, 9 and 10 are now being given a taste of work requirements and the research method is everywhere.

Teacher-librarians have never been so needed and so busy. The work load has quadrupled at least. The need for up-to-date material is now paramount. The daily newspapers have become one of the most useful sources of material. Periodical collections have multiplied enormously and teacher-librarians are looking for new ways to provide faster, easier access to the vertical file. Greater numbers in schools, partly as a result of the retention rate policy of the government and partly due to the recession have made working in the school library one of the most demanding of roles in the school. Yet most teacher-librarians have risen to the occasion. It has been a challenge and sheer hard work, but under considerable pressure the teacher-librarians of Victoria have demonstrated that they are adaptable, hard working and embrace change particularly well. The school library has a new role to play in education, one that is vital to the whole school. The future looks bright even if it is filled with lots of work. ■

VIEWPOINTS

Donna Rawlins is an award-winning illustrator.

There's an upside and a downside to having some of your best friends living half way across the world. The downside is obvious bouts of missing them and extortionate post and telephone bills. The upside is that the trips to the mailbox are so much more satisfying. Just last week we got postcards from East Twickenham, London, three in a week; clippings from **Time Out**; a job advertisement (just in case we were interested) for an editor's position with the Girl Guides (apply to Lisa Wigglesworth), and, from **The Independent**, the latest on the Smarties Prize.

It's obvious from David Lister's article, *Too many wilful fire engines*, (20 November 1992) that the judges report has created some controversy. It seems the judges lamented the poor standards of much that was submitted in the 6- to 8-year-old category.

The judges suggested that many of the books were banal and had sappy endings. And the criticism didn't stop there.

Not surprising. With over 5,000 children's books published in the United Kingdom last year, how could they all be great?

But perhaps what was even more interesting was the correspondence in the editor's pages in subsequent days. Caroline Sanderson, the manager of the Smarties Prize was quick to qualify their comments by saying that many of the entries were excellent, and she was disappointed that when at last children's books got a little coverage it had to be negative. She was quite plain, too, that newspapers gave almost no space to reviewing children's books. Where have we heard this before?

Martin Waddell wrote too, to agree that some very banal books reach publication, but he was quick to defend the 'brilliant and original' work of so many of his favourite writers and artists.

Maybe, though, the letter from Ms M. A. Butterfield interested me more than the rest. (*see box*)

Ms Butterfield clearly believes she knows what 'is wrong' with children's books these days. But why does it all sound so familiar? 'Modern' children's books? Has nothing good been written since the Second World War? It sounds like a common criticism. 'Things just aren't as good as

Sir: May I add to the excellent letter by Frances Thomas (21 November) who put her finger on several valid reasons for the banality of modern children's books. Top English publishers seem rarely to take a risk on new writers these days – and let us not forget the money-orientated influence of the agents and the blandness required to satisfy the requirements of international distribution.

However, there is one overriding factor for the decline in story standards – that is the glorification of the artist to the detriment of text. If an artist produces pleasant pictures, many publishers automatically assume that they are capable of producing worthwhile words. With a few shining exceptions this is rarely the case, yet the publishers seem blind to the fact.

Most publishers pay their artists the bulk of fees and royalties from a project. Only those few writers sufficiently publicised to 'make it' get comparable deals.

One or two well-known publishers have pushed the 'cult of the artist' to extremes in the last decade. Yet critics seem blind to the hard they have done.

Yours sincerely,
M.A. Butterfield
Bath
Avon

they used to be. The summers aren't so sunny. The price of bread has gone up. You can't get into the pictures for sixpence anymore. Children's books have gone down hill.'

One does wonder, sometimes, at this line of argument. When, for instance, have we ever read a review of an adults' book which says that since **Ulysses** no writer has ever cracked it, and that there are far too many adults' books being published?

And, what of this comment that British publishers purposely publish bland books to suit international taste? Surely the writer doesn't believe that the only readers in the world with any taste or ear for a good story all reside in England?

But, it's this 'overriding factor' in the 'decline of story standards' that interested me most, and this 'cult of the artist' the writer speaks of.

It appears that she has, first, some misunderstanding about the way picture books are made. Her notion that artists are paid more than writers for their contribution is a new one for me. While I've only once ever heard of this happening, I have heard many times over, writers of picture book texts who sympathise with the illustrator at the enormous investment of time and energy that goes toward illustrating a picture book. Spending between one and two years is common, with some of our best known illustrators clocking up three years easily. So, even if it *were* true that illustrators are paid more than writers (which it is not) I know many writers who would understand why. It's a mark of how clearly publishers, writers and illustrators see that a picture book is an equal collaboration that the share of earnings rests at equal halves.

But somewhere around here Ms Butterfield's line of argument gets a little muddy. For, she blames the low standards of picture books on the artists themselves. However, it is *not* the standards of illustration she is critical of. It is the standard of story.

In the beginning she makes a point few would, in principle, disagree with. She suggests that those books which are written and illustrated by the same person may not always be the best. What she hints at, is that the person who is good with their brush or pencil, may not be as proficient with their lexicon or with their ability to weave an engrossing tale. And that's not necessarily wrong. It has been said before, and would be hard to challenge.

But, where this line or argument goes a little off the rails is that when we talk about picture books we are usually talking about books which employ, in equal and inextricably linked parts, *two* languages, and not one. Those *two* languages can never properly be separated in the published book as a whole. They have become merged into one whole, and it is that one *whole* that is to be judged as the book. Not the two halves.

So, in my view at least, it is important that when one ventures into a picture book it is essential to take both sides of the brain with you, and not just the side that processes verbal language.

Why? For enjoyment? Perhaps, but also because the pictures *are* text. They *do* tell a story, and while usually they adhere fairly closely to the obvious plot, (what Paul Jennings calls the 'top plot') they also tell additional story which has never been overtly there in the words. It may be a story implied by the words, but it isn't necessarily there

for the reader without the pictures. And they the illustrator brings his or her *own* story to the book.

How would a reader interpret the text for **Drac and the Gremlin** without Tanner's illustrations? Or **Come away from the water, Shirley?** or indeed so much of what we see as the 'modern' picture book? These are books crafted by people who know two languages exist. And, what would the letter writer make of **Window** for that matter? Because what is being said in this letter is that there *are* two languages employed in picture books, but that one language is more equal than the other.

Now, I'm a sucker for a good story. I can't resist them. It's what makes me an illustrator, and not a wallpaper designer, or a painter, or any other kind of artist. I *need* story, and I need to *tell* stories with my work. And in that, I'm no different to any other illustrator I know.

And once an illustrator puts pencil to paper, they *are* telling story, whether that's immediately evident or not.

And, since the story is told in a language without words, the interpretation is up to the reader of those pictures. It is a language which demands participation from the reader just as much as the written word.

Anyone who has spent time with a young child and a picture book knows how important it is that the pre literate child can 'read' the pictures, and articulate the story they tell. So, why is this harmful? Or rather, *how* could it be harmful?

Because the writer *has* suggested that somehow it is illustrators and their supposed complicity with publishers who are somehow to blame for what is wrong with picture books.

This suggestion depends on something which I believe is not only untrue, but also unlikely, and that is that publishers are deliberately rejecting great writing. Why would they do this? I know of no publisher who would take this seriously.

It also suggests that regardless of the merit of a piece of writing, the publishers' aim is to find a vehicle for their illustrators to display their work. That too wouldn't be taken seriously by a publisher, and I know many writers who have had to wait several years for the right artist to come along. Simply, there just aren't so many 'homeless' illustrators that publishers have more of them and too few texts.

So, the notion that publishers are driven by a glut of artistic talent just doesn't hold water. At least

not in this country. (And I *do* know some damned good, albeit unemployed English illustrators!)

Ms Butterfield is right that there are some mediocre books published, where the quality of the pictures somehow outshines the story. (And the reverse is also true). But somehow I feel that this 'cult' of illustrators she speaks of doesn't so much refer to some innocuous little story for tots. Somehow, I feel that she refers to the blockbuster type books like *Where's Wally*, perhaps, or were she in our country, *Animalia* or *The Eleventh Hour*. I suppose the word 'cult' prompts this interpretation of her letter because the notion of cult followings seems unlikely for those less spectacular books.

So, what *is* bothersome about books which unashamedly celebrate visual images? If it comes to issues of taste, I personally lean towards the simple – that is, *today* I lean towards the simple. Sometimes, the economy of line that illustrators like Bob Graham and Rosemary Wells use to say such complex things, leaves me reeling with envy.

But, I *do* like the sheer indulgent pleasure of pouring over a staggeringly beautiful picture with complex detail and sumptuous style, and why shouldn't I? Why should anyone have to limit their appreciation of art to one 'good' sort (above another kind) which has been chosen for them by someone who purports to know what should or shouldn't be published?

So, in the end, what is it that this letter writer is saying? And why have I taken it seriously?

I suppose I feel that the thrust of the letter is that there exists some fixed measuring scale by which we can judge picture books; that the test of the book must be the strength of the written word primarily; that there are good stories being written, but that they are purposely rejected by publishers in favour of mediocre texts with beautiful illustrations; and that there is no room for a diversity of books in the publishing output of a nation.

And why do I take this seriously? Because, these things are said and said very often, and, to my mind they are said very frequently in the press but rarely challenged.

Too often, the literary pages of the press completely ignore the entire field of publishing for children. But lately, what little space that has been devoted to children's books both in this country, and obviously in Britain as well, has been taken up with criticism just like this letter from *The Independent*.

What is frustrating about it is not just that so many points are easily challenged, but that so many narrow or inaccurate sentiments go unchallenged.

Whenever these scandalised articles appear, there are just as many potential correspondents who could easily point out the lapses of logic or understanding of the issues. But, unfortunately, in this country at least, many of the people who could present a more informed and balanced response will not reply because they are often writers, or illustrators, or editors or publishers, and it is unlikely that either the newspaper editors or their readership will see anything but defensiveness, sour grapes or just plain bias.

Odd, because if somebody were to write an article, (prompting supportive letters to the editor) which held as its central thesis that there are too many books written for adults, that they aren't as good as they used to be, that they no longer tell a good yarn, what then?

Would it be acceptable for the writers or publishers of adult books to respond? I think so. But would it be acceptable for all their responses to be held over, and for the newspapers to run, instead, a page of opinion on the issue written by the country's children's book illustrators?

No? Then why not? For it is certain that those very same children's illustrators are far more likely to be better read in adult fiction than most of their detractors are in the field of children's literature.

But, instead, we sit and read the pages of opinion, so frequently negative and so much more frequently ill conceived, and we must not defend ourselves or our craft because ironically, as the editors of the newspapers so frequently tell our publishers, nobody is interested in reading about children's books.

So, what is really the truth? That no one is interested? Or that no one is interested in anything other than detraction?

It was telling that Ms Butterfield did allude, however briefly, to the books she refers to as shining exceptions. What she didn't say was that these are *her* favourites, and that the reader sitting next to her on the bus will almost certainly have favourites of his or her own.

But, of course, that can never be said, can it? Because to say so would shoot this line or argument down in flames. To allow that there can be diversity in people's needs and tastes, that readers differ in their requirements, both from each other and in themselves over time, means that it

becomes extremely difficult to finally decide precisely which books deserve to be published and which don't.

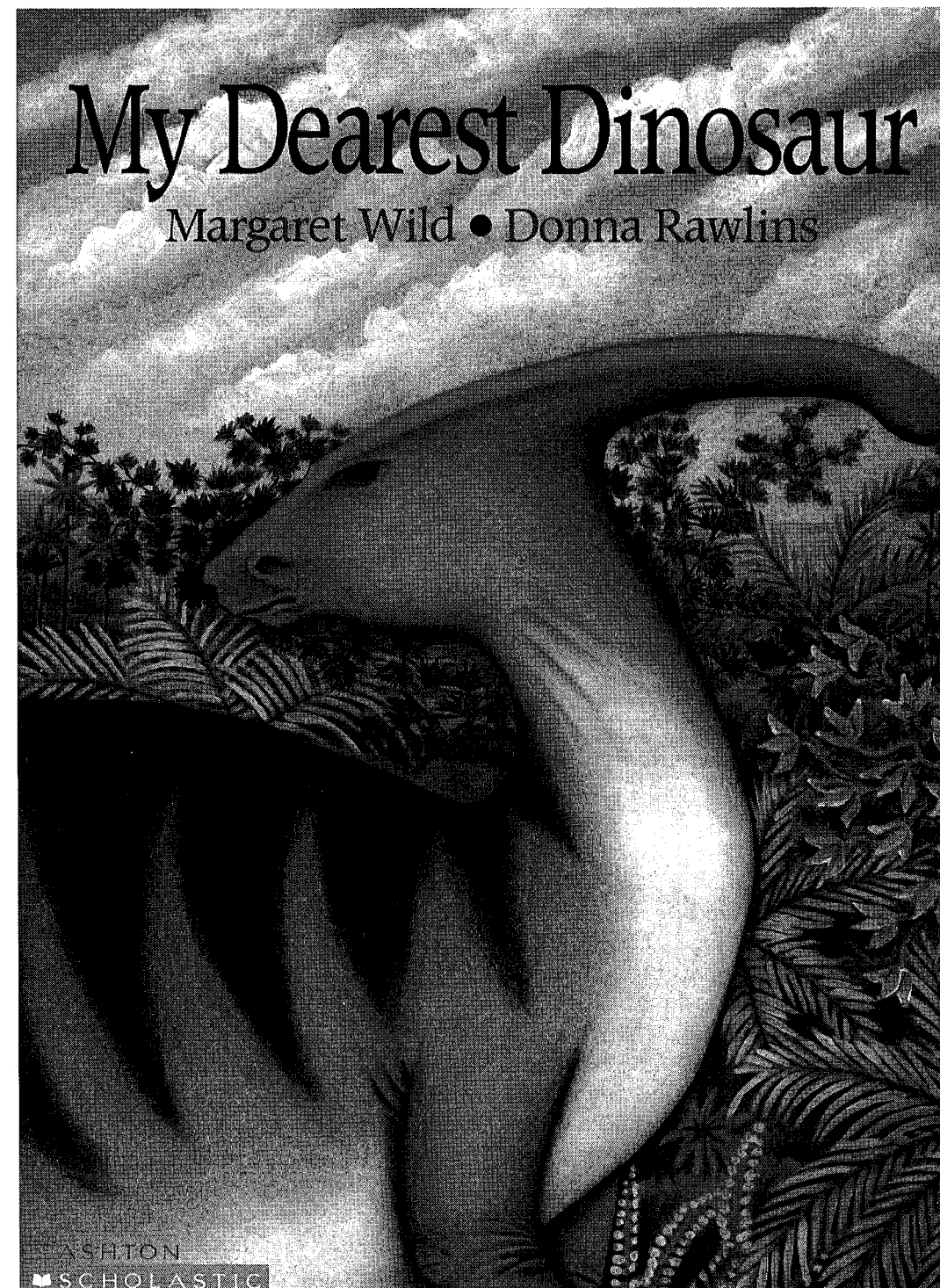
And it is certain that no one person, or adjudicating body is either capable or has the right to take on this authoritarian role.

In the end, what is sad is that Ms Butterfield *does* have some favourites, and so there are obviously positive things she could have said about what she believes makes a good picture book, but in-

stead she chose to complain about what she sees as negative.

Unfortunately, what the uninformed newspaper reader was left with was the impression that the reason for all this supposed declining of standards is that one or two illustrators have just become too good at their jobs and are completely unaware of the 'harm they have done'.

Perhaps we illustrators should all be a little less conscientious in the future. Hmmm. ■



INFORMATION TECHNOLOGY

THE COMPUTER AS A SOCIALISING AGENT?



Helen Gordon is teacher-librarian at Maitland Grossmann High School.

After more than a hundred years of single-sex existence, Maitland Girls High became Maitland Grossmann High, co-ed, six years ago. The social change was smooth, thanks to careful preparation, and after a couple of years the new school earned its own new reputation independent of its parent.

In the library, however, Maitland Girls High lived on a little longer in a few unexpectedly uncomfortable ways.

After such a long history the library had its share of bibliophilic treasures: early editions of reference works long out of print; esoteric works donated by well-heeled patrons; and original editions of primary sourcebooks such as *The Anzacs*. These stood shoulder-to-shoulder with a fiction collection aimed solely at girls and predominantly pre-feminist in social attitude, and a non-fiction collection rich in 18th and 19th century English classics, Victorian poets, art histories, works on classical music, and a wonderful ancient history section. It was a library any of us would have been proud of twenty years ago. The beginnings of the co-educational modern library it must become were excellent but very small indeed.

A wide range of predecessors' professional stances regarding cataloguing, stocktaking and culling necessitated urgent recataloguing of this intriguing collection. Experienced and recently re-qualified, I checked it out and felt I was up to it.

Most difficult of all for a newcomer teacher-librarian to accommodate was an entrenched perception of the library as a place where comfortable furniture could be occupied for a relaxed conversation among the icons of culture, where one played parlour games such as chess and Scrabble, read the *S.M.H.* and enjoyed the warmth when the weather was bad; if real information were required beyond these parameters the city library was not far away.

Three or four years later I'd recatalogued and moderately modernised the fiction, the reference collection, and 000-599. The Social Science and Science staffs had developed ownership of their sections of the bookstock by involvement in heavy culling and re-stocking, and the new dictionary catalogue was big enough to teach with. I'd established an extensive Vertical File, bought *Guidelines* and established a periodicals collection to match the new clientele.

On the social front, though, things were still grim. My amendments to technical and management matters were viewed by the older girls as cute, tolerable and probably praiseworthy. My attempts to establish the library as a workplace where real, up-to-date information was to be had instead of a heart-to-heart, met with icy resistance in many quarters. Sections of the young male population, perceiving the place as not yet fully relevant to them, took out their frustrations on the shelf arrangement, the workplace atmosphere and, in some cases, me personally.

Dear audience: enter OASIS Library!

The offer of early installation of OASIS was accepted after about thirty seconds consideration. As so much of the collection had already been recatalogued, data entry of the bookstock and the vertical file entries, was achieved after a great deal of overtime and a close brush with death from overwork.

Long before that, however, the interest and respect of the young was attracted by the magic word *computerisation*, kept before them by monthly newsletter reports and constant, observable activity. Parents came for working bees without incurring the wrath of their offspring; in fact, if assisting with data entry they were visited by their teenagers with pride. When the annual school walkathon (our major fund-raising effort) came around, students agreed to fund the purchase of a lending terminal and bar-code reader, four enquiry terminals, and a CD-ROM machine for *Guidelines*. With the exception of the CD-ROM, everything was ready for the beginning of 1992, and after a week's delay for the preparation of 900 borrowing cards, we were in business.

Early unaccustomed clients included the senior Computer Studies elite. With superior smiles they took their seats and prepared to breach the system's security. A little unnerved by the discovery that the best they could achieve was a request for a password, they shook their heads and actually explored the data-base. They were impressed! It was official: OASIS was OK ... in fact, pretty good! For the first time, they investigated the organisation of the shelves to check whether it matched the information divulged not by the cards but by the screen. Hey! not bad. To mark their respect, they borrowed a book about computing, and commented that the set-up was as hi-tech as a video shop.

Since obtaining this seal of approval, I have observed that shelf arrangement, if not sacrosanct, is disturbed only by genuine use and casual forgetfulness; that using the catalogue is a popular activity, even if you don't want to find a book (and what's wrong with that?); that students are aware of the meaning of every bibliographic detail provided, and proud of it; that this year's Information Skills program was much more successful than last year's (B.C.) - in fact, that Year 7 are absolute whizzes at **Defining, Locating, and Selecting**; that most reference enquiries have satisfactory outcomes; and that students do not mind being shown how to do it for themselves, whereas previously many of them wanted it on a plate. Independent learning has become a real possibility for most of our students - and not many mind being asked not to disturb other workers.

Socialisation by computer? This is only anecdotal, but I think so. ■

KITS AS RESOURCE BOXES

Laureen Sheppard is teacher-librarian at Randwick Girls Technology High.

There are many gains that can be made through OASIS. One aspect that I have put to good use at Randwick Girls THS is the Resource Box facility, located in Library Circulation. Not only does it have its obvious use, ie creating a box of resources on a particular topic, but it can help

resolve the problem posed by the kit which contains many useful items and, if properly utilised, a possibly great resource for many subjects. But you just don't know whether it should be left whole or broken up. A prime example would be **The prejudice project**: according to SCIS, the

contents individually would be scattered throughout your non-fiction collection; if you process only the actual kit then people aren't aware of its contents.

With the Resource Box facility, OASIS enables users to actually locate *each* item from the kit in Enquiry, as each part of the kit has its own author, title and subject entries and it is possible for parts of the kit to be borrowed without your losing track of which bits are where. (This is why I don't use linking in these cases.)

Just think, when a staff member returns the kit, library staff will be able to check that *all* the contents have been returned; items which have not been returned will be recorded as being on loan to that particular staff member! If, before the outstanding item/s are returned, another staff member borrows the kit/box OASIS will only loan those items that have been returned by the last borrower. The non-returned items remain credited to the staff member who did not return them!

How do I make kits into resource boxes?

- Firstly, *each* item in the kit is entered separately in General Resources, the only difference from standard data entry is that the location and call number for each item will be exactly the same, ie that which has been allocated to the kit. It is also advisable to put a message in <R>eview Notes, eg 'Located in the Prejudice Project'.
- Once all the *contents* of the kit have been entered into General Resources, you now have to add the kit itself, ie the box/container that the kit comes in. This is still carried out in General Resources, just the same as any other item.
- To make this kit into a Resource Box, <Esk>ape from General Resources, QU to return to the OASIS Menu, select B2 Library Circulation, then E5 Resource Boxes. You now enter the barcode number of the box/container and its details will appear on the screen. The next step is to <A>dd the items which belong in the kit/resource box. You do this by entering all the barcode numbers of the items which belong in the kit. Press <Esk>ape when finished.

You may wish to print a list of the contents of the kit. This may be done in B4 Library Reports, H1 Resource Boxes. You can either print a list for one particular Resource Box or all.

Borrowing and returning

Borrowers may be lent an individual item from the kit just like a normal loan. When it is returned

OASIS will 'beep' to remind you that that item is part of a particular kit. When the whole kit is loaned out you only have to enter the barcode that is on the kit itself, OASIS will automatically loan the contents of the kit at the same time.

When the kit is returned, go to Returns in Library Circulation (B2 E2) and enter the barcode of the kit *and* barcode of *each* item in the kit. To check that everything has been returned, you go to E5 Resource Boxes and enter the kit's barcode, the contents of the kit will appear on the screen, with a message next to each title, IN or ON LOAN. IN means that the item has been returned, ON LOAN means that the item was not returned with the kit.

We have been circulating and using resource boxes with some of our kits for 2 years now and find that this system is easy to manage, keeping a good control of stock whilst still enabling users to have full access to the library collection. ■

SCIS REVIEWING PANEL

The Department of School Education contributes cataloguing and review information for materials appropriate to New South Wales school programs to the SCIS (School Cataloguing and Information Services) database. Since 1992, reviews have been provided by a panel of reviewers from across the state with expertise in Key Learning Areas and/or across curriculum perspectives. Members of the panel are provided with relevant materials for review in the area of their expertise. Remuneration is at \$25 for each review. Teaching staff who would like to be considered for inclusion on the 1993 panel should submit a written application. Members of the 1992 panel do not need to reapply.

The criteria for selection will be: demonstrated curriculum expertise; relevant teaching experience; excellent writing skills; and demonstrated ability to meet deadlines.

**Application for these positions close on
Friday 16 April 1993.**

Application addressing each of the selection criteria should be sent to:

**Ms Beth McLaren, Senior Curriculum
Adviser – Library and Information Literacy
Level 16, Remington Centre 175
Liverpool Street SYDNEY 2000**

OZLINE

Sue Stuckey is teacher-librarian at Holy Spirit College, Corrimal.

I was interested to read in the August issue of ACCESS (Vol 6 no 3) an article on OZLINE, the online database run by the National Library. In this article Ruth Wilson states: '... the OZLINE databases held much material of relevance to the studies of high school students and yet only a few school libraries had access to OZLINE.' As a current, if somewhat irregular user of OZLINE over the last 4 years, I agree wholeheartedly with the first assertion that OZLINE holds much material of relevance to the curriculum, and wonder about the reason behind the second assertion, that only a few school libraries are users of OZLINE.

I first heard about OZLINE at the Biennial Conference of the Australian Library Association in Sydney in 1988. As I was already considering buying a modem and connecting to SCIS I decided to put in a full budget submission to our executive, encompassing SCIS for cataloguing and OZLINE for student and teacher services. Initially I was granted a \$500 non-recurring allocation, which covered installing the modem and using both data bases. I was given an annual budget of \$500 to cover all costs associated with accessing online data bases, print-outs, manuals, etc. At the time the cost for accessing OZLINE was \$75 per connect hour and printout of citations was 20c per citation.

After consulting with staff members who had shown an

interest in the service, we decided to advertise online searching within the context of work on major research including Personal Interest Projects and senior Geography, which were part of the Society and Culture and Geography 2 and 3 unit courses. The staff were also notified of the service for their personal study needs. The 'request for an online search' form asks the student to state why an online search would be useful and what searching they have already done. It was hoped that this would limit the number of students asking for searches before they had really thought about their research topic. It was agreed that once the budget was spent we would continue to offer the service on a user pays basis, subject as always to the school equity policy.

In effect, the user pays option has never been used. The budget allocation has remained at \$500 whilst the cost of using OZLINE has been reduced. In 1989 we were given an option of 'buying' a set amount of online time at reduced rates. We took up this option and in the following year found we had in fact bought too much time. After negotiating with the National Library, who in turn had to negotiate with each of the data base providers, we were again given a reduced rate in the following year and allowed to use up out previously bought time.

In 1992 a special schools rate was introduced of \$25 per connect hour for up to 5 hours in the year, with a service fee of \$60, with the exception of MAIS data-base, which is charged at the full rate. This new rate makes using OZLINE very attractive for schools, especially with the additions of many new data bases over the past 2 years, most of which are useful for Senior Study. For example, FAMILY has been a great help with Personal Interest Projects in Society and Culture and MAIS is useful for many of the cross cultural studies. AUSPORT and CINCH have also been accessed while APAIS remains the most frequently accessed for the biggest cross section of school studies.

Obviously, with a possible usage of 5 hours per year, inexperience in using online data bases could be a major stumbling block. This fact has been recognised by the National Library, and several strategies have been used to overcome the problem, including a 008 hotline, and a quarterly newsletter which provides helpful hints on different commands, strategies and recurring problems of the casual user. When I joined OZLINE I attended a one-day workshop in Sydney, which did not include any hands-on, as these courses were deemed to be too expensive by the school executive. The introduction of FREE this year has filled this gap and I now tend

to log onto FREE at the start of any dial-up session and practice the search strategies I intend to use. The level of sophistication in search strategy which I find I can use with this amount of experience is quite adequate for the inquiries of our clientele.

What then are the enquiries of our staff and students? Initially, for the reasons already suggested we were fairly prescriptive about usage of online searching with the students, limiting access to students undertaking major projects in Year 11 and 12. Now that we find the amount of searching is well within our budget allocation and my time allocation, advertising the service has become part of the annual information sessions I have with all introductory classes in Years 11 and 12 for study in the senior years.

In Society and Culture the students are put through a fairly thorough familiarisation program in the Resource Centre, including a refresher on using GUIDELINES and ISSUES Indexes, the availability of resources and facilities such as video viewing rooms, CD-ROM, etc. They spend several lessons exploring possible Personal Interest topics and related sources of information. At this stage an online search is sometimes useful for those less imaginative students who can only think as far as 'doing' handicapped children, or 'doing' suicide, particularly if one of the data bases searched includes abstracts of the articles being cited. The student is made familiar with some of the keywords used in the chosen topic area, with some of the current issues surrounding the topic and also with different approaches to the topic.

Often this is sufficient in itself to spark the interest needed. For instance 'doing' handicapped very quickly became a cross-cultural study of institutionalised care of the handicapped. Further down the research path, not being able to find any information on a chosen topic will be the common reason for an on-line search.

An example might be useful here: recently a student requested information on capital punishment in Australia, at the first stage of her Personal Interest Project in Society and Culture. I executed a search on CINCH, the Australian criminology data base compiled by the Australian Institute of Criminology, searching in 5 stages, as follows:

1. Capital adj. Punishment
2. Death adj. Penalty
3. Australia
4. 1 or 2 (gives all references to either capital punishment or death penalty)
5. 4 and 3 (limits results to citations with Australia mentioned)

N.B. There are quicker ways to do this, but the result is the same.

This search and down load took 12 minutes and therefore cost \$5.00, and it gave 42 citations. Of these, 7 magazine articles, 1 encyclopaedia, 1 newspaper and 2 books were on site. A further 9 references were to chapters in 1 book, giving a total of 20 readily accessible sources. The abstracts included in the other citations were used later to build up a picture of the topic area and other more relevant search terms. Non-preferred terms could also be identified in order to limit the parameters of a future more specific search.

Involving the student by compiling the search strategy, being present when the search is executed, and analysing the resulting bibliography are all important learning processes for the student and (usually) their accompanying friend. Often finding significant identifiers will in turn send the student off in another flurry of activity, accessing GUIDELINES or even the vertical file for more resources.

Staff enquiries are of two basic kinds. First there are the personal enquiries, related to further degrees and professional development. As we are close to a University many of the documents are readily available and the inter-library loan system easily accessible. Teachers studying for higher degrees in education, computing and information sciences, business and management courses have all found the on-line service of help to them.

Second, in the past two years we have found the online data base useful when looking at additional curriculum areas which have been introduced to the school. For instance, Business Studies was introduced in 1991 and our initial online search helped determine which periodicals would be bought to support this new course and which part of the curriculum would be used for the students main research component of the course. This introduction to online searching and the whole concept of resource-based learning facilitated a lot more interaction with this teacher, leading to a co-operatively programmed unit in Commerce in Year 10 which has run for the last 2 years.

A similar response has occurred this year with the new

curriculum directions for the 2-unit PD, Health and PE syllabus. Several days of consultation with the staff member, originating from the offer to execute a search of the AUSPORT data base, have led to joint decision making on the purchase of appropriate core topic resources and

sports magazines, and on a clippings service being continued. In addition decisions were made as to the best resourced elective topics to be offered to the students and a commitment of future consultation. All this from a member of staff who had only set foot in the Resource Centre when it

was raining to get a sports video!

Further information about OZLINE can be obtained by contacting Norman Morrison at the National Library. My hope is that a few more schools take advantage of this service in 1993. ■

THE OZLINE DATABASES

Norman Morrison is Chief Librarian at OZLINE.

APAIS: This is a current subject index to Australian material falling within the scope of the social sciences and humanities. The source material is mainly journal literature. About 200 titles are indexed comprehensively and a further 1,300 are indexed selectively. A total of about 12,000 articles is added each year. The APAIS database contains the records created since January 1978 and now has over 185,000 records on file.

ANB: The Australian National Bibliography database contains all records input to the Australian National Bibliography since January 1980. The source material is mainly monographs published in Australia or Australiana published overseas. Pamphlets over five pages are included. At present the database contains over 160,000 records.

AGP: The Australian Government Publications database is a closed file covering the period 1983-1987. It lists the publications of the government agencies of the Commonwealth of Australia,

the Territories and States. The database attempts to cover all official books, pamphlets, leaflets and serials. Due to a restructuring of the Library's files, AGP data is available on other sources and a fiche version has been available since January 1988.

MAIS: The Multicultural Australia Information System Database commenced in 1988. All known sources of multicultural information are scanned. A core of 7,000 records covers retrospective information, most of it being produced in the last twenty years but going back to Australia's convict origins. At present the database contains over 16,000 records.

NICAN: This is a national directory of organisations which provide sport and recreation activities as well as other services for people with disabilities. It contains over 4,000 entries covering the period 1989 to the present, and is updated monthly.

DRUG: The DRUG Database is produced by the Australian Council of Alcohol and other Drugs (ACAD) library. It covers the psychological

aspects of substance abuse, as well as the political, social, economic and legal elements of prevention and treatment of alcohol and other drug abuse. Both legal and illegal drugs are included. It contains over 15,000 records and covers all major Australian and international drug and alcohol journals from May 1987 to the present.

HOLDINGS: This database is produced by OZLINE and is a subset of the Holdings file on ABN. It lists the libraries in Australia which hold the journals and monographs indexed in APAIS, and the journals which have been comprehensively indexed in MAIS, AUSPORT, CINCH and FAMILY.

RASA: Funded by the Australian Science Archives Project this is produced by the Department of History and Philosophy of Science at the University of Melbourne. It consists of a list of archival records relating to science held in archives, libraries and in public hands throughout Australia. This database of approximately 2,000 records is updated twice a year.

HERA: Material on both the natural and cultural environments of Australia is covered in this database, which is produced by the Australian Heritage Commission. It includes topics on buildings, sites, settlements and art of historical significance to Australia, as well as topics on natural parks, nature reserves and special landforms. It contains approximately 14,500 records and is updated five times per year.

CINCH: The Australian Criminology Database contains references to criminological material of Australian content. The source documents include journals, monographs, conference proceedings, theses and any other source considered to be within scope. The database dates back to 1976 but many important sources, for instance the Australian Law Journal, have been indexed back to the first issue. The database contains over 23,000 records.

FAMILY: The Australian Family and Society Abstracts database deals with family life, social change, statistics and other aspects of the family in Australia. Produced by the Australian Institute of Family Studies, it contains over 17,000 citations and covers 1980 to the present. Apart from journal articles and conference papers, the database includes theses, government records, statistical publications, monographs and research reports.

AUSPORT: The Australian Sport Index covers Australian publications as well as overseas publications with Australian subject content. These include topics such as

sports medicine, exercise physiology, biomechanics, psychology, coaching, physical fitness, government policy, sports administration, equipment, and the biographies of athletes. The database contains over 9,000 records covering 1988 to the present.

AHRR: The Australian Historic Records Register, which was funded by the Australian Bicentennial Authority, is a comprehensive list of over 3,500 records held by individuals, families, community organisations and businesses around Australia. The records include letters, diaries, photographs, financial records, posters, sketches and recipe books which could be used as research tools to gain insight into colonial and contemporary life in Australia. Although this is a closed file, information within the various records will be updated when necessary.

FREE: This is a training database containing 5,000 1984-1985 APAIS records. It is a free file and users of OZLINE can practise using STAIRS software without the constraints of mounting connect hour charges. The file is not updated.

Future developments

Two new databases should be added to OZLINE before January 1993. One is the Australasian Medical Index (AMI) which covers medical and health related literature, the other is AGIS from the Australian Attorney General's Department covering all aspects of law relating to Australia. Major international law journals are also selectively indexed for AGIS.

Another database, HEAPS (Health Education and Promotion System) is expected to go into production in the near future. HEAPS lists health programs and resources produced and/or held by organisations around Australia. Availability and cost are provided together with contact names and addresses.

OZLINE is currently in touch with the producers of several other databases with a view to loading them on the network. Any suggestions for new databases are always welcome.

Technically speaking

On the technical side OZLINE runs on STAIRS software which requires a good understanding of a fairly complex set of commands. The National Library is developing a user-friendly front end for STAIRS which will convert the screen to a set of menus which will guide a user through a search. The user's responses will be translated by the program into a STAIRS format. The time and expense of learning STAIRS often deters casual users of OZLINE; the front end will allow anyone to carry out basic searching without needing to know STAIRS. Initial work on this program has been completed and at the time of writing testing is underway.

Searchers who wish to use STAIRS usually require training and courses are held in all capital cities on demand. Schools tend not to be heavy users of the system and the new front end will probably eliminate the need for full STAIRS training. Documentation for STAIRS and for all the databases has been written and can be

purchased from OZLINE. All new users of OZLINE receive a brief guide for each database plus pamphlets describing the basic STAIRS commands and how to access the network. This free documentation coupled with the toll free help desk number and the FREE

database should keep expenses down to a minimum for schools.

Joining OZLINE is simple. An application form can be obtained from the OZLINE office - call 008 020002 or write to OZLINE National Library of Australia Canberra

ACT 2600. On receipt of an application a password is issued and searching can commence. For schools the rate is \$25 per connect hour for five hours per year with a \$60 service fee to cover newsletters, circulars etc. ■

CD-ROM REVIEWS

Maureen Nichol is the teacher-librarian at Dubbo Distance Education Center and Susan Hannigan, previously of Canobolas High, is facing the challenge of developing a new library at Vincentia. Both teacher-librarians have used Apple Macintosh computers for a number of years and are experienced OASIS users. Neither would claim technical expertise other than that required by frequent but basic computer use. Both do however, have considerable experience in secondary school libraries and in the implementation of information skills programs within those schools. The following reviews reflect these considerations.

○ FlashBACK Interactive Australian History

Board of Studies, New South Wales, 1992
ISBN 0731000595

Introduction

FlashBACK is a recently released interactive multimedia Australian History CD-ROM which is advertised as the prototype for further curriculum support CD-ROMs to be developed by the Board of Studies.

Equipment required

The minimum equipment required to run FlashBACK is an Apple compatible CD-ROM player, a Macintosh LC or LC11 with system 7 installed; at least 4 megabytes of RAM; a hard disk; a standard Macintosh RGB 12 inch monitor set to 256 colours. Speakers and headphones are optional. There is no DOS version available.

The manual for FlashBACK states that a system with 6 Mb RAM 'is optimum' and we certainly experienced difficulties

initially getting FlashBACK to run and the sound and motion synchronised, as a result of using the minimum rather than the optimum configuration.

Contents of package

1 CD-ROM disk; 1 user's manual/teacher's guide.

The packaging of the disk is both novel and attractive with multiple layers of casing, illustrated in colour and with informative text suggesting the various focuses of FlashBACK.

Program content

Curriculum relevance: This was developed with the NSW Board of Studies Years 7-10 History syllabus requirements firmly in mind - in particular the objectives and outcomes of the mandatory focus question 3. The other 4 mandatory questions are also dealt with to

varying degrees. It could also provide support for General Studies, the HSC Modern History core syllabus, and, with its many samples of propaganda and censorship, English and Media Studies.

Content and scope: It provides broad coverage of more than a century of Australian involvement in overseas conflicts beginning with wars before Federation and extending to the causes of, and role played by Australia in, the Gulf War. While presenting recent Australian history in this context of international relations it also focuses on the attendant social, political and cultural changes on the domestic front. It looks at such issues as conscription, the role of women, attitudes to war, and the significance of propaganda and censorship.

Style: Blocks of text in each section are succinct, seem appropriate to the reading level of confident year 6 or 7 readers, and are large enough to be read by members of a small group viewing a Macintosh screen. Most of these blocks contain open ended questions, usually related to accompanying graphics or sound clips, and urge students to make decisions, develop and test hypotheses and look for further evidence to support their thinking.

Proof reading of the text seems to have been rushed as there are obviously notable omissions of words, unnecessary repetition of phrases and numerous apostrophes are absent.

Graphics and sound features: These abound and would certainly be the main attraction for classroom teachers. It contains hundreds of examples of primary source material - cartoons, letters, official documents, front pages from newspapers, photographs of historical personages and events, film and documentary clips, excerpts from books, samples of posters, songs, instrumental music, interviews, famous speeches, radio broadcasts.

It also contains the "Digger-phone" (a feature that combines sound, motion and text) where a young digger offers users the choice of asking or answering questions about Australia's conflicts; being told a story by him or finding out the meaning of relevant historical terms and phrases (the Dictionary!) in a novel and sometimes humorous way. Definitions however are not available in the context of the text in which they appear and it does not appear possible to move from text in one of the sections, to the Dictionary and then back to the original text.

Another noticeable weakness is a lack of maps. Given that the theme of FlashBACK is the role of Australia in international conflicts over the past century or so, users do not have access to many maps at all and especially to those which would locate the appropriate theatre of conflict on the world stage and suggest answers to the inevitable questions 'Where is that country?' and 'What importance did it hold for Australia?'

Arrangement and presentation: The main menu offers four options in the form of broad focus questions or the choice of moving to skills and guidance or ending the session. Using various navigational aids it is possible to change from one section to the other once the searching process has begun although the many options available make this, at best, time consuming and at worst, confusing. In spite of the obvious efforts to provide as many pathways as possible there is no real cross referencing and no index. The only table of contents appears as a catalogue of specific topics in the section titled Teacher Guidance. This catalogue can be accessed with relative ease although the fact that it is not arranged alphabetically is a limitation on its effectiveness. While the development of skills to study history has certainly been a priority in the program's design, the basic information processing skill of locating information is not given the priority that it should have. For example, even though the Teacher Guidance section on the disk and in the manual refers in many places to the changing role of women in Australian society, unless students already have some insights into this historical process, without an index they

would be unable to easily locate references in the program.

Software considerations

Access to information: An important technical consideration is the actual installation process. It appears that some of the procedures may have to be repeated at each use in spite of the fact that the manual observes at the end of the installation procedures that 'you will only have to go through all of the previous steps the first time you install FlashBACK'. (It does recommend that the 'simple procedures' might need to be checked at each usage.)

Once FlashBACK has been installed and opened users rely on mouse-clicking and combinations of the Control and the Command keys to move from one section to another. It is relatively easy but not quick to navigate between the four major areas of information and the skills and teacher guidance sections.

Printing options: At the point of installation, the option exists to download onto the Macintosh hard disk 'Texts and study guides', a folder containing all the text and suggested study guides of FlashBACK. These can be accessed and printed out in full or in part using a word processor in any desired font or format. There is also a choice within the actual program to print out from a given list of topics. None of the graphics can be reproduced by printing.

Overall evaluation of program

Not only does FlashBACK take advantage of the CD-ROM medium to store masses of usually unobtainable resources, it also makes excellent use of the colour, sound and motion options

which should interest and motivate most users. This may be in small research groups or, with the connection to the Macintosh of one of the various types of overhead projector panels available, a class) group. However getting to the text, graphics, sound and motion picture clips of the program requires initially some persistence with, and under-

○ SAGE (Science And Geography Education)

CSIRO Australis, 1992

Introduction

SAGE was developed by the CSIRO from its AUSTRALIS database to meet information needs in the broad areas of science and geography. SAGE contains references (with abstracts) to popular general Australian journals of science and geography. As such it appears to have the potential to support the research needs and exercise the information processing skills of many secondary and indeed primary students.

Equipment required

SAGE runs on DOS and requires IBM PC (preferably AT) or compatible; at least 640K total RAM (with 505K usable RAM); a floppy disk drive; a minimum of 850K hard disk space; a compatible CD-ROM drive; MS-DOS or PC-DOS version 3.1 or above; MS-DOS extensions; a monochrome or a colour monitor and a printer (optional).

Contents of package

1 CD-ROM and 1 instruction manual.

Network Access

This is available for an additional charge (1-5 users \$50.00; 6-10 users, \$100)

standing of, the Macintosh operating system. Patience with the time taken within the program to load and search each new section is also needed. Above all these, the most important consideration is the large amount of time required on the part of the teacher to explore the contents and search features of FlashBACK. From long and sometimes frustrating

Program content

Curriculum relevance: Although its title suggests that this a predominantly scientific indexing service, it also has particular relevance to the study of agriculture, food and nutrition, environment, commerce and, of course geography. SAGE would be particularly useful for senior students undertaking projects in Geography, personal interest projects (PIP) in Society and Culture, as well as depth studies in General Science.

Content and scope: Each successive SAGE CD-ROM is issued at 6 monthly intervals and cumulates the preceding disc. Topics covered are arranged into approximately 40 broad areas and include a variety of subjects ranging from agriculture, anthropology, atmospheric sciences to education, management sociology, technology and zoology. This coverage began in 1986 although most articles have been indexed since 1989.

Journals indexed range from the more technical and academic, such as *New Scientist*, *Scientific American* and *Search*, through to those that are more popular, and usually relatively inexpensive such as *Eyespy*, *Australian Geographic* and *Geo*. New journal

experience of trying to encourage busy teachers to assess available resources at the program planning stage, we have reservations about this *essential* level of exploration of FlashBACK being carried out.

LEV: Upper primary, Lower secondary, Middle secondary, Upper secondary.
AVAIL: \$190.00

titles are added as the indexes become aware of their existence and relevance to their users' needs.

Style: The simplicity of presentation and general readability level is definitely a strength of SAGE. The screen layout is uncluttered and the text is large enough to be read easily by all users. Small group research on SAGE is certainly a feasible proposition.

Graphics: As this is purely an index that provides details on abstracts of articles there are no graphics.

Arrangement and presentation: The initial SAGE screen offers top and bottom bars of prompts corresponding to a choice of keys from F1 to F10. Each key expands the prompt to offer instructions or options. Choices are made using the Function keys, arrow keys and ENTER key. A search can be carried out on the whole record or on any of the eight fields.

Initially the style of presentation and searching appears difficult. However familiarity is quickly developed and searches are easy and successful.

The manual is well presented, brief and non-threatening. It lists the periodicals indexed and the broad subject

categories. The instructions for installing SAGE are simple and direct, however, as is usually the case with computer software it is preferable to have a knowledgeable computer person on hand at the time of installation. The only obvious shortcoming of the manual is the failure to define some terms, for example 'identifiers', 'descriptors'.

Assessment of information.

The information given in each record provides an excellent overview of the articles and provides a basis for deciding whether to obtain a hard copy of the original article.

Software considerations

Searching on the full record is easy and the most common option. Boolean searching, that is the refining of searches by linking search words with AND, OR, and NOT is quickly developed and undertaken. Searches may be made on specific fields for example author, title, abstract.

Keyword truncated searching is possible. It is also possible to browse in some of the fields and inexperienced users can achieve success quickly.

It is easy to use and encourages the development of more sophisticated search strategies. A small frustration, however, is not being able to access a full text entry when an item has been located in the brief entry format. The user must exit from the brief entry mode and re-locate the item in full text mode.

Printing options: SAGE allows printing to paper, and hard or floppy disk for editing by a chosen word processor.

Overall evaluation of program

SAGE is an excellent, easily accessible resource for locating materials in general science and geography periodicals that are popular and readily available. Compared to other indexing services the list of journals indexed is limited. However those journals that are included are those that would be most frequently found in secondary school and indeed some primary school libraries. It provides a superb reference tool for students and teachers in locating contemporary information from periodicals with the added bonus of an abstract.

SAGE, by utilising the technology of CD-ROM, is naturally attractive to student users and library managers. Although extremely compact in format and consequently economical in the storage space it requires, it quickly and

efficiently allows an extensive exploration of the wealth of information available in the periodicals indexed to date.

Should a search indicate a title that is not readily available and immediately required the CSIRO has a hard copy of all articles indexed and could be contacted for assistance. Indeed the SAGE team from the CSIRO is particularly helpful, is eager to demonstrate SAGE to interested groups and encourages the circulation of the CD-ROM disks that have been updated (two per year). They actively respond to suggestions of further journal titles that could be indexed in the future and support the changing curriculum needs in our schools.

LEV: Upper primary; Lower secondary; Middle secondary; Upper secondary
AVAIL: \$125 (two updates per year) ■

AST APPOINTMENT ACROSS THE CLUSTER

In term 3 1992, Diane Sweeney Teacher-Librarian Coonabrabran High School, was appointed Advanced Skills Teacher for the Warrabungle Cluster in the North West Region. The appointment was in recognition of her continuing role supporting teacher-librarians and their staffs throughout the cluster.

Di writes: I urge all teacher-librarians to support each other and to apply for AST status therefore gaining recognition for the skills and talents they bring to learning and teaching within their schools and beyond. ■

MANAGEMENT

AFTER THE FIRE

Mandy Hutchinson is an experienced casual teacher-librarian.

Fire!

In September 1990, fire destroyed the library at Asquith Girls' High School. Twenty thousand books can stoke a sizeable bonfire, one measured in minutes rather than hours. Restoration was measured in months running into years.

The first tasks confronting teacher-librarian Pam Vine involved cleaning up, assessing the extent of the damage and working with officials from the Department in order to start the long process of reconstruction. I missed this initial drudgery and trauma. My first involvement was in January 1991, when Pam phoned to ask whether I would be interested in joining a restocking team.

Tempting, most tempting!

As a teacher-librarian (casual) I had been involved with a number of school libraries in both the short and long term. Here was an opportunity to help develop a collection from zero. Although the initial offer of employment was for 6 months, the answer was a firm 'yes'. I joined Pam in February 1991, little realising the sheer scale of the task we faced.

In recording my recollections some eighteen months later, with the end in sight, I have oscillated between attempting a chronological diary of events and itemising (with the benefit of hindsight) how it should have been done ... in other words, stating the steps which have led to the present brand new collection whilst omitting to mention the blind alleys we trekked. The following account is a combination of the two.

During the initial period it was agreed that the best way for the system to work would be for

Pam to retain control of the teacher-librarian's duties, including implementation of OASIS and initiation of the staff and students into its use. I would concentrate on purchasing and restocking. We were joined for 2 days a week by Lea Curnow, another teacher-librarian, and two full time clerical assistants, increased to four at the peak of our operation. (This level of staffing was made possible by the provisions of the school's insurance policy.)

It took about four months of discussion, planning, negotiation and organisation before rebuilding and restocking procedures were fully operational, at what we hoped was optimum efficiency.

Primary priorities

Number one priority was to decide on organisational procedures. It was crucial to:

- involve the whole school in compiling lists of resources to be bought
- find a library supplier capable of supplying such large quantities of resources in the fastest possible time;
- examine other libraries and consult other teacher-librarians who had built up good library collections.

School participation

In order to find out exactly what was needed, a HELP! sheet was sent out to all staff. They were asked to outline exactly what courses were taught and what resources were needed. Copies of syllabuses were also requested to enable us to become familiar with these courses. While I was more than happy to spend time tracking down resources it was imperative that we knew exactly what was being taught to enable us to make informed purchasing decisions. It has always been my policy to encourage students to voice their preferences and requirements. Students with requests are welcome at any time, and there is also a suggestion box, prominently displayed, for written requests. All suggestions are studied and whenever possible pinned up with a reply giving such details as 'item on order', 'it's out of print so hard to obtain' or 'it's already in the library'. This encourages students to feel that library resources belong to them as well as to teachers.

Library suppliers

Initial visits to book shops and booksales quickly proved to be unsatisfactory. We tended to see a small range of material (mostly the 'just out' publications) time and time again. At this rate the job would be finished in 2002, not 1992.

It was a municipal librarian who pointed us in the right direction. Trish Saxton, of Ku-ring-gai Municipal Library suggested contacting some of her larger suppliers, companies geared to supplying quantities of books, both Australian and overseas, *quickly*.

We spoke to a number of library supply companies and also to other librarians about the sort of service they had received. During these discussions with suppliers I became convinced we were on the right track. The supplier could arrange visits to all warehouses where a complete range of publications could be seen, not just the most recent or those which happened to be carried by local bookshops. It also meant we could purchase large numbers of books from each outlet. Once a publisher had been visited (eg Macmillan) we could be satisfied the majority of relevant resources available from that publisher had been obtained.

Given the special requirements of Asquith Girls, Identec Pty Ltd was chosen as our major supplier. Steve Helion, one of the company owners, arranged visits to warehouses, transport from door to door and all introductions. As Lea and I prowled up and down endless aisles of books, Steve would, if no assistance were forthcoming from the book company, record the ISBNs of selections and arrange delivery. Book warehouses are not sumptuous palaces: dust generated on and in print and paper permeates hair, face, ears, nose, throat, clothes and becomes ingrained in fingers.

One vivid memory is of a visit to the gigantic Penguin warehouse in Melbourne. This was approximately the size of the Sydney cricket grounds. The trip commenced at 4.30 am on a dark May morning. At 7.30 that evening we were still stretching up for top shelf books, or worse still crouching down to blow accumulated layers of dust from books on the bottom shelves (worse because getting up became a real effort!) At 4.30 pm all the Penguin employees had sensibly gone home turning off the heaters as they left. As fingers and toes grew more and more numb Lea and I concluded this was not quite the glamorous fun job we had envisaged!

Identec suffered along with us, but gamely kept supplying every obscure catalogue requested, air

freighting in overseas titles and providing the expertise in knowing which companies/publishers provided which books.

One problem arose in ordering from catalogues. What may seem ideal from title and abstract can, upon receipt, prove so esoteric that a university don would have difficulty in understanding, let alone extracting information from it. Asquith was fortunate in having a supplier who accepted returns of this type and also took back items which proved far too expensive when converted to Australian dollars.

Selecting a supplier large enough to cope with our particular needs was one of the best initial decisions we made. Perhaps this sounds like a commercial for Identec; such is not intended. I'm sure any of the larger companies would welcome the opportunity of providing such a service, but we were, and still are, happy with the Identec service. All librarians have their favourite local supplier who is unfailingly marvellous at hunting out odd requests. However, for the restocking, the essential element was *speed*. None of the usual suppliers had the staff, resources or facilities to obtain the thousands of items not just soon, but *now*.

It should also be added that while Identec were the 'key' suppliers, there were by no means exclusive. Other suppliers have also been used throughout the operation.

Other libraries

Visiting other libraries was both interesting and useful. Talking to other librarians about their collections and choices gave far greater insight into building a well rounded collection. In particular thanks to Alison Glasscock, Alison Atkins and Di Simpson for their time and advice and for allowing us to prowl round their domains.

Of equal importance to this external input was consideration of the particular requirements of the Asquith Girls. Each school differs in the specific teacher student population it serves and how the library is used. Asquith is a girls only school which means there is less demand for more typically male oriented subjects and greater emphasis on those subjects, and fiction, more specifically directed towards girls.

Fiction

An excellent move was to seek the assistance of a children's fiction specialist to help restore the fiction collection. The highly regarded Robin Morrow of The Children's Bookshop at Beecroft was approached for advice. Happily, she agreed

to supply appropriate fiction, including the latest releases.

Online experiences

The methods employed to obtain resources were working. This became obvious when staff had difficulty getting through the door because of the cartons of books stacked in every conceivable space. It was also obvious that two and a half librarians could not cope with all the cataloguing, especially if other tasks were to be accomplished. Such unimportant matters as helping students and staff use the OASIS library, compiling orders, checking and authorising a mountain of invoices for payment also required attention.

This problem was overcome thanks to the magnificent support and drive from principal John Johnson and deputy principal Judi Oliver, and to

sionally : we have two copies of the Oxford Classical Dictionary in the reference section. We have always been conscious that it is vital to maintain accurate records. Unfortunately, the OASIS system could not cope with the volume of orders being placed. The decision was made to start recording all orders on Apple files and these have been invaluable. We know what is actually in the library (and usually at what stage it is at in processing), what is on order (and from whom), what was not found on the SCIS database and is awaiting original cataloguing. All these files need constant updating, but it is critically important to know what has already been ordered.

There are so many other aspects of restoring the library which have not been crammed into this article for reasons of space (*Scan's*), and writer's cramp (mine). If anyone wants to talk to me on

Staff quickly became proficient in online searching by ISBN and record ordering [from the ASCIS database] which proved a tremendous time saver. Online searching for resources has also been useful where checks were needed on resource availability.

speedy cooperation from GIO, the insurance company who financed implementation of a dedicated telephone line, modem and dialup subscription to the ASCIS database. Staff quickly became proficient in online searching by ISBN and record ordering, which proved a tremendous time saver. Online searching for resources has also been useful where checks were needed on resource availability.

Requests from staff

All schools are bombarded with blurbs from publishers advertising their newest titles. We were probably 'blessed' with an above average mail drops all of which were sent to relevant department head teachers, who promptly returned them resulting in files and files full of requests. Lea and I waded through these masses of requests to find out if there were gaps in the collection and to ensure there were no unwanted duplications of resources. This happened occa-

any aspect of Asquith Girls' High School library restoration, please phone me at home on (02) 918 8218. You could also phone Pam Vine who has been teacher-librarian at Asquith Girls for the past four years, on (02) 477 6411.

Conclusion

Asquith Girls' High School now has a magnificent library.

Restocking the library was a most stimulating task - one which I've learned from and enjoyed, (to be truthful, I've loved it!) Some things, with the benefit of hindsight, would be done differently, but this is inevitable. Although sad to leave Asquith Girls' High School, I will go with the satisfaction of having helped establish a wonderful resource collection. (Anyone who needs help in spending a large sum of insurance money on books and other library resources - *I'm available!*) ■

Scan promotes information literacy. Do you have experiences, viewpoints or insights to share? If so please contact the editor.

Update on the film and video collection

Scan readers will be familiar with the Department's film and video collection, which was devolved to regions in 1992. This updated information on the location and borrowing conditions of regional collections will help readers make the best possible use of these resources.

Most regional collections have been operating since mid 1992. They are currently using a catalogue supplied when the collection was devolved. Many regions indicated that they were exploring ways of improving and updating the catalogue for schools in their region.

Six regions, South Coast, Metropolitan West, Riverina, Metropolitan North, Metropolitan South West and Metropolitan East, have reached an agreement to lend videos between regions. Other regions will lend directly to schools if necessary. Inter-regional loans will be made between the libraries which manage the collections, rather than between individual schools and ERCs in another region. Schools wishing to borrow from the collection of another region should approach their own regional film and video library first.

At the time of writing, most regions are not charging borrowers. However, borrowers from some regions are required to meet return postage costs.

Decisions had not been made as to the continuing growth of the regional collections, although several regions reported intentions to add to the collections in early 1993.

Department of School Education, Parramatta

Location: Ground floor
2-10 Wentworth St, Parramatta
Phone: 561 1306 Fax: 635 4581

Hours: 9-5pm Monday to Friday
Contact: Reader Services staff

Organisation: The library holds videos on management leadership, educational administration, teacher-librarianship and non sexist resources. These are incorporated in the main collection and accessible through UNILINC OPAC (on-line catalogue). Teachers are urged to check with their regional film and video library before contacting the DSE library. Loans are made to all government school teachers.

Metropolitan East

Location: Riverwood ERC
Union St Riverwood
Phone: 584 1599 Fax: 584 1546

Hours: Monday-Friday 8.30-4.30pm
Contact: Krys Pack

Organisation: A print catalogue has been forwarded to all schools in the region and other schools on request.

Please send all requests by Fax.

Metropolitan North

Location: Dee Why ERC
Fisher Rd, Dee Why
Phone: 971 1455 Fax: 971 1532

Hours: 1-5pm Monday to Friday
Contact: Jill McLaughlin

Organisation: Management decisions relating to the collection are the responsibility of a steering committee comprising teacher-librarians and consultants from the region.

Metropolitan West

Location: Metropolitan West Publications
Bert Oldfield Public School
Oldfield Rd, Seven Hills
Phone: 671 7760 Fax: 622 3868

Hours: Monday, Tuesday and
Friday 8.30am-3pm
Wednesday 9.30-4pm

Contact: Joy Muddle

Organisation: Currently in the process of compiling a catalogue.

Metropolitan South West

Location: Glenfield ERC
Roy Watts Rd, Glenfield
Phone: 829 1300 Fax: 829 2369

Hours: Staff available on Monday and
Friday. Requests can be made
by mail or fax throughout the
week.

Contact: Val Buckman

North Coast

Location: Centre for Professional
Development in Education,
Summerland ERC.
154 Ballina Rd Goonellabah
Phone: 066 243800
Fax: 066 243727

Hours: 4 days per week,
closed Tuesdays

Contact: Deborah Reid

Organisation: This region has produced a print catalogue which has been sent to all schools in their region. The centre will liaise with other ERCs rather than individual schools for inter-regional loans.

North West

Location: North West Regional Office
Marius St, Tamworth
Phone: 067 684758
Fax: 067 667539

Hours: Monday and Thursday 9-3pm
Wednesday 9-1pm.

At other times contact
the Regional Computing
Officer on 067 684703

Contact: Chris McGilvray

Organisation: Schools order from the original catalogue, and are encouraged to order by subject area. The library will endeavour to locate and supply videos using inter-regional loans. Users pay return postage or arrange for return delivery.

Riverina

Location: Bidgee Resource Centre
Halloran St, Wagga Wagga
(P O Box 478)
Phone: 069 255488
Fax: 069 254339

Hours: Monday, Tuesday and
Friday 9-4.30pm

Contact: Wendy Webb

Organisation: The centre lends to schools throughout the Riverina and to schools in other

regions through their regional libraries. Borrowers are asked to meet the costs of returning videos.

South Coast

Location: South Coast Region Library
and Information Service,
Wollongong ERC
414 Crown St, Wollongong
Phone: 042 280830
Fax: 042 280 835

Hours: Monday to Thursday 10-5pm,
Friday 10-1pm

Contacts: Valerie Dutton and
Debbie Nolan

Organisation: Borrowers are asked to meet the costs associated with return of the videos. A print catalogue will be available in early 1993.

Hunter

Location: Computer Information
Technology Centre
Scenic Rd, Merewether Heights
Phone: 049 634620
Fax: 049 634674

Hours: Monday to Friday 8.30-4.30pm

Contact: Kaye Nebauer

Organisation: The centre has provided a catalogue on OASIS disk to all schools in Hunter region. Borrowers are asked to meet the postage costs associated with return of the videos.

Western

Location: Orana Education Centre
212 Darling St, Dubbo
Phone: 068 825655
Fax: 068 844991

Hours: Monday-Friday 8.30-5pm

Contact: Rebecca Pinchin

Organisation: The centre will lend directly to schools in other regions. A \$5.00 charge applies with a reduction for bulk orders. Return postage costs also apply. A catalogue has been produced and distributed to all schools, consultants and ERCs within the region. ■

*Scan examines developments in information technology.
Do you have experiences, viewpoints or insights to share?
If so please contact the editor.*

SCIS Headings and References

Anne Dowling is Divisional Librarian with the SCIS team.

New and Revised Subject Headings

The following headings have been added to SCIS.

1. ACID RAIN
x Rain, Acid
xx AIR POLLUTION; RAIN AND RAINFALL; WATER POLLUTION
2. INDIGENOUS PEOPLES
See also ETHNIC GROUPS; and names for specific races, e.g. ABORIGINES, NORTH AMERICAN INDIANS
3. OZONE LAYER
See also GREENHOUSE EFFECT
x Ozone layer, Depletion of
xx AIR POLLUTION; ATMOSPHERE; GREENHOUSE EFFECT
4. PEER SUPPORT OF STUDENTS
x Peer group counselling of students; Student-to-student tutoring; Peer group tutoring of students; Peer counselling of students; Student-to-student counselling
xx PERSONNEL SERVICE IN EDUCATION; TEACHING
5. VIRTUAL REALITY
See also COMPUTER SIMULATION; SIMULATION GAMES
xx COMPUTER SIMULATION

New headings have been established for Commonwealth of Independent States and the former states of the Soviet Union. Headings for Germany, Russia and the Soviet Union have been revised to reflect the establishment of CIS and the political changes in the former Soviet Union.

References have been added as follows: -

- Slow learners
See INTELLECTUALLY DISABLED
- Slow learning children
See INTELLECTUALLY DISABLED CHILDREN

DEMENTIA is now a preferred term in place of the reference Dementia *see* INSANITY.

- DEMENTIA
See also SENILE DEMENTIA
- xx PSYCHIATRIC ILLNESS

The heading ETHNIC GROUPS is being revised.

Reminder

In the Reference structure for the ASCIS Subject Heading List:

- x means *see from*
- xx means *see also from*

SCIS online

The steps below outline how to search on line for the reference structure for SCIS subjects and names.

1. Locate on the screen the subject or name for which you wish to check the references. If a reference exists an X appears beside the number on the left hand side of the screen and 'd' detail is an option at the bottom of the screen.
2. Select 'd'
3. From the next screen, select the number corresponding to your chosen subject heading or name. The details of the name or subject are then displayed.
4. Enter 3 'cross references' to access the reference structure.

For example

1. Locate the subject heading **Peer support of students** in the subject file. The screen below shows an X indicating a reference structure exists.

```

1          Peel Robert
2          Peel Thomas
3 X         Peer group tutoring of students
4          Peer Gynt
5 X         ----- Peer support of students -----
6 X         Peerage
7          Peet Bill
8          Pegasus
9          Peiper Jochen
10 X        ----- Peking (China) -----

Enter number or code

t new term          f forward
i new file          b backwr

                        d detail          e end
  
```

2. Select 'd'.
3. The next screen shows the same list of subject headings so that you may choose the appropriate number. For Peer support of students, select '5'
4. The next screen displays the detail as shown below.

```

Searching
Subjects

                        Detail information

Peer support of students

1 Documents          20          Subject source
2 Subfield codes          Type          top.hdg
3 Cross references          7
4 Authority file notes
5 Other notes

Enter number or code
  
```


4. 'Cross references 7' means that in this case, there are 7 references attached to the heading. By pressing the number 3, the reference structure appears as shown below.

Searching Subjects		Documents
Cross-references Summary		
Peer support of students		
1	seen from Peer group tutoring of students	0
2	seen from Student-to-student tutoring	0
3	seen also from Teaching	51
4	seen also from Personnel service in education	65
[f]		
5	seen from Peer counselling of students	0
6	seen from Student-to-student counselling	0
7	seen from Peer group counselling of students	0

The cross reference summary means that the following references have been made:

Peer group tutoring of students See Peer support of students
 Student-to-student tutoring See Peer support of students
 Teaching See also Peer support of students
 Personnel service in education See also Peer support of students
 Peer counselling of students See Peer support of students
 Student-to-student counselling See Peer support of students
 Peer group counselling of students See Peer support of students
 To go back to the files select 'e' end, followed by 'w' for file on the next screen.

Advanced users would chain command by entering /d/5/3, obtain the references then exit by entering /e/w/. ■

Scan supports the implementation of initiatives in curriculum priorities. Do you have experiences, viewpoints or insights to share? If so please contact the editor.

RESOURCES

TEACHING GENRE

The last five years have seen the emergence of many resources adapting genre theory to language teaching in the classroom. Much of this material was pioneered by the Department of School, Education Metropolitan East Region Disadvantaged Schools Program which continues to produce quality resources. Here Brian Miller undertakes a review of some of the resources currently available.

ROTHERY, Joan Developing critical literacy: an analysis of the writing task in a Year 10 reference test. Metropolitan East Region DSP, 1991
 ISBN 0730583082 [808]

Working within the systemic functional (genre based) model this controversial monograph has major implications for all teachers of junior secondary English in NSW. It undertakes a searching analysis of the grading of sample scripts and concludes with a number of startling findings. The authors claim that only certain types of narrative are highly valued and that this is tantamount to a 'hidden curriculum' in the reference test. Furthermore they assert that English teachers themselves are mostly not equipped to teach the kind of critical literacy necessary to illuminate the literacy demands of this exam. While the paper is often technical it nevertheless serves as a graphic illustration of the power of systemic linguistics as a tool to critique curriculum areas.

AUD: Professional
AVAIL: Paper \$15.00 SCIS 731288

MACKEN, Mary A model for literacy in subject learning. Metropolitan East Region DSP, 1991
 ISBN 073058309 [428.007]

Arguing for the need to develop a critical literacy in students as a basis for successful learning in the secondary curriculum, this monograph explores both the theoretical and practical perspectives that such an approach entails. Despite some recourse to highly technical linguistic descriptions (which teachers unfamiliar with genre approaches would find difficult) it provides a framework for a comprehensive literacy teaching methodology. Of particular note is a detailed unit of work in junior secondary science which demonstrates how systemic functional linguistics can be applied to all stages of the teaching/learning cycle. Included in this unit is an analysis of a student's texts which mirror his growing scientific writing prowess. Explanations are given as to how the teacher was able to support his language development using this approach.

AUD: Professional
AVAIL: Paper \$15.00 SCIS 731292

Spectrum, The HBJ classroom library.
 Harcourt Brace Jovanovich, 1990

Spectrum yellow ISBN 0729508005;
Spectrum green ISBN 0729509001;
Spectrum blue ISBN 072951000X;
Spectrum violet ISBN 0729511006; [428.6]

Developed to provide high quality, high interest reading material covering both fiction and factual texts, these classroom library sets will help teachers implement a genre based approach across the curriculum. Written by experienced teachers and authors, they provide good models of the various genres as well as catering for other literacy approaches. Significantly the books have a textual mixture of the various genres but these are clearly identified as they naturally arise. The strength of these sets is the approach adopted by the teacher resource books which give, for each individual book, a wide variety of before, during and after reading activities designed to reduce the 'distance' between the reader and the resource. When coupled with the genre based approach to writing an effective resource for student literacy development is provided.

LEV: Lower primary Middle primary
 Upper primary Lower secondary
AVAIL: \$315 per set
 SCIS 602653; 705597; 705596; 731742
EVAL: Highly recommended

Literacy and education research network: a genre based approach to teaching writing years 3-6. Common Ground, 1990

ISBN 1863350055 ISBN 1863350063
 ISBN 1863350071 ISBN 186335008X [808]

Despite an old fashioned and uninteresting format this series of four books remains as useful teacher resource material. The introductory booklet provides a large number of textual models from the various genres and contains an extensive glossary, necessary when the associated technical vocabulary and phraseology is initially daunting. The subsequent booklets detail two complete units of work, both in factual and creative writing which could easily be transposed to any primary classroom. Following the omnipresent curriculum cycle, many student based activities are suggested as well as a comprehensive commentary on the teacher's role, linguistic features and what achievements can be expected at each stage of the cycle.

AUD: Professional
AVAIL: Paper
 SCIS 731025; 730730; 731074; 731083

KALANTZIS, Mary Explain? Argue? Discuss?
 Common Ground, 1988

ISBN 0949313793 [808]

Designed for HSC students, this guide for writing essays and for writing in exams does not necessarily fall under the genre umbrella. However the modelling/deconstruction of essay structures and the patient explanations of how those structures help the essay achieve its purpose, clearly complement the genre approach. Based upon two premises - that different subjects organise their

information in different ways and that different subjects require students to present that information, in the form of essays, in different ways - this work demonstrates how this can be achieved. In simple, jargon free language essay types are explained. In particular students will find the 'inadequate' essay models useful as examples of what not to do.

AUD: Professional
LEV: Middle secondary
 Upper secondary
AVAIL: Paper \$14.00 SCIS 463581

DEREWIANKA, Beverly and others Exploring how texts work. Primary English Teaching Ass., 1990
 ISBN 0909955905 [428]

With a simple but effective commentary this work should be a departure point for teachers first coming to terms with genre based approaches. The clarity of the writing complements the logical organisation of the book's content. In separate chapters, examples of each of the main school curriculum genres are taken from classroom contexts and explored in terms of teaching strategies, text features and important language teaching issues. When placed together a concise yet thorough overview of the genre based approach emerges. Though introduced in this review as a starting point, teachers will continually refer to this work while undertaking genre lessons. This book is now the basis of a professional development program which includes resource sheets, workshop coordinators' notes, extensive video coverage of the lessons detailed in the book and copies of the book itself.

AUD: Professional
AVAIL: Paper \$16.50,
 Professional development kit \$165.00
 PETA members, \$225.00 others
EVAL: Highly recommended SCIS 622591

CHRISTIE, Frances Exploring procedures.
 Harcourt Brace Jovanovich, 1990
 ISBN 0729511138 [428]

Exploring procedures about magic ISBN 0729511456
Exploring procedures about cooking ISBN 072951143x
Exploring procedures about paper making ISBN 0729511499
Exploring procedures about experiments ISBN 0729511510
Exploring procedures Teachers' book ISBN 0729511464

Built around a series of students' books, this program to teach the procedure genre is designed to follow a developmental sequence. However this sequence may well prove problematical in that some topics do not fit comfortably within a school's curriculum. While 'Cooking' and 'Experiments' have relevance, 'Magic' and 'Paper making' have less so. The constant pressure of today's schools demands resource material that is readily adaptable to teaching programs. For this reason this material does not lend itself to high school contexts. While attractively produced and packaged with a useful teachers book this series has limited curriculum value.

LEV: Middle primary Upper primary
 Professional
AVAIL: Paper \$79.95 set
EVAL: Consider before buying
 SCIS 654733; 654741; .654738; .654736; 654731

CHRISTIE, Frances Exploring reports. Harcourt
 Brace Jovanovich, 1990
 ISBN 072951112X [428]

Exploring reports about reptiles ISBN 0729511421
Exploring reports about machines ISBN 0729511472
Exploring reports about bears ISBN 0729511375
Exploring reports about countries ISBN 0729511391
Exploring reports teachers book ISBN 0729511413

The second in the Language: a resource for meaning series is a generally useful teacher and student resource continuing the high production qualities of the project. Genuinely across the curriculum in the topics covered (reptiles, machines, bears and countries) the developmental sequence is again marred, this time by the topic 'Bears'. In itself, this subject is particularly well covered especially in taking students beyond the simple scientific report. However, why wasn't an Australian animal treated? There is no more graphic illustration of the need for resource material on Australian animals than the draft K-6 English syllabus which emphasises a factual writing approach to this very topic. Despite this, the series is a valuable resource readily adaptable to language classrooms.

LEV: Middle primary
 Upper primary
 Lower secondary
 Professional
AVAIL: Paper \$79.95 set
 SCIS 654743; 654756; 654761;
 654758; 654760; 654753

CHRISTIE, Frances Exploring explanations.
 Harcourt Brace Jovanovich, 1992 [428]

Exploring explanations about life cycles ISBN 0729511537
Exploring explanations about natural disasters ISBN 0729511553
Exploring explanations about electricity ISBN 072951157X
Exploring explanations about astronomy ISBN 0729511596
Exploring explanations Teachers book ISBN 0729511545

This series has high curriculum relevance for both primary and secondary schools and is particularly useful for helping to implement the Science and Technology K-6 syllabus. The series also shows considerable development in terms of the teaching/learning cycle in that the importance of the concept of building field (or content) knowledge prior to writing is acknowledged. Each of the student books covering life cycles, natural disasters, electricity and astronomy is lavishly illustrated with large colour photographs and graphics. The teachers book is also detailed, with excellent blackline masters, interesting supporting experiments and good elaborations of grammatical features.

LEV: Middle primary
 Upper primary
 Lower secondary
 Professional
AVAIL: Paper \$79.95 set
EVAL: Highly recommended.
 SCIS 726191; 726183; 726194; 726188; 726655

WING JAN, Lesley Write ways : modelling writing forms. Oxford University Press, 1991
 ISBN 0195532023 [808]

Crammed to the point of overflowing with strategies for teaching the various genres, the format of densely packed information mitigates the overall effectiveness of the work. All of the main genres, including narrative are covered with useful bibliographies of good textual models provided. Despite the wealth of literacy approaches canvassed there appears to be no evidence of the systemic approach which characterises much of other genre based material. Indeed the grammatical features of genre that need modelling are not clearly defined or identified. Sample units of work will provide teachers with curriculum ideas if they are already familiar with genre.

AUD: Professional
AVAIL: Paper \$19.95 SCIS 667079

Writing for life /edited by John Collerson. Primary English Teaching Association, 1988
 ISBN 0909955816 [808]

Providing a sensible balance between process and genre approaches, the content of this work is also neatly balanced between academic and classroom teacher commentary. This mix of theory and practice makes for an easily accessible guide to using genre as a tool for writing across the curriculum. Each of the chapters deals with a separate genre or a literacy issue that would arise from teaching writing. Teachers will identify with the real classroom contexts and experiences which this work makes possible to share. A valuable bibliography of suitable non fiction books for resourcing factual writing is provided.

AUD: Professional
AVAIL: Paper \$16.00 SCIS 431874

Exploring genre: a genre-based approach across the curriculum in an Intensive Language Centre. New Arrivals Program, Metropolitan South West Region, 1990
 [808]

Designed for use in Intensive English Classes, this practical application of genre is suitable for mainstream as well as NESB students. Developed through classroom experience with New Arrivals Program students, two detailed units of work on Art and Print Media are presented. Given the developmental context, many communicative activities support the genre based approaches. The programming attempts to take the students from oral skills through to writing in the various genres. An interesting feature is the paralleling of the ERICA (Effective Reading in the Content Area) reading model in tandem with the curriculum cycle. Reproducible student activity sheets and textual models are provided along with a useful jargon free glossary which teachers new to genre will find helpful.

AUD: Professional
AVAIL: Paper \$7.50 from the Multicultural Resource Centre, Cnr. Woodville Rd and Orchardleigh Sts, Guildford. 2161
 SCIS 730727

Writing in science /compiled by Sandra Robinson [507.1]

A genre based approach to vertebrates
 /compiled by Sandra Robinson [596]
 Metropolitan East Region Literacy and Learning Program, 1992

Reflecting recent research into scientific writing, these booklets provide a wealth of different strategies for teaching these factual genres. Science text book and reference test examples are given for each genre as well as many practical teaching ideas. Noteworthy is the detailed unit of work on vertebrates which explains the teaching of the report genre. Included are the program, content knowledge building exercises, student centred learning exercises, report templates, cloze exercises, excursion notes and library assignments. These logically organised activities will provide science teachers, both primary and secondary, with a fascinating model for genre based approaches.

AUD: Professional
AVAIL: Paper \$10 from Metropolitan East Literacy and Learning Program, Alexandria Primary School, Mitchell Road, Alexandria. 2015.
 SCIS 731287; 731282

MORGAN, Rhonda Writing in English and Teaching the narrative genre. Metropolitan East Region Literacy and Learning Program, 1992
 [808]

These two booklets complement 'An analysis of the writing task in a year 10 reference test' by detailing a genre based approach to writing narratives. Developed from extensive classroom research by the author and Joan Rothery, the booklets provide a methodology by which teachers can help struggling students acquire writing skills. Using the teaching/learning cycle as a basis for the approach, strategies are suggested for each of the narrative stages. The activities are designed so that students will better understand the structure of this genre and thus improve their stories' cohesion. Examples of deconstructed narratives are provided as well as a long transcript of a jointly negotiated narrative. This last feature is timely as this stage can be neglected or misunderstood.

AUD: Professional
AVAIL: Paper \$10 each from Metropolitan East Literacy and Learning Program, Alexandria Primary School, Mitchell Rd, Alexandria. 2015.
 SCIS 731265; 731267

Assessing writing scientific reports.
Metropolitan East Region DSP, 1990
 ISBN 0730553787 [808.06]

Although specifically concerning scientific report writing, the principles of assessment laid down here can be easily transferred to all factual writing. The teaching/learning or curriculum cycle is again used as the basis for teachers to gauge student progress in report writing. Detailed assessment criteria concerning purpose, generic structure, text organisation and grammar are given for student achievement at each stage of the cycle. Varied assessment activities along with student profiles, checklists, report card comments and suggestions for classroom organisation are also provided.

Teachers will find useful the numerous examples of student produced factual text which show, across grades, the levels of competency that students can be expected to attain. A practical and timely publication.

AUD: Professional
AVAIL: Paper \$14.00 SCIS 656751

CHRISTIE, Frances Literacy for a changing world. ACER, 1990

ISBN 0864310595 [302.20994]

This important work delves into the thorny question of literacy and argues strongly for schools to provide students with a curriculum that will give them control over the different types of written language. Nine of the most prominent linguists and educationalists of the genre movement contribute a wide range of essays that cover issues such as subject specific writing, ESL, gender, the differences between speaking and writing, creativity and the late twentieth century nature of literacy itself. Its strength lies in being able to encapsulate much of the language research work of the 1980's and present strong arguments for the adoption of the genre based approach in the school curriculum.

AUD: Professional
AVAIL: Paper SCIS 638223
EVAL: Highly recommended

KNAPP, Peter Literacy and learning program, Metropolitan West Region, 1991

Resource Book [428]; Technology and Applied Studies [371.805]; Science [507]; PD Health PE [613.07]; Creative Arts [707]; Mathematics [510.7]; English [428]; Human Society and its Environment [300.7] ISBN 0730590151

In a departure from the mainstream genre movement, this ambitious literacy project has produced a set of eight books covering all the KLAs except LOTE. The shift stems from a re-interpretation of genre so that it is seen as the process of describing, explaining, instructing, arguing and narrating which will produce end products like reports, accounts, procedures etc. The project relies heavily on the teaching of Halliday's functional grammar but this challenging aspect is well explained through numerous relevant examples. Of particular note for time pressed teachers are the many blackline masters present in each KLA book. These represent effective teaching/learning strategies and will readily help teachers implement this approach.

AUD: Professional
AVAIL: Paper \$105.00 (?) set of 8 books
SCIS 724831; 730697; 730679; 730687;
730689; 730691; 730692; 730696

Language and social power, Metropolitan East Region DSP

The report genre ISBN 0730561143

Teaching guide for

The discussion genre ISBN 0730564312

Teaching guide for The recount genre

ISBN 0730564320 [808]

Unique in the way in which they elaborate the specific genres these booklets represent the outcomes of Metropolitan East's ongoing literacy research into genre based approaches. Their wide ranging coverage of the curriculum cycle, teaching/learning strategies, grammatical features and assessment and evaluation make them in-

valuable tools for any teaching of these genres. The "Discussion" genre is especially valuable in that it provides many linguistic resources for students and teachers. The booklet lists ways to open introductory paragraphs, ways to introduce alternative viewpoints, ways to sum up, ways to write about cause and effect and ways to express judgement in writing. Additionally the three booklets supply many innovative teaching activities which will enliven the advocated approach.

AUD: Professional
AVAIL: Paper \$12.00 each
SCIS 615802; 615850; 681870

EVAL: Highly recommended

CALLAGHAN, Michael and ROTHERY, Joan Teaching factual writing: a genre based approach Metropolitan East Region DSP, 1988

ISBN 0730553779 [808]

Though possibly the first generally available work on genre based approaches to factual writing, five years on it still retains much relevance for teachers coming to terms with this approach. Proposing a functional grammar based teacher training model so teachers can have a language about language to share with students, it provides an excellent summary of these linguistics features. Of particular worth are the textual models of the various factual genre with their structural and grammatical features highlighted. These will provide teachers with graphic representations of how to deconstruct factual text to reveal language patterns.

AUD: Professional
AVAIL: Paper \$15.00 SCIS 683652

DSP PRODUCTIONS Teaching factual writing : secondary science. [videorecording]

Metropolitan East Region DSP, 1990

ISBN 0-7305-5377-9 [808]

This video production of a sequence of lessons utilising the genre based approach unfortunately tends to give a stilted perspective to the actual classroom practice. With the camera mostly transfixed upon the teacher's face rather than the students, the impression gained is one of a teacher dominated learning environment. Viewers need to look beyond the limitations of this media to glean the effective teaching methods being advocated. The overall effect is that the message of language being made explicit is lost. Furthermore, the scanty notes and blackline masters contribute little to alleviating this shortcoming.

AUD: Professional
AVAIL: \$40.00 SCIS 632090

Scan promotes information literacy. Do you have experiences, viewpoints or insights to share? If so please contact the editor.

Caught NAP-ing

Fay Gardiner is a Scan editor and SCIS reviewer.

When the Scan and SCIS hats are doffed, I have, for the past few terms, been donning the New Arrivals Program (NAP) hat. In term 3 it was a pleasant task, especially for a teacher-librarian, to be given the opportunity to spend a \$150 NAP resources grant from Met West. Prior to receipt of the grant I had been to an excellent NAP in-service at Parramatta ERC for those who had little or no experience in NAP teaching. This also gave me the opportunity to check out the resources in the NAP library at the ERC, decide which to borrow rather than buy, and find out where to look for resources.

The following resources are simply what I, an inexperienced but I believe well-advised NAP teacher, bought; I avoided particularly expensive works available from the NAP library, for example **Open the lights**¹. I am sure there are experienced NAP and ESL teachers who will be aware of other excellent resources; we'd be grateful for constructive comments and suggestions about these resources.

I was disappointed with what was available, especially books containing line drawings which are useful for all sorts of vocabulary and language activities: the drawings are often so awful. There must be some terrific young Australian graphic artists out there who can provide us with better executed and more exciting works. You will also notice the ancient publication dates; isn't anyone writing or publishing up-to-date material, or was I just unable to find it? All resources were bought from Bridge Books at Chippendale.

LEV statements seem inappropriate: where NAP students are concerned, their level is determined by English language rather than grade.

LIEBOWITZ, D.G. Basic vocabulary builder : blackline masters. National Textbook Co, 1988

ISBN 0844290173

The 32 pages of line drawings of a wide variety of objects, buildings, people, animals, situations, etc, are accompanied by the English, Spanish, French, Italian, German, Spanish and Vietnamese translations. There are also activities, grammar concepts and patterns that may be associated with each set of drawings. The drawings in this resource are simple and easily recognisable and when photocopied onto cardboard provide sets for many matching, sorting, classifying language games. Its drawback is the strong US bias, but this is not an insurmountable problem.

AVAIL: Paper \$32.95 SCIS 711027

HEATON, J.B. Beginning composition through pictures. Longman, 1970

ISBN 0582555191

Twenty-eight pictures or sets of pictures depict scenes which engender description and discussion. The facing

page lists: vocabulary necessary for reading the picture; suggested conversation that may take place between the characters depicted; a sentence table for construction of applicable sentences; questions about the picture; an exercise (such as matching 2 parts of a sentence, a cloze, replacement of words); and a direction to write the story in the reader's own words, sometimes with a specific direction, for example from the viewpoint of a specific character. The drawings in this work are acceptable and the work provides a useful source of language material.
AVAIL: Paper \$11.50 SCIS 178460

RETTA, Colin Bonanza: 77 English language games for young learners. Longman, 1984

ISBN 0582510201

Many of the 77 games described are those we have all played - battleships, bingo, Simon says; others are of dubious value; and a few are new and interesting. Some of the games are dependent upon some or all of the 6 sets of 18 laminated picture cards included as tear-outs (followed by individual cutting out). These cards fall into the categories: singulars; uncountables; plurals; verbs; places; professions. Overall this resource has proven to be disappointing: the games are routine; and the cards are not particularly useful in their own right - double sets would have provided some very worthwhile resources.

AVAIL: Paper \$29.99 SCIS 388201

CLAIRE, Elizabeth ESL teacher's activities kit.

Prentice Hall, 1988

ISBN 0132839792

Although this is a US publication the range of activities is so broad that any cultural bias is overshadowed and can be avoided. After some *helpful hints before you begin* and *getting started* activities, there are *action games, action games with songs and chants, seat games and chalkboard activities, speaking and guessing games, let's make something* (craft, cooking, science and technology), *English in the content areas, picture file and tape recorder activities, English bee, and building social security*. Where appropriate, advice is given re grade, English level, objectives, materials needed, preparation, presentation. Perhaps the most daunting aspect of this work is its comprehensiveness, but NAP teachers, especially those who expect to do more than the one assignment, will build up a very fruitful repertoire of activities from its use.

AVAIL: Paper \$42.95 SCIS 477606

GRANGER, Colin Play games with English. Book 1. Heinemann, 1980

ISBN 0435280600

The quality of this little book of puzzles, quizzes and games is not uniform: some of the line drawings are perfectly acceptable, others are almost illegible; some of the activities are useful, others are not worth the effort. Designed more for the older independent learner, with answers in the back, some of the activities are useful for NAP students who are working either with a teacher or English literate peers. The US bias further reduces its value.

AVAIL: Paper \$15.95 SCIS 195977

IN REVIEW

The following resources have been reviewed by a panel of teachers and teacher-librarians throughout the state. It is the intention of Scan to give priority to the NSW Department of School Education's support for the implementation of new syllabuses from the Board Of Studies. Reviews in the *Information* sections have been assigned a KLA (Key Learning Area) to assist readers. As new syllabus releases often coincide with a burst of publishing, a specialised bibliography can become quickly dated. The ongoing review of priority areas will hopefully be more effective.

In order to facilitate selection, these reviews have been placed in a category. Readers will understand however, that these can only be a guide as many books transcend age and subject barriers.

Classification given in Scan for non-fiction materials is the 12th Abridged Dewey although when ordering SCIS cataloguing records, the 12th or 20th may be specified.

Many more reviews than we can publish in Scan go onto the SCIS Database (as do the reviews from other states). Becoming an online user gives one instant access to all reviews and special subsets.

The editors would welcome any feedback, comment or suggestions regarding the review pages.

Picture books

Picture books are arranged alphabetically by author.

AUER, Martin and KLAGES, Simone **The blue boy**. Gollancz, 1992

ISBN 057505302X

Alone and fearful Blue Boy, orphaned by war, roams his planet, spurning others, arming himself against further hurt. Only when he visits the old man in the moon does he throw away his gun. It is disturbing that the message for peace is obscured until at least three quarters of the way through the story. The child who reads to the end will hopefully get the message, albeit, in bleak terms, but some youngsters may think that Blue Boy's arming himself was his best and only protection. Illustrations by Simone Klages are simple, childlike but effective. This picture book should be discussed with any young child who reads it. B. M. Richardson

LEV: Lower primary Middle primary

AVAIL: Paper \$9.95

SCIS 720469

BASE, Graeme **The sign of the seahorse**.

Viking, 1992

ISBN 0670840009

[A821]

Graeme Base is an inspired artist, but he is not a poet. This ambitious picture book, an aquatic gangster tale

with an environmental theme, is not entirely successful. The large format, gloriously coloured and designed illustrations serve a basic story told in limping, forcibly rhymed verse. Virtue triumphs, the greedy Groper and his henchmen get their comeuppance, and all is well. The reason for the lengthy verse and the story arrangement into scenes and acts is not clear. A simpler text would have provided a more fitting counterpoint to the illustrations, which display Base's customary detail and magnificence. J. Buckley

LEV: Middle primary Upper primary

AVAIL: \$24.95

SCIS 728425

CLEMENT, Rod **Eyes in disguise**. Angus & Robertson, 1992

ISBN 020717444X

Though full of Clement's large and quirky illustrations, this picture book cannot compare to the earlier and successful **Counting on Frank**. This under-water tale of two shy and unattractive fish, has mixed messages. Ocean pollution is represented by the more attractive and inventive illustrations; discarded bottlecaps swim like elegant tentacled squid, yet nature's seaweed resembles old carrot peelings. 'Happiness' comes to the fish when taken from the ocean in a small glass jar, they 'enjoy' a life forever under scrutiny from human eyes that match their gaudy markings. The potential for environmental studies and personal development is lessened here. M. Williams

LEV: Lower primary Middle primary

AVAIL: \$17.95

SCIS 711670

CREW, Gary and ROGERS, Gregory **Tracks**.

Lothian, 1992

ISBN 0850914957

Joel's exploration of the rainforest at night, accompanied by his dog, has its corollary in a domestic setting when the family returns from the camping trip. Initial repugnance for a slimy slug gives way to adoration when the mystery of an alluring silver track is solved. Melding of illustration and text, crucial to the effectiveness of a picture book, is achieved in the partnership of Gary Crew's succinct, (to the point of abbreviation), text and Gregory Rogers' graphically nocturnal double-page spreads. Definitely a book to be savoured at the reader's pace as there is an intellectual and visual feast on offer. B. S. Mitchell

LEV: Preschool Lower primary

AVAIL: \$18.95

SCIS 721545

**Scan examines developments
in information technology.
Do you have experiences,
viewpoints or insights to share?
If so please contact the editor**

DWYER, Christina and POWER, Margaret
Jimmie Jean & the turtles. McVitty, 1992

ISBN 0949183709

Living alone in a tent on a beach in Queensland, Jimmie Jean has dedicated her life to preserving the indigenous turtles. Their gentle existence is shattered by a terrible cyclone. However, Jimmie Jean's knowledge allows the turtle eggs to be saved. This sensitively written story is perfectly complemented by Margaret Power's skilful pencil drawings, which expressively contrast the violence of the cyclone and the ordinary peace and beauty of the beach. This attractive picture book should do much to increase its readers' environmental awareness. M. Buttenshaw

LEV: Lower primary Middle primary

Upper primary

AVAIL: Paper \$7.50

SCIS 723144

LEV: Middle primary Upper primary

AVAIL: \$15.95

SCIS 721759

GORDON, Gaelyn and GASKIN, Chris **Duckat**.

Ashton Scholastic, 1992

ISBN 1869430646

A very odd duck, that thinks it's a cat, arrives on Mabel's doorstep. The duck exhibits all the characteristics of a cat and Mabel shows great perspicacity in finally convincing the duck to behave as it should. Both Mabel and the duck are endearing and well-drawn. Mabel's clothes are thoroughly modern, while the duck is totally consistent in its efforts to be a cat.

The illustrator, Chris Gaskin has used earthy colours evocative of the countryside, and his pictures combine with the simple, repetitive text perfectly. The result is a well designed humorous picture book for beginning readers. M. Buttenshaw

LEV: Lower Primary

AVAIL: \$16.95

SCIS 720072

HILTON, Nette and WILCOX, Cathy **Andrew Jessup**. McVitty, 1992

ISBN 0949183725

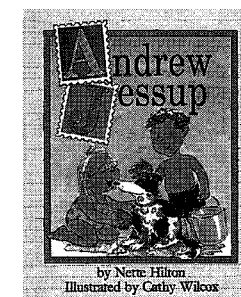
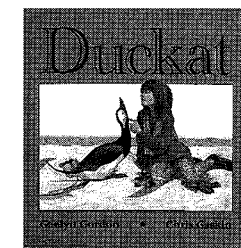
A young girl bemoans the fact that Andrew Jessup, who used to be her very best friend, had moved from the house next door. Reminiscences of special times shared are authentically related in the staccato, episodic pattern of children's speech. First impressions of the new neighbour augur well for an additional, rather than replacement, friendship. Hope, resilience, loyalty and optimism, all attributes desirable in children, abound in this realistic account of a commonplace, but significant, event. Full colour illustrations by Cathy Wilcox integrate beautifully with the text, resulting in a quality package which is a delight to share. B. S. Mitchell

LEV: Lower primary Middle primary

AVAIL: Paper \$8.95

EVAL: Highly recommended

SCIS 720173



HILTON, Nette and LEGGE, David **Would you?**
Hodder & Stoughton, 1992

ISBN 0340539491

Those who believe that the emergence of the sensitive new age guy depends upon some nurturing of the sensitive new age boy will applaud this book which advocates dolls for boys and endorses tears regardless of sex. Nette Hilton blends reality with just a pinch of fantasy to create a very appealing work. She delineates character with more clarity than do many full length novels, though certainly she is very ably assisted by David Legge's outstanding illustrations. A thoroughly handsome production, this is good for reading aloud and for discussion of ideas on gender and other issues. F. Gardiner

LEV: Lower primary Middle primary

AVAIL: \$16.95

SCIS 727448

HUXLEY, Dee **Morgan and the tooth fairies**.

Margaret Hamilton, 1992

ISBN 0947241302

Morgan plans to stay awake and learn the truth about tooth fairies when sleep overtakes him and his co-watcher grandfather. But the reader learns the truth: that Morgan and his family (and by extension the rest of us) are surrounded by a very odd assortment of scantily clad, all-shaped and -sized winged creatures who invade every corner of our dwellings and commandeer Mum's thimble to transport their dental booty. Text in this picture book is minimal; illustrations are finely executed and full of detail. And together they reveal an intriguing view of a subject that exercises much speculation on the part of the young child. F. Gardiner

LEV: Lower primary

AVAIL: \$17.95

SCIS 729690

JONG, Eveline de and SMITH, Lesley

Grandma's bag. Deutsch Children's, 1992

ISBN 0590540009

During a visit to the park young Lisa's faith in her Grandma's capacity to solve a succession of minor problems is, surprisingly, matched by Grandma's ability to produce required articles from her voluminous bag. A touch of fantasy, introduced on the concluding page, provides an appropriately light finish to a picture book pervaded with trust and the warmth of a special relationship. The simple text is well supported by Lesley Smith's full colour illustrations. Alert readers will appreciate the inclusion of a striped marmalade cat which adds a visual dimension to the story not referred to in the text. B. S. Mitchell

LEV: Preschool Lower primary

AVAIL: \$14.95

SCIS 720053

KLEIN, Robin and TULLOCH, Coral **Amy's bed**. Omnibus, 1992

ISBN 1862911592

Who would think that one girl's trip on an old bed, through her neighbourhood, would transform the attitudes and feelings of its residents? Coral Tulloch's visually stimulating illustrations blend beautifully with Robin Klein's understanding of human nature. **Amy's bed** opens with Gessiken Street seen in the same distorted perspective as we would see a globe of the world. As the characters begin their 'journey' through the pic-

ture book, they challenge their talents to help someone else, rather than as a way of outdoing their neighbours. At the end, the sun comes out in Gessiken Street in more ways than one! K. Wellham

LEV: Preschool Lower primary Middle primary
AVAIL: Paper \$7.50
EVAL: Highly recommended SCIS 723142

LANGOULANT, Allan **Ashe of the outback.**

Catt, 1992

ISBN 0646079360

Fans of Tintin and Asterix, eager for another comic hero, will find that Ashe fills the niche for an Australian protagonist. Fate is kind to Ashe, an intrepid aviator, as the inaugural charter flight for his airline, C.H.A.O.S., lives up to its acronym. Suitably zany in plot, teaming with irreverent satirical portrayals and allusions, and complemented by expressive cartoon illustrations, easily sequenced, Ashe adventures should prove popular. Puns and genuinely witty jokes both linguistic and pictorial in execution, will satisfy competent readers looking for light relief, while the comic format has wide appeal. A storymap comprising the endpaper summarises the action. B. S. Mitchell

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 723406

LUBACH, Peter Donald **and the singing fish.**

MacMillan Children's, 1992

ISBN 0333557093

One day a Scottish fisherman, Donald, was playing his bagpipes in a boat. A fish that was able to sing was attracted to the sound of the bagpipes. Donald caught the fish in a bucket, and together they became famous. However, on the night the fish was to appear in front of a huge audience, it got stage fright. Although not an Australian story, this bright and appealing picture book without words would provide a stimulus for talking and listening as the reader has to use his imagination. Story writing and sequencing skills could also be enhanced by the thoughtful use of this resource in the classroom. M. Buttenshaw

LEV: Preschool Lower primary
AVAIL: \$16.95 SCIS 715896

McNAB, Nan and McLEAN, Andrew

Victoria's market. Allen & Unwin, 1992

ISBN 1863732357

Separated whilst shopping at the Queen Victoria Markets, Victoria has a lovely time exploring on her own while her Dad's mounting sense of panic is represented by his sightings of monsters and undesirables galore. Of course all ends well with a cappuccino and ice cream snack. Young children will appreciate the simple text which is reproduced visually in Andrew McLean's textured illustrations. The themes of shopping, food and community in this picture book should fit nicely into units of work in kindergarten and year 1. F. Gardiner

LEV: Preschool Lower primary
AVAIL: \$17.95 SCIS 725644

MULLINS, Patricia **Dinosaur encore.** Margaret

Hamilton, 1992

ISBN 0947241361 [567.9]

A simple picture book done well - what a pleasure! Using torn tissue collage illustrations of striking design, Mullins conveys both beauty and information. Designed for young readers, aspects of the size and behaviour of some dinosaurs are very successfully put into a child-oriented perspective using comparisons with living animals. Clever use of sturdy fold out and lift up pages enhances meaning. Simple factual information from palaeontologist Alex Ritchie is current and authoritative. The Australian dinosaur, Muttaborrasaurus, is illustrated, but it would be nice to see an Australian example accorded the same treatment as other well known dinosaurs. J. Buckley

LEV: Preschool Lower primary Middle primary
AVAIL: \$19.95 SCIS 726677
KLA: ST

OAKLEY, Graham **The church mice and the ring.** Pan Macmillan Children's, 1992

ISBN 0333539036

Fans will not be disappointed by the tenth title in the chronicles of Arthur, Humphrey, the other church mice and Sampson, the church cat. In their latest adventure the team assist Percy, a stray dog, to find a home. In the process they all risk life and limb in a daring robbery, an arrest, an escape and a hair raising bid to retrieve property from the jackdaw on the roof of the church tower. Oakley's very detailed illustrations are an absolute delight; as usual adding their own humorous touches and twists to the story. Add this to your picture book collection. B. M. Richardson

LEV: Lower primary Middle primary
AVAIL: \$16.95 SCIS 728183

PAUL, Korky and TSANNES, Robin **Professor Puffendorf's secret potions.** Oxford University

Press, 1992

ISBN 0192722611

Before stealing Professor Puffendorf's secret potions, her evil assistant Enzo tries them out on her pet guinea-pig, Chip. As the professor is the world's greatest scientist, these potions are extremely powerful and their unsupervised use produces some riotous results. The illustrations by Korky Paul show great technical skill and are a sheer delight. Professor Puffendorf's laboratory overflows with every conceivable scientific instrument and each picture rewards the astute viewer with unexpected surprises. Tzannes keeps the story moving along at a lively pace. Fun to read aloud, this exuberant picture book would grace any library shelves. M. Buttenshaw

LEV: Lower primary Middle primary
AVAIL: Paper \$7.50 SCIS 723237

PEPPÉ, Rodney **The mice on the moon.**

Viking, 1992

ISBN 0670838233

This latest picture book featuring Peppé's mice will be a sure-fire hit with fans. Pip and his family build a space ship in which they fly to the moon and even wicked D. Rat can't ruin the adventure. The framed illustrations are bright, detailed and appealing. Interest is added with

speech balloons and as these are contained within the frames the story can be read, if wished, without unnecessary diversion. Snippets of factual information are slotted naturally into the story so that this becomes a good resource on space flight for those seeking suitable books for the very young. B. M. Richardson

LEV: Preschool Lower primary
AVAIL: \$17.95 SCIS 720015

RUBINSTEIN, Gillian and ENTON, Terry **Mr Plunkett's pool.** Random House, 1992

ISBN 0091826713

Mr Plunkett, a rich man, moves into a tumbledown old mansion in an inner city street. This he renovates, but he will not share his beautiful new pool, even during the hottest summer on record. Showing great creativity, the twins, Kim and Lee, 'vintoople' over Mr Plunkett's fence, 'calboddling' straight into his pool, with satisfying results. Contributing greatly to the fun and vitality of this picture book are the illustrations by Terry Denton. His strong, vivid colours and happily distorted perspectives bring the zany characters to life. The combination of innovative vocabulary and distinctive illustration make this a book which should not be missed. M. Buttenshaw

LEV: Lower primary Middle primary
AVAIL: \$17.95 SCIS 723426

RUBINSTEIN, Gillian and HANNAY, Lorraine **Keep me company.** Penguin, 1992

ISBN 0670837180

A major complaint about this account of a young child's fretfulness while supposedly suffering from chicken pox is the lack of credibility in the illustrations. Our school community has experienced an epidemic of chicken pox this year so I shared the picture book without prejudicing audience reaction. Children familiar with the blemishes, either from personal experience or observation of classmates, scoffed at the glowing, unmarked skin of the child featured in the illustrations. Invisible chicken pox proved such a barrier to receptiveness that the story, which would have worked well if Marnie were recovering from tonsillitis, influenza or a cold, was lost in derision. B. S. Mitchell

LEV: Preschool Lower primary
AVAIL: \$16.95 SCIS 718523

TEAGUE, Mark **The field beyond the outfield.**

Scholastic, 1992

ISBN 0590451731

Ever been delegated to the outfield in a game of ball? Then you will relate to this picture book. Delightfully clever acrylic illustrations add depth to the story of one boy's imaginative mind. Ludlow's parents want to give him something real to help him overcome his fear of the unreal. So he plays baseball in the outfield. The sentence structure complements the pace of the story, building up feeling as Ludlow redirects his imagination. It is not the 'real' that helps him overcome his fears. The reader is left to ponder on the depths of a child's mind. K. Wellham.

LEV: Preschool Lower primary Middle primary
AVAIL: \$16.95 SCIS 724575

TREZISE, Percy **Children of the great lake.**

Angus & Robertson, 1992

ISBN 0207176779 [398.20994]

Ngali and his sister Mayli were of the Brolga Dreaming. This picture book tells of their adventure on a great freshwater lake in Sabul land (now the Gulf of Carpentaria). One evening when fishing the children drift out onto the lake and are swept away to a small island where they set up camp. The terrifying discovery of the monster people-eating snake Wonambi makes it imperative that they leave and find their way back home. Illustrations in bright crisp colours capture the beauty of the northern land and waterscape while illustrating the story in a manner children will find appealing. B. M. Richardson

LEV: Lower primary Middle primary Upper primary
AVAIL: \$24.95 SCIS 728527

VAN ALLSBURG, Chris **Just a dream.** Cape, 1990

ISBN 0224030590

A series of dreams elucidating a future where rubbish engulfs houses, a hotel sits atop Mt Everest and pollution obscures the Grand Canyon, convinces the erstwhile environmentally unconscious Walter that things must change and that change must begin with him. The illustrations and book design carry the Van Allsburg stamp of reality and uncluttered detail. The message is loud, clear and unequivocal, and most importantly for the young child, full of hope. Once upon a time all children's picture book illustrators did their Mother Goose; now they do their environmental book. Van Allsburg's contribution (published in Australia after a 2-year delay) is one that could well be used across a broad spectrum of age groups. F. Gardiner

LEV: Preschool Lower primary Middle primary Upper primary
AVAIL: \$19.95 SCIS 719761

WADDELL, Martin and BARTON, Jill **The pig in the pond.** Walker, 1992

ISBN 0744521688

What a delightful romp this is. Neligan's pig, sweltering under a hot sun, succumbs to temptation and splashes into the pool, sending the ducks and geese scattering. They spread the word around and soon, from all the fields, the animals gather to see the pig in the pond. Then Neligan himself arrives on the scene. Is the pig in trouble? No. To the animals' (and the reader's) astonishment and delight Neligan joins his pig, and soon everyone is in the pool cooling off. Captivating water-colour illustrations by Jill Barton make this picture book burst with life and energy complementing and extending another superb text by Waddell. B. M. Richardson

LEV: Preschool Lower primary
AVAIL: \$19.95 SCIS 711133

WALSH, Jill Paton and WILIAMS, Sophy **When Grandma came.** Viking, 1992

ISBN 0670835811

Share the warmth and wonder of Grandma's love, exasperation and appreciation as she witnesses the early years of her granddaughter's life. Corollaries between Grandma's wilderness adventures and young Madeline's behaviours convey joyousness and humour while maintaining a sense of reverential celebration of a new,

young life. Sophy Williams has captured respectively the moods of exuberance, awe, tenderness and bonding in her evocative watercolours. Format decisions, with Grandma's travel scenes depicted within formal, regular borders contrasting with the irregular, appropriately unpredictable shapes of the family illustrations subtly underscore the textual message. The visual impact of the last picture gives this picture book a strong conclusion while emphasising the cyclic nature of its subject. B. S. Mitchell



LEV: Lower primary
 AVAIL: \$17.95
 EVAL: Highly recommended SCIS 722030

WILD, Margaret and REYNOLDS, Pat **All the better to see you with!** Allen & Unwin, 1992

ISBN 1863732322

Blurry edges on distant objects are common place to Kate, as she is short sighted. Because she is the quiet family member, her parents are slow to recognise her problem. Glasses give Kate's world a whole new dimension. By using soft shimmering water colours, the illustrator, Pat Reynolds, is able to accurately portray Kate's problem. Outlining and brighter colours bring more definition to the objects when Kate is wearing her glasses, emphasising the improvement in vision that glasses bring. Well known phrases from the familiar folk tale **Little Red Riding Hood**, are used to reassure the reader. This picture book deals sensitively, warmly and positively with a common childhood problem. M. Buttenshaw

LEV: Lower primary Middle primary
 AVAIL: \$17.95 SCIS 724063

WILD, Margaret and RAWLINS, Donna **My dearest dinosaur.** Ashton Scholastic, 1992

ISBN 086896848

As the dinosaur era draws to an end, a mother dinosaur searches for her lost mate. All the problems that led to the ultimate extinction of the species are experienced by her babies. The mother's fears and yearnings are beautifully conveyed. The lush illustrations are an integral part of the story. Using coloured pencils and acrylic paint glazes, Donna Rawlins achieves a depth and denseness of colour which perfectly captures the inherent dignity and mystery of the dinosaur species. The popularity of this topic with young children, the simple beauty of the text and the quality of the illustrations make this picture book a must for primary school libraries. M. Buttenshaw

LEV: Lower primary Middle primary
 AVAIL: \$16.95
 EVAL: Highly recommended SCIS 722700

WILD, Margaret and ROGERS, Gregory **Space travellers.** Ashton Scholastic, 1992

ISBN 0868967912

At first Mandy and Zac appear to have an enviable lifestyle as they board a rocket and head for the stars each night. All is not as it seems however, as Mandy and Zac

are homeless, and the rocket is actually part of the park playground. By using an unusual combination of different media on tinted paper, the illustrator, Gregory Rogers, has achieved a soft nocturnal atmosphere which integrates well with the subtleties of the text. Greater understanding of the hardships that many unfortunate homeless people endure would certainly follow classroom discussion of this hopeful, moving picture book. M. Buttenshaw

LEV: Lower primary Middle primary
 Upper primary
 AVAIL: \$16.95 SCIS 721947
 KLA: ST

Fiction for younger readers

Resources are arranged alphabetically by author. Some of these books are also suitable for lower secondary students.

DAHL, Roald **The vicar of Nibbleswicke.**

Penguin, 1992

ISBN 0140348913

As the illustrator, Quentin Blake, explains in the foreword this short story was written specifically to raise money for the Dyslexia Institute in London. It tells the tale of the vicar, who having shed his dyslexia with the help of the aforementioned Institute, manifests some alarming symptoms upon realising the responsibility of vicarship. Reversals of certain words leads to initial amusement but his parishioners begin to take offence when asked not to 'krap' on the grass. Obviously intended mainly for sufferers of dyslexia, this little book will be appreciated by all Dahl fans, even if it isn't particularly appropriate to the Australian culture. F. Gardiner

LEV: Middle primary
 AVAIL: Paper \$5.95 SCIS 726890

DE MUTH, Jillian **Blue skies, green days.** Allen & Unwin, 1992

ISBN 1863732853

On holiday at her grandparents' place in the country, Skye records her experiences during the week in diary form. She describes native animals and plants, and odd things that she finds. Skye's grandparents share their love of natural crafts with their three grandchildren. All derive much pleasure from weaving and potting using natural materials. Skye gives simple instructions telling how to make these articles. This well designed book features the illustrations of Kim Gamble whose delicate water colours enhance the activities described. Offering a fresh approach to environmental education, this book will be enthusiastically welcomed by those with an interest in this area. M. Buttenshaw

LEV: Middle primary Upper primary
 AVAIL: Paper \$7.50 SCIS 723239

DINAN, Carolyn **Alfred mouse.** Faber, 1992

ISBN 0571165001

Ben, feeling miserable in his new home, soon cheers up when he finds and becomes friends with a small brown mischievous mouse who can talk. Ensuing adventures,

each self contained in a separate chapter, include a shopping trip for shoes, a visit to the cinema and a birthday party. Nine adventures in all, each told with light humour in easy flowing text; each an ideal length for reading aloud or for the young reader to manage alone. Appealing line drawings by the author break the text every few pages and print is a good size. A book which should appeal to young readers just starting out on their own. B. M. Richardson

LEV: Lower primary Middle primary
 AVAIL: \$22.95 SCIS 718140

DIXON, Rachel **Max and the fire crystals.**

Penguin, 1992 (Puffin books)

ISBN 0140360077

In this sequel to **The Marshmallow Experiment**, Jo and Gemma meet up again with Abednego whom they had helped disappear into the Invisible Plane. Posing as Meshach, a fortune teller, Abednego gives the children glass crystals which have the power to destroy the wearers. Almost immediately the children become involved in a life and death adventure. The story moves at a satisfying pace holding the reader's interest right to its exciting conclusion. While familiarity with the Biblical story of Shadrach, Meshach and Abednego is not essential to the understanding nor enjoyment of this adventure, it could help children to appreciate the conclusion. B. M. Richardson

LEV: Upper primary Lower secondary
 AVAIL: \$7.95 SCIS 720621

EPSTEIN, June **The hold-up.** Jacaranda, 1992

(Zapper books)

ISBN 0701629193

Oliver and his sister Amy are taken captive by a criminal whom Oliver has witnessed in a hold-up and assault. Quick thinking on Oliver's part saves the day and he and Amy have a lucky escape. The story, told in simple controlled language, flows well, managing to hold the reader's interest to an exciting climax. The text is broken up with line drawings which unfortunately do not fulfil the promise of the very striking cover. The book should appeal to reluctant readers as well as those experiencing trouble with reading. B. M. Richardson

LEV: Middle primary Upper primary
 AVAIL: \$6.95 SCIS 715066

FORD, Noel **Nuts.** Penguin, 1992 (A young puffin)

ISBN 0140345051

Mr Hammond, once a teacher but now a hamster, relies on 9 year old Billy to reverse the disaster of an experiment gone amiss. A fantasy adventure with appealing elements: an eccentric, but generally agreeable teacher who has accidentally turned himself into a hamster; a modest hero; and a bully who is not really as bad as he first appears. Thankfully Noel Ford does not attempt to take things seriously, resulting in a story unashamedly silly in a way which works. The author capitalises on this cartoon background with appropriate black line drawings interspersed throughout the 7 chapters of episodic text. B. S. Mitchell

LEV: Middle primary Upper primary
 AVAIL: Paper \$6.95 SCIS 713334

FRENCH, Jackie **The roo that won the Melbourne Cup.** Angus & Robertson, 1991

(Bluegum)

ISBN 020717329X

Showing fierce determination, Aunty Mug trains a kangaroo called Fred to race. She achieves her long held ambition of celebrating in the winner's enclosure with a Melbourne Cup victor. The characters are strongly drawn with Aunty Mug providing an inspiring role model for her niece and nephew. Set in the 1950s, the book gives an accurate insight into Australian country life during that era.

Black and white pen and ink drawings by Carol McLean-Carr add to this authenticity. Young readers will enjoy this light hearted Australian tall tale. M. Buttenshaw

LEV: Middle primary Upper primary Lower secondary
 AVAIL: Paper \$8.95 SCIS 722244

GLEITZMAN, Morris **Blabber mouth.** Pan Macmillan, 1992 (Piper)

ISBN 0330273531

All parents of adolescents are, I suspect, the epitome of embarrassment to their progeny. For Rowena, things are tougher than usual. Feisty and positive in her approach to life, she deals well with her physical handicap of lack of speech. Her other difficulty is a blundering, enthusiastic, country music obsessed father who causes Rowena great concern. She appreciates his love for her, yet plots to change him. Fun to read, with an economical, visually oriented approach which achieves intimacy and humour, the novel carries the sting of poignancy as those around Rowena come to deal with her disability. J. Buckley

LEV: Upper primary Lower secondary
 AVAIL: Paper \$7.95 SCIS 728185

GURNEY, James **Dinotopia a land apart from time.** Crawford, 1992

ISBN 1863330550

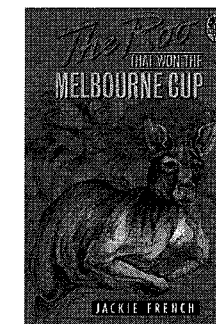
Is coexistence between people and dinosaurs possible? This fantasy elaborates that idea in beautiful colour illustrations. A pseudo-factual account of the way of life of dinosaurs and their human companions, it is presented as the journal of a shipwrecked paradise. The humans tend to the needs of the dinosaurs, but this is not allowed to impinge on the cloying sweetness of the story. Some of its fancies are delightful, but overall it is a fairly hollow piece of fantasy writing. The absorbing captioned illustrations will, however, ensure its popularity. J. Buckley

LEV: Upper primary Lower secondary
 AVAIL: \$29.95 SCIS 727050

HARKER, Lesley **Charlie's dragon.** Hamilton, 1992 (Cartwheels)

ISBN 0241130697

Being the youngest and smallest member of a family provides problems for Charlie who always ends up in their games being page boy while his older brother and



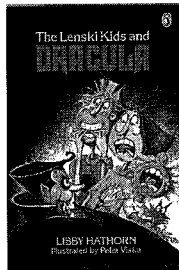
sister hunt for dragons to fight. Fortunately, he meets an understanding dragon with similar problems and together they concoct a plan which helps Charlie to gain prestige. Youngest family members would relate to this story. On every page there is a lively, colourful picture. With its popular subject matter, readable text, fast pace and satisfying outcome, this book should entice newly independent readers. M. Buttenshaw

LEV: Lower primary Middle primary
AVAIL: \$12.95 SCIS 720615

HATHORN, Libby *The Lenski kids and Dracula*. Penguin, 1992 (Puffin books)

ISBN 0140349731

Noel, Samantha and little Craig are another family of 'worst kids in the world', who cause havoc for their parents and, of course, each non-returning babysitter. However, when Kim Kip arrives to babysit and the children plan to confront her with many scarey challenges, she stuns them with her own bizarre behaviour and hilarious attitude. when she actually returns for a second sitting, it is not Kim Kip



who is in for the biggest surprise! With line sketches as crazy as the antics of the characters this story is delightfully funny and slightly unpredictable. K. Wellham

LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$7.95 SCIS 723767

HUTCHINS, Elizabeth *Look them in the eye*. Hyland, 1992

ISBN 094706298X

Niki and his dad were involved in a car crash and must adjust to their altered circumstances, as Niki lost his left hand and his dad remained in hospital learning to walk and talk properly again. This story is an inspiring one for children who are themselves suffering from a handicap, for Niki has a warm, friendly personality and he develops a positive attitude to his injury as he gets to know and like his neighbours. Unusual simplified black and white line drawings by Andrew Best add interest. A fast pace, diverse characters and surprising events combine effectively in this warm family story. M. Buttenshaw

LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$12.95 SCIS 723320

McSKIMMING, Geoffrey *Cairo Jim on the trail to Chacha Muchos : an epic tale of rhythm*. Hodder & Stoughton, 1992 (Starlight books)

ISBN 0340566833

Bumbling archaeologist and poet, Cairo Jim, embarks on the trail to the lost city of dancers in Peru, guided by a Shakespeare-loving macaw, named Doris. Unbeknownst to Jim, the dastardly Neptune Bone and his flea-bitten raven, Desdemona, are also tracking the Muchonians. They have the assistance of the talented(?) Dolores del Tempo and Brenda, the wonder camel Jim hasn't seen sincebut that's another story. Enjoy the adventure as well as copious puns, jokes, riddles and doggerel in this rollicking good yarn,

which precedes **Cairo Jim and Doris in search of Marten-arten**, in time, if not in publication. G. Phillips

LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 723095

MORGAN, Sally *The flying emu and other Australian stories*. Penguin, 1992 (Viking)

ISBN 0670831468

Striking design and presentation complement the 20 stories in this collection. The tales suggest how the world began, with explanations for the behaviours and natures of people and animals. They abound with humour, as vanity, greed and self seeking meet with unpleasant consequences. They are indeed 'Australian stories', as the title indicates. Morgan builds from the many Aboriginal stories with which she is familiar to present tales of Aboriginal people and their relationships with Australian animals. Beautiful colour illustrations using detail and pattern contribute much to this interesting collection, which is suitable for reading aloud. J. Buckley

LEV: Lower primary Middle primary Upper primary
AVAIL: \$29.95 SCIS 723796

POND, Roy *Sail railers*. Albatross, 1992

ISBN 0867601825

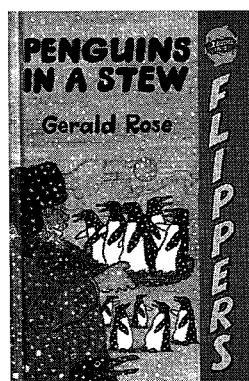
With some help from Maralinga Jim, Michael builds a trolley with a sail to fulfil his favourite dream to sail away on a neglected strip of railway track on the cattle station in central Australia where he lives. Getting a consistent wind is a problem. When an unexpected wind blows up Michael takes Kirsty, an English girl who is a paying guest at the station, with him on the Sail Railer. They pick up an old prospector and are then pursued by a red four-wheel drive. Adventure, survival in the desert, a camel lady and the ghost of a historical figure are all elements in this unusual story. M. Hamlyn

LEV: Upper primary Lower secondary
AVAIL: Paper \$6.00 SCIS 720004

ROSE, Gerald *Penguins in a stew : a tale of the Antarctic / Give us your coats: a tale of the Arctic*. Pan MacMillan Children's, 1992 (Flippers)

ISBN 0333548051

Gerald Rose succeeds again with these 2 deliciously absurd stories, packaged in an appealingly gimmicky flipper format, (the stories converge from each end of the book), with ample illustrative content executed in cartoon style. Quality language and geographic accuracy have not been sacrificed for humour, they coexist harmoniously in both entertaining tales in which the animal inhabitants, of the Antarctic and Arctic respectively, outwit the humans. Enjoy the work as it stands. Alternatively take advantage of its ready conversion to readers' theatre and other dramatisation or interpretation. Ideas practically leap from the pages. B. S. Mitchell



LEV: Middle primary Upper primary
AVAIL: \$12.95 SCIS 718150

SCOTT, Mavis *Birdstone summer*. Allen & Unwin, 1992

ISBN 1863732314

The opening pages are familiar: young protagonist off on a long journey to be met by someone who in the event doesn't show up. Although Aunt Sophie's absence is brief, the sense of mystery and danger is effectively introduced and soon everyone is engulfed in the twin adventures of snaring bird smugglers and releasing a bird caught up in ancient magic. This is an excellent novel for readers who are just finding their own way. It is supremely simple in plot, style and characterisation, with a bonus in the affinity it has with its Australian setting and a sound environmental theme. While it will not set the literature world alight, it is a bright, welcome candle. F. Gardiner

LEV: Upper primary
AVAIL: Paper \$9.95 SCIS 719966

Shark and chips and other stories. Penguin, 1992 (Puffin books)

ISBN 0140346546

From the delightfully bizarre to the predictably mundane, this Puffin Book Club collection has something for everyone. With authors such as Gillian Cross, Nicholas Fisk, Helen Creswell and Joan Aiken, and illustrators including David McKee, Tony Blundell and Jenny Ross, the reader is taken on a journey: from a meal to turn any teacher off eating kids' cooking forever, through to many a suitable end for cantankerous kids. From the mystical to the quick, from the futuristic to the traditional, this English selection is a must for all who enjoy reading aloud. K. Wellham

LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$7.95 SCIS 723322

SHELDON, Dyan *My brother is a visitor from another planet*. Penguin, 1992 (Viking)

ISBN 0670842095

Thirteen-year-old Keith has a ready excuse, usually what he calls an emergency, to explain any situation where he wants to con eight-year-old brother Adam. This time Adam is determined to use logic and not be the fall guy for another of Keith's jokes. Keith's story, that he is from another planet, however, is backed up by some very convincing evidence. Young readers will find themselves wanting to read on and, like Adam, will wonder about

Keith. Family relationships are well-drawn. While Keith gives Adam a bad time it becomes reassuringly obvious that he does care about him. B. Richardson

LEV: Middle primary Upper primary
AVAIL: \$19.95 SCIS 722028

TAYLOR, Cora *Ghost voyages*. Scholastic, 1992

ISBN: 059074058X

Jeremy, nine-going-on-ten, is using an old magnifying glass to study a map featuring the historic river boat Northcote, when he finds himself transported back in time onto the upper deck of the vessel. He revisits the boat and also the sailing ship Nonsuch. His experiences kindle an interest in the history of the vessels and Jeremy researches the voyage of the Nonsuch for a school project. The timeslip is credible, the story well crafted and the text is written in easy flowing style. Readers will gain an insight into a significant event in Canada's history as well as being entertained. B. M. Richardson

LEV: Middle primary Upper primary
AVAIL: \$5.95 SCIS 720187

Waddell, Martin *The Ghost Family Robinson at the seaside*. Penguin, 1992 (Read alone)

ISBN 0670838780

Ghosts friends who can only be seen by Tom cause chaos during a visit to the seaside. The ghost pirate battle is the ultimate in excitement for Tom and pretty distressing for everyone else, but Mum Robinson soon sorts it out. It's an old idea but a fun one. Four chapters in large print seem about right for newly independent readers. Black and white line drawings. F. Moloney

LEV: Lower primary
AVAIL: \$12.95 SCIS 711352

WEEKS, Jan *Zenn*. Jacaranda, 1992 (Zapper books)

ISBN 0701630094

Reluctantly Matt goes to live on a farm, which had been left to his father in his Uncle Ben's will. After he discovers and enters a glass bubble, Matt finds himself in another world, inhabited by Zenns and Trags. The book is written in diary form, with the action taking place over seven weeks. The unusual black and white line drawings by Scott Baker are unsophisticated yet vigorous, and add dimension to the story. The emerging science fiction reader should enjoy this book. It will also appeal to that difficult group to interest - middle primary reluctant readers. M. Buttenshaw

LEV: Middle primary
AVAIL: Paper \$6.95 SCIS 715073

Scan supports the implementation of initiatives in curriculum priorities. Do you have experiences, viewpoints or insights to share? If so please contact the editor.

Fiction for older readers

Resources are arranged in alphabetically by author.

BASTIAN, Greg *Lies & alibis*. University of Queensland Press, 1992

ISBN 0702224693

Is he a pyromaniac or is he a pyromaniac? Maybe, but first and foremost he is a cleverly contrived unreliable narrator. Apart from the abrupt ending, this is a well-constructed and intriguing novel, which because of its subject matter, readability and brevity should appeal to those readers-in-need, teenage boys. Hamish the narrator is accused of setting fire to a number of public buildings in the community. His account apparently reveals much about himself and his family, and to a lesser degree, about the community; but its contradictions and the odd 'unconscious' revelation indicate a very different tale. Much discussion of both the novel and the issues it raises would follow the reading of this novel which could be subtitled, *Portrait of the singing detective as a young man*. F. Gardiner

LEV: Middle secondary Upper secondary
AVAIL: Paper \$10.95 SCIS 728501

BROOKSBANK, Anne *All my love: the lost romance of Mary Gilmore and Henry Lawson*. Heinemann Australia, 1991

ISBN 1863301453

A wonderful picture of Australia during the life and times of Dame Mary Gilmore and Henry Lawson, this novel can be read on 2 planes - as a romance or as an insight into the lives of 2 of Australia's literary personalities. Brooksbank uses to great effect extracts from letters and the works of both authors to add authenticity to her novel and to bring understanding of the impact of their work on Australian literature. J. Barry

LEV: Upper secondary
AVAIL: Paper \$12.95 SCIS 712299

CARMODY, Isabelle *Scatterlings*. Penguin, 1992 (Puffin books)

ISBN 0140347674

Post-nuclear holocaust, earth is inhabited by the technologically advanced citizen gods who are obliged to live in protective domes; and the psychologically advanced clanspeople, who have somehow developed ways of surviving on the despoiled planet. Complete understanding of the complex plot does not come easily but enjoyment can be had from getting the gist, and the reader is caught up in the swiftly moving action. The twin and intersecting themes of environmental degradation and human flaws are strongly and feasibly advanced. F. Gardiner

LEV: Lower secondary Middle secondary
AVAIL: Paper \$9.95 SCIS 723906

CHAMBERS, Aidan *The toll bridge*. Bodley Head, 1992

ISBN 037031526X

The teenage journey of self discovery can be heady, hazardous and harrowing; the one embarked upon by Jan/Piers as he tastes independence is all of those three,

as it is for the readers of this exceptional novel. The 4 teenage protagonists are sharply drawn characters whose lives cross at the toll bridge for a brief but highly significant time. Aidan Chambers' work is remarkable in many ways, but particularly for the depth of feeling with which he endows his writing; teenage readers will identify with, and older readers will recall, the anguish of the passage into adulthood. F. Gardiner

LEV: Upper secondary
AVAIL: Paper \$19.95
EVAL: Highly recommended SCIS 714414

CLARKE, Judith Al *Capsella on holidays*.

University of Queensland Press, 1992

ISBN 0702224367

Although this chapter in the life of Al is less hilarious than the last one it is nonetheless a funny comment on the anguish of life for that saddest of would-be heroes, the young teenage boy. Al and his friend Lou inveigle the watchdogs into allowing them to go for a week's holiday to what they expect to be a resort town brimming with lights, camera and action, but which turns out to be a general store and Mrs Mulroony's Kooka Kabins. Did they get the name of the place wrong or did Broadside Williams deliberately mislead them? Readers won't learn the answer but they (especially reluctant ones) will have an enjoyable hour or two's reading. F. Gardiner

LEV: Lower secondary Middle secondary
AVAIL: Paper \$9.95 SCIS 723771

CURTIS, Allan *Dave's decision*. Millennium, 1992

ISBN 0855749083

Dave, a teenage schoolboy, wants to leave school to become a professional golfer but his father wants him to continue his education. Dave gets part time work caddying at the Royal Sydney golf club where he competes with the other caddies for the sought after job at the pro shop. The realities of growing up in Sydney in the very conservative fifties, the loneliness, poverty and self-consciousness of a teenage boy from a broken home are all part of this story as well as the characters and intrigues of the golf course. M. Hamlyn

LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.95 SCIS 719901

DEARY, Terry *True monster stories*. Ashton Scholastic, 1992 (Hippo books)

ISBN 059055042X

Young students will leap upon this book with the usual glad cries. It is a pity that the poor binding will make the book unequal to the task before very long. The usual favourites are there: monster men, birds and apes, Nessie, sea monsters, phantom animals, vampires and werewolves. Information is given through legends, fictional accounts, newspaper extracts and 'Fact' files. Short grabs of information help balance the longer accounts, and presentation is geared to the reluctant reader. The striking cover will further ensure a large readership. M. Steinberger

LEV: Upper primary Lower secondary
AVAIL: Paper \$5.00 SCIS 723213

FARMER, Graeme *Brothers in arms*. Hodder & Stoughton, 1992 (Starlight books)

ISBN 0340566817

Fortunately the action of this story quickly overrides the 'too coincidental' meeting of Yukio, son of a Japanese land developer, with aboriginal Josh and policeman's son, Daniel, who are carrying on the feud of their Vietnam vet fathers. Yukio is on a mission to retrieve the bones of his grandfather he believes died in Yanyan Bay during World War II. Issues of small-town racism, cowardice, mateship and land rights are neatly interwoven. There's even an older sister who's a whiz mechanic and scuba diver. An exciting climax and satisfying resolution for all make this a great read for 12-16 year olds. G. Phillips

LEV: Lower secondary Middle secondary
AVAIL: Paper \$8.95 SCIS 723091

HALLIGAN, Marion *Lovers' knots : a hundred year novel*. Heinemann, 1992

ISBN 0855614552

Never have I read a novel that so perfectly captures the fragmented nature of life: we meet the progenitors at the beginning but thereafter chronological sequence disappears as the members of successive generations drift in and out of the story, often catching us unawares as we realise that this is a character about whom we've heard but may or may not have actually met. It is a complex and superb model of construction. The writer's voice is heard not only with clarity but with a unique and intriguing timbre; a sharp stylus etches memorable characters; and the novel is not devoid of some exquisitely lyrical passages. F. Gardiner

LEV: Upper secondary
AVAIL: \$34.95
EVAL: Highly recommended SCIS 730115

HANRAHAN, Barbara *Iris in her garden*.

University of Queensland Press, 1992

ISBN 070222474X

the 8 simply but beautifully told stories in this volume make it one of those gems which comes along rarely - a small masterpiece to keep by your side to read again and again. After Barbara Hanrahan's death in 1991 the stories based around Iris, her beloved grandmother, were collected and published in this one volume together with 23 of her relief etchings. Tracing the family years of Barbara's life in Adelaide with her grandmother, her mother and her grandmother's sister Reece, of whom Barbara says 'I kept growing but Reece stayed the same size', these stories paint a wonderful picture of the wholly feminine household. J. Barry

LEV: Upper secondary
AVAIL: Paper \$9.95 SCIS 714283

HARLEN, Jonathan *The lion and the lamb*. Hodder & Stoughton, 1992 (Starlight books)

ISBN 0340566809

Juan Castillo scoffs at the softness in his son Hector, calling him weak and cowardly when he doesn't stand up to the bullying of two neighbouring Russian boys. The feud between the boys spills over, affecting their families, but while hot tempered Juan's answer is a loaded shotgun, Hector favours talking not fighting. This short novel targeting prejudice and bullying carries an old message for a new generation. The story is told simply but powerfully making it difficult for the reader to put down. While the Biblical allusion and symbolism may be lost on young readers, the message will not. B. M. Richardson

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$8.95
EVAL: Highly recommended SCIS 723094

HATHORN, Libby *Love me tender*. Oxford University Press, 1992

ISBN 0195534948

Set way back in the days when the water at Bondi was crystal clear, this is the unhappy tale of Alan who, deserted by his mother, finds himself with the short straw in the redistribution of kids. Ultimately however things turn out well for him when the still-young maiden aunt sheds some of her starchiness and reveals a reserved affection for him. This plot is hackneyed and the credibility is lacking partly because of the plot and partly because of poorly drawn characters: Aunt is a stereotype whose thawing doesn't ring true; Alan's flaw resides in his language which is often not evocative of a 12-year-old boy; other characters are mere shadows. The mood of the book is sombre but Alan's deep grief is not well portrayed until the poignant ending, by far the best passage in the book. F. Gardiner

LEV: Lower secondary
AVAIL: Paper \$8.00 SCIS 727845

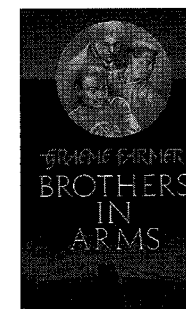
KLEIN, Robin *Dresses of red and gold*.

Penguin, 1992 (Viking)

ISBN 067084733X

A sequel to *All in the blue unclouded weather*, this is a loosely connected series of adventures of the Melling sisters. With an innocence of bygone days, yet a reliance on universal emotions and family situations, the stories are initially charming, if a little cloying. Klein's sure touch with dialogue makes this easy reading, although for me the sisters never fully stood out as individuals. Nostalgic and non-threatening, this may be popular as a change from some of the grittier adolescent fiction around. J. Buckley

LEV: Lower secondary Middle secondary
AVAIL: \$18.95 SCIS 726889



McCARTHY, Maureen **Ganglands**. Penguin, 1992 (Puffin books)
ISBN 0140348948

Kelly and Con from different cultures and backgrounds in contemporary Melbourne meet in violent circumstances. Kelly's celebration of her seventeenth birthday is disrupted by the encounter between her rich boyfriend Phil and Con's brother Vasilius. Vasilius is killed and the subsequent investigation and urge for revenge by Vasilius's friends cause anguish for Kelly and Con. Maureen McCarthy's use of language depicts the violence and hatred caused by the conflict of cultures, poverty and wealth. Kelly's resentment of her mother's departure; Con's dilemma of trying to balance his Greek culture and his love for Kelly are realistically portrayed. J. Barry
LEV: Middle secondary Upper secondary
AVAIL: Paper \$10.95 SCIS 714277

MARCHETTA, Melina **Looking for Alibrandi**. Penguin, 1992 (Puffin books)
ISBN 0140360468

It's more than a little sad that becoming part of the Australian landscape is so difficult – maybe none of us post-1778 immigrants ever really achieve it. Certainly Josephine Alibrandi, second generation Australian 'with Italian blood flowing rapidly through her veins', experiences considerable anguish in her search for identity. This is partly because of the older imported and enormously influential culture and partly because of the unease of the new culture with newer arrivals. Other themes which flow through this fine first novel include HSC candidacy and teenage relationships (same sex and opposite). The naivete and sincerity charms and engrosses; the work deserves a wide, receptive audience. F. Gardiner

LEV: Upper secondary
AVAIL: Paper \$8.95 SCIS 726895

PARRY, Glyn **LA postcards**. Random House, 1992
ISBN 009182740X

In this brisk, readable novel 2 teenagers, superficially unlike in personality, family background and school aspirations battle to learn more about themselves and in doing so develop a sensitive relationship. Alternate, short chapters are written from the point of view of both Jamie and Margie; empathy with them is made easy. The themes, plot, humour and style should appeal to teenagers many of whom would identify with at least some of the problems facing the characters. C. Frew

LEV: Middle secondary
AVAIL: Paper \$8.95 SCIS 723410

PIKE, Christopher **See you later**. Pocket, 1990
ISBN 0671743902

Mark is a loner, who makes a meagre living by writing computer games. Through one of his games he meets the mysterious Vincent, and his dazzling girlfriend Kara. They sweep him up into their lives, finally revealing to him that they are from a future time when the world has perished. Vincent and Kara are in fact Mark and the girl he fancies, Becky, returning to their past to see if they can change the future. The logic of time-travel is complex, and is seriously challenged by this bewildering back and forth of characters. Violence and death are major preoc-

cupations, and the inevitability of both an inexorable part of the plot. The writing is spare and utilitarian, and description and characterisation exist only to serve the plot. The result is an impoverished work of fiction. M. Lobban
LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.95 SCIS 713064

PIKE, Christopher **Witch**. Hodder & Stoughton, 1992

ISBN 0340568895

Julia is trying to make sense of her life after the recent death of her beloved mother. She is also exploring her powers as a witch, including the ability to see into the future. She foresees the violent death of an unknown young man, and she frantically tries to change events and save him. The plot is not distinguished by its logic, and it relies heavily on coincidence and blind revenge to drive it to its bloody conclusion. Breathless descriptions, fatal fascinations and emotions running at fever pitch fuel the action. Julia finally chooses to trade her life for that of a friend (not the young man whose fate is sealed) and to join her mother in the serene world beyond life. What this says to young readers is debatable. M. Lobban
LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.95 SCIS 717966

Sixteen modern short stories. Longman Cheshire, 1992

ISBN 0582875404

One way of fostering students' interest and enthusiasm for reading is to direct them towards a wide range of authors and writing styles. The diversity of this book's 16 short stories presents a wonderful array of quality pieces. This second edition of a book originally published in 1974, contains 9 new stories with a greater emphasis on female writers. A brief biographical sketch of the author is included at the beginning of each story. Tales by Roald Dahl, Judith Wright, Doris Lessing, Norman Mailer, Nancy Cato and James Aldridge are included in this volume which offers an exciting variety of well-selected stories. C. Sly

LEV: Middle secondary upper secondary
AVAIL: Paper \$15.99 SCIS 721956

SKRZYNECKI, Peter **Rock 'n' roll heroes**. Hale & Iremonger, 1992

ISBN 0868064696

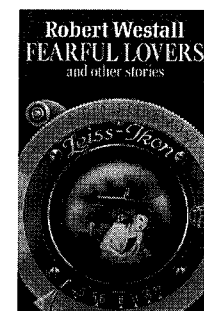
Set in the Australian suburbs during the fifties, issues such as prejudice, cultural dislocation, the need to fit in and belong, family and work relationships are sensitively woven into glimpses of suburban life. Each of the 14 short stories in this collection is a gem in itself, whether retelling a seemingly small event which becomes a turning point, or exposing human characteristics which are as applicable for today as then. Skrzynecki's consummate skill as a writer makes this book a must. M. Hutchinson

LEV: Upper secondary
AVAIL: \$17.95
EVAL: Highly recommended SCIS 722750

WESTALL, Robert **Fearful lovers and other stories**. Macmillan, 1992.

ISBN 033356362X

Five exciting and suspenseful mystery stories form the contents of this book. The link between an antique camera and a murder suspect, the astute perception of a blind man and a tale of ghost cats are some of the ideas woven into these uncanny narratives. It is a particularly useful publication for reluctant readers as each short story creates a unique setting and atmosphere for the clearly portrayed, sometimes bizarre characters. Readers are rapidly drawn into the intrigue of each situation making the story hard to put down. C. Sly
LEV: Middle secondary
AVAIL: \$24.95 SCIS 724431



WILLIAMS, Dorothy **I can look after myself**. Millennium, 1992

ISBN 0855749008

Tragedies at home in England and on their sea voyage to Australia have left 13-year-old Margaret Atwood, her young brother Ben and their grief-stricken mother, as the only survivors of a once large and happy family. When they land as immigrants, in colonial Victoria, Margaret is forced to find work. She learns a good deal more than just domestic duties from Mrs Bennison, her rather stoic employer. This rapidly moving, very readable tale captures the atmosphere of the colonial days through the eyes of a young girl who is pushed by circumstances into making some adult decisions. C. Sly
LEV: Lower secondary
AVAIL: Paper \$7.95 SCIS 719897

Poetry and drama

LUHRMANN, Baz **Strictly ballroom**. Currency Press, 1992

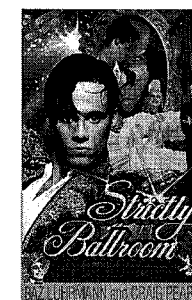
ISBN 0868193593

[791.43]

The film script, with each of the 126 scenes numbered, identified, and placed, is interspersed with stills (mostly black and white) from the film. As well there is a series of comments on the film from its makers and from journalists. Students, serious or dilettante, will welcome the opportunity to relive this exuberant performance via the printed page. F. Gardiner

LEV: Lower secondary Middle secondary

Upper secondary
AVAIL: Paper \$14.95 SCIS 729659
KLA: CA; E



I wouldn't thank you for a valentine : anthology of women's poetry. Viking, 1992 (Kestral poetry)

ISBN 0670836591

[821]

An extraordinarily strong selection of poetry by women, all illuminating the human condition. Well-known poets like Alice Walker, Gwen Harwood, Maya Angelou and Fleur Adcock are joined by a wide range of others, including some in translation. A variety of forms is represented, from the pithy two-liner to the more extended work, from nonsense verse to the plaintive cry for help. There are poems representing the American Indian experience and that of Romanian and Japanese writers, poems based on rap and reggae, one about anorexia, many about adolescent problems, and a great deal of humour. Unfortunately, one can't follow up new discoveries, as biographies aren't provided. M. Steinberger
LEV: Middle secondary Upper secondary
AVAIL: Paper \$13.95 SCIS 720612
KLA: E

McGOUGH, Roger **My dad's a fire-eater**. Penguin, 1992 (Puffin books)

ISBN 0140349278

[821]

Children will enjoy this 'jokey poem' even if it does stretch credibility. A young child with leukaemia tells how her fire-eater dad (who can do magic and juggle as well) saves St Mary's hospital from fire and becomes the town hero. The vehicle for the story is rhyming verse which romps along to a strong rollicking beat. Lively illustrations by Anthony Lewis alternate between black and white and vibrant full colour; adding their own flavour while nicely capturing the humour and fun of the text. A fun read for the young (and young-at-heart) which also offers insight into the spirit of leukaemia sufferers. B. M. Richardson

LEV: Lower primary Middle primary
Upper primary

AVAIL: Paper \$7.95 SCIS 728873
KLA: E

Rice, John **Dreaming of dinosaurs**. Macmillan Children's, 1992

ISBN 0333565886

[821]

The author's introduction clearly states that the purpose of this book of dinosaur poems is to explore in an imaginative way the many riddles which surround dinosaurs. Funny, informative, questioning and serious poems are strongly supported by detailed and striking illustrations. **Dreaming of dinosaurs** will be a hit with the 'dinosaur' age-group, their teachers, parents and friends. F. Moloney

AUD: Parents Professional
LEV: Lower primary Middle primary
Upper primary

AVAIL: \$17.95 SCIS 724432
KLA: E; ST

GILBERT, Kevin **Child's dreaming**. Hyland, 1992
ISBN 0947062971

[A821]

The reader is immediately compelled to explore the photographs by Eleanor Williams in this well-designed book. They are superb; shown to advantage with generous clean white framing. Close reading reveals that

each photograph is true to the subject matter of the poem it is illustrating. The poems, by Aboriginal artist and poet Kevin Gilbert, focus on the Australian outback - mostly on our fauna. They have a naive quality which young children will find very appealing. Print size is excellent. Given the paucity of poetry about Australian fauna and habitat suitable for sharing with young children this volume is most welcome. B. Richardson

AUD: Parents Professional
LEV: Lower primary Middle primary
Upper primary
AVAIL: \$19.95 SCIS 728921
KLA: E

HERRICK, Steven Water bombs : a book of poems for teenagers. Jam Roll, 1992

ISBN 1875491074 [A821]

Steven Herrick's poetry is undoubtedly poetry for the masses. It is a wonderful study of this medium, especially for those high school students who 'hate poetry'. This publication of 'pop' poetry is fast moving, readily comprehensible and highly amusing. His unpretentious urban domestic images are easy to identify with and reflect the joys and foibles of our daily existence. The colloquial language and dramatic quality of these poems make them particularly appropriate for reading aloud, thus capturing the true essence of the poetic medium. C. Sly

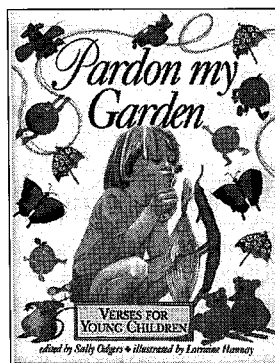
LEV: Middle secondary upper secondary
AVAIL: Paper \$9.95 SCIS 720467
KLA: E

Pardon my garden : verses for young children. Angus & Robertson, 1992

ISBN 0207172757 [A821]

'Delight in my garden' might be a more appropriate title for this collection of fresh, new modern verse. Anne Bell, Bill Condon, Barbara Giles and Sally Odgers are represented with multiple entries: they are joined by eleven other Australian poets most of whom need no introduction. The verse is grouped into appropriate sections and the book includes an index although, unfortunately, not by first line. Illustrator, Lorraine Hannay, has captured perfectly the freshness, humour and sentiment of each poem with delightful water-colours. It is particularly pleasing that the small children depicted reflect Australia's multicultural diversity. A happy addition to the poetry shelf. B. M. Richardson

AUD: Parents Professional
LEV: Preschool Lower primary Middle primary
AVAIL: \$24.95 SCIS 728508
KLA: E



Information K-6

Resources are in Dewey order using the 12th abridged classification. Many of the books in this section could also be used in lower secondary school. The category KLA (Key Learning Area) has been added to aid selection. The Board of Studies in NSW has identified the following Key Learning Areas for the primary curriculum: CPA Creative and Practical Arts; E English; HSIE Human Society and its Environment; M Mathematics; PD/H/PE Personal Development, Health and Physical Education; ST Science and Technology.

COILEY, John Train. HarperCollins, 1992 (Collins eyewitness guides)

ISBN 0732201055 [385]

this book focuses on trains, giving the reader a comprehensive insight into their history and engineering along with relevant and interesting information on associated issues and topics. As with other titles in this series the book is well laid out and illustrated throughout with excellent photographs. Information is readily accessible but for faster access there is a detailed index. Young readers will enjoy looking at and gaining information from the pictures. Older readers will find many fascinating facts and figures to ponder and marvel over. Recommended for the library and train aficionados. B. M. Richardson

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$19.95 SCIS 725923
KLA: HSIE; ST

The Macquarie junior dictionary. 2nd ed.

Jacaranda, 1992
ISBN 0701630264 [423]

In the series of Macquarie dictionaries, this one was designed for upper primary use, to provide a balance in its 13,000 words between meanings and spelling. The approach is very practical, with a clear layout. This edition has seen language sources, including Aboriginal languages, added for selected words. Amongst other inclusions are prefixes, more ethnic foods, religions, and the male, female, and young for animals. The pronunciation key and guide to using the dictionary are as straightforward as the resource itself. An added bonus are charts of ordinal and Roman numerals and countries with capitals and currencies. My 10 year old asked to keep this one. G. Phillips.

LEV: Upper primary
AVAIL: Paper \$14.95 SCIS 718546
KLA: E

The Macquarie theme dictionary. Jacaranda, 1992

ISBN 0701629908 [423]

With its stated target audience being lower primary and ESL children, it is disappointing to find that simplicity and consistency were not given credence in the compilation of this theme dictionary. Choice of themes and big

book format are inarguably appropriate, making the counter-productive execution sorely felt. Overly ambitious, the pictures are too cluttered and busy, with ambiguity and complexity obscuring communication. Bordering pictures, with separate labels placed inconsistently, sometimes above and sometimes below the illustrations, are not all to be located in the large double spread which would have been a logical application. B. S. Mitchell

LEV: Lower primary
AVAIL: Paper \$39.95 SCIS 718525
KLA: E

HEDDLE, Rebecca Science in the kitchen.

Usborne, 1992 (Usborne science activities)

ISBN 0746009747 [507.8]

Challenging the more traditional image of science, this colourful little book takes us into the kitchen where all kinds of everyday activities are explained scientifically but simply. Dealing with different topics, each double-page spread is packed with information, while the inclusion of experiments on a coloured background invite the reader to gather the inexpensive, easy to obtain materials together, and to investigate. A contents page and index are both included in this very readable book. Notes for parents and teachers, which are intended to help adults answer questions arising from earlier activities are a helpful inclusion. M. Buttenshaw

LEV: Middle primary Upper primary
AVAIL: Paper \$6.00 SCIS 723303
KLA: ST

BLOWS, Martin Calculator activities.

Scholastic, 1992 (Bright ideas)

ISBN 0590530151 [510.28]

A collection of interesting exercises aims to assist children 5 to 12 to become familiar and confident with calculators. Chapters, divided into age groupings, include: place value, memory, percentages and negative numbers, decimal fractions, estimation, number patterns, and problem solving. A worthwhile attempt has been made to explain variations that occur between different types and functions of calculations but some have been missed. Teachers will need to explain these to children as need arises. Teachers are advised to trial exercises before giving them to children as 3 errors were found in the review copy. Note also that the English pound and VAT system are used in the problem solving section. B. M. Richardson

LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$16.00 SCIS 723291
KLA: M

MURPHY, Francesca Oh no, maths! : developing confidence in mathematics.

Ashton Scholastic, 1991

ISBN 0868968080 [510.7]

The content and style of this personal account of one teacher's experience in implementing the M3 Mathematics program is more suited to oral delivery in an inservice and/or workshop context, rather than the impersonal, non-interactive book format. An overview of M3 Mathematics is not provided. It is left to the reader to infer its scope from anecdotal vignettes which raise more questions than they answer. While not doubting the en-

thusiasm and sincerity of a conscientious practitioner I do not find the practices or philosophy outlined either innovative or remarkable from the child-centred, experimental approach we take for granted in today's education. B. S. Mitchell

LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$9.50 SCIS 702563
KLA: M

Space 2D activity cards. Curriculum Resources, NSW Department of School Education, 1992

ISBN 0724055290 [516.0076]

There are 50 cards in this set, 2 cards for each unit of the space 2D sub strand of **Mathematics K-6**. The cards are arranged in 3 levels as suggested by the scope and sequence chart on p.50 of the syllabus. Each card has a picture to help students understand the problem solving task posed, as well as suggested useful resources. The language of instructions to students generally assumes that they will be working in small groups although they could be used with a volunteer helper or for independent work. A. Glasscock

LEV: Lower primary Middle primary
Upper primary
AVAIL: Sales Section, Teaching Resources NSW
Department of School Education Private Bag 3
Ryde NSW 2112. NSW state schools \$32.00; other
NSW \$40.00; interstate \$48.00. Quote product no.
6041. SCIS 731711

KLA: M

CHALLONER, Jack My first batteries & magnets book. Hodder & Stoughton, 1992

ISBN 0340566868 [537.078]

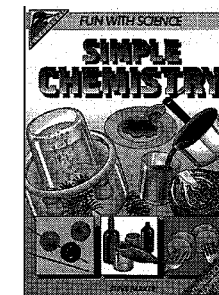
Batteries and magnets fascinate young children. This large format book gives them some exciting ideas to investigate. The dancing clown and the snake charmer were tried at my school. Young children were delighted and amazed by their own efforts. Each double-page spread covers a new aspect of the topic, containing large, clear photographs of equipment needed, step-by-step instructions and the finished results. Useful explanations at the end of each project give concise details of what is happening, and is included on the contents page. A checklist as to why your circuit may not be working and ideas for suppliers are included. M. Buttenshaw

LEV: Middle primary Upper primary
AVAIL: \$18.95 SCIS 723038
KLA: ST

PARKER, Steve Simple chemistry. Kingfisher, 1990 (Fun with science)

ISBN 0862725321 [540]

Many students associate chemistry with bubbling liquids in test tubes. However, everything in the world is made of chemicals, and in a practical fun way this book aims to involve the student in 'living' chemistry. The language level matches the level of scientific detail, and as the book incorporates a contents page and an index, specific topics can be found satisfac-



torily. A key showing symbols which identify 3 kinds of practical activities in the book leads readers straight to experiments, tricks or things to make. This slim volume should reward its readers with greater understanding and enjoyment of this subject. M. Buttenshaw
LEV: Upper primary Lower secondary
AVAIL: Paper \$6.00 SCIS 648281
KLA: ST

VAN ROSE, Susanna *Volcano*. HarperCollins, 1992 (Collins eyewitness guides)
 ISBN 0732201063 [551.2]

Using the format of well-designed pages of effectively captioned photographs, illustrations and diagrams, this is a most beguiling book. Its strength is that it is both informative and inspiring. A casual browser can find much of interest, and the book is appropriate at many levels of reading ability. Sustained research using this volume requires skill in locating and organising small pieces of information. An index supports this process, more so than the chapter headings, which are colourful rather than descriptive. Overall, this is a beautifully presented combination of geographical, historical and scientific information which supports science and technology syllabuses. J. Buckley
LEV: Middle primary Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 725912
KLA: ST; HSIE

BRIAN, Janeen *Amazing landforms*. Era, 1992 (Magic bean in-fact)
 ISBN 1863740236 [551.4]

There are 13 amazing landforms in this brief, pictorial book from an Australian author. Although a small format has been chosen, the colour photograph which shows each featured landform is clear. Location and height are also given prominently. However, the information about each landform is extremely limited with a maximum of three simple sentences being used to explain origin and interesting facts. This brevity directs the book to the youngest researcher, but the use of various scales to indicate height require much more complex understanding. Unfortunately in this case the 'keep it simple' maxim detracts from the use of the resource. L. Bowring
LEV: Middle primary
AVAIL: Paper \$4.95 SCIS 717416
KLA: ST

FARNDON, John *Weather*. HarperCollins, 1992 (Eyewitness explorers)
 ISBN 0732201160 [551.6]

This is an informative book, cramped into a small format. Lots of tiny illustrations and photographs crowd the page as the author explains each aspect of weather in a double-page spread. A reference to a myth, belief or story is frequently used as a light point. Young users may be confused by this format and easily miss the information they require. Alternatively, if reading is for interest sake only, this book should entertain. There is an index with illustrations, though, strangely, the words used to describe these pictures are not found in the index. L. Bowring
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$12.95 SCIS 722247
KLA: ST

ATKINSON, Kathie *In the rainforest*. Allen & Unwin, 1991 (My animal books)
 ISBN 1863731431 [591.09]

The photography outshines the text on these 22 'rainforest' animals. Some, such as brushtail possums and wallabies, are not solely identified with rainforests. While the layout is lovely, the book offers little real information. Text consists mostly of folk knowledge, such as that the orb-weaving spider traps, grabs, and wraps up its victim to 'suck its juices'. Or personal comment: the huge nippers of the crayfish 'could give my finger a nasty nip'. Exact identification isn't given for 8 animals, simply called "dragon" or "butterfly." Kids these days know more and deserve a better effort. Nice for pre-schoolers, and only the most basic school research. G. Phillips
LEV: Pre-school Lower primary
AVAIL: \$9.95 SCIS 699847
KLA: ST; HSIE

GANERI, Anita *Animal camouflage*. Gollancz, 1992 (Questions and answers)
 ISBN 0575052597 [591.57]

The format of a question, a concise and interesting answer, accompanied by striking animal photography and cute drawings, results in an attractively presented package. The simple text and wide range of animals depicted make this an introductory resource on the subject. Basic concepts, features and examples are described economically with ample visual support. An alphabetical index of animals, clearly set out in spaced columns, works both as an information retrieval device and as a useful teaching tool. Perhaps it was considered that camouflage would be too effective in situ as the animals are depicted in isolation from their environment. B. S. Mitchell
LEV: Lower primary Middle primary
AVAIL: \$16.95 SCIS 722318
KLA: ST

GANERI, Anita *Animal talk*. Gollancz, 1992 (Questions and answers)
 ISBN 0575052589 [591.59]

Claiming to answer the questions small children ask, this very specific, but limited, treatment of animal talk, is by far inferior to others on the market. With no contents page, no glossary, and an index that relates only to animal names, both child and adult will find this book unsuitable for use with the information skills process. What use is 'Alex' (the name of a parrot that says no) in an index that does not include 'howl', 'sign language' 'mimic' or 'alarm'? Many questions are so specific you would have to know the answer before you formulated the question. K. Wellham
LEV: Lower primary Middle primary
AVAIL: \$16.95 SCIS 722088
KLA: ST

CLYNE, Densy *Catch me if you can!* Allen & Unwin, 1992
 ISBN 1863732055 [595.7057]

A noted Australian photographer and naturalist, Clyne has produced this series for inquisitive children. To date she has covered cicadas and plants of prey, and this title on the amazing world of insects. The strength of this book lies in its large, clear photographs on every one of

the 32 pages. Clear, simple text is interspersed with many questions that encourage the reader to compare and contrast previous pages. In a short space and with an index to assist, information can be found on many topics: camouflage, weapons of attack, and the future ecology for insects in a world of pesticides and deforestation. Excellent for students of Photography, Environmental Studies and Science. M. Williams
LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$7.50 SCIS 714861
KLA: HSIE; ST; CA

PARRY-JONES, Jemima *Amazing birds of prey*. Readers Digest, 1992 (Amazing world)
 ISBN 0864383010 [598.9]

An excellent book for nature lovers, covering such birds as hawks, kestrels and vultures. The colour photographs, entertaining illustrations and clear concise text make any research on this topic fascinating and enjoyable. Learn why sea-eagles have featherless legs, how Julius Caesar used falconry in battle, and why owls are thought to be wise. The 29 pages are accompanied by a brief and clear index. M. Williams
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$14.95 SCIS 723032
KLA: ST

D'VINCENT, Cynthia *The whale family book*. Picture book studio, 1992
 ISBN 0887081487 [599.5]

The information about whales in this book is wide ranging and fascinating, lovingly observed by a dedicated whale watcher and 'expert'. Many details are explained in an interesting narrative lending itself to be read aloud rather than to be accessed for research. The colour photographs on each page are attractive but not always self explanatory and do not have captions. Also because it lacks an index and subtitling the value of the book for research is diminished, despite the interesting data. The language level is challenging if it is regarded as a picture book. M. Hamlyn
LEV: Upper primary
AVAIL: \$16.95 SCIS 722235
KLA: ST

Davies, Kay *Materials*. Wayland Hove, 1991 (Starting science)
 ISBN 0750202076 [600]

Materials are both things that have been, or have never been alive. This book provides an introduction to a dozen everyday examples such as air, paper, string, clay, glass and plastic. After clearly and simply presenting a few facts about each one, the author suggests an activity which is fun and safe for a young investigator and which encourages both scientific enquiry and recording methods. The activities use readily available ingredients. The presentation is attractive and non-sexist, using lots of colour photographs and illustrations. A glossary and index are there to assist the user. L. Bowring
LEV: Lower primary Middle primary Upper primary
AVAIL: \$24.95 SCIS 711474
KLA: ST

LAFFERTY, Peter *Medicine*. Heinemann, 1992 (Pioneers in science)
 ISBN 0431007942 [610.9]

The major milestones in the history of medicine are well documented in this resource. Biographical information on famous doctors and medical researchers is integrated with a discussion of the significance of their work. Only 2 women feature in the book, Elizabeth Blackwell, described as the first woman doctor, and the ubiquitous Florence Nightingale. Text is in 2 column format with clear subheadings. A well-indicated glossary and comprehensive index assist information retrieval. Colour photographs and illustrations are effectively used to contribute to the clarity of the text. J. Buckley
LEV: Upper primary Lower secondary
AVAIL: \$19.95 SCIS 729195
KLA: ST; HSIE

DAVIES, Kay *The senses*. Wayland Hove, 1991 (Starting science)
 ISBN 0750202084 [612.8]

Lots of activities in this introduction to the senses invite the young investigator to use scientific methods of enquiry and recording in a fun way to discover more about each topic. Each double page deals with a different sense or aspect of a sense. Both information and an activity are given, designed for a child to perform with a minimum of adult assistance. A large colour photograph is included to promote discussion. Readers are encouraged to record the results of their experiments in tables, charts and diagrams. The information is presented in short, simple sentences and appropriately large print. There is a short glossary and an index to assist users. L. Bowring
LEV: Lower primary Middle primary
AVAIL: \$24.95 SCIS 704576
KLA: ST
Series files —

EVANS, Mark *Guinea pigs*. HarperCollins, 1992 (How to look after your pet)
 ISBN 0207176558 [636]

Prospective guinea pig owners could have no better preparation than reading this book. Using clear colour photographs, excellent page design and captioned information, this resource successfully emphasises the responsibility of pet ownership and the welfare of the animal itself. Information on such issues as cleaning the cage is very specific. Logical arrangement of information leads to an appreciation of guinea pigs and their needs, and an understanding of the experience. Well-directed at children, the tone is friendly and not condescending. The resource's visual appeal will ensure that it is read. J. Buckley
LEV: Middle primary Upper primary
AVAIL: \$16.95
EVAL: Highly recommended SCIS 726791
KLA: ST

RABBITS, Elizabeth *Food, glorious food: the fun food activity book*. Hale & Iremonger, 1992
 ISBN 0868064351 [641.3]

Don't be put off by the title: the book is as original and creative as the title is clichéd. Built around the healthy diet pyramid, which appears in detail at the beginning,

each of the food groups is dealt with as a group and by individual component. Each individual food is discussed in terms of where it grows, what we do to it, why we eat it, plus a little chatty piece of information. On the facing page is either a recipe or a craft activity, with teacher/parent notes. I'd say an up-to-date world map and a comprehensive but accessible index would be the icing on the cake if this weren't devoted to healthy diet!

F. Gardiner
LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$12.95
EVAL: Highly recommended SCIS 726508
KLA: PD/H/PE

McGRATH, Martin **May Gibbs' Australian garden.**

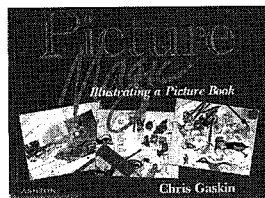
[videorecording] Nutcote Trust, 1992 [741.6]
 Admirers of May Gibbs' work for its literary value, and students of botany will be delighted by this short (seven and a half minutes), professionally produced video in which Peter Bernhardt, US botanist, establishes the botanical accuracy of May Gibbs' illustrations. The drawings are compared with real banksias, gum blossoms and nuts, and Bernhardt also explains how the plot details accord with reality. Its conciseness and application across many curriculum areas make this video a valuable addition to any library. F. Gardiner

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$15 from The Nutcote Trust
 PO Box 12 Nth Sydney 2059 SCIS 728243
KLA: E; ST

GASKIN, Chris **Picture magic : illustrating a picture book.**

Ashton Scholastic, 1992 [741.6]
 ISBN 1869430638

Chris Gaskin reveals the illustrator's role in the complex production of a children's picture book. Painstaking detail behind the inspiration, experimentation and myriad decisions encountered on the way to a finished product provide engrossing insight into the artist's commitment to his work. Gaskin's fluent and articulate account of his work on 'Duckat', written by Gaelyn Gordon, [also reviewed in this Scan] conveys information about book production in an accessible and entertaining style. Design options are explored with reasons provided for choices finally made. The first person perspective and interactive nature of the text invites sharing with an audience as discussion is readily stimulated.



B. S. Mitchell
AUD: Professional
LEV: Upper primary
AVAIL: Paper \$12.45 SCIS 720065
KLA: CPA

TIDY, Bill **Draw me 387 baked beans in 10 seconds . . . and other puzzles.**

Anderson, 1991 [793.73]
 ISBN 0862643473

For those with a quirky sense of humour and those into lateral thinking there are hours of fun in this original drawing book. Children are given an instruction, such as

in the title, which is impossible to perform other than by drawing a collective item, in this case a can of baked beans. Some great ideas here for teachers wishing to enliven dull moments in class, but be prepared to remove lots of pencil drawing if you put this book in the library. Children should be aware that no attempt is made to be factual in regard to numbers, and that even if some instructions are a bit obscure, there is a list of possible answers at the back of the book. L. Bowring

LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$6.50 SCIS 702696

MARTELL, Hazel **Over 6000 years ago in the Stone Age.**

Macmillan, 1992 [930.1]
 ISBN 0732915465

This readable description of life in the Stone Age is presented with excellent colour illustrations by Chris Rotho. Concentrating on the Stone Age in Europe, it covers hunting, agriculture, tool making, mining, daily activities and the development of settlements. Photographs of caves and artefacts are interspersed with illustrations which elucidate the text. A detective symbol is used to pose questions about the information presented, but the book doesn't really explain how the process of archaeology provides the evidence for the book's descriptions and suggestions. Although a clear glossary is provided, there is no indication to readers that particular terms are defined. J. Buckley

LEV: Upper primary Lower secondary
AVAIL: \$16.95 SCIS 727823
KLA: HSIE

MACDONALD, Fiona **Roman soldier.**

Macmillan Children's, 1992 [937]
 ISBN 0330324837

The simple but informative text details the scope of the Roman Empire, its organisation and aspects such as religion and village life. Focus on the Roman soldier conveys information about training, weapons, battles, fortifications and day-to-day living. The layout is appealing. Text, in an easy to read print size, shares equally with full colour, often full page pictures and clearly labelled drawings. A word list, time chart and index complete this history and general interest text for young readers. C. Frew

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 720014
KLA: HSIE

MACDONALD, Fiona **Greek athlete.**

Macmillan Children's, 1992 [938]
 ISBN 0330324829

In an attempt to introduce young readers to aspects of the culture and life of Ancient Greece, **Greek athlete** is one of a series designed for primary children in England to support the National History Curriculum. A clear text and readable style combine with excellent, expressive colour illustrations. Topics cover athletes and their training against a background of religion, daily life and of course, the Olympic Games. Designed in picture book style and including a time chart, glossary and index, this would be useful in primary and junior secondary libraries or history book boxes. C. Frew

Information 7-12

Resources are arranged in Dewey order, using the 12th abridged edition. The added categories of KLA (Key Learning Area) are those adopted by the NSW Board of Studies. They are suggestions only, in the understanding that many resources can be used over a wider range of areas of study. For secondary students the KLA's are CA Creative Arts; E English; HSIE Human Society and its Environment; LOTE Languages other than English; M Mathematics; PD/H/PE Personal Development, Health and Physical Education; S Science; TAS Technology and Applied Studies. Some of these resources could also be used in upper primary.

Introducing Islam.

Curriculum Resources, NSW Department of School Education, 1992 [297]
 ISBN 0724055169

This resource provides students and teachers with information which aims to help them gain an appreciation of the beliefs, values and practices of Muslims in the context of Australian society. It is designed to present an overview of common Islamic practices. The wide scope would make it relevant to a class investigating Ramadan in the primary school or a society and culture class in high school. Compiled in association with Muslim teachers and students, the book could readily be used in conjunction with the **Prejudice Kit**, issued to NSW Government schools in 1991. A. Glasscock

LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Sales Section, Curriculum Resources NSW Department of School Education Private Bag 3 Ryde NSW 2112. NSW state schools \$26.00; other NSW \$32.50; interstate \$39.00. Quote product no. 5738. SCIS 727041
KLA: HSIE

GREENE, Gracie **Tjarany Roughtail.**

Magabala, 1992 [298]
 ISBN 0958810141

Magabala's creative approach to publishing continues to outdo itself. The Dreamtime stories in this book are told simultaneously in Kukatja and English. As well, the Aboriginal works of art have, on the facing pages, explanatory 'key' diagrams. Following the stories is a wealth of fascinating notes on the Kukatja family and kinship system, and the language. A Kukatja word list with English translations and page references precedes notes on the 3 authors and the titles of the paintings. This is invaluable as a reference book for all students of Aboriginal culture but it is also an important means of generating interest in Aboriginal languages so many of which have been lost. F. Gardiner

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$24.95
EVAL: Highly recommended SCIS 727926
KLA: HSIE

LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 719918
KLA: HSIE

WALKER, Richard **Japan.**

Heinemann, 1992 (World in view) [952]
 ISBN 0431004706

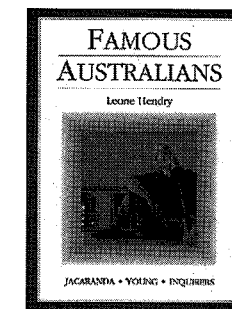
In a relatively small format, this resource provides a comprehensive introduction to Japan and its people. Chapters cover geographical, historical and cultural background, as well as commerce and industry, agriculture, transport and communication, education, sport, leisure and the arts. Presentation is straightforward, with several captioned colour photographs and a piece of discrete information in a boxed segment which help break up the fairly lengthy chapters. Despite the lack of visual impact of the resource, it provides a useful amount of information. The numerous comparisons between Japan and Britain and the US do little to elucidate the subject for Australian readers. J. Buckley

LEV: Upper primary Lower secondary
AVAIL: 19.95 SCIS 727728
KLA: HSIE

HENDRY, Leone **Famous Australians.**

Jacaranda, 1992 [994.009]
 ISBN 0701630485

Brief biographies of 8 famous living Australians, simply written, readable and well presented for young readers, make this a useful resource. Arts and humanities are represented, with no sporting or political figures included. Graeme Murphy, Sir Sidney Nolan, Dame Joan Sutherland, Roger Woodward, Patricia Wrightson, Fred Hollows, Dame Roma Mitchell and Mum Shirl are the subjects. Material is organised under 4 simple headings: early life and influences; career and achievements; recognition in his/her own field; and direct quotations to readers. Uncluttered pages, interesting photographs, clear type and good glossary and index enhance presentation. An excellent introduction raises questions about the meaning of fame. J. Buckley



LEV: Middle primary Upper primary
AVAIL: Paper \$6.75 SCIS 728778
KLA: HSIE; CPA; E

Scan examines developments in information technology. Do you have experiences, viewpoints or insights to share? If so please contact the editor.

MAYBERRY-LEWIS, David Millennium : tribal wisdom and the modern world. Viking, 1992
ISBN 0670829358 [306.08]

While reading *Millennium*, inevitable comparisons must be made between our industrialized, materialistic, secular society and the value systems of such tribal groups as the East African Gabra, who say 'a poor man shames us all'. Mayberry-Lewis offers us the opportunity to re-evaluate the foundations of our own culture, to search for a new balance between 'self and group'. Interspersed with facts, quotes, maps, historical artefacts and paintings, photos and poems, the narrator weaves the history of anthropology with the lives and beliefs of the 4% of our planet still living in tribal cultures. This is not a book for research as much as a brilliant introduction to a senior culture and society course, for teacher resource and better students. My only quibble is with tacking the glorious photos at the back with little relation to the text. G. Phillips

LEV: Upper secondary
AVAIL: \$45.00
EVAL: Highly recommended SCIS 716385
KLA: HSIE

RIDDELL, Ruth Family studies. 2nd ed. Longman Cheshire, 1992

ISBN 0582876419 [306.850994]

New chapters on Aboriginal families, migrant families and the effects of technology on the family make this new edition significantly different from the earlier edition of this text for senior students. Sections on communication, growing families, changing families, aging and death give a good overview, while the several chapters on socialisation ensure this area is thoroughly covered. Strong emphasis is given to case studies. Cartoons, diagrams, photographs and newspaper clippings, as well as a very good index, enhance the book's value. M. Steinberger

LEV: Upper secondary
AVAIL: \$14.99 SCIS 719015
KLA: HSIE; E; PD/H/PE

WARD, Ian The Soviet struggle for socialism. VCTA, 1992

ISBN 0868592463 [330.947]

For students researching the Soviet economic system, this book provides both historical background and description of 20th century developments, up to the failure of the Gorbachev model. The subject is arranged in clearly defined chapters which make the complex issues and concepts involved easier to understand and digest. It is written in a discursive style, posing questions which are answered by looking at historical events. This technique helps avoid overlong complex dissertations. A glossary at the start of the book should also greatly facilitate understanding of the topic. While definitely written for senior students, this text will not intimidate those

who need a clear insight into the Soviet economy. M. Hutchinson

LEV: Upper secondary
AVAIL: Paper \$12.00 SCIS 723480
KLA: HSIE

The unique continent. University of Queensland Press, 1992

ISBN 0702224758 [333.70994]

This collection of 29 readings is designed as support material for the ABC Open Learning series. Over half of them form the basis for actual scripts, while others are chosen to enlarge aspects of the programs. Biodiversity, Australian natural history, Aboriginal and European resource exploitation and human ecology are focused upon with a final section on ideological and ethical environmental considerations. A variety of views are presented, with sources inexplicably not provided until an appendix at the end. However, for senior geography, economics and science teachers and better students, this provocative collection forms an excellent starting place for reasoned, and essential, debate. P. Phillips

LEV: Upper secondary
AVAIL: Paper \$14.95 SCIS 721715
KLA: HSIE; S

HAPPS, John C. Soil degradation : an Australian perspective. Longman Cheshire, 1992

ISBN 0582871921 [333.73]

Originally designed as one in a series for senior Western Australian Geography and Environmental Science courses, this would also be an excellent resource for Science and agriculture students and teachers. Such topics as soil erosion, pesticides, salinity, ecology and sustainable agriculture are accompanied by case studies, inquiry surveys and questions for review, research and discussion. Though there are no colour photographs, numerous black and white photographs are accompanied by charts, maps, tables, a good glossary, and a clear index. Practical units of work assist field studies and research projects and show positive ways to overcome the enormous costs of this problem. M. Williams

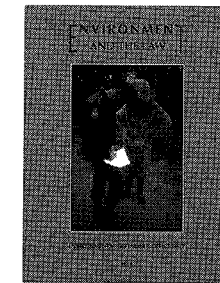
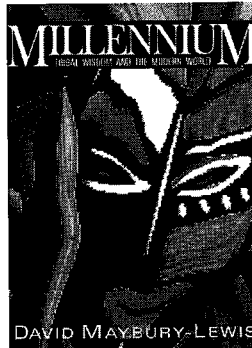
LEV: Middle secondary Upper secondary
AVAIL: Paper \$12.75 SCIS 718104
KLA: HSIE; S

WALKER, Colin The great rubbish mountain. Lands End, 1992

ISBN 0908924003 [363.7]

Introducing the concepts of waste and recycling, this is a readable account of how we consume resources. Separate chapters cover paper, glass, cans, compost, plastics and industrial waste. Concluding with a plea for recycling, it strikes a balance between even-handed discussion and suggestions for positive actions. Although a glossary is provided, clearly stated definitions on the relevant page would better assist meaning. Colour photographs are used mostly as backgrounds or borders, creating visual impact but not always contributing to the information presented. J. Buckley

LEV: Middle primary Upper primary
AVAIL: \$ SCIS 727743
KLA: HSIE; ST



Environment and the law. CCH Australia, 1992
ISBN 1862644527 [344.94]

Produced by the Environmental Defender's Office in response to student enquiries, this book sets out to explain the concepts, principles and processes of environmental law. While it does have a NSW bias, it is relevant to all states, presenting opposing viewpoints in environmental litigation and discussing controversial issues such as development versus conservation. The many questions, exercises and research activities, together with case studies using pertinent newspaper articles and photographs make this a very useful publication for students of environmental law. M. Hutchinson

LEV: Upper secondary
AVAIL: Paper \$24.95 SCIS 722079
KLA: HSIE

BRINCKERHOFF, Richard F. One-minute readings : issues in science, technology, and society. Addison-Wesley, 1992

ISBN 0201231573 [361.1]

BRINCKERHOFF, Richard F. with Dana L. Zeidler One-minute readings : issues in science, technology and society. A teacher's manual.

Addison-Wesley, 1992
ISBN 020123159X [361.1]

The student book consists of 80 brief readings (1-2 pages) on moral and ethical issues relating to science, maths, technology and society. The teacher's manual suggests their use as 'throw-outs' - one per lesson or one per week, for the busy teacher who shouldn't pretend to offer answers to dilemmas for which there may be no answer. Discussion may follow, or extra research may extend or whole class role-plays or debates might ensue. The underlying theory is that science teaching seems too frequently to ignore the ethical and moral implications of the subject. While the resource list is entirely American, most are easily obtainable here or via the addresses provided. The readings themselves are cross-referenced, with cartoons and scattered one line 'grabbers'. They cover animal rights, bioethics, pollution, cryogenics, non-science and popular science, under broad headings for biology, chemistry, physics, earth and space science and social science. It's nice to think our science and social science teachers might be concerned with these issues of morality, but my bet is the English and General Studies teachers will go for this one, especially to support topics on the Future. The two really should be purchased and used together for greatest impact. G. Phillips

AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.95 (Student booklet) SCIS 702287
AVAIL: Paper \$7.95 (Teacher's manual) SCIS 702288
KLA: S; HSIE; E

LEWIS, Mark Studying for success : a guide for senior secondary students. Longman Cheshire, 1992
ISBN 058287534X [373.13028]

Covering topics such as knowing and using your resources, getting the job done and feeling anxious, this book is much more than a study guide. It concentrates on developing the individual student, goal-setting and practical advice on how to get to the top of the class. Designed for students between years 10-12, the book is visually appealing with clear print, cartoon style illustrations and a language level appropriate to its directed audience. This book could also be used as a resource book for personal development. A. Scholes

LEV: Upper secondary
AVAIL: Paper \$15.99 SCIS 721955
KLA: PD/H/PE

The Sydney Morning Herald contemporary English with newspapers. John Fairfax Education Unit, 1992

ISBN 1862900574 [428.007]

One in a series of compilations of recent newspaper articles from the Sydney Morning Herald, this particular booklet is aimed at senior English students. A range of well-selected journalism encourages students to cultivate a variety of skills. Exercises are provided at the conclusion of each article to assist with basic comprehension and identification of tone and intent in the writing. Topical reports with eye-catching newsphotos, diagrams, tables and cartoons provide a valuable study of non-literary material in a well-prepared format for class use. C. Sly

LEV: Upper secondary
AVAIL: \$13.00 SCIS 722690
KLA: E

BAER, Edith and WIGHTMAN, Margaret Spanish. Cambridge University Press, 1990 (Signposts)

ISBN 0521281938 [468]

Over 600 photographs of signs, taken in Spain, illustrate this book and form the basis of the information. Fourteen situations essential to the traveller, are introduced through the appropriate signs. The structure of the language, important words to notice, misunderstandings which might occur and the mechanism of systems and services such as local transport and the post office are succinctly explained. There are questions and answers for self-testing and a word/meaning list which enhance the use of this practical book. It is an aid to simulating reality in situational language learning. M. Hamlyn

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: Paper \$15.50 SCIS 724579
KLA: LOTE

WILSON, George Pest animals in Australia : a survey of introduced wild mammals.

Bureau of Rural Resources and Kangaroo, 1992
ISBN 0864174470 [591.6]

This is an excellent resource for those studying Science, Geography, Agriculture and Environmental Studies. It is the first national overview of the problem of introduced

pest animals in Australia based on survey data. Seventeen species are covered in detail including rabbits, feral cats, goats and buffalo. Coloured photographs and distribution maps accompany concise text divided into clear accessible subheadings such as history, diet, breeding, control and resource value. Eight other species are briefly summarised in the conclusion, together with a 4 page bibliography and an index. M. Williams

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$16.95 SCIS 723088
KLA: HSIE; S

STEVENS, Ray Materials design and technology. Cambridge University Press, 1992

ISBN 0521404126 [600]
Written for Australian students this practical guide for technology education begins with an examination of Aboriginal technology and ends with a case study of G.M.H. In between is a wealth of detail covering the design process and the information skills needed to ensure students' access to it. Each chapter contains directed reading, revision exercises and model writing. Illustrations are used to good effect; the text is broken by useful visual stimulus. Worksheets and a glossary are included while an index would have further added to this publication's value. C. Frew

LEV: Middle secondary Upper secondary
AVAIL: Paper \$21.95 SCIS 724586
KLA: TAS

BALMFORTH, Hilary A chef's guide to nutrition. Cambridge, 1992

ISBN 0521388864 [613.2]
Aimed at catering students and trainees, this book has particular relevance for junior and senior students of childhood studies and meal planning. Topics are arranged in chapters, each of which provides information in short, well illustrated paragraphs. This is followed by questions on each topic area, plus some more complex tasks involving further research. Although many of the subjects are both complex and technical, the layout avoids long unbroken pages of indigestible information while the questions allow the reader to check whether the information has been properly understood. Appendices contain other useful nutritional information. M. Hutchinson

LEV: Upper secondary
AVAIL: \$19.95 SCIS 714312
KLA: TAS; PD/H/PE

PALLOTTA-CHAROLLI, Maria Someone you know : a friend's farewell. Wakefield, 1991

ISBN 1862542716 [616.97]
This biography of Jon, a young teacher living with AIDS is devastating in its effect. It forces the reader to confront the issues relating to AIDS: the discrimination, the indignity, the intolerance, the horror and ultimately the peace of death. Maria represents being forced to lie to her friends and colleagues as to the true nature of Jon's illness but she and her husband never waver in their commitment to Jon. Her own pregnancy highlights the inevitability of birth



and death. A truly remarkable, sensitive yet simply told story, this book should be read by all but draws on all the emotions and exhausts the reader. J. Barry

AUD: Parents
LEV: Upper secondary
AVAIL: Paper \$14.95 SCIS 698334
KLA: PD/H/PE

BOLT, Brian Mathematics meets technology. Cambridge University Press, 1991

ISBN 0521376920 [621.8]
Although this book is published to meet the British national curriculum standards, its contents are very relevant for the new technology curriculum being offered in Australian schools. Problem solving and analytical thinking are needed to study mechanisms and this book looks at many applications including rollers, wheels, cams, levers and hydraulic rams. Each chapter discusses an application and investigative questions follow. A useful resource book for teachers of Technology Studies and those who enjoy studying mechanical applications. A. Scholes

LEV: Middle secondary Upper secondary
AVAIL: Paper \$29.95 SCIS 712954
KLA: TAS; M; S

KEEP, Elizabeth Textiles at work : an introduction to fibre, function and form.

Oxford University Press, 1992
ISBN 0195532678 [677]
A combination of basic facts on fibres, yarns and fabric construction, with less commonly found aspects such as textile artists at work and fabric decoration, make this book an excellent secondary reference. The Australian perspective and inclusion of textile artists from all areas of Australia provides useful career and design studies. The many diagrams and photographs are clear and pertinent, with the one exception of a photograph of wool staples of different sheep, which are all British breeds not commonly found in Australia. This however is the only criticism of a very relevant book. M. Hutchinson

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$18.95 SCIS 719804
KLA: CA; TAS

DUCKETT, Graham Creative airbrushing. Greenhouse, 1992

ISBN 0864363362 [751.4]
Airbrushing is introduced in this book by a chapter 'Understanding the airbrush' outlining the equipment required down to the toothbrush and cotton wool, with a brief summary of how each is used and maintenance of the equipment. The information is clearly set out and illustrated. Similarly the chapter on techniques and practical projects has step-by-step instructions. Beautifully produced varied examples of works by well known exponents of advanced airbrushing, with brief descriptions of the method used, form the final chapter, a large portion of the book. It is an interesting balance of example and technique for an introductory book. M. Hamlyn

LEV: Middle secondary Upper secondary
AVAIL: Paper \$35.00 SCIS 724541
KLA: CA; TAS

PARTRIDGE, Dinah Flicks. Oxford University Press, 1992

ISBN 019553218X [791.43]

There is certainly a niche in English departments for this publication on film study. It presents many exercises and activities for students using film as the 'text'. A wide range of Australian and overseas films, both modern and classics, are presented. These include *Dead Poets' Society*, *Ground Zero*, *The delinquents*, *Educating Rita*, *My brilliant career*, *Cry freedom*, *Gallipoli*, *Newsfront* and *Citizen Kane* to mention only a few. Beginning with a sound introduction on the elements of film, this text also offers units of study on narrative, genre, characterisation, argument and realism. The interesting format will readily capture the attention of students. C. Sly

LEV: Middle secondary
Upper secondary
AVAIL: Paper \$18.95 SCIS 721958
KLA: E; CA

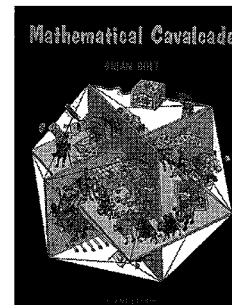


BOLT, Brian Mathematical cavalcade. Cambridge University Press, 1992

ISBN 0521426170 [793.7]

Fun with mathematics, games and puzzles to intrigue the curious, are here presented with clear layout and humorous illustrations. These combine to make an attractive presentation of some favourite challenges for problem solving in lower and middle secondary school. Dante, Pythagoras and Lewis Carroll are some of the authors of the paradoxes included. M. Hamlyn

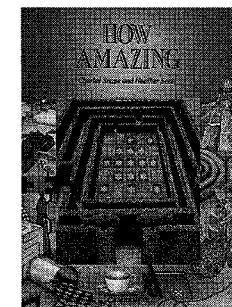
LEV: Lower secondary
Middle secondary
AVAIL: Paper \$22.50 SCIS 724583
KLA: M



SNAPE, Charles and SCOTT, Heather How amazing. Cambridge University Press, 1992

ISBN 0521356725 [793.7]

Covering topics such as knots, grids, patterns, games, tricks and networks, this truly 'amazing' book shows mazes from around the world, through time and in everyday life. From a maze on the cover, through a thorough contents page, we enter the intriguing and captivating world of mazes: church, miz, and hedge mazes, 2D and 3D mazes. There are story adventures, decision making and investigations. Each double-paged spread includes various sized prints to highlight facts and a variety of



illustrations to give various perspectives. A stimulating support for the Mathematics curriculum, this book will keep you amazed for days. K. Wellham

LEV: Upper primary Lower secondary
Middle secondary
Upper secondary
AVAIL: Paper \$13.50 SCIS 724560
KLA: M

PHILLIPS, Dennis H. Australian women at the Olympic games 1912-92. Kangaroo, 1992

ISBN 0864174217 [796.48082]

Joining a growing number of books on women's sport, this one is a well-researched addition. Pointing out that, constituting only 19% of membership of teams since World War II, women have won 42% of gold medals overall, and 75% in track and field, Phillips proceeds to fill some of the gaps in readers' knowledge of Australia's Olympic history. A feature is the number of quite long quotations from the women themselves. The early chapters on the fight to have women's events included in the modern Olympics make fascinating reading. Support is given to the text by many black and white photographs, a strong bibliography and index. The dates are misleading. The 1992 Games are still a subject for the future in this book. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: Paper \$14.95 SCIS 712531
KLA: PD/H/PE

DOCKRILL, Chris Frankenstein : a born again legend. Curriculum Resources, NSW Department of School Education, 1992

ISBN 0724055258 [823]

An examination of the Gothic novel is an option for HSC English study. This publication aims to provide a comprehensive resource for the teaching of Mary Shelley's novel first published 170 years ago. The first section of the resource is a collection of papers which address particular aspects of, and related to, the novel. The second section is a 'complete study and activities guide'. Parts of both can be used in class or independently as appropriate. A. Glasscock

LEV: Upper secondary
AVAIL: Sales Section, Curriculum Resources NSW
Department of School Education Private Bag 3
Ryde NSW 2112. NSW state schools \$26.00; other
NSW \$32.50; interstate \$39.00. Quote product no.
6029. SCIS 722231
KLA: E

Country childhoods. University of Queensland Press, 1992

ISBN 0702224340 [A823]

Geoffrey Dutton has collected the memoirs and stories of 20 Australian writers which capture the character of life in the Australian bush, farm and country town. They range from turn of the century pioneering in Western Australia, with Don Munday, (who knew the Facey boys), to Margaret Coombs, the daughter of a Jewish doctor. Peter Skrzynecki shares with us his happy years in the Parkes Migrant Holding Centre. We commiserate with Elsie Roughsey in the Mornington Island mission where she didn't even know her brothers and sisters. We

warm to the stories of Max Fatchen and Colin Thiele. particularly useful for units in the English syllabus on *Growing Up*. G. Phillips

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$14.95
 EVAL: Highly recommended SCIS 723892
 KLA: E; HSIE

Maestro. [kit] Curriculum Resources, NSW Department of School Education, 1992

ISBN 0724055347 [A823]

An audiocassette of an interview with **Maestro** author Peter Goldsworthy accompanies a book containing background notes, teaching strategies and student resource sheets. The resource aims to provide teachers with as many different approaches for studying the novel as possible. Activities are predominantly student-centred and designed to foster an appreciation of the novel through close textual study, discussion and students writing in a range of forms and registers. Class needs will enable teachers to select activities which are appropriate in terms of time, interest and ability level. A. Glasscock

LEV: Upper secondary
 AVAIL: Sales Section, Curriculum Resources NSW Department of School Education Private Bag 3 Ryde NSW 2112. NSW state schools \$36.00; other NSW \$45.00; interstate \$54.00. Quote product no. 6033. SCIS 734174
 KLA: E

The AUSMAP atlas of Australia. Cambridge University Press, 1992

ISBN 0521421225 [912]

A comprehensive atlas that looks not only at Australia in relation to the world but also as a changing place. Weather, climate patterns and hazards are given extensive coverage whilst equal emphasis is placed on where people live in Australia and what they do. The reference section provides the user with clear maps of Australia, its territories and the world. easy access is provided by an Australian and world gazetteer. This excellent reference is current (including the Russian Federation), uses a variety of text forms and includes satellite imagery, colour coding and reference markers. A. Scholes

LEV: Lower secondary Middle secondary
 AVAIL: Paper \$19.95 SCIS 723155
 KLA: HSIE

The Longman Cheshire Australian atlas for secondary schools. 2nd ed. Longman Cheshire, 1992

ISBN 0582912806 [912]

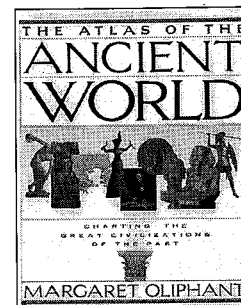
This atlas has been designed to support secondary geography syllabuses in Australian schools. It contains the usual range of up-to-date political maps along with thematic maps and landsat images which can be used in the development of students' interpretive skills. The explanation of map skills and symbols is conveniently located at the beginning of the book for ready reference. Of particular note is the inclusion of the world maps which deal with development issues and the tables of world statistics, which previously would be only found in other sources. L. Bowring

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: \$21.99 SCIS 723108
 KLA: HSIE

OLIPHANT, Margaret The atlas of the ancient world. Random House, 1992

ISBN 0091827507 [930]

A beautifully produced, well-researched book, well-bound and in large format, this would be a valuable addition to any secondary library. Great attention has been given to design and layout. A multitude of maps, photographs and drawings, imagined reconstructions and clarifying diagrams balances the solid information. Egypt, Rome, Greece and China are well presented, as expected, but the less common topics of Mesopotamia and the Near East, Persia, Prehistoric Europe, India and the Americas are the great strengths of the book. Modern connections are given with references to films and plays using classical themes. Included are chronologies of each area as a quick reference source. M. Steinberger



LEV: Middle secondary Upper secondary
 AVAIL: \$50.00
 EVAL: Highly recommended SCIS 724272
 KLA: HSIE

ETIENNE, Robert Pompeii : the day a city died. Thames and Hudson, 1992 (New horizons)

ISBN 0500300119 [937]

This superbly illustrated book packs a great deal of information into its pages. Divided into two parts, the first section describes aspects of daily life before the eruption, as well as the excavation of the buried city and discovery of the contents. This section has lavish colour illustrations, whereas the latter half which presents documents on Pompeii uses only black and white photos to illustrate the text. Documents range from descriptions of earthquakes written in A.D. 62 to a 1986 report on the decay of Pompeii. There is also a glossary, list of illustrations, further reading and index. To any student needing detailed information on Pompeii this book would prove extremely useful. M. Hutchinson

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$19.95 SCIS 723172
 KLA: HSIE

The Battle of Britain [videorecording].

Lamanca/Trax, 1989 (The war years) [940.54]

Comprised entirely of contemporary black and white footage and stills, this documentary looks at the battle strategies of Britain and Germany during that part of World War II known as the Battle of Britain. It focuses on the struggle between the Luftwaffe and the Royal Air Force, and the relationship of air supremacy to Hitler's planned invasion of Britain. While some of the footage is fascinating, the video is lengthy and too detailed for use as a teaching resource in class time. It may be more useful for individual or group use by upper secondary history

students requiring in depth information about the effects of war on Britain. Part 3 of the series. H. Vickers

LEV: Upper secondary
 AVAIL: \$39.95 SCIS 720145
 KLA: hsie

The blitz. [videorecording]. Lamanca/Trax, 1989

(The war years) [940.54]

The destruction caused by the intense bombing of London during the Blitz is powerfully portrayed in this video through the use of contemporary black and white footage and stills. However I found the commentary too simplistic and parochial although a question was raised about the effect of British bombing raids on German civilians. The soundtrack too became monotonous characterised by 3 elements: bombs falling and exploding; groups of German males singing heartily; or Londoners having sing-songs in air raid shelters. Given the length and detail of this documentary its most appropriate use would be as an information source for upper secondary history students studying World War II in depth. Part 2 of the series. H. Vickers

LEV: Upper secondary
 AVAIL: \$39.95 SCIS 721935
 KLA: HSIE

MacKERRAS, Colin Asia since 1945. Longman Cheshire, 1992

ISBN 0582871379 [950]

Documents relating to events in Japan, China, North Korea, South Korea, Vietnam, Cambodia, Malaysia and Indonesia since 1945 are grouped into 8 themes in this text book for secondary students studying Asian history. Themes include economic development, women, rural society and national identity. What is refreshing about this book's approach is that the documents show Asian rather than western perceptions of the events they are dealing with. Each document is followed by a series of questions intended to develop students' skills in historical analysis of both written and graphical data. H. Vickers

LEV: Middle secondary Upper secondary
 AVAIL: \$26.99 SCIS 727443
 KLA: HSIE

As the mirror burns. [videorecording] Australian Film Institute, 1990 [959.704]

Presenter Di Bretherton points to the differences between images of Vietnam as portrayed by our fighting men and the realities of the country for women. A major strength of the film is that women are allowed to speak for themselves. Extended interviews with the Deputy Commander of the Revolutionary Army, a Viet Cong guerilla, the mother of the girl who, photographed running naked down a road, galvanised world opinion, fill out our picture of life for women. The Minister for Health during the war speaks of women's role in reconstruction. Study guide included. Invaluable resource for History, Social Sciences and Society and Culture. M. Steinberger.

LEV: Middle secondary Upper secondary
 AVAIL: \$69.00
 EVAL: Highly recommended SCIS 718758
 KLA: HSIE; E

The valley. [videorecording] Australian Film Institute, 1991 [963.07]

The devastating 1984 famine in Ethiopia is put into historical and environmental perspective in this moving account told by a 90-year-old man in the Omo Valley. While the images of human suffering and despair are harrowing they are set against a background of hope and a belief that sustainable development is possible. The focus is a balance between land and people. Issues such as long and short term relief, community owned agriculture projects, erosion control, and education programs are discussed. The program can be segmented for classroom use and teaching notes are included. C. Frew

LEV: Middle secondary Upper secondary
 AVAIL: \$69.00
 EVAL: Highly recommended SCIS 718772
 KLA: HSIE

WARD, Glenyse Unna you fullas. Magabala Books, 1991

ISBN 0958810192 [994.104092]

This second book by Glenyse Ward tells of her childhood on the mission. Imagine the feelings of a 5-year-old Aboriginal girl taken from the city orphanage to the bush mission run by the German nuns and teachers in the 1950s in Western Australia. The regimentation and the longing of the children for their families and culture are all told with humour tinged with the bitterness of a child forced to conform to a foreign way of life. Sprattie's telling of the story captures the laughter, the tears, the camaraderie and above all the indomitable spirit of children caught in the conflict of culture, religion and human frailty. Useful for Aboriginal Studies and 2 Unit General English. J. Barry

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$16.95 SCIS 707643
 KLA: HSIE; E

FITZGERALD, Shirley Sydney 1842-1992. Hale and Iremonger, 1992

ISBN 0868064599 [994.4]

The colourful histories of successive past councils of the City of Sydney are contained in this work. Published to celebrate Sydney's sesquicentenary, the development of Sydney since 1842 is traced. Details about the place of local government in our history are highlighted by accounts about the condition of roads, housing, public buildings and the designing of historical landmarks such as the Town Hall and the fish markets at Woolloomooloo. Old photographs, city plans and interesting newspaper extracts make this book a wonderful reference tool for Australian History and Geography students. A comprehensive index, table of contents and locality map are also included. A. Scholes

LEV: Middle secondary Upper secondary
 AVAIL: \$34.95 SCIS 720076
 KLA: HSIE; CA

Professional reading

PRENTICE, Jeffrey **A guide to Australian children's literature.** Thorpe, 1992

ISBN 1875589112 [016.82]

Though often peripheral to the subject, the range of topics covered is diverse: from milestones 1841-1991 to foreign language editions; from children's booksellers to a very odd little assortment of photographs associated, sometimes vaguely, with children's literature. Perhaps some of the students undertaking one of the listed tertiary courses will find this a useful book; there seems little application for it elsewhere. And the exclusion of *Scan*, when other states' journals gain an entry, not only alienates this reviewer but makes her wonder about the general comprehensiveness of the information.

F. Gardiner
AUD: Professional
AVAIL: Paper \$39.50 SCIS 726815
KLA: E

EDWARDS, Hazel **I thought I was the only one coping with grief and loss in schools : a resource for teachers.** Collins Dove, 1992

ISBN 1863710779 [155.9]

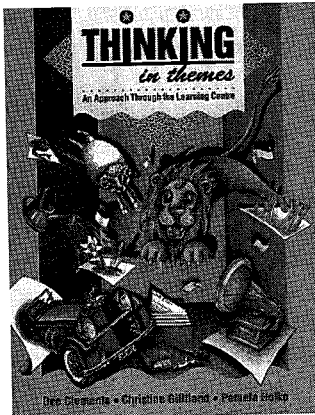
The author seeks to give teachers the means to handle grief through classroom activities particularly in the primary school. Sensitive, practical guidance is given for coping with the stages of grieving for individuals, including adults and a class. Much of the book deals with drama as therapy and 6 photocopiable scripts are included. Other activities suggest lesson ideas for dealing with change in general. This is a valuable and reflective resource for teachers - many of whom would be reassured by the suggestions it contains. C. Frew

AUD: Professional
AVAIL: Paper \$24.95 SCIS 718481
KLA: PD/H/PE

Clements, Dee **Thinking in themes : an approach through the learning centre.** Oxford University Press, 1992

ISBN 0195533798 [372.13]

Written by practising teachers based on experience with real children in real classrooms, **Thinking in themes** is a very useable resource for the primary years. The child-centred approach is supported by practical ideas for preparation, organisation and content, with the authors stressing the need for students to be well-prepared before embarking on learning centres. Learning centre activities are based on Bloom's Taxonomy of cognitive processes using six themes such as Work and leisure and The farm. Each theme includes introductory ideas and reproducible



cards which students can use as the framework for their self-paced group activities. F. Moloney

AUD: Professional
AVAIL: Paper \$19.95 SCIS 719801

AGIUS, Robyn **Active answers : practical ideas for integrating the curriculum.** Oxford University Press, 1992

ISBN 0195532945 [372.19]

This recent addition to the Classroom connections range is divided into 2 parts: the first providing explanations, rationale, implementation and organisation strategies; the second comprising 3 developed and trialled unit plans for each primary school division, lower, middle and upper. An integrated curriculum emphasises common elements between subject areas, described in terms of thinking skills, social skills, values and attitudes. Implementation of this approach may be more a matter of fine-tuning than a major shift in teaching/learning style but this lucid, thoughtfully compiled resource provides a reasoned structure conducive to development of cohesive motivating programs. B. S. Mitchell

AUD: Professional
LEV: Lower primary Middle primary
 Upper primary
AVAIL: Paper \$19.95 SCIS 722241

Literacy evaluation : issues & practicalities.

Primary English Teaching Association, 1992
 ISBN 1875622020 [428.007]

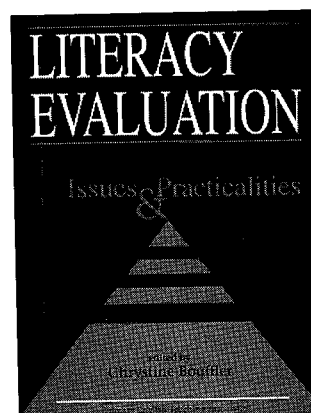
In the current socio-economic climate, system accountability and the evaluation of educational outcomes have become highly politicised. The editor of this book has drawn together a wide range of views on a controversial topic, providing a social context, a theoretical basis and examples of how some teachers, schools and systems are tackling the issues. Methods of working with students, involving parents, developing and using profiles and maintaining a balanced approach between formal and informal assessment are all addressed. **Literacy evaluation** would be a useful reference for teachers wishing to broaden their knowledge about what's happening world-wide in this area. The sub-title - *Issues and practicalities* - is an accurate description of the general content. F. Moloney

AUD: Professional
AVAIL: Paper \$19.00 SCIS 720623
KLA: E

MARTIN, Elaine **Children at play : creative games and activities for six to nine-year-olds**

. Millennium, 1992
 ISBN 0855749067 [649]

Targeted at parents, this excellent resource will also be a boon to teachers - especially those just starting out. The book is divided into chapters, each spanning a six month



age period and each offering games under such headings as: let's get physical, playground fun and games, numbers count, word power, acting up and artsy-craftsy. Additional chapters focus on the child in the wider world and on books and reading. Included is a reader friendly prologue and index organised under the headings used in the chapters. Worth adding to a personal and library collection. B. M. Richardson

AUD: Professional
LEV: Lower primary Middle primary
AVAIL: \$16.95 SCIS 723034
KLA: PD/H/PE

LEARY, Sheelagh **Fun for kids.** Allen & Unwin, 1988

ISBN 0868616591 [790.1]

This comprehensive new edition combines 2 craft activity books into an extremely useful volume for both students and teachers. It is a collection of all the basic ideas for a wide range of craft and outdoor activities which cover use of many media. Based on simple techniques, it uses appropriate language which is well supported by numerous line drawings. Pages are arranged in uncluttered 2 column format with good use of subheadings. Suggestions are made for particular applications of the techniques, but the focus is on the processes rather than on following instructions to produce a particular item. J. Buckley

AUD: Professional
LEV: Middle primary Upper primary
AVAIL: Paper \$14.95 SCIS 449191
KLA: CPA

Clarke, Stephen **Arguments.** Cambridge University Press, 1992 (Modes of writing)

ISBN 0521399890 [808.0076]

Arguments is one of a series of three anthologies aimed at mid secondary students and upwards. It is designed to expose students to a wide range of writing styles in the context of presenting an argument. Offerings include Swift, Monty Python, Plato, Thurber and Clive James, comic strips and cartoons. Styles include letters, advertisements, school essays, poems, newspaper reports, and excerpts from novels. It's a variation on the genre approach, using language and writing for a purpose. Activities which follow each entry further extend thinking and writing skills around the argument theme. The selection of entries is entertaining. Careful teacher selection from within the text would help to capture and hold the attention of students at different levels. Useful list of texts by theme and an index of authors and illustrators are included. F. Moloney

AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.95 SCIS 724563
KLA: E

HOLDEN, Robert **Twinkle, twinkle, Southern Cross : the forgotten folklore of Australian nursery rhymes.** National Library, 1992

ISBN 064210560X [398.80994]

As the Director of the Sydney Museum of Australian Childhood, the author has access to many Australian

collections and numerous rare illustrations reproduced here in colour and black and white. The scholarly text is accompanied by three pages of footnotes, and a six page bibliography, yet unfortunately no index. Chapters move chronologically from the colonial era, through the nationalistic years of the Bulletin and Angus and Robertson, to such contemporary writers as Max Fatchen and Sally Farrell-Odgers. This is a book for talented English students, and those interested in Australian history, sociology, writing and publishing. M. Williams

AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$29.95 SCIS 720299
KLA: E; HSIE

Ten of the best. kit one. **Australian children's authors and illustrators.** Angus and Robertson, 1992

ISBN 0207177082 [A820.9]

Each of the 10 posters comprises a profile of the featured author/illustrator, an activities page relating to a selection of titles and/or themes from the author's work, and a large, black and white photograph of the featured personality. Purchasers of the kit have permission to photocopy the profile and activities components, for educational purposes, and this would alleviate inherent problems with keeping a kit of loose sheets intact. The material meets its objective as introductory, promotional information, providing a useful springboard for ideas, intentionally superficial, to spark interest and extension activities. B. S. Mitchell

AUD: Professional
AVAIL: Paper \$19.95 SCIS 717639
KLA: E; CPA

Also:

Ten of the best. Kit two. **Classic children's authors and illustrators.** Angus and Robertson, 1992

ISBN 0207175977 [809]

AVAIL: Paper \$19.95 SCIS 717640

KOCIUMBAS, Jan **The Oxford history of Australia. Volume 2 1770 - 1860.** Oxford University Press, 1992

ISBN 0195546105 [994.02]

The author presents the history of white settlement from 1770-1860 within the broad theme of possession and dispossession both here and abroad. This volume, the second in the series of 5 begins with an examination of the female convict experience, in itself a departure from the male dominated perspective sometimes found in studies of Australian history. Other chapters deal with the impact of scientific expeditions, trade, exploration and pastoral expansion. Wider issues are set firmly in context; their effect on both Aborigines and early settlers (convict and others) demonstrated with specific examples. A scholarly historical narrative suitable for teachers and libraries. C. Frew

AUD: Professional
AVAIL: \$39.95 SCIS 713464
KLA: HSIE

COLUMNS

ASLA XIII / IASL 22 — Dreams and Dynamics

Joint conference of the Australian School Library Association and the International Association of School Librarianship.

Date: 26th - 30th September, 1993
Venue: St Peter's College, Adelaide, South Australia
Cost: \$320
Contact: The Secretariat, P.O. Box 2093, Kent Town, South Australia 5071

Reviewing Conference

Views on Reviews, a conference on reviewing children's literature, will take place in Adelaide on May 7-8, 1993. The keynote speaker is Nancy Chambers; speakers include Gillian Rubinstein, Donna Rawlins, Agnes Nieuwenhuizen, Jenny Pausacker and Barbara Ker Wilson. Registration fee for the conference, to be held at The Orphanage Teachers Centre 181 Goodwood Rd Millswood, is \$80, payable before March 31. For further information contact SA Writers' Centre GPO Box 878 Adelaide, phone 08 223 7662 fax 08 232 3994.

Children's Book Week 1993

Book week this year will be 21-27 August. The theme is 'Go Under Cover'.

North Coast Region Teacher-Librarians' Conference

Date: Friday 19th March, 1993
Place: Bangalow Palms Conference Centre via Ballina
Theme: Information Skills
 Guest Speaker Gwen Gawith
 Followed by Dinner with Gary Crew
Contact: Marion Silk, Kadina High School FAX: (066)25 2137

Metropolitan North Region Teacher-Librarians' Conference

Date: Friday 26th March, 1993
Place: Country Comfort Inn, Pennant Hills
Theme: Implications of Change
Also in Met. North:
Date: 4th June, Primary Teacher-Librarians' Workshop
Date: 18th June, Secondary Teacher-Librarians' Workshop
Contact: Robyn Townsend, Regional Office FAX: (02) 47 61211

Riverina Region Professional Development Conference and RIVPAT AGM

Date: 7th and 8th May, 1993
Place: Murray High School, Kaitlers Rd, Lavington
Contact: Lyn Keys, Murray High School Phone: (060) 25 4711

Third Catholic Secondary Teacher-Librarians' Association Conference

Hosted by Parramatta Diocese
Date: (Tentative) 24th and 25th October, 1993
Contact: Sue Craig, Oakhill College, FAX: (02) 899 3076

Eighth Annual Conference of the Catholic Primary Teacher-Librarians' Association

Date: 17th and 18th May, 1993
Place: Penrith Panthers Leagues Club, Penrith
Theme: Right to Read and Read to Write
Cost: Members: \$190 Others: \$225
Contact: Avril Llewellyn
 Phone: (047) 35 1930

Metropolitan East Region Teacher-Librarians' Professional Development

(Provisional: Venues to be announced)
Title: Practical Management Issues
Date: 30th March, 1993 4.00 - 6.00 pm
Title: "Other" Library Technologies
Date: 26th May, 1993 4.00 - 9.00 pm
Title: Information Skills: Outcomes
Date: 21st October, 1993 4.00 - 9.00 pm
Contact: Ann Burke, Homebush Boys' High Phone: (02) 764 3611

Professional Development Course

University of Western Sydney, Nepean
 Children's Literature (1 Unit Course)
Target Group: Teachers interested in children's literature for 5-15 years
 100 places available
Objectives:
 1. Develop teachers' understanding of the ideological basis for the use of literature in the classroom.
 2. Explore views of response theory and implications.
Cost: Attendance \$120, Accreditation \$150
Dates: 3rd and 4th April (days), 4th June (evening) 1993
Contact: Professional Development Centre Phone: (047) 36 0624

ATTENTION CONFERENCE AND MEETING ORGANISERS!

Scan would welcome information about professional development courses of interest to teacher-librarians.

KOALA Awards

Robin Klein—winner of the secondary award at the ceremony signing autographs.

Historic Chapter House at St Andrews Cathedral was the setting for the Sixth Annual Kids Own Australian Literature Awards (KOALA) on Thursday 29th October.

Students from across NSW voted Paul Jennings' *Unmentionable!* the most popular book for primary students and Robin Klein's *People might hear you* the most popular among secondary students.

Young readers swarmed the shortlisted and winning authors and illustrators to purchase and discuss books and seek autographs. Entertainment was provided by a woodwind ensemble from Newtown High School for the Performing Arts; and Richard Tulloch's storytelling kept the group spellbound.

Manildra Public School, 300k west of Sydney, was presented with the Marilyn Cosgrove Memorial Award in honour of Marilyn's career as a writer and her support of KOALA. Manildra Public School was chosen as the recipient of this award as the 'most distant yet loyal friend of KOALA' having been a member since KOA-

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