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SCAN

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CURRENTS	2
FEATURES	
Resources, stories, racism and stereotypes	3
The Children's Book of the year	6
Spreading cultural seeds	7
Who's afraid of the horror novel?	9
Tickling your funnybone	11
Kim Gamble travels west	12
Children's Book of the year judges	14
TEACHING LEARNING	
Year two review	15
Education for teacher-librarianship	25
The teacher as author, the author as teacher	27
The human body: team teaching an integrated unit	31
Evaluating factual texts	33
INFORMATION TECHNOLOGY	
AUSTLIT The Australian Literary Database	38
PressCom — Not just another database	39
Going online to SCIS	41
MANAGEMENT	
Tools for schools	43
Religious education materials on SCIS	44
Cheltenham Girls' High School Library Committee	45
OASIS Library version 2 trial	46
Circulating resources at Heathcote High School	47
RESOURCES	
Journals in demand	49
Early childhood	55
In review	
Picture Books	56
Fiction	
for younger readers	60
for older readers	63
Poetry and drama	66
Information	66
Professional reading	76
COLUMNS	78
INDEXES	80

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Beth McLaren is Senior Curriculum Adviser - Library and Information Literacy

Scan 12/2

Issues associated with the selection of resources are raised in a number of articles in this issue of *Scan*. In *Resources, Stories and Stereotypes* Lynne Hall discusses the portrayal of Aboriginal people in publications while Fay Gardiner's article on Magabala Press provides timely information on a source of quality materials produced by and about Aboriginal people.

Len Unsworth's article on evaluating factual texts raises crucial issues related to the use of factual texts in learning. It provides an educational rationale for decisions as to whether a text contributes to the learning process and is therefore appropriate for inclusion in school library collections.

Marjorie Lobban's article, *Who's afraid of the horror novel*, explores issues associated with young readers' fascination with this genre.

A bibliography of professional education journals has been included to alert readers to those journals from which articles are most frequently requested by clients of the Department of School Education Library. Schools may wish to use this information in selecting journals to support the professional development of teachers. A number of the journals are expensive and may well be beyond the resources of a school budget. Perhaps these could be purchased co-operatively and held in the local Educational Resource Centre.

Recruitment for the position of editor for *Scan* is in progress. Until this is finalised responsibility for coordinating and editing material for *Scan* is being shared by Alison Glasscock and Lois Caw. Thanks are due to both for the enthusiasm with which they have undertaken this task and for the professionalism which has resulted in an issue of *Scan* rich in diversity and carrying a wealth of information to assist teachers and teacher-librarians.

The ISDN Project

The State Library of New South Wales has been trialing an exciting new service using communication technology. The trial, originally between the State Library and the University of Western Sydney, has been extended recently to include Tamworth Public Library. Images of valuable pictorial material held in the library can be transferred, via an ISDN line, to computers on other sites. When the image is received it can be printed for immediate viewing by library users and then stored as a computer graphic for future use. The project has the potential to make images of materials, which might otherwise only be viewed by visiting the State Library, more widely available.

Raeco and Professional Development

Max Davies, NSW/ACT State Manager of Raeco has indicated that Raeco is happy to mount product displays at school library conferences, seminars or local group meetings. In addition Raeco would be happy to contribute to the programs of such activities by giving talks and demonstrations relating to the processing of materials. Organisers may contact Max by phone on (02) 757 1400, on the free STD number 008 45 1767 or by Fax on (02) 725 3636. ■



RESOURCES, STORIES, RACISM AND STEREOTYPES

Lynne Hall was an Aboriginal education consultant in Metropolitan North Region and now teaches at Central Mangrove Primary School.

- *Australia Day is a day of mourning*
- *Pemulwy is one of Australia's greatest heroes*
- *The British government conducted an all out war against the Duruk nation in order to steal its land*

These statements may seem strange to some people because they are not used to seeing things through the eyes of Aboriginal people.

Resources about and including Aboriginal people in the past were written to teach generations of Australians the story of the occupation of this land from a non Aboriginal point of view. In them the following words were more often to be found.

- *The Australian natives never advanced beyond the stone age.*
- *Aborigines make fine stockmen.*
- *The face of the old man was unlike any other he had seen — dark, flat nosed.*
- *The Carpentarians were tall people with dark skin. Their long thin legs helped them walk long distances.*

Stories about 'the discovery' of this land, the saga of 'exploration' and 'settlement' and the 'building of the nation' all mask the violent occupation of Aboriginal land and tell only one side of the story, the European occupation of this country. More recent text books and fiction attempt to address some of these inaccuracies and attitudes

but many fail to measure up. Some misappropriate and trivialise aspects of Aboriginal cultures, exploit Aboriginal cultural heritage or marginalise aspects of Aboriginal history, relegating Aboriginal history to precontact and perhaps contemporary times with nothing in between.

Many authors use Aboriginal stories but do not acknowledge the owners of those stories or relate them to their sources. The teachings in these stories are as significant to Aboriginal people as the Scriptures are to Christians. Through oral traditions Aboriginal history, cultures, knowledge and social customs have been preserved and passed on from one generation to the next. The use of the words 'myths' and 'legends' to describe these stories is highly offensive.

It is said that 'a textbook, unlike a person, has no right to be wrong' (Costo 1970). Some books provide information which suggests that all Aboriginal nations lived the same way of life across this continent. In fact the diversity of cultures was governed by climate, topography, food sources and many other things. As the way of life varied so did Aboriginal stories and language.

Fictional literature allows the reader to observe the behaviour and gain insight into the attitudes of others. Information and attitudes about Aboriginal people are not only passed on through non fiction books but also through story books. Literature can be an important source of informa-



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tion for students as well as providing a means of identification for Aboriginal students. However, stories with Aboriginal characters are often set in the country or outback ignoring the large majority of Aboriginal people who live in towns and cities. The characters are more often in supporting or minor roles except where a work has been written by an Aboriginal author.

School and education institutions must be aware of their role in transmitting and reinforcing this racial bias. The information provided, and attitudes promoted, about Aboriginal people through books and other educational materials is vital in shaping the students' knowledge, understanding and appreciation of Aboriginal history and cultures.

The N.S.W. Department of School Education's **Anti-Racism Policy** launched and implemented in 1992 puts the responsibility on teachers and teacher-librarians to be alert, to become aware, and to recognise suitable and unsuitable resources in published material about Aboriginal people.

Teacher-librarians in particular play a crucial role here because of their selection of books for the library and their recommendations of books and materials to staff and students in schools. By providing young people with challenging materials and accurate information, with counter arguments and with opportunities to explore their own and others' attitudes, the potential for a change is more promising.

In conclusion, the following quotation serves as a reminder to all:

'There is no such thing as an unbiased book; every communication expresses the views of the individual or group of individuals making them' (Klein 1985).

When the issue is bias the final concern is not what is said but how it is likely to be interpreted by others. One needs to look beyond the material itself to the audience it serves.

Things to look for

The following is a list of suggestions for teachers and teacher-librarians interested in evaluating the information they are providing to students about Aboriginal people.

There are many other lists available for checking for bias in teaching materials. Any of these could be used. Some suggested lists can be found at the end of this paper.

Here are some things to look for:

- (a) The date the material was originally published, anything before the mid 1970's is usually out of date. Relocate these resources to special shelves in the library for use under teacher direction OR paste reviews from **Black Australia**, or **Black Australia II** in the front of them which will draw the readers' attention to the inaccuracies and bias, ask students or the Aboriginal community to write their own reviews or revisions of the texts.
- (b) Look at the name of the author, illustrator and publisher. What other sorts of material have they produced that you may know about?
- (c) Look at the illustrations. Do they present multi-racial images or only Anglo ones? Do they portray Aboriginal people in a dignified way? (ie. not shaded Anglo faces).
- (d) Look at the acknowledgments section, the contents page, the chapter headings and index for references to Aboriginal people. Does the author omit Aboriginal history and cultures or treat them only briefly? Often aspects of Aboriginal history and cultures disappear from resources after the European invasion is covered.
- (e) Look at the information provided in the material. Read the information to identify any of the following:
 - Use of **derogatory terms** — 'primitive', 'stone age', 'half-cast', 'full-blood', 'savages', 'nomadic', Aboriginal or Aborigines with a small 'a', 'tribe', 'native', 'dark', 'backward', 'Abo', 'gin', 'discovery', 'exploration' and 'settlement' in relation to non Aboriginal people without reference to the original 'discoverers, explorers and settlers'.
 - Use of **over generalisations** and **stereotypes**, eg. representing Aboriginal people as a homogeneous group rather than diverse cultures, listing common derogatory physical characteristics.
 - Use of **racist ideas, ethnocentrism** — presenting one culture and way of life as being ideal, such as seeing Aboriginal people as inferior and having to 'progress' by assimilating into the non Aboriginal way of life. **Paternalism** — seeing Aboriginal people having lots of 'problems' which only non Aboriginal people can help them solve.
 - Dwelling on '**exotic**' aspects of Aboriginal cultures or using **negative comparisons**. eg. not having a written history, not planting crops and herding animals in the European ways, not wearing clothes, eating witchetty grubs.

- Identify Aboriginal characters in works of fiction to ensure that the author shows Aboriginal people in diverse non stereotypical roles. Check the storyline and consider the message the material provides about Aboriginal people. Would Aboriginal students who read the story be able to feel positive about the images presented?

Things to do

1. Evaluate the teaching materials already available in the school, either in the library or elsewhere. Consult with Aboriginal parents and community or the Regional Aboriginal Liaison Officer or Consultant. Ask other members of staff or students to assist you.
2. Develop through the library an Aboriginal studies resource catalogue for the existing school resources and distribute it to staff and the Aboriginal parents and community.
3. Display recent resource acquisitions in a visible place.
4. Purchase resources from reputable retailers or publishers eg. Blackbooks at Glebe or Aboriginal Studies Press through Cambridge University Press or on recommendation from the Aboriginal community.
5. Expand resources as funds become available, making sure the materials in your collection cover a variety of topics and historical periods.
6. Don't use the call letters ABO when cataloguing materials on Aboriginal issues as it is offensive. The SCIS Standard is ABL.
7. Keep up to date with professional reading to cover newly emerging issues.
8. Investigate bias in books and other materials with students either through displays of biased materials or through more formal means. Encourage students to identify bias and help them write to publishers and authors about this.
9. Book time at staff meetings and/or school development days to look at evaluation of teaching materials so that it becomes everybody's responsibility to identify bias.

Some suggested activities that could be done in one or more sessions are:

- **TASK ONE:**
Brainstorming. 'Why is it important to identify bias in teaching materials?' Write up the replies. This can become part of a school policy.
- **TASK TWO:**
Group work 'What do you look for?' Record answers. At the end of the session groups can

get back together and share ideas. Answers could include — language used, ideas, generalisations, attitudes promoted, stereotypes reinforced, illustrations used.

■ TASK THREE:

Group work. Identify some suitable and unsuitable teaching resources for this activity, include examples of resources which have illustrations, chapter headings, indexes, fiction/non-fiction, books/non-book material.

Divide into groups and choose some resources for assessment. For clues on what to look for use the results of the activity above or the criteria listed in this article or any other relevant criteria that the group feels should be taken into account. Ask the groups to suggest ways in which biased resources could be used in the school.

Report back to the whole group. Discuss strategies which could be used in the whole school to identify and inform each other of suitable and unsuitable teaching material.

Checklists, Sources of Information and Bibliography

Textbooks and the American Indians, Rupert Costo (ed) Indian Historian Press, 1970.

Reading into racism, G. Klein, Routledge and Kegan Paul, 1985. SCIS 242164

Anti-racism policy statement. NSW Department of School Education, 1992 SCIS 724708

Now you see us, now you don't: Aborigines and Torres Strait Islanders in Australian Schools. History texts, Alex Barlow, Australian Institute of Aboriginal and Torres Strait Island Studies, 1980.

Resources in Aboriginal Studies 1987 N.S.W. Department of School Education. SCIS 413730

'The image of the Aboriginal in modern Australian children's fiction' by J. Coltterell in, **The Aboriginal Child at School** Vol 3, No 1, February 1975, University of Qld.

'Racism in Australian children's books' by Lorne Lippiman in **The slant of the pen** by Ray Presurerk World Council of Churches, 1980.

'History texts: value free: or ethnocentric texts and racism' by Mary Hoban in **Diversity** Vol 4, No 2, 1986 Catholic Education Office of Victoria.

'Cultural bias in teaching materials' in **The module bank** 95/014, N.S.W. Department of School Education. SCIS 226115

Black Australia and Black Australia II by Marji Hill and Alex Barlow annotated bibliographies on Aboriginal issues, Australian Institute of Aboriginal and Torres Strait Islander Studies, P. O. Box 553, CANBERRA (06) 246 1111. SCIS 107500 SCIS 485784



Blackbooks catalogue, available from 15 Mansfield St., GLEBE, (02) 660 0120. SCIS 421842

The prejudice project kit N.S.W. Department of School Education, 1989. SCIS 611721

'Evaluating materials for Aboriginal Studies' in **Scan 83/3** Library Services N.S.W. Department of School Education.

Lets end the slander, Office of Commissioner for Community Relations, Commonwealth of Australia, 1979.

Racial prejudice in teaching materials memo No 81287 from Director General of N.S.W., Memorandum to Principal, Department of School Education.

Handle with care: a guide to identifying and eliminating bias in software. Computer Education Unit, N.S.W. Department of School Education, 1985. SCIS 217757

Taking stock: Assessing teaching — learning materials for cultural bias — some guidelines and strategies, I McIntosh, Multicultural Education Centre N.S.W. Department of School Education, 1984. SCIS 204457

'Some guidelines for detecting hidden messages in children's books' in **Scan 85/1 Library Services**, N.S.W. Department of School Education.

- Aboriginal Education Unit
Level 15
The Remington Centre
169-173 Liverpool Street
SYDNEY (02) 261 7316.
- Regional Consultants and Regional Aboriginal Community Liaison Officers (RACLOs).
- Aboriginal parents and the community. ■

The Children's Book of the year

The Children's Book Council of Australia has announced:

The 1993 short list

(Please note: some of the books on these lists may be for mature readers)

Book of the Year: Older Readers

- CASWELL, Brian **A cage of butterflies**. University of Queensland Press. SCIS 725634
 GOUGH, Sue **A long way to Tipperary**. University of Queensland Press. SCIS 708867
 JINKS, Catherine **Pagan's crusade**. Oxford University Press. SCIS 730386
 MARCHETTA, Melina **Looking for Alibrandi**. Penguin Books. SCIS 726895
 MARSDEN, John **Take my word for it**. Macmillan Australia. SCIS 730178
 RUBINSTEIN, Gillian **Galax-Arena**. Hyland House. SCIS 723321

Book of the Year: Younger Readers

- DISHER, Garry **The bamboo flute**. CollinsAngus & Robertson. SCIS 704850
 GLEITZMAN, Morris **Blabber mouth**. Pan Macmillan. SCIS 728185
 HILTON, Nette / illus. Kerry Millard **The web**. CollinsAngus & Robertson. SCIS 713922
 KIDD, Diana / Illus. Bronwyn Bancroft **The fat and juicy place**. CollinsAngus & Robertson. SCIS 700521
 ORR, Wendy **Leaving it to you**. CollinsAngus & Robertson. SCIS 725271
 STEPHENS, Michael / Illus. Kim Gamble **Titans!** Allen & Unwin. SCIS 712344

Picture Book of the year

- ALLEN, Pamela **Belinda**. Penguin Books/Viking. SCIS 725597
 GOULDTHORPE, Peter / text Paul Jennings **Grandad's gifts**. Penguin Books/Viking, 1991. SCIS 712156
 GRAHAM, Bob **Rose meets Mr Wintergarten**. Penguin Books/Viking. SCIS 707781
 ROGERS, Gregory / text Gary Crew **Lucy's Bay**. Jam Roll Press. SCIS 730616
 SMITH, Craig / text Libby Gleeson **Where's Mum?** Omnibus Books. SCIS 711146
 WHATLEY, Bruce **Looking for crabs**. CollinsAngus & Robertson. SCIS 745272

Eve Pownall Award: Information Books

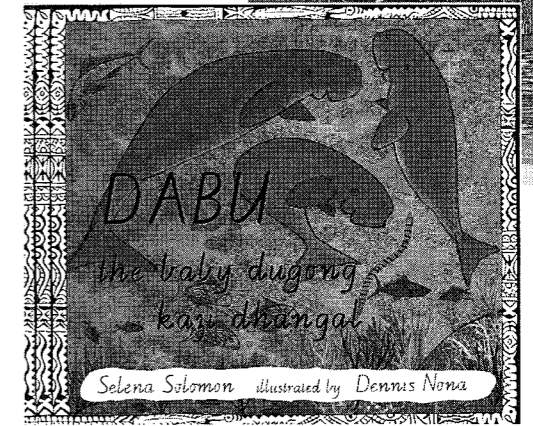
- GREENE, Gracie and TRAMACCHI, Joe / illus. Lucille Gill **Tjarany roughtail the dreaming of the roughtail lizard and other stories told by the Kukatja**. Magabala Books. SCIS 727926
 MULLINS, Patricia **Dinosaur encore**. Margaret Hamilton Books. SCIS 726677

The awards will be announced and presented in Melbourne on Friday, 20th August, 1993.
 For further information please contact:
 The National President, Children's Book Council of Australia (03) 563 3600 or The Awards Coordinator,
 Children's Book Council of Australia Judy Bensemann (03) 857 9372



Spreading cultural seeds

During the Writers' Festival in Sydney in January, Magabala Books participated with a book launch, a preview and a seminar. Fay Gardiner took advantage of the opportunity to speak in person to Magabala's Media/Promotions officer, Robin Hanigan, usually only available on fax or phone from Broome.



Magabala is a Yawuru word for a vine that grows in inland and coastal northern Australia. It has a fruit that is eaten when green, and when the pod is dry it explodes and the parasol-shaped seeds float out and spread across the landscape. Magabala is also the name of a very successful Aboriginal publishing venture which, imitating its namesake, spreads the seeds of its culture. The seeds which wing their way all over the continent emanate from Broome.

Magabala was formed in 1987 in response to a widespread need felt within the Kimberley Aboriginal communities, to retain and preserve traditional culture, 'to keep language strong'. Its objectives are: the recording of indigenous culture in such a way that the cultural integrity is preserved; the retention of traditional ownership of published material, and the protection and recognition of indigenous writers and artists by way of cultural copyright.

Magabala Books was established with bicentennial funding by the Kimberley Aboriginal Law and Culture Centre. In 1990 it became a separate agency incorporated in its own right. It has Aboriginal membership with associate membership, and non-Aboriginal friends who support the Corporation. The Aboriginal management committee is selected from its membership. One of its sub-committees considers for publication manuscripts that are sent in from all over the country. The decision to publish a work takes account of

the appeal of the work to readers, whether it furthers the objectives of the Corporation, and both the physical and financial resources of the publishing house. Over the past five years Magabala has published twenty titles, and printed the Boughshed Cards Series 1 and two promotional posters. In 1993 Magabala aims to publish nine titles, and series 2 of the Boughshed Cards.

The isolation of Broome limits access to markets and to services and facilities that are available to major publishing houses in capital cities. But there are also advantages in working in close physical proximity to Aboriginal communities not least of which is ensuring that correct protocol procedures are followed. Our editor can, in conjunction with an Aboriginal management committee member, hop into a 4-wheel drive and go direct to consult with the community.

The other advantage of being in a remote area is the chance to tap the richness of Aboriginal culture in these parts of Australia.

Magabala publishes those works that have majority Aboriginal involvement — as either author, illustrator or storyteller — and content. This secures Magabala's identity as an Aboriginal publishing house for the benefit of Aboriginal people, and the enjoyment of wider Australia.

There is also a commitment to the training of Aboriginal people to fill positions in what is a highly specialised and closed industry and one

that has until recent times been represented in the major cities only. Qualified people are encouraged to come to Broome to train Aboriginal people to eventually take such positions. As well as being very involved with the Writers' Festival, Robin Hanigan spent a good deal of time in Sydney at Allen & Unwin to learn first hand about the promotion and publicity department in a large publishing house. This she described as invaluable experience.

Titles range from biographies and autobiographies to children's books, natural and social history. Manuscripts are chosen for publication if they appeal to the wider readership, as well as for their cultural value. It is a fact that the majority of our readers will be non-Aboriginal and will reside on the eastern side of the continent.

What makes Magabala's titles so special is the quality of its publications, and the process undertaken by the Management Committee and staff to respect the protocols of indigenous communities and ensure the cultural integrity of the published material. Magabala Books accepts test art from Aboriginal and Torres Strait Islander illustrators, and then makes a decision on the basis of the compatibility of the style and text and other factors.

The portrayal of Aboriginal people must be handled with sensitivity. This doesn't imply censorship, which would stifle the creativity and vitality that characterises contemporary Aboriginal literature. One of Magabala's titles, *The Arguing Edibles* by Pilawuk, Rory Forrest and Rosemary Markotic, is about nutrition using an Aboriginal family from an urban, middle-class background as a focus for that message. Magabala endeavours to show the richness and diversity of Aboriginal culture. Magabala's strong Aboriginal base enables these sensitivities to be taken on board and seen in critical perspective.

The winning of the inaugural 1992 Black Books Award for initiative and achievement in the publication of works by Aboriginal and Torres Strait people, was a welcome reward for staff, committee and members of the Corporation. Because of our isolation and the nature of the publishing house, our growing list of short listings, commendations and awards feel almost as if they were from another world. The message is clear

though. It means that Magabala Books is successfully operating in a highly competitive and specialised industry. Magabala's story is an exciting and amazing one, especially in these hard times. Long may it continue to fly the Aboriginal publishing flag so proudly and successfully.

Titles published by Magabala

- PILAWUK *The arguing edibles*. 1992 SCIS 736904
- SOLOMON, Selena *Dabu the baby dugong*. 1992 SCIS 736891
- LOWE, Pat *Yinti desert child*. 1992 SCIS 732179
- GREENE, Gracie *Tjarany Tjaranykura Tjukurrpa ngaanpa*. 1992 SCIS 727926
- TAYLOR, Alf *Singer songwriter*. 1992 SCIS 725353
- BRUSNAHAN, Margaret *Raukkan and other poems*. 1992 SCIS 712131
- WARD, Glenyse *Unna you fullas*. 1991 SCIS 707643
- HARRIS, Rae *The dream*. 1991 SCIS 702413
- DAVIS, Jack *A boy's life*. 1991 SCIS 692053
- UTEMORRAH, Daisy *Do not go around the edges*. 1990 SCIS 745071
- MCROBBIE, Narelle *Bip the snapping bungaroo*. 1990 SCIS 671855
- LOWE, Pat *Jilji life in the Great Sandy Desert*. 1990 SCIS 638172
- WILSON, John *Lori*. 1989 SCIS 610890
- NEIDJIE, Bill *Story about feeling*. 1989 SCIS 607891
- MARSHALL, Paul *Raparapa kularr martuwarra*. 1988 SCIS 458253
- WARD, Glenyse *Wandering girl*. 1987 SCIS 423238
- LANDS, Merrilee *Mayi some bush fruits*. 1987 SCIS 422160
- TORRES, Pat *The story of a crow*. 1987 SCIS 422083
- TORRES, Pat *Jalygurr*. 1987 SCIS 419449 ■

Who's afraid of the horror novel?

Marjorie Lobban is an ex editor of Scan and of the Department of School Education's journal Perspectives. She has also been a judge for the Children's Book Council of Australia Awards and is at present teacher-librarian at Peter Board High School.

I have been pondering the question of reading choice. This process started as an examination of the attraction of the horror novel for young readers, but it seemed pointless to wonder "Why Christopher Pike (or R. L. Stine or Stephen King)?" without placing that query in the context of why we ever choose to read one book rather than another.

Rarely do we, child or adult, make a totally blind or uninformed choice of a book. There is nearly always a reason that we find ourselves reading a particular book. The most basic reason is having an obligation to read something — a class novel, a book submitted for review, a book we are teaching to a class. We may feel quite motivated to do so, or totally apathetic, but read it we must. For some students, that is the beginning and end of their reading experience, which is a really sobering thought. What if the only book someone read in their lives was *The outsiders* because when they were in Year 9 it was the only book in the bookroom in sufficient numbers for the class? On

the other hand, a corporately read novel can magically open up a new world of reading to a student.

A second reason for taking on a new book is that it is some way connected to previous books we have read and enjoyed. It may be by a known author, it may be obviously in a favourite genre such as mystery, thriller, romance or science fantasy or it may be a title in a trusted series such as UQP Young Adult Fiction or Sweet Valley High or Point. I would suspect that for the less sophisticated reader, these cues of familiarity can be very powerful.

Thirdly a book can be recommended by a trusted other. Sometimes that trusted other can be a teacher or a librarian or a reviewer, but most frequently, especially for young readers, that other is a friend, someone who knows us and our taste, and someone with whom we've shared satisfactory reading experiences before. This latter stimulus has the added pleasure of giving us someone to talk to about the book after we've read it.

Finally I think we sometimes read books because we know that it is something that everyone in our chosen sub-culture is doing. *Everyone* is reading *The power of one* or *Flowers in the attic* or *Not without my daughter* or *Possession*, even though they're not quite sure how they even came to hear about the title. The books are not necessarily widely popular ones, but their reading may have real currency within a particular group of people. Just as a social group may favour certain sorts of music — heavy metal, country, rock, opera — so too it often has its cult books, books which it is presumed everyone aspiring to be part of that group will read.

Custom-written adolescent horror stories score well on reasons two, three and four. Friends recommend and lend them to each other, series format such as Point make titles instantly recognisable and authors like Pike and Stine produce predictably similar and equally enjoyable titles, and adult disapproval confirms their desirable sub-culture status.

Why they are attractive to adolescents is a quite different question. When I asked borrowers in my library why they enjoyed *Blind date* or *The Baby-sitter* or *Witch* and are lining up for another similar title, they have no compelling answers. They do often talk in terms of numbers of titles they have read, numbers their friends have read, numbers they have bought, as if statistics are some explanation of attractiveness.

Mostly however their answers are of the frustratingly circular variety 'I like it because it's good.'

From my own limited reading I would suggest that the authors, wittingly or unwittingly, use a number of very successful strategies to tap into the adolescent psyche. I am talking only about what may make the books I read by R.L. Stine and Christopher Pike attractive to young readers. I have not ventured at all into the province of why they want to be scared or to vicariously witness endless violence and mayhem.

People of all ages seem to enjoy being scared. Adolescent readers can choose the "it all comes out okay in the end" scare of R. L. Stine's formula stories, the weirdness of Christopher Pike's more sophisticated thrillers or the hair raising terror of Stephen King.

The stories are told either in the first person, or from the perspective of one character. This allows for strong reader engagement, and also intensifies the mystery and fear that that character undergoes.

No matter how bizarre the setting or events, the central character sees themselves as supremely ordinary, or a loner. Of Kerry in **Blind date** the author says 'True, he wasn't a complete nerd either. Like everything in his life — like everything about him — Kerry was sort of in-between, not really one thing or another.' (p31) How's that for an open invitation to identify, no matter who you are? Karen's self assessment in **Beach party** is 'I look okay, she thought. Not as pretty as Ann-Marie, but okay.' (p1) In **Witch Julia** is kept separate from her contemporaries by her supernatural powers and in **See you later** Mark is a loner, a computer whizz with a terminal heart condition.

Characterisation is conveyed almost exclusively through physical description, and comparisons with movie stars reinforce the importance of the physical. 'Jenny felt terribly plain next to Laura. She was of average height, which made her nearly a head taller than Laura, but her figure was still extremely boyish. She had dark brown hair which she wore in stylish, long bangs that fell over her left eye, the hairstyle copied from a model she had seen in *Mademoiselle*, large serious eyes, a long straight nose (that her mother always said was her best feature!) and lips that always seemed to be pouting.

"You shouldn't put yourself down. You look like that actress Demi Moore," Laura had told her one day.' (**The Baby-sitter** p4). This strategy plays on the adolescent obsession with appearance, and avoids the necessity for time consuming character development.

Adult characters are insignificant, except as villains. Surely this is the adolescent fantasy, that they can conduct their lives without unnecessary interference, secure in the knowledge that no matter what scary and traumatic things might happen on

the way, it will all be fine in the end. The reader can be frightened, but know that the conventions of the genre will allow for a safe ending.

People of all ages seem to enjoy being scared. Adolescent readers can choose the "it all comes out okay in the end" scare of R. L. Stine's formula stories, the weirdness of Christopher Pike's more sophisticated thrillers or the hair raising terror of Stephen King. Why they should want to do so I am not qualified or able to explain. But once they have chosen this genre, I can certainly see ways in which writers make their books actively appealing to young readers. All would claim that their sole motivation is to produce a good story, but they also make sure that the stories are delivered in a way which makes few demands on the reader, and shows a world which operates on adolescents' values and terms.

Books read or referred to

Pike, Christopher **See you later** Pocket Books 1992 SCIS 734667

Pike, Christopher **Weekend** Scholastic 1990 SCIS 657968

Pike, Christopher **Witch** Hodder & Stoughton 1992 SCIS 717966

Stine, R. L. **The baby-sitter** Scholastic Point 1989 SCIS 616162

Stine, R. L. **Beach party** Scholastic Point 1990 SCIS 646048

Stine, R. L. **Blind date** Scholastic Point 1986 SCIS 490015

Stine, R. L. **The Girlfriend** Scholastic 1991 SCIS 704498 ■

Tickling your funnybone

Impressions of the day from Fay Gardiner.

It was Federal election day 1993, but not everyone was solely focused on serious election issues. Some 60 people were indulging in a humorous retreat staged by the hard working South West Sub Branch of the Children's Book Council. *Tickling your funnybone* gave us the opportunity to learn something about the background to the work of four authors, 2 of them illustrators as well, whose bent is humour.

Threading its way through the papers was the emphasis on the visual media (television, films, cartoons) as the specific areas of influence rather than the more traditional one (among writers) of books. Bruce Whatley confessed that he has never been a reader, but he was an ardent television and film fan, naming his particular influences as Buster Keaton, The Marx Bros and the Road Runner. No doubt these influences led to his involvement with advertising and producing/directing television ads, the precursors of his new life as an author/illustrator of **Looking for crabs**, **The ugliest dog in the world** and, due in May, **I wanna be famous**.

Cathy Wilcox was encouraged to read as a child, and remembers Dr Seuss with great affection but as soon as she tells

you she didn't like **The Famous Five** you know she was either unusually discerning or not a keen reader. The glint in the eye when she talks of the influence of television shows such as Dave Allen, Morecombe and Wise, and Ronnie Barker suggests the latter, or a combination of the two? It does make sense after all that people whose first love is illustration are going to be most influenced by the visual media. Cathy has however written her own text for her new book, **Enzo the wonderfish**.

The much loved Selby occasionally reveals a smidgin of the yiddish influence on his creator Duncan Ball who grew up on New York humour and was also inspired in his late childhood by MAD magazine. Ball thinks of himself as a storyteller who uses humour as a device, a view echoed by Morris Gleitzman. While he hopes his humour is always entertaining, Gleitzman realises he uses it for other purposes, of which he is not conscious at the time.

Although Gleitzman is not an illustrator he too is very influenced by the visual media, and was a writer for television long before he came to writing children's books. When he was asked to convert his telemovie,

The other facts of life, into a book he initially shied away from the project. Having begun however he discovered the joy of being able to work inside the minds of his characters and of having control. He also believes that comedy works best in the imagination, rather than when literally presented: on screen for example the viewer sees the whole thing realised but it has been realised by someone else; whereas in the written form so much of the construction is left to the reader. All of us who've loved **The Book** but hated **The Film** know exactly what he's talking about!

Duncan Ball would like to see a new set of awards for ripping good yarns, limited like the current CBC awards to those books which have been published in the past year. This proposal and some other vexed issues raised by Duncan will be the subject of an article in **Scan 3**.

The day ended with the launch of Di Bates' new book **Grandma Cadbury's bikie gang**, eagerly awaited by the legion of fans of the **Grandma Cadbury** series, and now available in all good bookshops.

Thanks South West Sub Branch for a stimulating, entertaining day. ■

Julie Vivas is winner of the Dromkeen Medal 1992

Julie Vivas, one of Australia's foremost illustrators of children's picture books including the all-time best-selling **Possum Magic**, is the 1992 winner of the prestigious Dromkeen Medal.

KIM GAMBLE TRAVELS WEST

Jane Gardner, teacher-librarian at Middleton Public School in Parkes, writes about a highly successful author visit.

Wow! Fancy having someone as well known as Kim Gamble visit our small, country area! Being far from large population centres, it is extremely difficult to obtain educational visitors. As well, travel, both from Sydney and within our area, causes another difficulty.

This was the problem that faced G.R.S.G. (the Goobang Resource Sharing Group), teacher-librarians within our district. How could we afford an author or illustrator with so many fees to pay — travelling, sustenance, publicity, accommodation and speaking costs?

We were thrilled to hear of the grants provided by the N.S.W. Branch of the Children's Book Council. We spoke to Judith Ridge, who explained the ALOUD West Program. This was available through funding by the N.S.W. Ministry for the Arts. By presenting a submission we would be considered for a grant to pay our visitor's speaking fees (it would be necessary for us to meet all other expenses).

A subcommittee was formed to write the submission. We realised that with the assistance of the ALOUD West

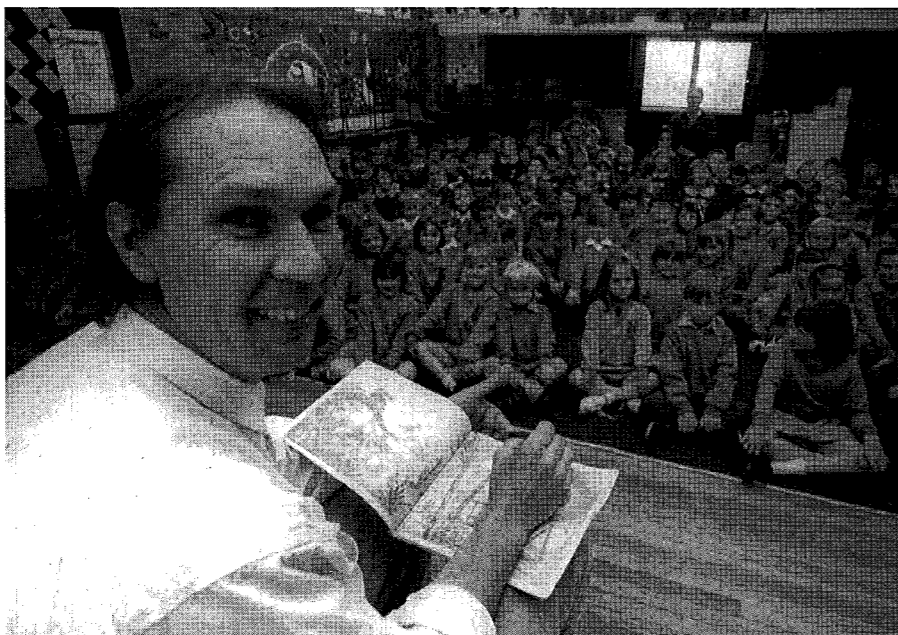
Program, we could charge the children a small admission fee and in that way, meet all the other costs. We were so excited that we wrote the submission in one day and mailed it out the next!

It was a happy day when Judith rang to say our submission had been approved. The telephones rang hot between Parkes, Forbes and Con-dobolin spreading the news.

Kim Gamble agreed to visit us for a week. We arranged his itinerary to range from single teacher schools to central schools (K-12), to primary and high schools, speaking to three groups a day. Poor Kim! Some days he had to drive over 200 kilometres. Despite these hardships Kim approached each session with a freshness and warmth that delighted all who heard him. Through his talk, children not only heard about Kim's experiences as an illustrator but were treated to a tale and given hints on how to improve their drawings. To illustrate his ideas Kim drew a picture. Each school was given the picture as a memento of his visit.

Probably Kim's biggest hardship was reaching the next speaking session on time. People were so eager to talk to him that it was difficult to get away. High school students had questions about choosing graphic arts as a career. Younger children wanted an autograph. Adults wanted to discuss artworks. And of course, in every town there was the photographer waiting to get a snap for the local paper. Kim met each person with a smile, answering all questions and giving people the time they asked. He truly enjoyed the people he met.

I was lucky. I got to know Kim on a more personal level. To save G.R.S.G. money, Kim spent the



week at my house. With his warm personality he quickly became a member of our family. My two daughters thought it was great — one because she could say a celebrity slept in her bed, the other because he kept her room clean! Each evening we looked forward to his return home when he would recount the events of the day. We had a good laugh at one story where he told of following a vintage car all over Forbes just to enjoy its beauty. He then proceeded to sketch it with such detail and skill that we couldn't help but admire his great artistic ability.

I had to admire Kim one particular afternoon. It had been one of those more gruelling days with lots of driving. Despite having already spoken his three sessions, Kim agreed to speak to my group of little Gumnut Guides. Although they were only 6 and 7 year olds, he held their attention, telling them the story of Noah's Ark. He then proceeded to teach them some drawing techniques while sketching every animal they could come up with. I'm sure he slept well that night!

Another night Kim accompanied us to a local function. When he left the room I had parents rushing up to me asking if that was the wonder-

ful artist who had spoken at the schools. Their children had come home with glowing reports of his talk. The teachers remarked that the students had carried his ideas into the classroom and were applying these techniques to their artworks. The results were clearly evident — more depth and detail to the pictures.

Kim made friends wherever he went. People still talk of him with great fondness. Looking at Kim Gamble's drawings proudly displayed in school libraries, one is reminded of a good friend who was an inspiration to many people. Many thanks to the N.S.W. Children's Book Council, Judith Ridge, and in particular the N.S.W. Ministry for the Arts, for making this wonderful experience possible.

Further enquiries and guidelines for applying for an **Aloud West Grant** can be obtained by telephoning or writing to:

The Secretary,
Children's Book Council of NSW
P.O. Box 765
Rozelle 2039
(02) 810 0737 ■

CHILDREN'S BOOK OF THE YEAR JUDGES

This year on the panel for the Children's Book Council Awards are eight judges, Northern Territory participating for the first time. They have considered 243 books — 60 more than last year. Fifty three publishers submitted books, of which 85 (35%) were picture books, 75 (30%) were for younger readers, 47 (20%) for older readers, and 36 (15%) were information books.

In Scan Vol. 11 No. 2 1992, a brief profile was given of each of the judges, among them Margaret Phillips of Western Australia, Ann Armstrong of A.C.T. and Virginia Lowe of Victoria. These three are now in their second year as judges.

Here is a brief profile of the five new faces for 1993.

South Australia — Katharine England

Katharine England became hooked on children's books at a very early age and has never lost the addiction. She was born in Sydney just a year before the Children's Book Council and distinctly remembers the annual excitement of visits to the early Book Week exhibitions and of waiting for the award winners to appear in the library. Katharine has an honours degree in English Literature and has taught English at high schools in Adelaide, Papua New Guinea and the U.K. She is now involved in teaching English as a second Language to adult migrants. She has been a regular reviewing fiction and children's books.

Tasmania — Scott Johnston

Scott Johnston currently teaches courses in English, literature, and creative writing at Launceston College, Tasmania's largest Year 11/12 school. During the previous fifteen years he taught English and Drama in rural K-10 and urban 7-10 schools, and, at one time, as a K-10 school's teacher-librarian.

An avid advocate of quality children's literature (especially Australian) he has run many workshops for K-12 teachers, and trainee teachers, focussing on developing a literary literacy in English language classrooms.

Scott takes particular delight in the artistry of the picture book, to which he readily admits being addicted. He also reviews for MAGPIES, AATE Guide to Books, and for the Launceston 'Examiner' newspaper.

New South Wales — Karen Jameyson

Before moving from the United States to Australia in 1989, Karen Jameyson was the managing editor and a reviewer for *The Horn Book Magazine*, the oldest journal anywhere devoted exclusively to children's literature. In Australia she has worked as a children's book specialist in a bookstore and is currently on the editorial staff of the New South Wales *School Magazine*. She has also been involved in Children's Book Council activities on both the state and national levels. As a reviewer and critic, she contributes to a variety of publications, both here and in the U.S.

Queensland — Kerry Neary

After several years of classroom teaching Kerry Neary began training as a teacher-librarian in 1984 having an interest in the development of information literacy through resource-based learning. During this time of study, his two children were born and a long-held interest in literature for young readers, crystallised. Kerry has been a member of the Children's Book Council of Australia since 1984 and has held positions in Queensland secondary schools, and currently works with the curriculum programs development section of the Open Access Support Centre in the Queensland Department of Education.

Northern Territory — Judith Cooper

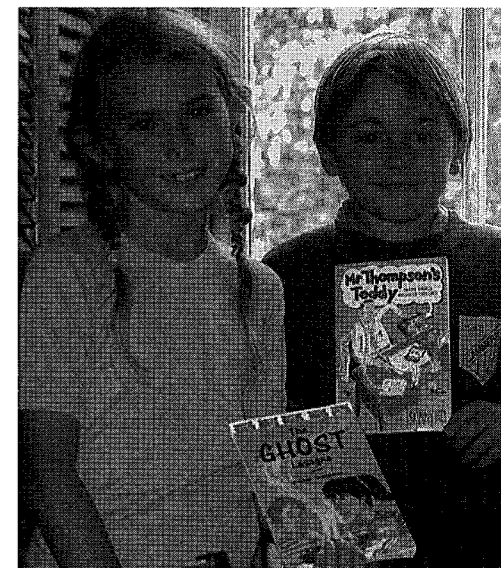
After completing her library studies Judith became librarian at O'Loughlin Catholic College, a Junior Secondary School in Darwin, for some years. She later was a bookseller with an Adelaide firm supplying quality books to schools and libraries in the Top End.

Judith has always taken an active role in the School Library Association of the Northern Territory and the Book Week Committee and is a member of the NT Children's Book Council. ■

TEACHING LEARNING



YEAR TWO REVIEW



Jill Buckley is a former Scan editor.

Our thanks are due to the following publishers who provided the books for this project: Oxford University Press; Allen and Unwin; Penguin Australia; Ashton Scholastic; HarperCollins; Pan Macmillan; Lothian; Random Century; Omnibus Books and Hodder and Stoughton.

Our thanks also to Mr Tony Tenney, Principal of Cammeray Public School, Ms Susan Williams, teacher of 2W at the school and the students who responded so eagerly to this project.

The SCIS review team and the *Scan* editors receive many junior fiction novels for review. These stories, designed for newly independent readers about 7-to 9-years-old, are in novel format and usually feature a short, large type text with numerous illustrations.

Although many of these are reviewed and included in each issue of *Scan*, we felt that it was time to seek the opinions of some readers of novels of this type. Adult reaction to these novels can become jaded, so we were interested to see how effective they are with their intended audience.

Year 2W at Cammeray Public School, with the support of their teacher Susan Williams, agreed to read a number of novels of this type, and offer their opinions as to what types of stories they enjoyed.

Many publishers provided us with 5 or 6 recent titles which were left for review by Year 2 for almost a term. Students were engaged in other literature based reading activities during this time. The first requirement was that they read some of the books, make a brief comment and give a 1-4 star rating for each book.

Students were introduced to the review criteria used for the SCIS database and asked to write reviews of several books. Time was also spent on talking about their opinions of the books. Students were then interviewed in small groups. They were questioned informally over several topics. All responses were encouraged. Broad areas of discussion included:

Books you like

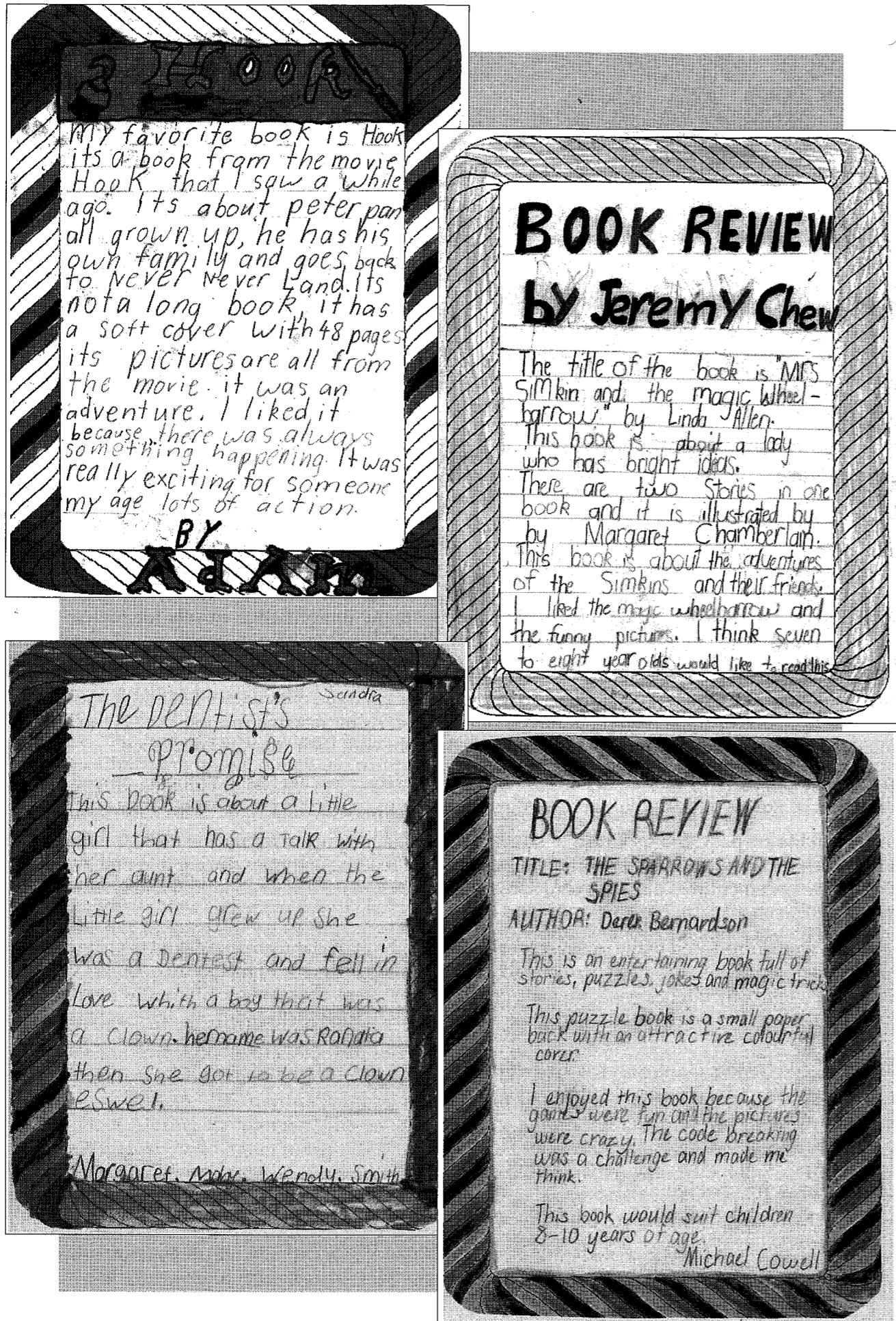
- which book/books did you enjoy most?
- what types of book do you like?
- what sort of books are the best for Year 2?

Characters in stories

- did you read about any characters you really liked?
- were there any books in which you got to know the characters really well?

Format

- does it make a difference to you if books are hardbacks or paperbacks?
- is the size of a book or its thickness important?



Value of series publications and cover details

- what do you notice about these books? (2 from a series)
- do you choose books from a series?

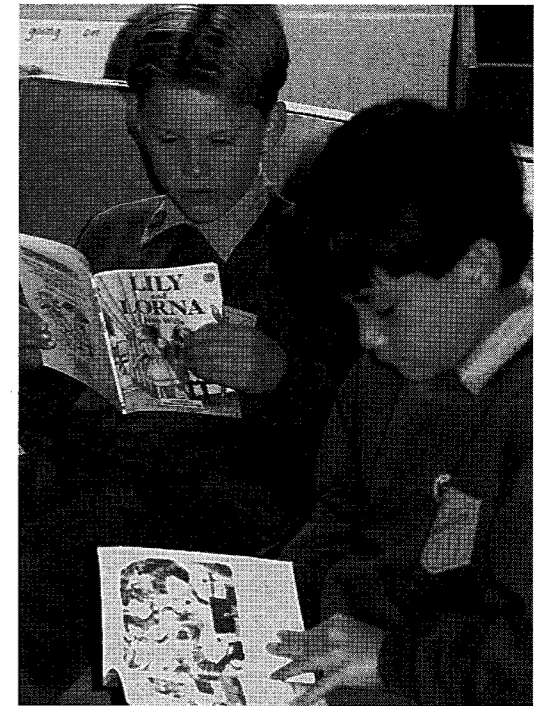
Role of illustrations

- what do you think about the pictures in books?

Books you dislike

- were there any books you didn't finish / boring books?
- what makes a book boring?
- what do you do when a book is boring / you don't understand?

It should be stressed that this piece of action research was not intended to produce quantifiable and specific results. The students were given a free choice and encouraged to participate in discussion. All responses were welcomed, and not all questions were discussed in equal depth with all groups of students. In general, verbal responses were more complex and thoughtful than the written responses, as would be expected with students of this age. Responses were as lively and varied as any teacher would expect from a year 2 group.



Favourites

Stories of all types were nominated as favourites. Students had read between 4 and 22 books at the time of interview. They described their favourite books by talking mostly about the plot, with some brief general comments. Twenty six readers were interviewed, and they nominated 20 different books as the ones they liked best.

Two titles were singled out: **Being bad for the babysitter** by Richard Tulloch (Omnibus), which was chosen by 4 students, and **Barry the burglar's last job** by Richard Tulloch (Omnibus) which was the favourite of 3 readers. Reasons given were that they were funny and interesting ...

'Lots of interesting things happen with the babysitter, there was a pattern in the words' 'the little girl was always joking with the babysitter'. 'Barry the burglar burgled on Monday night at 12 o'clock, then he decided to return all the things.'
'I like burglar books and the pictures were funny looking'.

Other favourites were a mixed group which included:

Harry's aunt - 'how she kept on changing, she was funny.'

Eric the first flying penguin - 'it was one of my favourites.'

Lilah's monster - 'it's about a girl and she's like a grown up and the monster is all the opposite things to her. Annabel the monster screams and farts and burps, its funny.'

The mystery of the map - '2 kids find out this mystery', 'a bit is like a mystery book and a bit is not.'

Redbeard's kingdom - 'it was about 2 kings, Redbeard and Blackbeard and Redbeard got very cross with the bees and the cats and the birds.'

Pink socks and green gloves - 'it was entertaining, I wanted to find out what Aunty Sue made.'

King Keith and the jolly lodger - 'it has pirates in it and it had jealousy in it.'

Herbie Whistle - 'because I liked the name of it.'

The intergalactic kitchen goes prehistoric - 'because it was inventive.'

Benny's night out - 'he wanted to be like his brother but things went wrong.'

Escape from blood castle - 'I really enjoyed it, there was a bit of a mystery and adventure.'

Jim Hedgehog and the lonesome tower – *'it was pretty scary and it ended up being happy after all.'*

Lily and Lorna – *'the best sort of mystery.'*

The group clearly nominated adventure as the feature they enjoyed most in books. Good books had plenty of action, and many readers liked mysteries. Solving puzzles and working out clues were valued. Books with *'story and adventure together'* or *'adventure and funny'* together were approved. Humour also ranked highly – *'humour and about 5 characters is just right'*, *'funny books are best'*. These books should have a bit of fun, as well as a bit of interesting hard stuff' was a comment which summed up several opinions.

For one reader, however, the humour of these books hadn't yet found its mark. *'I hate funny books, they're hopeless, there's no adventure in them, it just tries to make you laugh.'* His friend, however, was quick to add *'except funny books where it actually is funny!'*

Stories where a situation is established, then changed were also mentioned ...
'I like books where it is just normal and then something happens that's really different.'
'Its a good story if things happen, things go wrong to a person.'
'I like it when you hear about when the trouble starts and there is a bit of naughtiness.'
Naughtiness and daring were appreciated.

Some readers expressed a preference for informative reading ...

'I like books about nature.'

'Books about things – I like car books and sports books.'

One reader felt that these novels were *'books that you read and after a while you just forget it, not like if you learn about real things.'*

Puzzle books

The Usborne books which provide clues and puzzles to solve as the means of advancing the story produced much response. There were some keen advocates of these books ...

'I just like doing the puzzles, the maze is the hardest.'

'Search for the sunken city is like a mystery and puzzle book and you sometimes learn sign language.'

'I work the puzzles out myself, my mum couldn't believe them she just looks at the answers at the back but she doesn't tell me.'

'The illustrations are great.'

The sparrows and the spies, which includes puzzle activities within a story, was also singled out

'it had lots of things to do, codes, jokes, things like this'.

Some readers didn't enjoy these books ...

'I just read storybooks.'

'Most of the boys read those.'

'There's not enough to read in it and you do more guessing than actually reading.'

'When I find the clues I keep on forgetting them.'

'It's supposed to be an adventure but it's just like things to look for.'

The Flippers books, which present 2 short stories within one book, also produced comment ...

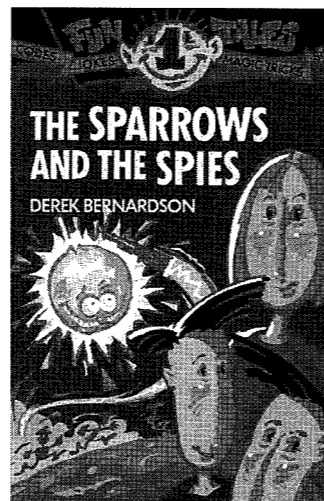
'They're quick, I like them because there are 2 stories in one and you don't have to change books, just turn it over.'

'They explain the same characters so you don't have to try to understand different characters.'

'They're cool.'

Characters

Students were asked about the characters in the stories they read. There was little response to this question, which was followed up by mentioning **Charlotte's web**, the book being used as a basis for many classroom activities. Students had developed a deep understanding of the characters in this novel.



Responses indicated that the students did not pick up any strong feelings or identify with particular characters. Although they understood the questions, there was little recall of particular characters.

Barry the burglar stood out, however, as did Dip in **The ghost lasagne** and Jane in **Being bad for the babysitter**. General comments emphasised that *'You meet people all the time in these books.'*

'None of these were really as long as Charlotte's web.'

'You don't see people as much in these books.'

'I like really long books because then you get to know the people much better.' Readers had a strong sense of plot and action from these novels, and a lesser interest in the characters.

Format

On the question of preferred formats, results were varied. Most readers preferred paperback books, although hardbacks had some staunch supporters.

Paperbacks were described as

'being easier to get to the place where you are.'

'they look quite short but there's quite a lot in them.'

'you can put them down and you don't lose your place so easily'. Many students expressed a preference for softcover books without being sure why they liked them better.

One reader, however liked *'hardcovers because you can lose you place and I like starting again at the beginning'*. Hardcovers were also perceived to *'have better stories inside'*, and *'take longer because they have more words inside'*. Their detractors felt that they were *'a bit too young for me'* and *'a bit babyish'*.

A preference for a novel sized format rather than a larger book was summarised by the comment *'when you're older you like them smaller'*.

Book size produced a few comments

'long books are better because then you have more story.'

'about 60 pages long.'

'really thick and long.'

'I like grown up stories but put in children's order'.

Cover design

Students were asked about their understanding of the series indications printed on covers. There was an overall lack of understanding of their purpose. Logos on books, for example the Skinnys or Red Fox logos, were not perceived as being important. *'I never look at that, I'd rather start a book straight away so it doesn't take me too long.'*

The more obvious series packaging on the Gazelle and Antelope books was understood to mean that the books belonged together, but there was some confusion as to how or why it could be a series if the books were written by different people.

Initial responses included

'They're kind of different versions or something.'

'Would the Flippers be a series?'

'They've both got the same pattern on it'.

'They're written by the same author.'

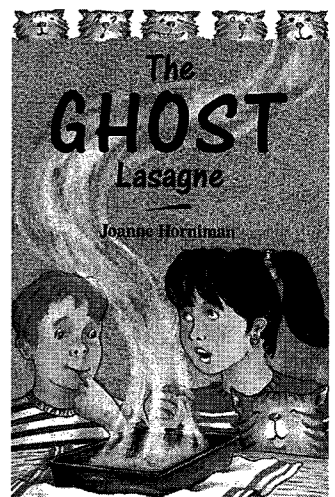
'They're the same thickness and things'.

Further questioning aimed to discover if cover design encouraged further selection from the same series. It elicited responses which indicated that some readers did recognise the purpose of cover design.

'I've read a lot of Red Fox books but you don't realise it.'

'They do it because they want to tell people it's from them, it can be identified as their book.'

'You might have a book like that you really liked, and you see another one then you can buy it.'





One reader felt that cover design is so that 'the publisher who made it will get all the credit if it's a really good book'.

In organising the books available for this project, care was taken to ensure that 4 or 5 titles from widely available series were included. (See bibliography) The reading charts kept by the students show that many of them did choose to read more than one book from a published series. Perhaps discussing this concept was more difficult than actually being influenced by cover design when choosing.

Illustrations

The question of illustrations in these books produced a lot of response. Varying experience of readers shows in the mixed responses. Despite open ended questioning, most responses were in the either/or category.



Some students were glorying in their developing competence and fluency as readers, and sought longer books with fewer pictures.

'If there is a picture on every page then there's not enough writing to explain the story so it's not very interesting.'

'If you had to choose if you wanted the picture or the words I'd want the story.'

'I tend to want to read more of the book so I want smaller pictures.'

'I don't really mind if it doesn't have a picture or anything I can use imagination.'

'Some pictures don't really match, they just get the words out of my mind.'

'I don't really like pictures in the book because I like guessing. If it describes someone I like to think for myself.'

'I like to read everything and imagine what it looks like.'

'I don't really mind if it's colour pictures or black and white or no pictures at all.'

'I like books without pictures then you can imagine things and you can get a bigger picture in your mind than you can in a book.'

'I don't like colours because they're getting a bit young for us.'

'I like writing better, if you had more pictures you would get less writing so the story couldn't get more interesting.'

'I don't like it because then the story is not so interesting.'

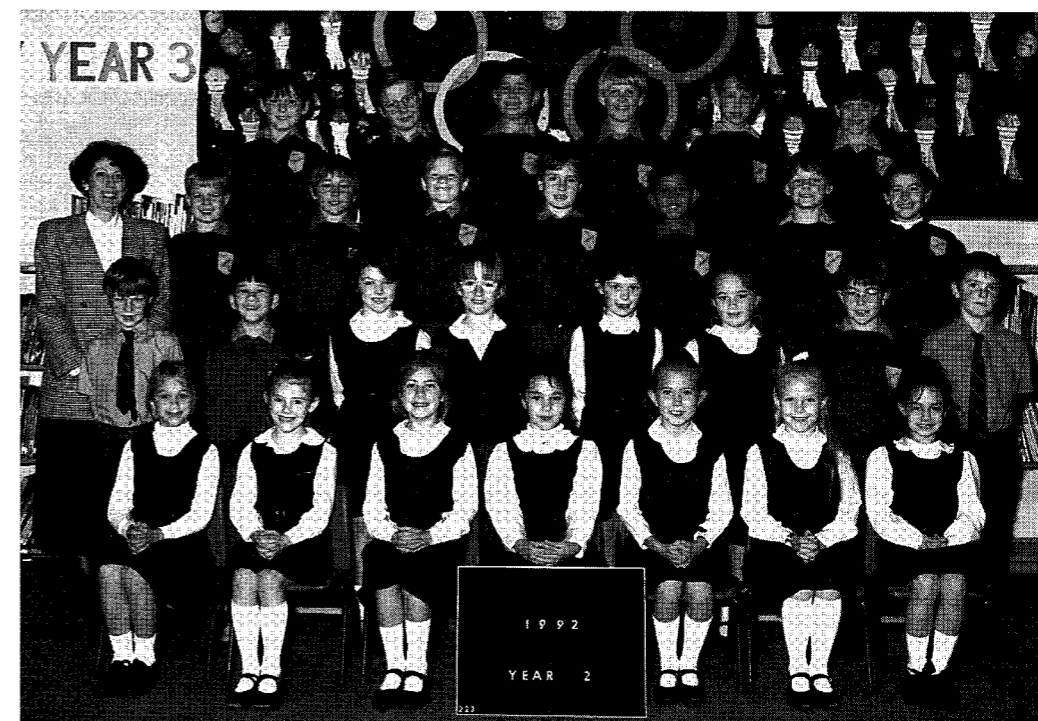
'Pictures take my concentration off reading.'

'I like pictures that don't show everything when you read.'

'Every second page is OK, we've grown past them really.'

'It makes you stop and you forget what happened.'

'If there are a lot of pictures the story is just a description of the pictures.'



The values of illustrations in supporting the story and assisting understanding were affirmed by many readers.

'I like pictures better if they all have colour.'

'I like it if they're good pictures so then when you read it you know what's going on.'

'If you can't imagine one part of the story the picture might give you a clue.'

'I like it when they have speech bubbles.'

'Sometimes I like the pictures better than the story.'

'I like them to have colours; some don't have enough colours.'

'I don't usually pick the ones that don't have any pictures because you can't get the real picture in your mind without pictures.'

'If you don't understand in the writing you can see it in the picture.'

Boring Books

Initial enquiries about any books which failed to sustain the interest of readers lead to a fuller discussion of boring books and what to do with them. Few books were deemed to be uninteresting. Most students found these books good - there was enough variety in the choice to ensure something to satisfy all tastes.

The few titles mentioned were nominated by other readers as their favourites. General comments included

'It is boring if it isn't about that much.'

'Non-adventurous stories are boring.'

'A book can be pretty dull and no fun'.

'Books can be bad and sad.'

'It just wasn't very good'.

Puzzle books were also mentioned as boring by some readers. In some cases, the fantasy situation was dismissed as being too unrealistic *'it was a bit sort of odd, well I mean, a house sailing away?'*

Lack of interest could be partly because some books were too difficult for a particular reader ...

'You didn't know what was happening, it was words all over and stuff.'

'It was too much writing, I only read a few pages of it.'

'It had too many words in it you couldn't understand.'

Do these readers always finish a book?

'I always read to the end.'

'Sometimes they are boring but these are all good'; 'Out of these books if I didn't finish it it would have been because I didn't have enough time. I read at night and in the morning.' 'Well I think it's important to finish a book just to see what it's about.' 'It could be good at the end'.

When some part of a story is not understood, a range of strategies was suggested ...

'If I don't understand I ask my Mum'

'I skip what I don't understand' (a common response)

'If I don't understand I keep on reading and it works out'

'I let my sister read it first and get it back if it's suitable'

Students enjoyed the opportunity to talk about their experience as readers, benefiting from the ideas of others.

Ways of choosing books were also discussed. It would be interesting to follow up this group, to see whether the experience of talking about publishing and book format has influenced subsequent book selection.

'I choose books by just looking around, seeing how big the writing is seeing if it has any pictures if it is a softcover.'

'I go mostly by the front cover and I look at the size of the writing.'

'I choose it when the title is interesting.'

Overall ...

Some strong themes came from the comments of these reviewers. These books were well appreciated and enjoyed. Variety in book formats and story types ensured that most opinions were positive. Of interest were the sharply differing opinions on the value of illustrations. Variety is certainly the spice of life, with the same books being very differently received by different readers.

Having time to talk about books proved to be a bonus for these readers, who at the time of writing are still reading from this collection of books. Their maturity as readers changed over the course of this study, many displaying impressive confidence and understanding of books. In talking about the books, some readers were able to work beyond their initial responses - *'I liked it but I don't know why'*, with input from other students helping to refine their ideas.

Linking the books read at school with a discussion of the work of writers and publishers made a new connection for some of these readers - *'with the first book I read I didn't realise that a bookshop near my house had exactly the same book and it was a new book.'*

BOOK TITLE	AUTHOR	DATE	SCIS #	SERIES
Nicholas and the brilliant idea	Justine Furminger	1991	686782	Gazelle
Skipper at school	Marjorie Newman	1992	712229	Gazelle
No photos for Sam	Thelma Lambert	1992	711393	Gazelle
Spike and the smugglers	Deborah van der Beek	1992	714406	Gazelle
Eric, the first flying penguin	Andrew Whitehead	1992	711330	Antelope
The doughnut ring	Alexander McCall Smith	1992	720546	Antelope
Pancake pickle	Robert Leeson	1991	691972	Antelope
The witch that wasn't	Carlo Gebler	1991	686780	Antelope
Pink fluffy slippers	Maureen Sherlock	1992	714464	Omnibus dipper
Being bad for the babysitter	Richard Tulloch	1991	677139	Omnibus dipper
Redbeard's kingdom	Anthony Holcroft	1991	675803	Omnibus dipper
The dentist's promise	Margaret Mahy	1991	677120	Omnibus dipper
The ghost lasagne	Joanne Horniman	1992	714471	Omnibus Young fiction
Barry the burgular's last job	Richard Tulloch	1992	719682	Omnibus dipper
The mystery of the missing map	Marcia Vaughan	1991	692347	Omnibus dipper
Squawk and screech	Gillian Rubinstein	1991	692338	Omnibus dipper
Snakes alive!	Hazel Townson	1991	699414	Read alone
Rolf and Rosie	Robert Swindells	1992	715756	Read alone
Cat's witch and the monster	Kara May	1992	719979	Tigers
Pink socks and green gloves	Angela Bull	1992	710661	Read alone
Blessu and Dumpling	Dick King-Smith	1992	710931	Read alone
Jim Hedgehog and the lonesome tower	Russell Hoban	1990	654580	Hamilton
King Keith and the nasty case of dragonitus	Kaye Umansky	1991	694981	Read alone
The cabbage patch fib	Paul Jennings	1988	432243	Puffin
Mrs Simkin and the magic wheelbarrow	Linda Allen	1988	450963	Flippers
Harry's aunt	Sheila Lavelle	1988	425092	Flippers
Ursula on the farm	Sheila Lavelle	1988	450975	Flippers
The magic present	Scoular Anderson	1991	703534	Flippers
Hook, line and stinker	Robin Kingsland	1991	703546	Flippers
Brenda the do-it-yourself brownie	Mick Gowar	1992	709054	Young Piper
The green toenails gang	Marjorie & Mitchell Sharmat	1991	704479	Young Piper
Lilah's monster	Dyan Sheldon	1992	709219	Young Piper
Max in the jungle	Mary Hoffman	1991	704872	Cartwheels
Percy goes on holiday	Joy Allen	1991	704872	Cartwheels
The boggart in the barrel	Catherine Sefton	1991	687644	Cartwheels

BOOK TITLE	AUTHOR	DATE	SCIS #	SERIES
Splat!	Eleanor Patrick	1991	704870	Cartwheels
Benny's night out	Thelma Lambert	1991	686784	Cartwheels
The house that sailed away	Pat Hutchins	1975	75434	Fontea
My kid sister	E. W. Hildick	1990	656501	Red Fox
Tracey-Ann and the buffalo	Kara May	1992	717418	Red Fox
Trouble next door	Roy Apps	1991	674003	Red Fox
Lily and Lorna	Jean Wills	1992	717020	Red Fox
Herbert saves the day	Heather Eyles	1992	717019	Red Fox
The tree house trio and the pirates of piccadilly	Effin Older	1991	676814	Orchard
Meet the greens	Sue Limb	1988	449056	Orchard
The apple pie alien	Sheila Lavelle	1987	411460	Orchard
Who's for the zoo?	Jean Ure	1989	609593	Orchard
King of spuds	Jean Ure	1989	609210	Orchard
Boris and Borsch	Robin Klein	1990	675760	Little Ark
Emma's rat-tastic adventure	Derek Bernardson	1990	666822	Little Ark
The sparrows and the spies	Derek Bernardson	1991	683829	Little Ark
The sparrows and the circus	Derek Bernardson	1991	714770	Little Ark
The intergalactic kitchen goes prehistoric	Frank Rodgers	1991	718141	Kites
King Keith and the Jolly Lodger	Ainslie MacLeod	1991	694568	Kites
Herbie Whistle	Martin Waddell	1991	701968	Kites
The mystery of the alien spacecraft	Claire Carmichael	1992	714687	Mark Macleod
Henrietta's bubble trouble	Stan Cullimore	1991	696627	Picadilly
Zot solves it!	Ivan Jones	1992	711181	Viking Read alone
Can I keep him?	Betina Ogden	1991	712023	OUP
Caro's croc cafe	Pippa MacPherson	1991	706422	OUP
Foxer gets smart	Heather Palfrey	1992	717950	A & R
Mr Thompsons teddy	Mary Small, Richard Collins	1992	718995	A & R
Search for the sunken city	Martin Oliver	1989	620552	Usborne puzzle adventures
The haunted tower	Susannah Leigh	1989	680589	Usborne puzzle adventures
Agent Arthur on the stormy seas	Martin Oliver	1991	696793	Usborne puzzle adventures
Escape from blood castle	Jenny Tyler	1985	604636	Usborne puzzle adventures

Education for teacher-librarianship

Fran Moloney works with the Training and Development Directorate. Among her responsibilities are the development and coordination of training options for teacher-librarians. An article appearing in the first edition of Scan 1992 outlined the options then available for teacher-librarian training. This article provides an update for 1993.

It is essential that teacher-librarians recognise the need to be trained and to upgrade their training, that they understand how important their role in the school is and that they have access to training at appropriate levels.

What's available in 1993?

Many schools, clusters and regional groups offer professional development programs for teacher-librarians in OASIS Library implementation, use of current technology, information skills and many other areas.

Teacher-librarians have a number of training options available to them.

Basic training

The Department of School Education provides basic training for teacher-librarians. Some 50 teachers per year have been undertaking these courses in the last few years to gain a qualification recognised within the Department.

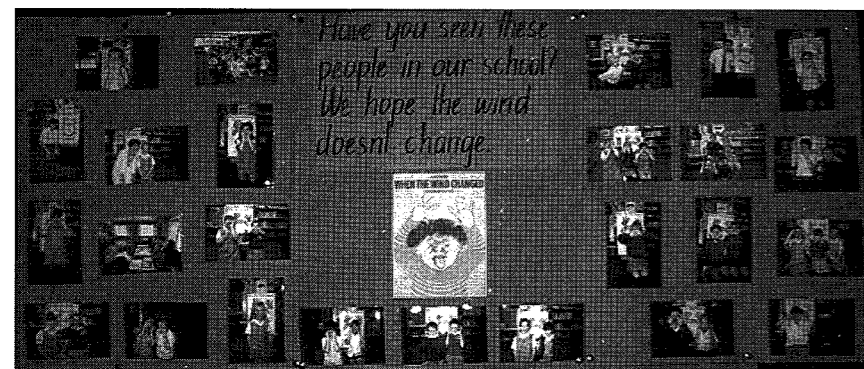
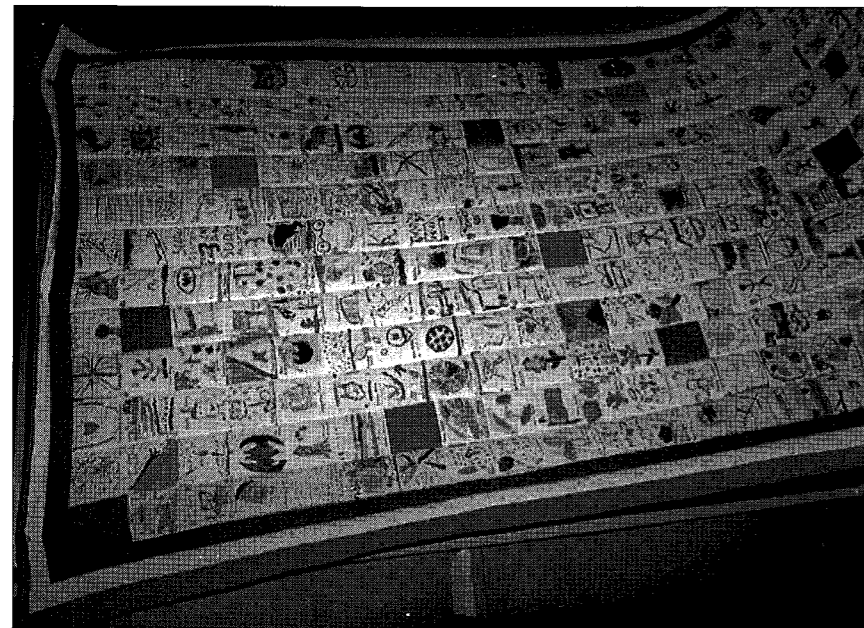
In 1993 the **School-based Support Course for Teacher-librarians K-12** will again be offered. It is usually conducted over 1 semester (2 terms), beginning and ending with a residential school.



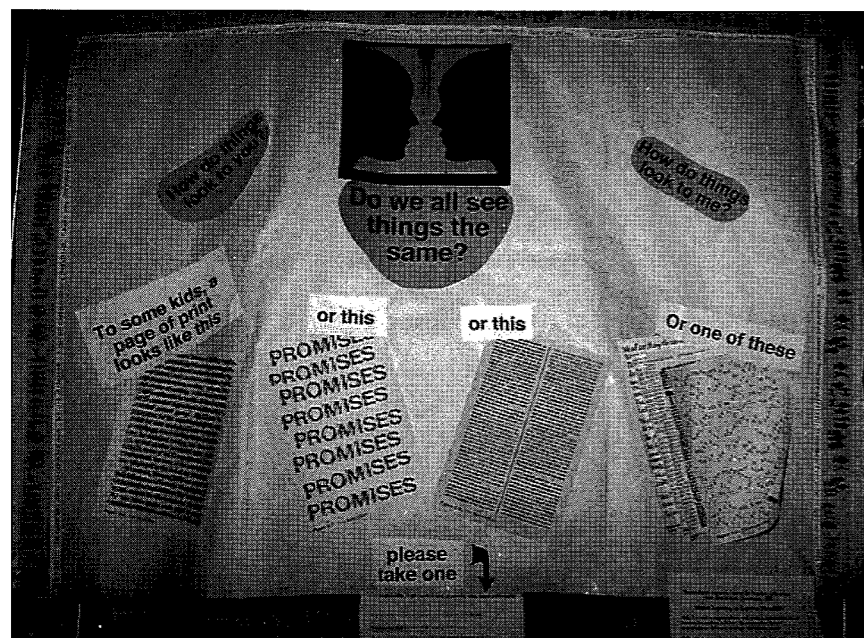
Gillian Shadwick, Director, Training and Development presenting Graduation Certificate to Christine MacKenzie at the 1992 School Based Support Course.



Organisers Brian Miller and Helen Wardega, facilitator Maureen Nichol. (L to R)



Participants' displays at the residential of the 1992 School Based Support Course.



This course is available to teachers working in the position of teacher-librarian without any specialist training. This year it was advertised in the *School Education News* in Term 1. Fifty places are available for the 1993 course.

The course is accredited at UTS, (Kuring-gai), Charles Sturt University, (Riverina) and Edith Cowan University, (Western Australia), for advanced standing in their Graduate Diploma Teacher Librarianship programs.

With accreditation, many teacher-librarians completing the school-based course are moving to a Graduate Diploma and associate membership of the professional association ALIA.

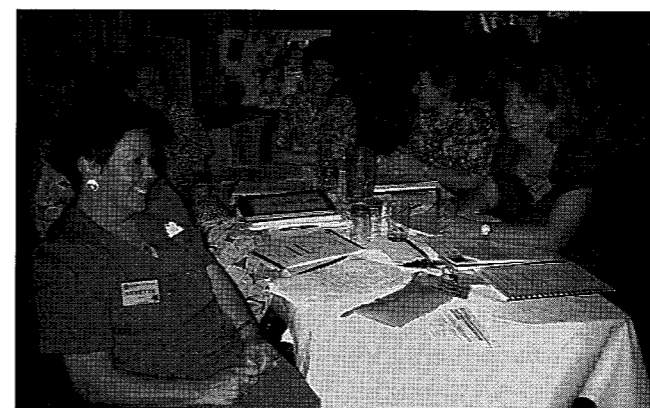
Sponsorships for Graduate Diploma programs

The Department offers various types of sponsorship to teachers to undertake the Graduate Diploma at UTS, Kuring-gai and, from 1993, at Charles Sturt University, Wagga.

In 1993, 5 full-time and 20 part-time sponsorships were offered at UTS and 24 distance-education sponsorships at Charles Sturt University. All sponsored teachers are contracted to work in previously designated areas on completion of their training course.

HECS and other support

Teachers wishing to undertake Graduate Diploma programs without contracting to serve in a particular area, can apply to their region for support in the form of HECS payments, study time or study leave. ■



Conference participants at the School Based Support Course 1992.



The teacher as author, the author as teacher

Brian Caswell and Greg Bastian are well known and respected authors. They are also teachers who balance the crafts of teaching and writing very neatly. In the following article they provide some insights into their twin crafts.

Elsewhere in this issue is an article on the remarkable Magabala Books. It is worth noting that University of Queensland Press, the publisher of both authors of the following article, is producing some splendid books for young adults, and is about to enter the field of books for younger readers.

Brian Caswell

*Brian Caswell's latest book *A cage of butterflies* has been shortlisted in the 1993 Children's Book Council Book of the Year Awards.*

When I first began teaching in 1976, a fresh-faced, wide-eyed and idealistic young moulder of minds, one old warhorse gave me a piece of invaluable information which seems far more relevant today than it did in the staffroom of Marrickville Girls' High, all those years ago.

'Teaching,' he said, 'is a cumulative profession.' And he paused pregnantly and sipped at his inevitable cup of coffee before continuing, 'They keep adding things, but they never take a damned thing away.'

It is a statement which will ring true to most classroom warriors. The only weakness in my now-long-retired mentor's argument was the fact that he recognised only the load placed on the teacher by 'them', the others, the faceless few who ordain what must be done within the sacred confines of the classroom domain.

In fact much of the cumulative workload from which we, as teachers, suffer is self-inflicted, voluntary labour, idealistically- or professionally-motivated tasks which can double the time we expend on our chosen profession. I am really not surprised that he failed to mention this aspect of teacher overload; after all on another occasion (over another cup of coffee - we did drink an awful

lot!) he promulgated *Survival Law Number One* which was: *never volunteer for anything*.

Of course I was young, and as I think I mentioned, quite idealistic, so I ignored this very practical advice, and gradually over the next decade or so found various extra-curricular avenues to run down and expend my excess energies. I like to think that my motivation was not too ulterior – I had decided very early never to go for any kind of promotion in a system where the higher you climbed the farther away from the kids you got, and the less fun you had. I only mention all this because it was one of those avenues which eventually led to my taking the plunge and becoming what I am today: not a teacher who writes a bit, but an author who teaches as much as his writing will allow, and really has the best of all worlds.

Because I had always enjoyed writing, and because it was – and is – my heartfelt belief that if we get kids to love reading and writing, then everything else falls into place, I spent a good deal of time working with writing workshops, especially under the excellent disadvantaged Schools Program at St Johns Park High School in Metropolitan South West Sydney. Working with those inventive and very talented young people, and discussing the problems raised by their often experimental approaches to narrative and literary form. I finally grasped the essence of the truism 'Only by teaching do we learn'.

When I finally decided to shake off the inertia, grasp the nettle and pursue what had been a life-long, if sublimated, dream, my work with these young people had given me two vital insights into my chosen craft.

The first was that no writer for young people will ever again get away with patronising them; that the days of the 'authorial presence', the omniscient and dictatorial 'voice' which relates the story and the moral to an audience, are decades-gone. Today's young reader is equipped to find his or her own answers to the questions or issues raised, and is temperamentally averse to having the 'right' answer bestowed upon them like tablets from the Holy Mountain. As an author I see my role as one of focusing the young reader's attention on an issue or an idea, then having him/her through a vicarious involvement with the characters, 'try on' some of the different reactions and coping strategies for size, until each reader identifies an approach which suits



Brian Caswell

– or indeed rejects all those employed in the story and invents another.

The second lesson I learned relates to form. If the traditional methods of relating a story have grown irrelevant, then it stands to reason that the way a story is told is of vital importance, and that appropriate forms need to be developed. Here again, my years as a teacher have proven an invaluable asset aiding my development as a writer.

In trying to decide what *does* work, what connects with a teenage readership, it is often useful to identify what fails – and try to analyse why. It was not difficult to find examples of the 'failures'. They were the ones which gathered dust on the bookroom shelves, the ones which *never* had any copies missing during the annual stocktake, but amazingly they were also books with well-earned reputations, books which had once been key weapons in the English teacher's armoury. One clear example is Ian Serailier's **The silver sword**, the book for year 7 when I began teaching. Why did it no longer work well? What had changed?

The book was the same, the readership had changed. By examining the books that *were* being enjoyed – and not just the simplistic first-person romance series, or choose-your-own-adventure books – and analysing the approaches with which the young writers in my workshops were experimenting, I realised that it was the form of the narrative that was the key. It is beyond the scope of this article to examine all the influences which I believe have led to the need for new directions in narrative style but the

influence of my years of teaching have led me to a series of experiments with the use of multiple-narrators and plot-chronology – and an emphasis on interactive reading; on encouraging the teenage reader to be a participant in the action, not an 'audience'. I believe my success so far is largely attributable to this factor.

In this way my years as a teacher have had an invaluable effect on my development as a writer, and the process is ongoing. No one who hopes to write for teenagers can afford to get out of touch; the landscape is too changeable, and working with young people is really the only way to keep abreast of the changes.

Nowadays as well as writing, I spend my days in schools doing what I love best: running writing workshops; speaking about reading and writing and the books I write; and sometimes returning to the chalk-face as a relief teacher mixing with a wide range of young people and learning from them at least as much as I teach.

I have escaped the worst ravages of the cumulative profession, the inevitable bureaucratic demands of a system which 'processes' so many individuals. Yet I am still allowed the pure joy of almost daily contact with humanity in its most volatile and intense stage of development – surely the only conceivable reason anyone who is not a masochist would even contemplate a teaching career.

I think I am a better teacher through my writing. I know I am a better writer through my teaching. I hope that my happiness at being given the chance to lead this, the best of all working lives, shows through in the books that I write now and into the future.

Greg Bastian: beyond battle ships and unicorns

Greg Bastian's latest novel is *Lies and alibis*. It was a Clayton's shortlist nomination.

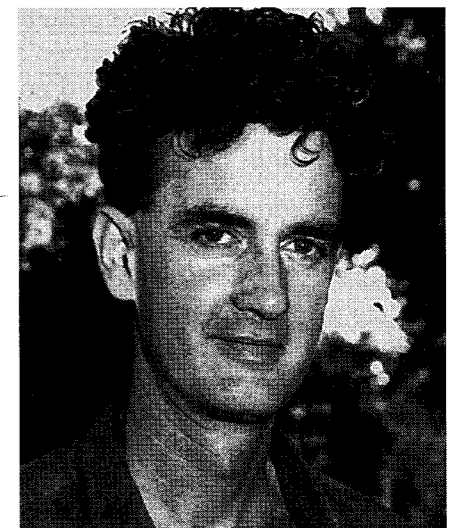
Tutoring teenagers in creative writing is a tough assignment. At the commencement of my last workshop, a five day stint in Grafton, I asked each young writer why they had joined the group.

'Don't ask me Sunshine. You're the one with the answers,' said the first child. It was a long week.

But as often happens – and in the end this is what makes it all so rewarding – the most belligerent were the ones with something genuine to say.

In order to coax the best from members of my groups, I've devised a few strategies to help maximise their enjoyment and minimise my anxiety. I'm not a trained teacher so I don't pretend to be one. Besides, I usually conduct writing workshops outside school hours or during vacations and the last thing the children want is an extension of their curriculum. I encourage them to accept me on their terms; they can address me as Greg; they can come and go whenever they like; they can participate in the exercises at their discretion; they can use whatever language, within reason, they choose ...

Next I tell them to leave their moral judgements, their fears and their prejudices –



Greg Bastian

the writer's three-pronged curse – outside the door. And that's no mean feat for a teenager. Then I try to coax from them whatever's left. In some cases it's precious little, but invariably, after a couple of days and plenty of stream-of-consciousness writing the stereotypes begin to dissipate and some real original thinking emerges. The boys forget their curdled blood and battleships, the girls drop their injured unicorns and impossible romances and both start writing about issues which directly affect them; issues close to home; issues they had never even acknowledged. So instead of calling the kid next door a half wit because he shaved one side of his head, they now have to speculate on why he did it. And rather than accept the fact that their father laughs only on weekends, they start to question why. In

reducing topics to ones which personally affect the teenage writers, they begin to appreciate the integrity and value of what they say.

I also read to them. In Grafton I read one chapter of *Lies and alibis* in the morning and another in the afternoon. By Saturday the book was finished and I'd been able to discuss the entire process I'd been through in constructing and writing it. Therein lies the value of having a professional writer teaching young students. An English teacher can explain character development, story structure, theme and point of view but a writer can introduce youngsters to a mode of perception and a method of tapping the imagination which has been refined over many years. A substantial part of my workshops is conducted in public places like parks and streets. There's a young woman hobbling along a footpath. Where is she going? Why is she hobbling? Why the frown? What's that bulging in the pocket of her dressing gown? Or each student is given an assignment such as going into a bank and enquiring about a new account. On their return they must give a full appraisal of the person they spoke to.

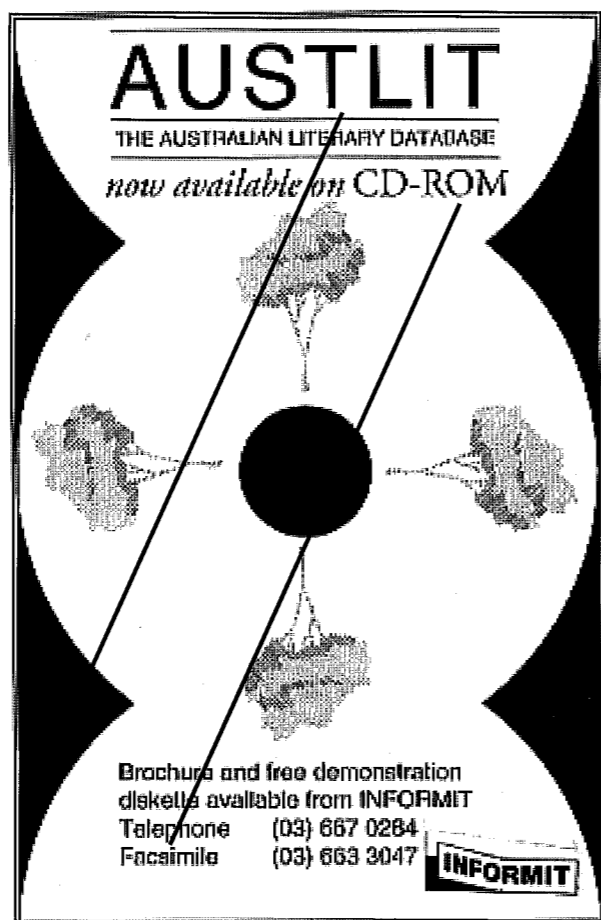
In the classroom we play games. One student has to be Captain Bart Tippett. His co-pilot is Rachel Van Tropp. They've just received a serious weather warning and the port engine is in flames. Flight-attendant Valerie Sims rushes into the cabin to report that one of the passengers has just gone into labour. We explore the characters first, giving them a background and a personality. Then we write a script, rehearse it and, if the equipment is available, video the sketch. It's great fun and if the teenagers are committed and open, can produce some marvellous moments of revelation or madness.

The most important aspect of creative writing, whether you're teenaged or middle-aged, is of course, practice. You must write something every day even if it's simply a line you heard on the bus. If you persevere it will become a habit difficult to break. My workshops include plenty of this stream-of-consciousness or free or automatic writing where participants are told to fill as much blank space as they can. No one will be reading it, not even themselves. It's surprising how much they can write and how difficult it is to stop them when the inhibitions are removed.

The big step is going public. It's relatively easy to show a piece of creative writing to a supportive friend but when it's published or

performed or broadcast or read to an anonymous audience, that's when you're on the line, that's when you (metaphorically) have to undress in public. A willing audience is never difficult to find and for the performers, reading their work out loud can be painfully liberating.

Finally an aspect of tutoring teenagers which I found very difficult to comprehend in early workshops was their apparent ingratitude. I'd put my heart and soul into showing them all I knew and urging them to write, not for the money or the kudos, but for the sheer joy. And very rarely did one of them ever say thank you or tell me they'd enjoyed it. I guess that's the way teenagers are. These days I never expect that sort of feedback. So I was completely taken off guard when the rude young man in Grafton, the one who'd called me Sunshine, came to me at the end of five intense days, took my hand and said, 'Thanks Greg, that was excellent!' ■



The human body: team teaching an integrated unit

Nancy Lander, teacher-librarian at Orana Heights Public School in Dubbo shares one of her cooperative teaching experiences.

The collaborative team

Our team was made up of teachers from the three year 2 classes and the teacher-librarian. One class teacher Robyn Denkel, and I were heavily involved with implementing the new Science document; of the other two members Jan Condie provided stability and Fran Willis an innovative use of animal organs! The volunteer library assistant published the final presentations on the computer.

The unit

In 1991 we had taken the then Social Studies unit *How I grow*, integrated it with a Health and Safety unit *Functions of the human body* and incorporated an information skills component. While the unit had worked well previously, it was decided that the inclusion of *Systems of living things*, from the Science document, would be an improvement as it included comparison with other living things. The outcomes to

be achieved were for students to gain a basic understanding of how the body works and of what steps need to be taken for its care and maintenance, for example the need to wear bike helmets. Anecdotal evidence indicated that many students' interest was particularly roused as they hoped to find clues to the disabilities experienced by a classmate with cerebral palsy, the volunteer library assistant who has Freidriechs attaxia and other students at school who have spina bifida and use wheel chairs.

Planning

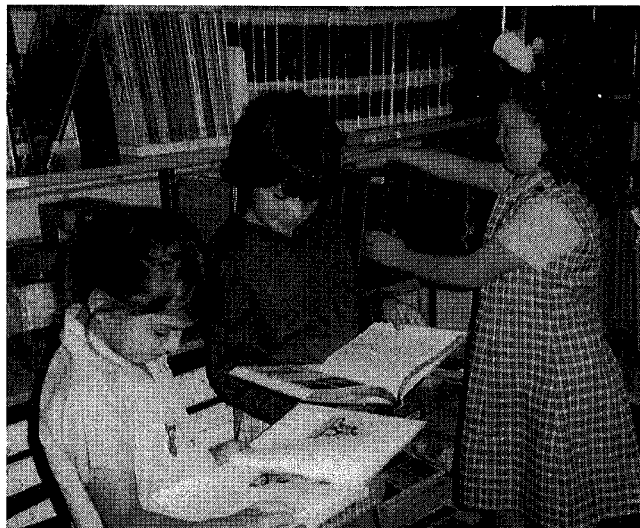
There was only one initial joint planning session at which we decided when the library would be needed, reviewed our previous effort and made some minor changes. We decided to retain the same structure as previously and make a concerted effort to incorporate more hands on activities in keeping with the new Science document. It was also decided to

include the information skill 'Defining' in the first information skills activity because of a need for students to be able to pose concise questions.

Structure

The time frame was weeks 2 to 10 term 1. Each week one full afternoon - 1:40 to 3:00 - was to be taken for the main presentation, activity sessions and reporting to home class. During last period on the afternoon before, there was an audio visual presentation by way of introduction to the topic with a question posed to encourage thought and discussion at home.

Each of the team took turns to completely plan a presentation and the activities on a particular body system or part thereof and to collect resources needed for the session. This resulted in variety and interest for teachers and students. With eight different topics we each had two sessions to plan. A guest speaker from the local reha-



Trina, Lovanna and Michelle finding information at the reference section.



Trina, Ashley and Michelle reading "The Big Book of The Body".

bilitation centre for brain damage provided a ninth concluding session.

The planning for each topic with relevant materials was given to other team members before the session.

The pattern for each afternoon was the same, beginning with presentation for all the students in the library, followed by each teacher taking a group to an appropriate area for an activity associated with the topic—as the teacher-librarian's group always did information skills they remained in the library. For the final session students returned to their own classrooms and reported to their teacher and class what they had learned about the topic in their activity. Some activities remained set up allowing students to investigate further in their own time later in the week. Information found in the library was typed up using Print Shop and copies supplied to each classroom.

Content

Topics covered week by week were: my body; cells; breathing; the skeleton; the need for food;

how is food digested? the heart; the brain; what happens when the brain is damaged?

The information skills focused upon included the ability to formulate a question, alphabetically locate the topic, select a piece of relevant information and present the information with the correct citation details.

Resources

Most general library resources on the body were located in classrooms to encourage students to read in their free time. While reference material remaining in the library was really too difficult for year 2 students, they were willing to stretch themselves to seek what they wanted. We borrowed extensively from the local Education Centre and the local teacher-librarians group as well as our teachers' resource room.

Of particular use were a skeleton, a mini torso, ABC Hunter programs and animal parts brought in by teachers for their sessions.

Evaluation

Reporting sessions at the end of the afternoon showed that

students understood and were able to impart what they discovered in their activity sessions.

Students gave oral answers to their class teachers who filled in evaluation forms at the completion of the unit. Indications were that students knew what they had studied, what resources they had used and that they had learned new information. The majority considered their learning was better than satisfactory, two indicated that greater attention on their part would have improved learning. Most wanted to learn next about the senses or some component of them.

A cross section of students happily recreated their activities for photographs nine months later.

In evaluating outcomes from the Science perspective, we could respond positively regarding students having investigated, tested and modified their understanding, and designed, made and used technology.

Comments from all teachers were positive. ■

EVALUATING FACTUAL TEXTS

Len Unsworth from the Faculty of Education, University of Sydney was the keynote speaker at a recent ALIA seminar on evaluating factual texts.

The following has been adapted from a longer article written by Len 'Linguistic form and the construction of knowledge in factual texts for primary school children'; published in Educational Review Vol. 43 No. 2, 1991, which provided the basis for the ideas presented at the seminar.

Scientific knowledge extends beyond commonsense knowledge. Commonsense and science have different ways of looking at reality based on different organising criteria. 'Pumpkins for example are a kind of vegetable for cooks but fruit to a botanist' (Martin et. al., 1988, p. 149). To the naked eye the Morning and Evening stars are different objects, but for science, they are the same planet - Venus . . . (Martin, 1990 p. 83).

Scientific knowledge is concerned with an ordering of reality into relationships based on 'uncommonsense' criteria and in the process involves the generation of explanations of the phenomenal world. As scientists order and explain to build up a scientific perspective alongside that of commonsense they develop a distinctive language for this purpose. Learning science means learning to control the language which describes scientific knowledge.

The significance of distinguishing commonsense from scientific knowledge has been emphasised in recent texts concerned with teaching science in schools. There is evidence that many children have not developed basic scientific understandings from their primary school learning experiences (Osborne & Freyburg, 1985) and that improved use of text books in teaching science is an important factor in addressing the problem (Roth & Anderson, 1988; Christie, 1985, 1988; Martin, 1990). Christie (1988) has pointed out the need to initiate young children into the discourse of scientific English, described by Donaldson (1989) as 'the language of systematic thought'.

Traditionally primary education has valued fiction above factual texts and has preferred narrative genres. At least 2 major influences have contributed to this. The first was a 'retreat from print' in the teaching of science and social studies under the influence of 'process' oriented curricula of the 1970s & 80s. The second influence is an ideology which sees children as more interested in play and make believe than exploring the reality they are growing up into. It therefore sees knowledge of the real world as best introduced to young children via puzzles and games and through narrative which encourages children's imagination.

One can learn quite a lot from narrative whether it deals with fact or fiction. However narrative is not an effective way of organising all types of factual writing. It is not prominent among the genres that are used to exchange knowledge in the majority of areas of learning e.g. economics, medicine, geography, computing, electronics, biology etc. If children are to be effectively introduced to the forms of knowledge and understanding which are powerful in the culture, they need to be gradually introduced to the distinctive ways language is used to make meaning in these areas. Control of this form of language is integral to demonstrating meaningful learning of the specialist knowledge of the various curriculum areas. Factual texts therefore need to be evaluated in terms of their appropriateness in providing children at various ages with access to the language of specialist knowledge.

A critical analysis of a number of books which have been promoted as supporting the science curriculum raises issues which teacher-librarians may wish to consider when selecting information resources to support curriculum areas. Len suggested that the texts examined frequently fall into one or other of the following five categories:

- Subverters:** suggest that scientific knowledge is like playing a game, collecting pieces of information such as are used in quizzes or books of records or that it is like a story that you can enter into imaginatively.
- Simplifiers:** seek to minimise technicality and hence represent mainly commonsense knowledge. In some cases oversimplification results in scientific inaccuracy.
- Distractors:** include a good deal of localised and/or peripheral information. Mode may include a good deal of language which is ancillary (e.g. an accompaniment to illustrations or actions) rather than being constitutive of the context. There may also be a good deal of personal interaction with the reader.
- Approximators:** attempt to reconstruct specialist knowledge for young children. These texts require close examination to determine the integrity of the information and its accessibility to young readers.
- Initiators:** are the most successful recontextualisations of specialist knowledge for young readers.

Subverters

The Bulldozer cleared the way (Latham & Sloan 1985) is an example of this category. In this title the sequence of events in reality, that is the building up of the road is actually presented as being deconstructed by the order of events as sequenced in the text.

Page 1.
The bulldozer cleared the way.

Page 2.
The scraper scraped the road, but the bulldozer cleared the way.

Page 3.
The grader formed the road. The scraper scraped the ground, but the bulldozer cleared the way.

Books of puzzles and quizzes like **Whose toes and nose are those?** (Vaughan, 1986) are popular with young children and are similar to materials children might use for entertainment at home or to keep themselves occupied on journeys etc. Their inclusion in reading schemes accords them

status and valency (not differentiated from other forms of information books) in constructing teachers' and pupils' views of what constitutes curriculum area learning.

Another type of 'subverter' is the pseudo-narrative which is frequently anthropomorphic and blends the real world with fantasy. For example in **Moggy's hop** (Pigdon, 1987) the text begins:

In a pond, on a still dark night, the frog laid her tiny black eggs. The eggs were joined together with jelly-like stuff called spawn. They floated on top of the water.

We then learn that one of the eggs hatched into a tadpole called 'Moggy' and in the next 17 pages trace Moggy's development into a frog. The text then proceeds:

She was very unhappy.
When Grasshopper saw how unhappy she was, he asked her, 'What's wrong?'
'When I hop, I never quite reach where I want to go,' she answered.
Grasshopper told her not to worry.
'I'll help you,' he said.
'When I was young I couldn't hop very far, either, and my friend Cricket helped me.'

Baker & Freebody (1989) have shown how such ambiguous contexts of situation lead the teacher to adopt inconsistent frames of reference and confuse the children as to whether they should invoke the world of fact or the world of fiction.

Simplifiers

Simplifiers minimise technicality and limit children's development of a scientific perspective. This effect can be seen in comparing some 'simplifiers' with examples of more appropriate 'initiators'. The following text is a simplifier called **Dinosaurs** (Collins, 1988):

Long long ago, before there were people, dinosaurs lived on Earth. (full page colour drawing showing *Muttaborrasaurus* and *Austrosaurus* - labelled)

The word 'dinosaur' means 'terrible lizard'. (double page spread-colour drawing of *Allosaurus* - labelled)

Some dinosaurs were very small (full page colour drawing of *Compsognathus* - labelled)

but other dinosaurs were very huge. (full page colour drawing of *Brachiosaurus* - labelled)

Some dinosaurs moved on two legs but other dinosaurs moved on four legs. (full page colour drawing of *Aparosaurus* and *Camptosaurus* - labelled)

There were even flying reptiles (full colour drawing of *Pteranodon* - labelled)

Some dinosaurs ate plants but others ate meat.

This series of discrete observations contrasts with the following book called **A first look at**

dinosaurs (Selsam & Hunt, 1982). The text is one of **A first look** series whose purpose is explicitly stated:

Each of the nature books for this series is planned to develop the child's powers of observation and give him or her a rudimentary grasp of scientific classification.

The first few pages of the text are as follows:

Dinosaurs lived millions of years ago. (illustrated time line of the age of dinosaurs - labelled)

Some dinosaurs were giants and others were no bigger than turkeys. Some had long sharp teeth and ate meat. Others had teeth like pegs and ate plants. Some had bumps. Some had horns. Some had spikes. There were almost 1000 different kinds of dinosaurs. How do you tell them apart? (black and white drawings of four different types of dinosaurs - not labelled)

One group of dinosaurs were meat eaters. They walked on their hind legs and had sharp teeth and claws. They came in different sizes. (black and white drawings of *Tyrannosaurus*, *Megalosaurus* and *Compsognathus* - labelled with phonic spelling in parentheses)

Another group of dinosaurs were giant plant eaters. They walked on all four feet. They had very long necks and tails. Their legs were as big as tree trunks. Although they were all big, some were bigger than others.

(black and white drawings of *Diplodocus*, *Plateosaurus* and *Brontosaurus* - labelled with phonic spelling in parentheses)

Even though the meat eaters and the giant plant eaters looked very different, scientists found that their hip bones were the same. They looked like those of a lizard. The scientists called them lizard-hipped dinosaurs.

(black and white drawing of the skeleton of a dinosaur with a lizard hip highlighted)

Unfortunately the **simplifiers** sometimes distort scientific knowledge. Stodart (1989) noted that a recent book entitled **Breathing** (Anderson, 1986) began with the sentence: 'All living things need air'. Stodart pointed out that young children know that air kills such creatures as tadpoles. Avoiding the word 'oxygen' in the text causes a considerable difficulty in interpretation. Stodart emphasised the need for expert advisers and informed editors and suggested that:

If a topic cannot be expressed for a young child simply and without too much distortion, it is better left to an older age, particularly in printed form. (Stodart, 1989, p. 5)

Distractors

One example of this kind of text is **Down, round about and up again: the life of a river** (Howes, 1987). The first chapter is entitled 'Where a river is born'. Only two of the thirty four clauses have

a topical theme related to water and only three are related to location. Other topical themes include 'walking, the moss, lots of frogs and water skinks, bushfires, summertime, the flowers, some farmers, bushwalking and camping . . .'. The text gives the impression of a lack of direction and jumps from one topic to another. This makes a lot of the information seem unrelated to the overall topic and seems to be the beginning of a long description of many things rather than having a focus on the birth of a river.

This can be contrasted with **Rivers and lakes** (Bramwell, 1986), which explicitly signals the rhetorical structure of the text and clearly indicates how the Field will be developed:

The birth of a river
The life of a river can be divided into three stages. These three are usually called youthful, maturity and old age. There is no sharp division between them. Just as in human life, youth merges into maturity and then into old age. The main differences in the three stages can be seen in the shape of the river valley. As soon as rain falls on high ground . . . (p. 4)
Deeper and wider
When a river is at its mature stage, two important processes are at work.
First the river is altering the shape of its valley.
It still has to . . . (p. 6)

Distraction is also evident in **River red** (Pigdon & Woolley, 1987). The purpose of the book is not clearly linked to the development of any underlying scientific conceptualisation. It deals in a very general way with plant reproduction, size, age, composition, ecology and use of timber - and all in about 250 words - a not insignificant proportion of which elaborate a highly localised approach to estimating height:

In ten years the seedling may grow as tall as three school flagpoles. This is about thirteen times as tall as you will be when you are ten years old!
In 100 years a seedling can grow as big as thirty blackboard rulers.

This can be contrasted with **Spotlight on trees** (Langley, 1987). After the introductory chapter 'A world of trees' the next four chapters (each of about 30-50 words) provide a decomposition taxonomy detailing the 'make-up' of a tree. The titles of the chapters are.

- The parts of a tree.
- A look inside the trunk.
- Roots and branches.
- Leaves

In the chapter dealing with a look inside the trunk technicality is introduced by a careful co-patterning of the main text, a table and a colour diagram. The way in which technicality is used in the main text can be seen in the chapter on leaves:

Leaves come in all shapes and sizes. They take in sunlight and change it into energy. The tree uses this energy to make its food. This process is called photosynthesis.

Books like this convey information which is not just unusual, remarkable or personally fascinating. Indeed it is often all of these things but more than that. It is coherent with the ways in which the culture organises knowledge and thereby provides access for children to an understanding of the genres used by the powerful in society to control knowledge.

Approximators

This category (*Approximators*) and the next (*Initiators*) can only be distinguished by fairly thorough textual analysis. Unless this is done it is difficult to decide which of these categories would apply to particular texts like **Earthworms** (Pigdon & Woolley, 1989); **An introduction to frogs** (Tyler, 1987) and **An introduction to Australian spiders** (Cullen, 1986). To demonstrate the need for the *Approximators* category, I will examine some of the difficulties in **An introduction to Australian spiders**.

There is little explicit development of a classification of spiders. The text is mainly about what spiders do. Although the pre-classifier 'different kinds of' cues a classification taxonomy this is not developed in the text. Illustrations of spiders are labelled using Classifier Thing structures such as 'net-casting spider' and 'spitting spider' which seem to be names of particular spiders since they appear along with illustrations labelled 'St. Andrews Cross spider' and 'wolf spider'. But the main text also contains similar Classifier Thing structures which name classes and not particular spiders:

Most spiders have permanent homes but some *hunting spiders* wander about to different shelters. (p. 8)
Web-making spiders usually live in their webs. (p. 10)
 (my emphasis)

The only explicit references to a classification taxonomy which could clarify these relationships are two examples of nominal group apposition in labels accompanying illustrations:

FLOWER SPIDER (hunting) (p. 8)
 FLOWER SPIDER (ambushing) (p. 20)

Young readers provided with such minimal textual resources might well interpret the Classifier Thing structures in the main text as names for particular spiders. But the lack of an explicit classification taxonomy causes further difficulty since knowledge of it is assumed if the reader is to understand the taxonomic relationships among the kinds of homes of different spiders:

Most spiders have permanent homes but some hunting spiders wander about to different shelters.

Trapdoor spiders and funnel-web spiders live in burrows in the ground. Wolf spiders also live in burrows but come out to hunt. (pp. 8-9)

Presumably this text is based on a habitat taxonomy. However to derive this understanding from the text the reader would have to assume that trap-door spiders and funnel-web spiders are not hunting spiders and therefore do not wander about to different shelters. The reader would also have to assume that the wolf spider, in contrast to 'some hunting spiders' also does not 'wander about to different shelters'. In the absence of explicit textual information, it is quite likely that readers would assume that trap-door spiders, funnel-web spiders and wolf spiders are all examples of 'some hunting spiders' which 'wander about to different shelters' and hence locate 'burrows' as the different shelters that these spiders wander around to. Part of the difficulty is that while two categories of home are indicated in the clause complex on page eight (see above), only the permanent homes are mentioned in the remainder of this section. No examples of the second category of 'different shelters' occur in the text.

The text could be rewritten to reduce such confusion:

Most spiders have permanent homes. Trapdoor spiders and funnel-web spiders live in burrows in the ground. Wolf spiders also live in burrows in the ground but come out to hunt. Some (other) hunting spiders wander about to different shelters ...

It would then be necessary to add an example or two of such spiders and the kinds of shelters they use. One possibility would be the huntsman spider which shelters under pieces of bark it comes across.

The kinds of problems found in this text are not unusual in school text books. This does not mean that *Approximators* have no value in the classroom, but they need to be read critically. This means that teachers will have to show children how to read them critically by attending to the kinds of textual characteristics that have been discussed.

Initiators

Some of the texts already used for contrastive purposes may well fit into this category [e.g. **Rivers and lakes** (Bramwell, 1986); **Trees** (Langley, 1987); **Earthworms** (Pigdon & Woolley, 1989); **A first look at dinosaurs** (Selsam & Hunt, 1982)]. However, as noted above, distinguishing between *Initiators* and *Approximators* would

require close textual analysis. Where such scrutiny has occurred some books have clearly emerged as *Initiators*. Christie (1988, pp. 130-131) judged **From egg to chick** (Selsam, 1972) 'a very successful attempt to recontextualise biological knowledge' which 'offers the young reader a very appropriate introduction to biological knowledge and to the ways in which biologists go about constructing their view of reality'.

Another example is **Floating and sinking** (Pluckrose, 1986) which leads developing readers to a principled basis on which to decide which things float and which things sink.

Air helps things to float...
 like this rubber balloon,
 this buoy
 and this toy ship.
 All these things are hollow.
 If things are hollow, they are filled with air.
 Some things float because they are lighter than water, like these leaves.
 (Pluckrose, 1986)

The *Initiators* (and *Approximators*) are important resources for helping children to understand the difference - and that there is a difference - between 'commonsense' and 'uncommonsense' knowledge. Furthermore written texts are the major means by which children learn how the form of language varies in constructing this difference. What children learn about reading and through reading are completely interconnected and are determined by the texts they have access to and the social contexts in which those texts are encountered. The *Approximators* and *Initiators* are the sources of productive work in understanding approaches to the recontextualisation of knowledge for young children which will facilitate 'systematic shunting' from familiar 'everyday' realities to unfamiliar scientific realities.

As teachers, we need to be able to evaluate factual texts in terms of their contribution to the experiences we are providing to extend children as readers, writers and learners.

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AUSTLIT The Australian Literary Database

Royal Melbourne Institute of Technology

This CD-ROM is reviewed by Fay Gardiner

The AUSTLIT database is produced by INFORMIT, the Electronic Publishing arm of the Royal Melbourne Institute of Technology in association with the Australian Defence Force Academy Library. The database indexes creative and critical writing by or about Australian authors. Although children's literature per se is not indexed, the database does pick up works for older readers: for example Robin Klein, Paul Jennings, Victor Kelleher, Simon French all have works included.

Equipment needed

IBM PC (preferably 286 or higher) or compatible; floppy disk drive; hard disk space minimum 850k; CD-ROM drive; MS DOS or PC-DOS version 3.1 or above; MS-DOS Extensions; monochrome or colour monitor; printer (optional)

Contents of package

1 CD-ROM; Getting started manual; Letter of instruction for installation with phone and fax numbers for help.

Program content

Curriculum relevance: Teachers of senior secondary English and their students would find this a useful tool for unearthing literary criticism and related works. The *topic* field also lends itself to possible exploration of works connected with, for example, *Human Society and Environment*.

Content and scope: AUSTLIT is updated 3 times during the academic year, ie March-October. The database indexes

- creative literature including poems, novels, short stories, drama
- criticism: books and articles
- reviews of Australian literature and literary aspects of stage, film and sound productions
- awards, prizes and grants
- creative literature translated by Australians

More than 100,000 records for creative and critical works are included, with over 250,000 references to various works. Approximately 4000 records are added each month.

The manual indicates that indexing for 1988-1991 is comprehensive; 1970-1988 is good but by no means comprehensive; pre-1970 is very uneven.

Just under 100 journals are indexed; newspapers from all capital cities (*The Sydney Morning Herald* from Sydney, *Age* from Melbourne) plus the national *Australian* and the *Newcastle Herald* are indexed.

Style: Users who are familiar with the SCIS database should find it easy to transfer their skills to AUSTLIT, even though some terms are different.

Graphics: none

Arrangement and presentation: The initial screen offers top and bottom bars of prompts corresponding to a choice of keys from F1 to F10. Initially this reviewer who is strictly a Mac user found the program daunting and threatening but after a short session with a DOS user there were no problems.

The manual is short and written in reader-friendly language. It includes 7 sample searches, which, when completed will leave the user feeling competent and keen to explore the database.

Software considerations

Searching on the full record is easy. Boolean searching is facilitated by excellent, clear instruction both within the manual and on screen.

Keyword searching is possible and easily achieved.

Records can be printed or copied to hard or floppy disks.

On several occasions the program froze and had to be re-started; this could have been caused by a less than desirable amount of memory on the computer.

Overall evaluation

Although its application in schools is limited there is no doubt about its value in the senior secondary school. The wide range of journals indexed means that many articles will not be readily accessible to schools; on the other hand schools are likely to hold journals such as *Good Weekend*, *Meanjin*, *The Bulletin*. Other articles could be obtained on inter-library loan.

For avid (and potentially avid) readers it also provides a very pleasant way of browsing to find titles of other books by newly discovered authors for example, works on a theme, awards and so on.

LEV: Middle secondary Upper secondary Professional

AVAIL: 3 discs per year: \$375; single disc: \$300. Contact Jan Swinburne INFORMIT RMIT Libraries GPO Box 2476V Melbourne 3001 Ph (03) 667 0284 Fax (03) 663 3047 ■

PressCom — Not just another database

Ian Reid is computer co-ordinator at Balgowlah Boys' High School.

Our trial of 'PressCom' came about as part of our search for diverse learning resources for both students and staff at Balgowlah Boys' High. We have experimented with many electronic resources over the years and like most schools have financial concerns in mind at all times.

Probably our favourite electronic resource is Australian Associated Press (AAP) and like many schools we choose Nexus as our pathway, so the offered trial of PressCom was seen as an opportunity to compare something new (to us) with something proven. AAP gives full text access to national and international news services before the news is published. PressCom gives access to published news with the full text of articles being available to users. Our pathway, Austpac, ID and password were OK but what about this terminal emulation required? VT100?

Does any of our software support this? These might not seem a problem to many, but we have been quite happy using an Apple 2GS for all of our communications work and have our software configurations down pat. After a scratch around in the software catalogue, the cheapest solution was to switch to a Mac or MS DOS compatible computer. We decided to give both a go with staff and students alike and to use the exercise to give an indication of a preferred option for communications hardware and software.

We had instant success with both systems!!

Response from most subject departments was very enthusiastic and a timetable for access was prepared as we had only 3 days left of our free trial. Apart from a couple of hiccups everything worked out well. All users were enthusiastic both before and after the trial and felt that PressCom

would be a worthwhile resource to have available. The ability to gain specific, rather than broad, information appeared to be most in favour with the staff. The access to European topics via the **London Times** was well received with Economics teachers. The computing section in the

them greater opportunities for productive research.

One immediate disappointment with many was that **The Sydney Morning Herald** was not available but this concern faded with usage.

The Presscom menu below indicates the scope of the database.

```

Welcome to PressCom Australia
=====
HAVING TROUBLE USING THE DATABASES? USING VT100 EMULATION?
Take the guesswork out of searching with EASYSEARCH
To use EASYSEARCH, type /E at the BASIS prompt (1/).
-----
1A SA THE ADVERTISER (Jan 1986 to Apr 6, 1988)
1B SA THE ADVERTISER, SUNDAY MAIL, NEWS, MESSENGER (April 1988 to date)
2A VIC THE HERALD, THE SUN, (Sept 1985 - Dec 1990)
2B VIC THE HERALD-SUN, SUNDAY HERALD SUN. (Jan 1991 to date)
3 TAS THE MERCURY, SUNDAY TASMANIAN. (Dec 1987 to date)
4 THE AUSTRALIAN - Business section (Dec 1991 to date)
5 UK LONDON TIMES, SUNDAY TIMES. (May 1992 to date)
0 LOGOUT
PLEASE ENTER 1A, 1B, 2A, 2B, 3, 4, 5 OR 0.:4
    
```

What does it cost?

SCHOOLS RATES	
FREQUENT USER	
Connection fee (once only)	\$75
On-line charge	17 cents per min.
Minimum monthly charge	\$15 (includes 1.5 hr searching)
PAY AHEAD OPTIONS (12 Months)	
Connection fee (once only)	\$75
Option 1	\$265.20 for 26 hours
Option 2	\$530.40 for 52 hours
Option 3	\$1,060.80 for 104 hours

Times assisted the needs of computing staff and students with regard to social issues and the current trends in Britain and Europe.

Students in the subject areas of English, Economics, Business Studies, Computing Studies and Geography were turned loose to see how they could benefit from the availability of a resource that provides wide local coverage and an extension to Britain. Students who were given extension work and a laptop to use returned with valuable material and improved skills. None found the experience difficult and have since shown greater interest in information gathering. In general, they were most positive and indicated that it offered them a wider perspective and gave

If you are interested in the Mac versus MS DOS debate — it was too close to call.

PressCom is a division of:
 Advertiser Newspapers Limited
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 121 King William St ADELAIDE, SA 5001
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For more information about NEXUS which provides AAP as one of its many databases for schools contact:
 NEXUS
 South Australian Department of Education
 LMB 12, WOODVILLE SA 5011
 Ph (08) 243 5606
 Fax (08) 347 1781 ■

Going online to SCIS

RATIONALE

When preparing a submission in your school for an extension of the services and information technologies you wish to offer to students and staff, the following factors could provide an educational rationale.

Education 2000 NSW Dept. of School Education 1992, is a planning document which gives a focus and direction for education in NSW government schools. The objectives and planned outcomes in **Education 2000** are intended to provide the focus for planning activities in schools. The following outcomes are relevant to the provision of online access to SCIS

- 1.02 Students apply information skills
- 9.02 Student learning is supported by technology in all syllabus areas
- 9.03 The variety of student learning experiences is expanded by the use of communications technology
- 9.04 ... staff are supported by communications technology and information systems

The following points could also be used to support your submission:

- **Information literacy skills** are vital skills for life long learning.
- **Equity of access to information.** Access to a telephone line can connect the school to remote and vast databases.

- **School libraries should lead the way with information technology.**
- **Teachers' information needs can be better served.**
- **Efficiencies can be made in library resource management.**
- **Hardware and software which connects you to SCIS can also be used for other databases.**

ONLINE BUDGET

The most convenient way to go online to SCIS and other online services is to have a dedicated line installed. Recent changes have meant that where Telecom does not have to make a special new installation, it is actually **cheaper** now than in the past.

Telephone line installation

This is a once only charge. To have a line installed with no phone handset provided is \$173. A line with a phone is \$216. The cheaper option is fine as you will probably not want to use the line for phone calls and you do not need a handset when connecting your computer. Think about the best location for your line **before** the technician comes to install it.

Rent on line

As with a home phone installation, an extra line into the school will incur a quarterly residential rate charge of \$33.75. This annual charge of \$135 could be part of an online budget or the school may elect to pay it with other telephone expenses.

Calls

Calls for city schools to SCIS are at the rate of a local call, for country schools (except if they go through AUSTPAC) STD charges apply.

Database charges

SCIS charges for 1993 are \$30 per hour if you have an annual registration and \$40 per hour as a casual user.

[For more information, contact the Curriculum Corporation. School help line: (008) 337 405; FAX: (03)639 1616]

When weighing up the costs, some important points should be made:

- you may not now need to purchase the microfiche
- practice will make you and/or your school assistant fast and efficient in searching SCIS online
- your hit rates will increase as the database can be searched in many ways not possible with microfiche
- you will have access to review information and curriculum abstracts
- you will be able to order machine readable records online
- you will have instant access to new records and not have to wait for a microfiche update
- hardware and software used for SCIS can of course be used for other online information services such as Keylink, NEXUS, SAGE, PRESSCOM and AAP.

Communications software

Some modems come supplied with communications software.

Many schools will have integrated packages such as **Works** which include communication options.

Shareware programs are available.

For those who need to purchase, user friendly communication software with

sophisticated options is available for sale for around \$100 to \$150.

It is possible to go online through OASIS Library but at present the communication menu is very basic with no option to record and save searches. We look forward to future upgrading.

Hardware

Suitable modems are available from around \$300 to \$500.

Remember, your modem is not computer specific, although you will need to specify the type of computer to which it is to be connected so that the correct cable will be supplied.

Consult your school computer coordinator and/or regional computer consultant for the best software and hardware options in your particular circumstances. ■

MANAGEMENT

Tools for schools

ment' employed. Thus 363.7 is used for environmental problems and services, 333.7 for natural resources and energy and 304.2 for human ecology.

Dewey Decimal Classification can be ordered from:

DA Information Services
648 Whitehorse Road
Mitcham Victoria 3132
Phone: (02) 300 9378 or (03) 873 4411

Current price for the twelfth abridged edition is approximately \$120 + postage
DDC 20 costs approximately \$400 + postage
Prices will vary according to the current value of the Australian dollar.

ASCIS Subject headings list

As previously reported a new headings list will be developed incorporating New Zealand headings and all new and revised headings since the second edition. At present, no stocks of the second edition are available. Subjects headings are available online or on the microfiche from SCIS. Scope notes and full reference structure are available online. Both online and microfiche users have access to headings which have been used as permitted by the Subject Headings List (for example the names of specific animals or sports). Subject headings have been included in both the full and abbreviated versions of the microfiche catalogue. The separate subject authority fiche updated quarterly costs \$30.

AACR 2

The standard for descriptive cataloguing used by the SCIS cataloguers is taken from the **Anglo American Cataloguing Rules 2nd edition** as specified in the SCIS standards. Available through larger book suppliers, published by Library Association U.K., 1988 paperback approximately \$75. Revisions to the 1988 edition are due mid 1993.

ASCIS cataloguing standards for school libraries - schools edition

The ASCIS cataloguing standards for school libraries (originally issued to all schools) is currently being updated. Copies of the earlier edition are available from: Curriculum Resources, 3a Smalls Road Ryde NSW 2112 at a cost of \$6.00 government schools; \$7.50 non-government schools; \$9.00 interstate schools.

Anne Dowling is the leader of the NSW SCIS Cataloguing Unit.

While SCIS answers most cataloguing needs, the small percentage of resources catalogued locally should maintain a consistent standard.

Dewey Decimal Classification

SCIS records can be ordered with either a twelfth abridged edition or a twentieth Dewey Decimal Classification number. Schools are advised to use the abridged edition although secondary schools may wish to use the twentieth edition for classifying areas of specialisation such as literature. It is not necessary to purchase the four volumes of DDC 20 to either order or use the SCIS records with the twentieth edition numbers.

The one volume abridged edition is a true abridgment of the four volume DDC 20. The numbers in DDC 20 allow more detailed division of the subjects. This closer classification can result in numbers with several digits after the decimal point. If a school should ever outgrow the abridged edition it is easy to move from the abridged to the full edition.

A manual has been included in the twelfth abridged edition. Arranged by classification number, it outlines the policies and practices underlying the decisions on assigning subjects to particular classes. Useful distinctions are made such as the explanation (p. 102) on why resources on the 'environment' are classified to different places according to the meaning of the 'environ-

NEWS • NEWS • NEWS • NEWS • NEWS

AUSTRALIAN BOOK PUBLISHERS' ASSOCIATION AWARD

Congratulations to the ABPA award winner for the best designed paperback of the year:

Trees in my ears : children from around the world talk to Christine Harris Wakefield, 1992
SCIS 732692

ALIA (NSW Schools' Section) PROFESSIONAL DEVELOPMENT

Future courses will be: **Strategic Planning for School Libraries**

31st July, 1993.

Contact Anne Plowman (02) 569 7155

Information Skills: where are we and where do we go from here?

6th November, 1993

Contact Ross Todd (02) 330 5518

GO UNDER COVER

The **Children's Book Fair** will be held at the State Library from Thursday 26th August to Sunday 29th August 1993.

UNCOVERED

Investigating Books for Younger Readers
HarperCollins Children's Book Seminar

The seminar will take a close look at all the ingredients that go into creating the sorts of books that will appeal to, challenge, and delight readers from mid primary to junior secondary. With particular reference to the

Children's Book Council shortlist and other suitable books. Guest speaker: Maurice Saxby

Date: Thursday 20th May, 5.30 - 8.00 pm

Place: HarperCollins Publishers

25 Ryde Road

Pymble NSW 2073

Cost: \$15.00 Eligible for Training Guarantee

Contact: Melissa Gabbott (02) 952 5000

IBBY

The first IBBY Encouragement Award for children's literature published in 1991-1992 will be given at the combined ALIA/NZLIA conference to be held 26-30 September, 1994 in Wellington, New Zealand. For more information, authors should contact IBBY PO Box 194, Edgecliff 2028

THE WRITER SPEAKS

Allan Baillie, Brian Caswell, Donna Rawlins, Alex Buzo, Penny Hall, Peter Goldsworthy, Anne Fine, Isobelle Carmody, Terry Denton and Agnes Nieuwenhuizen are some of the speakers available through the Lateral Learning register. For information contact: Marion Boyd phone/fax 968 2067.

CONGRATULATIONS

Congratulations to Robin Morrow of The Children's Bookshop at Beecroft who has recently celebrated 21 years promoting literature for young people.

The Macquarie Dictionary

The Macquarie Dictionary is the standard for spelling for headings added by the cataloguer as allowed in the ASCIS Subject Headings List.

New and revised subject headings

The following headings have recently been added to SCIS.

1. Socially disadvantaged and Socially disadvantaged children replace Socially disabled and Socially disabled children.
 SOCIALLY DISADVANTAGED
 x Culturally deprived; Culturally handicapped; Disadvantaged; Socially handicapped; Underprivileged
 xx SOCIAL ADJUSTMENT
 SOCIALLY DISADVANTAGED CHILDREN
 x Disadvantaged children
2. FRACTALS
 See also CHAOS THEORY
 x Fractal geometry; Fractal sets
 xx CHAOS THEORY; MATHEMATICAL MODELS; TOPOLOGY
3. Forensic sciences replaces Forensic medicine
 FORENSIC SCIENCES
 See also CRIMINAL INVESTIGATION; INSANITY; MEDICINE — LAW AND LEGISLATION; MURDER; POISONS
 x Forensic Medicine; Jurisprudence, Medical; Legal Medicine; Medical Jurisprudence; Medicine, Forensic; Medicine, Legal
 xx CRIMINAL INVESTIGATION; CRIMINAL LAW; MEDICINE, STATE
4. BOOK NUMBERS
 The members of the committee which determines the standards for SCIS cataloguing have agreed that in future all SCIS resources normally having an ABO book number and dealing with Australian Aborigines will be assigned a Special Book Number ABL. ■

Religious education materials on SCIS

The National Catholic Education Commission (NCEC) has appointed a cataloguer to input records for Religious Education materials onto SCIS. A fuller article will be in the next issue of *Scan*. Meanwhile, schools in the Catholic education system are invited to send religious education materials to the NCEC/SCIS agency for cataloguing or to contact the agency for any further information.

Penelope Maddick, NCEC Cataloguer
 Catholic Education Office
 P O Box 146, EAST MELBOURNE VIC 3002
 Fax: (03) 663 4417 ■

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

Cheltenham Girls' High School Library Committee

Cheltenham Girls' High School is located in the north western suburbs of Sydney. It has an enrolment of 1,200 students. The teacher-librarian is Margaret Sim.

As part of its strategic management plan Cheltenham Girls' High School has a number of committees. There are committees concerned with finance, curriculum, facilities, administrative (ancillary) staff training and development to name some. There is also a Library Committee.

The Library Committee was formed in August 1992 by the teacher-librarian asking for volunteers from among the staff, the students and the parents. Because the school has a large number of students from Hong Kong and Korea, the request for parent members of the committee, published in *The Cheltenham Communicator* was also translated into Mandarin by one of the library prefects. The request to staff was made through the weekly staff bulletin *Talkabout* and at a staff meeting. An announcement was made to students through the daily news-sheet. The meetings were to be held immediately after school rather than close the library for a lunch-time meeting.

Six parents responded, two from the Asian community. Four students, one each from Year 9 and 10, two from Year 8 and seven members of staff joined the Committee. The inaugural meeting was held on 21 September 1992. At this meeting a member of the Science staff volunteered to be chairperson and a member of the English staff to be minute taker. The library staff undertook typing and distribution of the minutes. This left the teacher-librarian free to concentrate on answering questions.

At this initial meeting each participant was asked to speak on why they were interested in the Committee. Questions were asked of the teacher-librarian on funding of the library and how additional resources could be managed if obtained. It was decided that the role of the Committee would be to help formulate submissions to the Finance Committee and to explore ways to manage additional resources.

At the next meeting the teacher-librarian presented a lengthy submission on equipment needed in the Library encompassing a security system, and items to expand the OASIS system. The Committee endorsed the submission which was then presented by the teacher-librarian to the Finance Committee of which she is a member.

At the meeting of 14 December the teacher-librarian was able to report that the Finance Committee had accepted all recommendations with the proviso that the budget be committed over two semesters. The Committee celebrated with coffee, cake and cold drinks.

Not all recommendations have met with success. At the meeting of the 14th December the teacher-librarian reported difficulties experienced following up several overdue notices. In past years roll call had been used as a time in which this could be done. 1992 was the first year in which the teacher-librarian had a roll call class. The Committee requested that this time be made available again. This was not successful.

A demonstration of the security system, was given at the first meeting of 1993 on the 1st of March to members of the Committee and they viewed the new power points installed, the uninterruptable power supply and the CD ROM machine. One of the student members submitted a student library survey that she had prepared. The Committee accepted the survey with a couple of minor amendments and asked her to organise its preparation and distribution. Other student members agreed to help in the collation of the results. Two parents indicated they had now work commitments making it impossible to attend meetings and one student member has moved to another school. The committee will have to call for 'new blood'.

The verdict seems to be that the Library Committee has made a good start. ■



OASIS Library version 2 trial

Paul Drayton is the Senior Project Officer for OASIS Library at Management Information Services, NSW Department of School Education.

September 1992 saw the commencement of the OASIS Version 2 trial in 26 schools across the four metropolitan regions. Of these, 12 schools (7 high schools, 5 primary) trialed the OASIS Library software during Term 4 1992 and Term 1 1993.

The trial provided the opportunity to closely examine how OASIS Version 2 will work in real school situations. Specific purposes included the ability to identify any remaining problems before general release, to verify that it did indeed meet the requirements of users and to test other components of the release such as training, documentation, installation and support procedures.

All trial schools were chosen in consultation with regions and to be representative of a wide range of criteria such as school size, school type (high school and primary), number of modules implemented, number of records on OASIS and so on. The twelve OASIS Library Trial Schools were as follows:

Metropolitan East Region

Double Bay Public School
Sydney Technical High School
Vaucluse High School

Metropolitan North Region

Cheltenham Girls High School
Pittwater High School
Pymble Public School

Metropolitan South West Region

Prairiewood High School
Fairfield Public School

Metropolitan West Region

Auburn Public School
Castle Hill High School

Jasper Road Public School
Macquarie Boys High School

The trial was closely evaluated using regular site visits, written log sheets, an interview questionnaire and debriefing session.

Results

OASIS Library was very well received by the schools in the trial and the process provided constructive feedback to Management Information Services both in improvements to the software and in refining areas such as installation training and support.

Enhancements to OASIS Library that teacher-librarians in the trial particularly appreciated included:

- The inclusion of more information to users in enquiry eg. GMD description after titles of all non-text resources, all print outs from enquiry in shelf location order and the ability to modify advanced searches by publication date.
- The extended System Parameters which allows schools to tailor the operation of OASIS in their library.
- An improved Check Files function which can correct as well as identify some inconsistencies in data entered into OASIS.
- Improvements to circulation in general and stocktake in particular. Enhancements were numerous but among the most appreciated were the abolition of the need to <Esc> after each transaction, ease of checking the availability of an item and a listing of a borrower's current loans.

The ability to obtain a stocktake statement as required by the Financial Handbook and current stock figures at any time were also valued features.

- The accurate operation of the budget report, the ability to include non-resource items in this report and a provision for listing resources purchased for each dissection were examples of new features of the Acquisitions module.
- The flexible format for producing catalogue reports, including selection by GMD, was popular with users.
- The ability to generate full issue information for each periodical was a noted improvement in the Periodicals module.
- The new backup and recovery system which provides both the flexibility of timed backups (outside school hours) and importantly greater protection for data entered into the system.
- The expanded security groups which provide more specific control of access to OASIS by various categories of users eg. limiting student helpers to appropriate functions only.
- Full indexing and new format of the OASIS Library Version 2 Reference Manual which was well received by users.

Implementation of OASIS Version 2

As a result of the trial both the software and implementation procedures have undergone further improvement.

Training of regional OASIS Library support personnel will



take place in early May. The process of implementation is scheduled to begin with a small number of schools in each region during Term 2 1993. In the future new installations of

OASIS Library will receive Version 2 software. Regions will nominate the sequence in which schools will be installed with Version 2 and the rate at which their installations can be

trained and supported. Given the results of this trial schools can look forward with confidence that OASIS Library Version 2 will fulfil many of their expectations. ■

CIRCULATING RESOURCES AT HEATHCOTE HIGH SCHOOL

Devised by Pieta van de Ven (Teacher-Librarian) and Janet Burningham (Library Assistant)

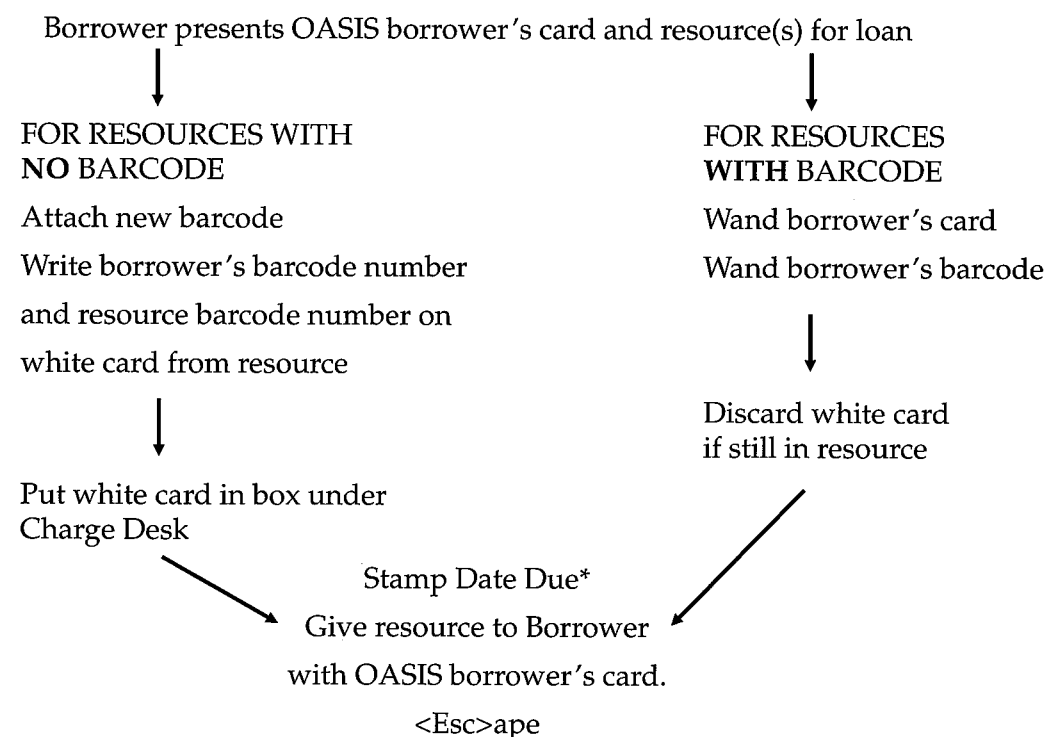
When we began Circulation at the beginning of 1992, we decided to make the system as streamlined as possible. We didn't want to run an unwieldy dual card system. Each student had been encouraged to apply for a library card and as students were keen to borrow through OASIS,

we decided to devise a system which used only one card. Basically, books either have a barcode (and are already on OASIS), or they do not. The group of books not on OASIS is the one which receives special treatment.

This is how our system works:

During the day

The OASIS circulation terminal is set at
LENDING RESOURCES
B2 (Circulation) E1 (Loans)



* Note: The stamp colour was changed to red in 1992. Following this the date due was always crossed off when the book was returned. This enabled easy recognition when checking books out of the Library and prevention of removal of white card without having the loan recorded.

At the end of each day

Collect white cards from box.

Minimal information (title/barcode/accession number/classification) is entered for each resource from the white cards. (Select B1, then D1 from the General Resources menu).

Once the information is entered, the resources are issued to borrowers via the numbers recorded on the white cards in the Circulation Module.

The white resource cards are filed in a drawer at the Charge Desk.

The procedure outlined above enables older resources to be part of the circulation system and has the following benefits:

The borrower:

- Can receive overdue notices
- is barred from borrowing through OASIS if they have overdue items
- can't exceed borrowing limits.

The resource:

- is identified as on loan and to whom.

High demand resources are being processed first.

RETURNING RESOURCES

When resources are returned, E2 is selected from the Circulation Menu (B2) of OASIS

Wand barcode of returned resource
Put line through date on date due slip

FICTION, KITS, VIDEOS
(all these resources are on OASIS) ↓

If red tick next to barcode it is completely on OASIS ↓

To shelving trolley

NON-FICTION/
TEACHER'S REFERENCE ↓

If no red tick it's only partly on OASIS

- a) Find white card from drawer at desk.
- b) In workroom match S.L. to resource.
- c) Resource is processed so details can be entered onto OASIS.

PERIODICALS/VERTICAL FILES

At the desk we have a number of cards with barcodes which have been entered into OASIS as:

PERIODICAL
VERTICAL FILE
CLEO
TIME
PAMPHLET etc.

These are all overnight loans. When a borrower wishes to borrow one of these:

- wand Borrower's Barcode number
- select appropriate white card

- wand card
- record relevant information on card, e.g. title, date of periodical, type of pamphlet etc.

These items are then part of the circulation system, and will appear as overdue items.

EVALUATION

The system has been in operation now for 3 terms. We think it works extremely well. There is only one slight difficulty. The teacher-librarian must make processing the returned resources a priority, or a backlog of high demand items may develop. ■

RESOURCES**JOURNALS IN DEMAND**

Hazel Vickers recently perused frequently requested education journals held by the Department of School Education Library at Parramatta.

Teachers, often prompted by some form of further study as part of their professional development, are constantly seeking information about the latest developments in educational practice. Educational journals form an important source of this information. In order to meet the information needs of teachers, schools and clusters may consider subscribing to, or extending their holdings of, professional journals. Below is a description of journals which are amongst those most frequently used by DSE Library clients. They include the theoretical and scholarly, as well as the practical, quick read.

Subscription information (for institutions not individuals) is taken from recent issues of each title and, in the case of overseas journals, has been left in the original currency. Using an agency to manage a school's periodicals orders has a number of advantages, especially when it comes to dealing with overseas currencies.

Title	American Journal of Education
Publisher	University of Chicago Press for the Department of Education, University of Chicago
Country	USA
Frequency	4 issues per year
Subscriptions	University of Chicago Press, Journal Division, PO Box 37005, Chicago, Illinois 60637 USA. \$US51
ISSN	0195-6744 [370.5]
Scope	This journal carries reports about recent educational research and critical commentaries on educational practice including policy, governance and the management of schools. Each issue contains about 4 scholarly articles written, in the main, by US academics. The topics covered are diverse ranging from schooling at all levels to learning and teaching. The articles refer mostly to American situations and practices, and provide scholars with a forum for academic interchange. The journal also carries some book reviews. Most likely to be used by teachers undertaking a course of further study.
SCIS	734069

Title	The American School Board Journal
Publisher	National School Boards Association
Country	USA
Frequency	12 issues per year
Subscriptions	The American School Board Journal, 1680 Duke Street, Alexandria, Virginia 22314 USA. \$US74
ISSN	0003-0953 [370.5]
Scope	This journal is intended for US school administrators and members of school boards. Although it is grounded solidly in American practice, there is sufficient which could be transferred to the Australian education scene by school executives and other educational leaders. Each issue includes a cover story, 5 or 6 feature articles, a special report and regulars such as letters, school law information, product lines and reviews. Current trends, practical advice and good educational practice are strongly featured. Recent topics canvassed include video games, educational leadership, sound decision-making and locally-based school management. Its magazine format is visually appealing and lends itself to busy readers who can dip in and out for inspiration or ideas.
SCIS	734077

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



Title	The Clearing House
Publisher	Heldref Publications
Country	USA
Frequency	6 issues per year
Subscriptions	The Clearing House, 4000 Albemarle Street, N.W. Washington DC 20016 USA. \$US67
ISSN	0009-8655 [370.5]
Scope	Fifteen to twenty articles each issue are divided into regular features, <i>What's New In ...</i> , <i>Speaking Out</i> and <i>Poets Corner</i> . Their content takes in useful educational practices, school organisation, teaching, commentaries on controversial issues, reports on research and experiments, and the occasional satirical piece or poems related to education. Articles are highly practical in nature, and with a maximum length of 2500 words, are very manageable reading if pressed for time. While the journal's intended audience is upper primary and secondary teachers and administrators in the USA, much is relevant to Australian schools.
SCIS	734154

Title	Education: the journal of educational administration, management and policy
Publisher	Longman Group UK
Country	UK
Frequency	26 issues per year
Subscriptions	Longman Group UK, Subscription (Journals) Dept, Fourth Avenue, Harlow, Essex CM19 5AA UK. Cost not given.
ISSN	0013-1164 [370.5]
Scope	On first look this journal is fairly parochial in its content, full of news and reports about what is happening in education and schools around the UK. However what extends its appeal to Australian educators are the many short articles, usually 1 to 2 pages in length, on diverse topics which are highly relevant in this country. Examples from recent issues include measuring school performance, staff development, the security of school buildings and student testing. Both its format and frequency gives it the feel of a newsletter, the kind of thing you would look forward to perusing on a regular basis.
SCIS	734158

Title	Education 3-13
Publisher	Longman Group UK for the Primary Schools Research and Development Group
Country	UK
Frequency	3 issues per year
Subscriptions	Longman Group UK, Subscription (Journals) Dept, Fourth Avenue, Harlow, Essex CM19 5AA UK. £36.50
ISSN	0300-4279 [370.5]
Scope	Pitched at 'thoughtful' primary teachers who are able to cope with the classroom and are looking for new ways of viewing what they do, this journal carries articles and a small book review section. Articles are usually grouped around themes, each issue containing 2 to 5 themes and around 10 to 12 articles. Recent issues have featured assessment, the local management of schools, curriculum issues, religious education, multicultural education and the national curriculum. Content is strongly dominated by UK examples, but the applications are translatable to the Australian context.
SCIS	734162

Title	Education Monitor
Publisher	Education Policy Unit, Institute of Public Affairs
Country	Australia
Frequency	4 issues per year
Subscriptions	128-36 Jolimont Road, Jolimont, Victoria 3002. \$20
ISSN	1033-4890 [370.5]
Scope	Intended for 'parents, teachers, policy-makers and others concerned with lifting educational standards' this journal presents the viewpoints of one side of the

SCIS	educational debate in Australia. Contributions are mainly from academics and educational leaders, and provide critical comment on current trends and practices within the Australian education scene. Each issue includes a state by state round-up of recent developments usually incorporating some kind of editorial comment. 734082
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Title	Education Today
Publisher	Longman Group UK for the College of Preceptors
Country	UK
Frequency	4 issues per year
Subscriptions	Longman Group UK, Subscription (Journals) Dept, Fourth Avenue, Harlow, Essex CM19 5AA UK. £87.50
ISSN	0013-1547 [370.5]
Scope	Rather conventional in look, this journal includes articles, a feedback section which allows formal and argued responses to issues, letters and book reviews. Contributors are academics, school principals, deputy principals, head teachers and other educational administrators. Content is education in a broad context, from preschool to the end of secondary school and adult learning. Classroom practice and educational management are included. The writing is more academic in approach with a strong UK emphasis although articles on educational practice in other parts of the world are sometimes included.
SCIS	734091

Title	Educational Horizons
Publisher	Pi Lambda Theta
Country	USA
Frequency	4 issues per year
Subscriptions	Pi Lambda Theta, PO Box 6626, Bloomington IN 47407-6626 USA. \$US25
ISSN	0013-175X [370.5]
Scope	This journal provides a forum for new perspectives, research findings and essays on educational issues of US and international significance. Social and cultural matters which have an impact upon education are also addressed. The contributors are, in the main, academics and while the articles are scholarly, they are not lengthy. The content is divided into <i>Departments</i> containing regular columns such as book reviews and legal information, and <i>Features</i> which contains between 5 to 10 articles usually on a particular topic. Recent topics have been the family and schooling, innovation, rural and small town schools, and teachers as experts.
SCIS	734094

Title	Educational Leadership
Publisher	Association for Supervision and Curriculum Development
Country	USA
Frequency	8 issues per year
Subscriptions	Educational Leadership, 1250 N. Pitt Street, Alexandria, Virginia 22314-1403 USA. \$US34
ISSN	0013-1784 [370.5]
Scope	Produced for educational leaders in primary and secondary schools, this journal focuses on curriculum, instruction, and supervision and leadership in schools. Each issue highlights a particular issue such as building learning communities, performance assessment, effective teaching, culture and multiculturalism. Contributors are academics and school practitioners and the articles are mostly pragmatic, applying research to practical contexts. Interesting layouts contribute to the readability of issues.
SCIS	734093

Title	The Executive Educator
Publisher	National School Boards Association
Country	USA
Frequency	12 issues per year
Subscriptions	The Executive Educator, 1680 Duke Street, Alexandria, Virginia 22314 USA. \$US74



ISSN	0161-9500 [370.5]
Scope	Newsy, informative and with an appealing magazine-style layout, this journal endeavours to be practical and solve school management problems commonly faced by executive staff. It also canvasses matters related to the career progression of school leaders and managers. Each issue runs a number of articles together with regular features such as letters, school law information, reviews and classified advertisements. Throughout the substantial American content and context there is much that is familiar to Australian education. Many of the concerns surrounding school leadership, finances and community relations are the same even if the actual names and examples are unfamiliar.
SCIS	734166
Title	Journal of Curriculum Studies
Publisher	Taylor & Francis
Country	UK
Frequency	6 issues per year
Subscriptions	R. Hill & Son, Suite 2, 119 Gardenvale Road, Gardenvale, Victoria 3185. \$US148
ISSN	0022-0272 [370.5]
Scope	Scholarly, theoretical with 4 to 8 substantial articles and reports in each issue, this journal has a UK emphasis but also includes the occasional article about other places such as Australia, Canada, the USA and Japan. Its coverage is the theory and practice of, and policy-making for, curriculum, teaching and the assessment of schooling. Contributions incorporate reports of research, critical essays, case studies, review articles and book reviews.
SCIS	734096
Title	Journal of Educational Administration
Publisher	MCB Publications
Country	UK
Subscriptions	MCB University Press, PO Box 709, Toowong, Brisbane, Queensland 4066. Cost not given.
ISSN	0957-8234 [371.2005]
Scope	This journal is intended for those interested in the practice and theory of educational administration such as principals and other school executive staff, directors of education and university lecturers. Each issue carries 6 to 8 substantial erudite articles of 4000-7500 word length. Preference is given to publishing articles which report research within the field of educational administration. Coverage is international in scope.
SCIS	734148
Title	NASSP Bulletin
Publisher	National Association of Secondary School Principals
Country	USA
Frequency	9 issues per year
Subscriptions	1904 Association Drive, Reston, Virginia 22091 USA. \$US65 (special library publication subscription)
ISSN	0192-6365 [371.2005]
Scope	There is plenty which is applicable to Australian secondary schools in this US-based journal. Published for secondary school principals in the USA, each issue contains 4 to 6 articles on a particular topic followed by another 2 or 3 general articles. Recent topics have been music education, the changing role of the principal and increasing parent involvement in schools. Where possible articles offer suggestions and solutions. The magazine style format includes regular features such as legal information, opinions, and news about the latest research and books.
SCIS	724819
Title	New Zealand Journal of Educational Studies
Publisher	Carfax Publishing for the New Zealand Council for Educational Research
Country	New Zealand
Frequency	2 issues per year
Subscriptions	Carfax Publishing Co., PO Box 25, Abingdon, Oxfordshire OX14 3UE UK. Cost not given.
ISSN	0028-8276 [370.5]



Scope	As the title suggests, this journal mainly carries material related to education in New Zealand and the Pacific, but it does attempt to include material pertaining to other countries. Around 6 to 8 articles, as well as a small book review section, are carried in each issue and the overall style is scholarly. Contributors, in most instances, are NZ academics. Content is diverse and can relate to any aspect of educational study or research.
SCIS	734168
Title	Phi Delta Kappan
Publisher	Phi Delta Kappa
Country	USA
Frequency	10 issues per year
Subscriptions	Phi Delta Kappa, PO Box 789, Bloomington, IN 47402 USA. \$US32.50
ISSN	0031-7217 [370.5]
Scope	Each issue of this journal has around 10 articles on current educational issues and trends, and regular features such as news and views, research, and updates from various locations in the US and Canada. Of most interest are the articles, the style of which show considerable variation. Some are more theoretical, others are very pragmatic. Those which report research findings tend to translate theory into practical applications. Editorial policy gives emphasis to articles which promote educational research, service and leadership.
SCIS	734178
Title	The Practising Administrator
Publisher	Harcourt Brace Jovanovich for the Australian Council for Educational Administration
Country	Australia
Frequency	4 issues per year
Subscriptions	Harcourt Brace Jovanovich, Locked Bag 16, Marrickville NSW 2204. \$39.70
ISSN	0157-3357 [371.2005]
Scope	This official journal of the Australian Council for Educational Administration provides a venue for the exchange of ideas on trends and innovations in this field of education. Contributors are a mix of school practitioners and academics. Articles are practical, accessible and topical. Recent subjects have been marketing your school, communicating with your school community and strategic planning for schools. The articles are interspersed with regular features such as book reviews, news and opinions, file away management tips, a simulation activity and a research update.
SCIS	734180
Title	Principal
Publisher	National Association of Elementary School Principals
Country	USA
Frequency	5 issues per year
Subscriptions	National Association of Elementary School Principals, 1615 Duke Street, Alexandria, Virginia 22314 USA. \$US90.00
ISSN	0271-6062 [371.2005]
Scope	The magazine format and attention to layout enhances the appeal of this journal published for school educators in American elementary and middle schools. Despite the obvious parochial content, Australian primary school principals and school executives would find material of interest and relevance. The short articles canvas topics related to leadership and school management. Some are grouped according to a theme, such as the role of the elementary school, technology in schools and family involvement. Regular columns include practitioners' corner, technology trends, new books and school law.
SCIS	734184
Title	School Organisation
Publisher	Carfax Publishing
Country	UK
Frequency	3 issues per year
Subscriptions	Carfax Publishing Co., PO Box 25, Abingdon, Oxfordshire OX14 3UE UK. Cost not given.
ISSN	0260-1362 [371.2005]



Scope	Each issue carries around 10 articles, grouped thematically where possible. Recent themes have been contemporary issues in leadership, assessing leadership and managing partnerships. Editorial preference is given to content dealing with management, leadership and change and encompasses aspects such as staff appraisal and development, team building and managing effective change. Articles tend to be theoretical, and report on research findings. As the journal promotes the improvement of practice, the editors expect contributors to make the links between theory and practice clear.
SCIS	734186
Title	Unicorn
Publisher	The Australian College of Education
Country	Australia
Frequency	4 issues per year
Subscriptions	Business Manager, The Australian College of Education, PO Box 323, Curtin ACT 2605. \$30
ISSN	0311-4775 [370.5]
Scope	The main focus of this journal is the education scene in Australia. Articles are written by a range of contributors such as school practitioners, academics, scholars and teacher unionists. Current educational directions such as the national curriculum and effective schools are addressed. Regular columns include reports on research for teachers, computers in the classroom, news and notices and biographical notes on great Australian educators. Provides a good overview of the latest trends in Australian education.
SCIS	734188

The following two Australian journals are also in the DSE library collection.

Title	Education Australia
Publisher	Education Australia
Country	Australia
Frequency	6 issues per year
Subscriptions	P O Box 721, Leichhardt NSW 2040 \$27.50
ISSN	1031-444X [370.5]
Scope	Aiming to 'encourage lively debate in education, and make the critical controversies accessible to a wider public', this journal endeavours to cover current Australian issues and concerns. Non-specialist language contributes to readability. Each issue contains 6 or 8 articles focusing on learning, teachers' work and current education issues. This is followed by a States' roundup and information on conferences and excursions. Reviews of professional literature and occasionally computer software complete the contents. Contributors include practitioners, academics and educational administrators. Although the journal's primary audience is teachers, it is also of interest to others in the school community.
SCIS	734191
Title	Education Links
Publisher	Education Links
Country	Australia
Frequency	3 issues per year
Subscriptions	Inner City Education Centre, 37 Cavendish Street, Stanmore NSW 2048 \$15.00
ISSN	0814-6802 [370.5]
Scope	Although Sydney-based, the journal aims to cover Australia wide educational topics and occasionally issues are produced interstate. Contributors are teachers, academics and students. Five or six substantial articles per issue deal with sociological aspects of teaching and learning usually within a given theme for the issue. Reviews, usually of the educational sociology literature, complete the contents.
SCIS	730667



EARLY CHILDHOOD

Pat Wilcock and Eleanor Hewitt are Early Childhood teachers and Neil Thorne is the Aboriginal Education Resource Teacher at Darlington Public School Lois Caw assisted in the evaluation.

Early world of learning kit. World Book, 1992
[030.2]

Contents include: 17 books, 2 exercise books, 1 colour wheel, 2 friezes, 40 jigsaw cards, 1 jigsaw puzzle, 40 cards, 28 alphabet cards & baseboard, 6 sound cassettes, 4 charts and 1 guide.

Pre-School teachers facilitate learning through concrete experiences, and developmentally appropriate play activities supplemented by relevant children's literature and resources. Pre-school children do not have cognitive development to think in abstract terms. However this kit could be useful in other early childhood settings such as at home, playgroups, occasional care, or family daycare. For untrained personnel it could fill a gap, offering a starting point and sequenced activities.

Potential Use

Some of the material does fit the schools curriculum. Sections of the kit are developmentally appropriate. The kit attempts to be multicultural but uses stereotypes. It has a token Aboriginal perspective and a token non-sexist approach and does not address the anti-racism policy. In a Pre-school / Long day care setting it could serve to supplement the materials offered by a trained person operating effectively.

Subject

The topics relate to the key learning areas in only a superficial way. They do not address the areas of music and visual arts although tapes of songs for use with song book and topic books are provided. Reference is made to possible visual arts activities as an extension. The topics of texture, taste, smell, time, opposites and sounds are abstract concepts and without concrete materials are difficult subjects to teach to Pre-school children. The two exercise books are inappropriate in a pre-school program.

Format and presentation

Charts lack clarity and the script is not that used in Australian schools. Instead of the middle class English accent a variety of accents could have been used on the six sound song and story tapes. The kit's production is high quality with very appealing packaging, but cover pictures would not convey context for self-choice to pre-school aged children.

Reliability

Listed consultants in the guide appear to have the necessary qualifications but incorrect script and token Aboriginal perspective disappoint. However facts used are accurate, information is up-to-date, and the kit could be used in some early childhood settings.

LEV: Lower primary
AVAIL: \$349.00 SCIS 729163
EVAL: Consider before buying

Childcraft encyclopedias.

 World Book, 1992

ISBN 0716660067 [SCIS provides the alternative of cataloguing the set at 030 SCIS 730354 or at different numbers for each volume as indicated below]

1	Story & poems	[808.8]	SCIS 729206
2	The green kingdom	[581]	SCIS 729204
3	About animals	[591]	SCIS 729191
4	Nature in danger	[591]	SCIS 729177
5	Your body	[612]	SCIS 729171
6	Our world	[551]	SCIS 729169
7	The universe	[520]	SCIS 729161
8	Discovering science	[530]	SCIS 729147
9	Science at work	[600]	SCIS 729209
10	Mathematics	[510]	SCIS 729208
11	People and places	[909.82]	SCIS 729202
12	Celebrations	[394.2]	SCIS 729192
13	Exploring the past	[909]	SCIS 729180
14	Make and do	[745.5]	SCIS 729175
15	Art around us	[700]	SCIS 729170
16	Parent guide & index	[613]	SCIS 729168
	The story of Australia	[994]	SCIS 729145
	Childcraft picture atlas World Book, 1991	[912]	SCIS 719040

Potential use

The stated purpose of these volumes, which cover the school curriculum is 'to be a first class reference, educationally sound which children will find fascinating and enjoyable.' N.S.W. Schools purchasing the resource need to be aware, however that in some areas it does not meet all the criteria of policy. Nor is it without error — fact so simplified as to be impressionistic only, or by simple omission. In most volumes, there is an Australian perspective, albeit sketchy — but Australia receives no worse treatment (and better than many) than any other country though less coverage than its size and uniqueness of animals might seem to warrant.

The general orientation is not unexpectedly more to the northern hemisphere and towards western society. However the attempt has been made to represent Asian and Aboriginal peoples to provide a multicultural perspective. Australian Aboriginals are presented in a way which may appear racist, biased and inaccurate but North American Indians, Lapps and Inuit barely rate a mention at all.

Practical and factual volumes, such as 7, 8, 9, 10 and 14 do not suffer from such defects.

Stories and poems (Vol. 1) are a wide selection, (including 2 Aboriginal) of traditional stories, which tend, naturally, to provide traditional role models. However, such tales, and the nursery rhymes, many of which are unknown to many of today's children, made Vol. 1 (of earlier editions) an often consulted resource. This writer regretted the less salutary end to the Boy who cried wolf, and missed Beowulf's battle with Grendel and his mother, but perhaps that was a story from his earlier years.

The parent guide and index is helpful, especially for first time parents and its index, which covers the whole set is well laid out. The guide covers growth and development



from birth to eight year olds giving sensible advice on a wide range of common problems, and an alphabetically arranged list of common childhood ailments (how to prevent them if possible), their symptoms, homecare and first aid.

The story of Australia

This is essentially a chronological collection of very short stories about individuals, groups and events which contributed in some way to white Australians' 'folk' history from first sightings, Governor Phillip, the convicts, the explorers, Ned Kelly to the opening of the Sydney Harbour Bridge, the Opera House, Cyclone Tracey, Don Bradman, and Sidney Nolan (and Ned Kelly again).

Pages 6-21 cover the 50,000 years of proven occupation before European settlement by the Aboriginal Australians. Two of these pages deal with 'Aborigines Today' which is about education illustrated by a photograph of children in an outback school. There is no mention of land rights, the Koorie flag, or Aborigines' cultural diversity, originally or today. There are illustrations on every page, and a few good photographs but with no specific provenance which would be welcome.

Childcraft picture atlas

Publication date and current instability is undoubtedly responsible for geographic inaccuracies as in Eastern Europe, however, general information is attractively and graphically presented. The world is divided into 15 areas, each introduced by a map, national flags, some basic overall statistics and a very brief history. Land form, plants, animals, cities and their human inhabitants are touched on and plentifully illustrated. This format is repeated for each area. Information is necessarily limited, unspecific and impressionistic. There is a glossary of words difficult or needing definition, and an Index. A very short index follows a special section on Australian states where, regrettably, Ayers Rock has not been replaced by Uluru. Parents may be constantly explaining and children constantly complaining.

Attractive and well presented, with bindings to withstand much handling, these are high quality products. They are not, however suitable for very young children, though admirable for very young children's parents. Fives may enjoy the many illustrations, sixes, and sevens may make lots of discoveries on their own, but I fancy eights may begin to pick holes as TV and other reading takes their horizons beyond the simplicities herein.

AUD: Parents
LEV: Lower primary Middle primary Upper primary
AVAIL: \$359.00
EVAL: Consider before buying

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

IN REVIEW

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state.

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

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

Picture Books

Picture books are arranged alphabetically by author.

ABDULLA, Ian As I grew older: the life and times of a Nunga growing up along the River Murray. Omnibus, 1993

ISBN 1862911606 [759.994]

Ian Abdulla's childhood during the late 1950's and early 1960's was spent by the Murray River, which features strongly in his reminiscences of his early life. This is a strong work, which uses very large format pages to show off Abdulla's vivid captioned paintings. The captions are elaborated on (and interestingly, their grammatical structures corrected) to form the text. Fishing, catching water rats, going to the rodeo, making ends meet, all describe the life of this Aboriginal family in an interesting resource, which is a record of an oral history. It offers a glimpse of lives previously little recorded, and much material for discussion. J. Buckley

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$18.95 SCIS 736588

ALLEN, Pamela Belinda. Viking, 1992

ISBN 0670843725

Belinda, the cow, does not cooperate when Old Tom attempts to do Bessie's regular milking chore while Bessie visits the city. When Old Tom's orthodox methods of chasing and coaxing fail, he resorts to the subterfuge of disguise to achieve success. The theme of an adult being made to look silly retains its humorous appeal in a treatment free of malice. Tom earns respect for wit and expediency. Alliteration, repetition and rhythmic text, accompanied by expressive illustrations, involve young listeners in an entertaining account of Tom's predicament. B. S. Mitchell

LEV: Preschool Lower primary
AVAIL: \$17.95 SCIS 725597

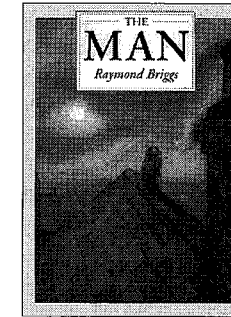
BRIGGS, Raymond The man. Julia McRae, 1992

ISBN 1856811913

This cartoon-style picture book operates on so many levels that it defies easy description. A pleasant schoolboy is astonished by the arrival in his bedroom of a tiny hairy man, demanding food, clothing and shelter. He is an



exacting guest, and their relationship swings between mutual affection, irritation and even hatred. The boy's natural curiosity about the Man is seen by him as irrelevant and patronising. The Man's demands constantly compromise the boy and power shifts from one to the other as each questions the other's motives and actions. There is much to ponder and discuss in this clever, provocative work. M. Lobban



LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$19.95 SCIS 727133

BROWN, Ruth One stormy night. Andersen, 1992
 ISBN 0862644151

A companion piece to **A dark dark tale**, this is visually a most beautiful picture book, with stunning illustrations depicting a very English setting. The minimal text concerns the midnight adventures of a little dog who is either keen to explore a stately, if a bit spooky, manor house; or who lives there and encounters the cat, horse, owl etc on his return home - students will have their own ideas as to which is the 'correct' scenario. Perhaps more beautiful than purposeful, the book could be more useful in art lessons than in literature or language. F. Gardiner

LEV: Preschool Lower primary
AVAIL: \$17.95 SCIS 732513

BROWNE, Anthony Zoo. Julia McRae, 1992

ISBN 1856812324

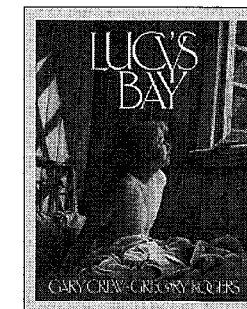
Mum, Dad and their two young sons go to the zoo for a day's outing. The kids get bored and fight with each other, Dad finds himself and his jokes vastly more entertaining than the animals and Mum, with haunted face, views despairingly the animals on both sides of the bars. Visual puns abound, and the carefully framed pictures grow more and more ambiguous as to which are the caged creatures. The animals are drawn with great beauty and dignity, in stark contrast to the gaping, gaudy crowd. This is a powerful and disturbing picture book. M. Lobban

LEV: Middle primary Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$17.95 SCIS 728984

CREW, Gary and ROGERS, Gregory Lucy's bay. Jam Roll, 1992

ISBN 1875491082

Sam spent his summer holidays at his grandfather's house by the sea. Years ago, Sam's sister, Lucy, had drowned. This book sensitively tells how Sam accepts his part in his sister's death, and begins to live his own life. The sparse text is beautiful and not one word is used without effect, as the short story conveys Sam's guilt, sorrow and isolation. Gregory Roger's haunting pastel illustrations are



a superb complement for the text as he depicts the Australian seashore and the bay with a sure hand. With its quietly positive understanding of overcoming grief and loss this is a book to be treasured. M. Buttenshaw

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$18.95
EVAL: Highly recommended SCIS 730616

CUMMINGS, Phil and VOUTILA, Ritva Midge, mum and the neighbours. Random Century, 1992

ISBN 0091826993

Look-alike Midge and her mum have wonderful fuzzy, crinkly disorganised hair which is tied in bunches. They know how to enjoy themselves, and have great times together but their neighbours disapprove. Secretly, however they admire the pair and when Midge writes and invites them all to a learn-to-play session they join in with happy results. The enthusiasm for giving pleasure by sharing is infectious and this simple story should appeal to young children. The intricately detailed drawings by Ritva Voutila are softly and warmly expressive and support the text well, providing opportunities for classroom discussion. M. Buttenshaw

LEV: Preschool Lower primary
AVAIL: Paper \$8.95 SCIS 725276

DICKINS, Robert Boris the bat. ABC Enterprises, 1992

ISBN 0733302173

As author and illustrator, Dickens has captured well the night world of bats. It is only Boris who is unable to enjoy flying in the dark, hanging from on high and sonar navigating. Humorous illustrations of his family and doctor and an entertaining tale of a princess also afraid of the dark, bring an important message for children; that nurturing and friendship is of benefit to all, and that includes the minority groups in our world. A wonderful story to be enjoyed aloud, alone or on spoken word cassette. M. Williams

LEV: Middle primary Upper primary
AVAIL: Paper \$8.00 SCIS 727862

EDWARDS, Hazel and NILAND, Deborah Hey hippopotamus do babies eat cake too?

Hodder & Stoughton, 1992

ISBN 0340549696

There are no real surprises in this third tale of the Hippopotamus who understands the world of a young child. Both the illustrations and the plot are familiar. Many children will identify with this young curious girl whose family is going to have a baby. Many parents will identify with the questions about the baby in the 'tummy'. The imaginary Hippo cannot fail to be real to the young reader - they are now old friends. Hazel Edwards and Deborah Niland have again created a story with popular appeal. K. Wellham

LEV: Preschool Lower primary
AVAIL: \$16.95 SCIS 727446

FOREMAN, Mark Fruit bat. Macmillan Children's, 1992

ISBN 0333573897

A stowaway in a crate bound for a British Botanic Garden, the fruit bat must adjust to life in a new environment. An undemanding story ensues, as the fruit bat's various misadventures are happily solved when it is adopted by a class of school children and a fruit shop owner. British in setting this picture book is pleasant but undemanding. J. Buckley

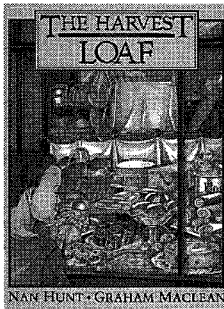
LEV: Preschool Lower primary

AVAIL: \$16.95 SCIS 732518

HUNT, Nan and MACLEAN, Graham The harvest loaf. Random Australia, 1992

ISBN 0091826039

Highly allegorical with many biblical allusions both visual and verbal this beautiful picture book tells the story of a disaster in a country town. John, a loner, has been chosen to collect the harvest loaf while the town prepares for the festival. Suddenly a mudslide engulfs the town and John loses the loaf while saving Sara, the busdriver's pregnant wife, from being swept away. They shelter in the church with the other children and when Sara's twins are born it is John who supports and comforts her. Winched to safety through the roof of the church John looks back and sees the harvest loaf nestling in its prepared nest of straw. The illustrations although soft and muted are very evocative. J. Anderson



LEV: Middle primary Upper primary

AVAIL: \$17.95 SCIS 714724

JUNGMAN, Ann and AYTO, Russell Cinderella and the hot air balloon. Angus & Robertson, 1992

ISBN 020717797X

Cinderella doesn't want to go to the ball in this updated version of the traditional fairy tale. In fact, she prefers to organise her own party and to find her own Prince Charming, who, in this case, prefers to be called Bill. Together Cinderella and Bill escape from their parents, and their parents' expectations in a vividly coloured hot air balloon. This spoof assumes that the reader is familiar with the traditional version of the story. The attractive pen and water colour illustrations by Russell Ayto are appealing and the distinctive characters add humour to this somewhat contrived modernisation of a favourite old tale. M. Buttenshaw

LEV: Middle primary

AVAIL: \$16.95 SCIS 728526

LARDNER, Kym The coat-hanger horse.

Hodder and Stoughton, 1992

ISBN 0340566779

Rarely does a picture book make you drop everything to share it with a group of children. This entertaining story of a sick child who is extremely bored, may do just that. Text and illustrations are beautifully matched to extend

meaning and allow discussions. Children will be encouraged to predict what will happen and decide what they would do and what really happened. Clever, clear text and simple, effective illustrations will appeal to adults and children alike. A cleverly crafted delight showing even 'dumb coathangers' can be useful. K. Wellham

LEV: Preschool Lower primary Middle primary

AVAIL: \$16.95 SCIS 727442

LEACH, Norman and BROWNE, Jane

My wicked stepmother. Julia MacRae, 1992

ISBN 1856811131

Narrated directly by the 7 year old central character, this picture book presents his perceptions of his new stepmother. The text aligns the reader with the child, reinforced by Jane Browne's colour illustrations, which abound with witchy detail. The book is not subtle, exploring jealousy, change and friendship as readers observe the dilemmas associated with accepting a new stepmother. Strong page design and good illustrations contribute much to this picture book, which evokes some of childhood's difficult emotions. J. Buckley

LEV: Preschool Lower primary

AVAIL: \$19.95 SCIS 729434

LESTER, Alison My farm. Allen & Unwin, 1992

ISBN 1863733744

Dedicated to Mum and Dad 'for a wonderful childhood' this charming, unpretentious picture book is indeed a celebration of a happy childhood, one for which all children hunger, but ever fewer experience. The incidents reported are not grand or especially dramatic but these ordinary everyday events are imbued with affection and warmth, and sometimes delightful humour. Additionally, the simple writing is beautifully seasoned with evocative descriptions. Lester's previous books have proven splendid resources for language work; this one will certainly be a valuable addition. F. Gardiner

LEV: Lower primary Middle primary

AVAIL: \$17.95

EVAL: Highly recommended SCIS 729961

LOHSE, Wendy and SANDS, Jenny Is it true

Grandfather? Ashton Scholastic, 1992

ISBN 0868966215

Grandfather sits on his verandah in a village of the Seychelles recounting a childhood adventure, when he took his younger sister exploring in the underground passages of the mountain. The universal fears associated with a lost child are explored in this large format picture book, which features vivid illustrations by Jenny Sands. They effectively evoke the atmosphere, the island and its inhabitants. The work's strong visual appeal enhances the simple and satisfying story. J. Buckley

LEV: Preschool Lower primary

AVAIL: \$18.95 SCIS 736657

MAGORIAN, Michelle and ORMEROD, Jan

Jump. Walker, 1992

ISBN 0744521122

We've heard it before: little brother longs to join in his sister's dance class, Mum doesn't approve of the idea but little brother manages it anyhow and of course outshines Sis and the rest of the class, so Mum acquiesces in a flurry

of praise and expectation. There is a case for any picture book that fosters the idea that real boys *do* dance, but overall Ormerod's inventive, engaging illustrations far outweigh an ordinary text which purveys a message which many boys and their parents still perhaps need to hear but which needs a fresh approach. F. Gardiner

LEV: Lower primary

AVAIL: \$18.95 SCIS728496

MARTIN, Claire, DILLON, Leo and DILLON, Diane The race of the golden apples. Dial, 1991

ISBN 0803702485

[292]

Intriguing, exciting and suspenseful from the first page, this is a magical telling of the Greek myth of Atalanta. Saved by the Goddess Diana, Atalanta grows up in the forest with the animals. Grimly determined to heap revenge on the cruel father who abandoned her she comes close to destroying what she loves. Illustrations are full colour paintings, based on medieval tapestry - rich and flat, but with a softness. Even pages of text are exotically embellished with flora and fauna suggesting the passing of time. An engrossing version of a moralistic myth. K. Wellham

LEV: Lower primary Middle primary Upper primary Lower secondary

AVAIL: \$19.95 SCIS 701153

MOORHEAD, Anne, HILLARY, Peter and TONKIN, Rachel Bridget was bored. Hodder and Stoughton, 1992

ISBN 0340578440

Few children will be bored by Tonkin's illustrations of Bridget's neighbourhood in this picture book. Not unlike Donna Rawlins concept in *My place* it is the detailed and changing border that tell us as much about the characters and their homes as the text. We follow Bridget around her Australian 'village' square in which her terraced home is neighbour to pensioners, bikies, migrants, shopkeepers and children who save her from boredom. Classes discussing their neighbourhood and parents of small families will find this tale endearing. M. Williams

LEV: Lower primary Middle primary

AVAIL: \$17.95 SCIS 730606

ODGERS, Sally and GLENN, Helen Summer magic. Walter McVitty, 1992

ISBN 0949183458

Modern grandparents may despair of this tale of children who subtly persuade their grandmother that her happiness can only hinge around their hobbies. Despite the summer being 'magic' for Gran as she discovers she excels at quilting, cooking and bike racing the children feel neglected at their swimming, drama and dancing. Personal development messages about sharing, compromise and personal growth (surely the latter is not only the prerogative of the young) are sadly lacking in this picture book. Illustrations by Helen Glenn vary in quality. M. Williams

LEV: Lower primary Middle primary

AVAIL: Paper \$8.95 SCIS 720172

EVAL: Consider before buying

OKTOBER, Tricia Bush walk. Hodder and Stoughton, 1992

ISBN 0340566884

[591.994]

As author and illustrator, Oktober has produced a very simple explanation of Australian flora and fauna through the eyes of a wandering lizard. A wide variety of plants and animals are introduced in the double-spread watercolours, though the text remains a simple 10 words or so per page. Further details for the older and curious are reserved for the final pages where detailed explanations are given complete with botanical names. This work could motivate classes to produce their own bush-walk big books from their observations. M. Williams

LEV: Lower primary Middle primary

AVAIL: \$16.95 SCIS 730609

PEGUERO, Leone and GYNELL, Donna

The ragged old bear. Martin International, 1992

(Keystone picture books)

ISBN 1863740201

Josi has many toys. They are her friends. But none of them are suitable to take out with her. They are too delicate, either easily damaged or easily dirtied. One day she discovers a ragged old bear. Josi loves him but Bear wishes he was more special, dignified, interesting and clever. Beauty is clearly in the eye of the beholder. Colourful illustrations with soft detail encourage the reader to share bear's feelings. The reader is left smiling and with a warm 'fuzzy' feeling. K. Wellham

LEV: Preschool Lower primary

AVAIL: \$18.95 SCIS 728893

SEATTLE, Chief and JEFFERS, Susan Brother eagle, sister sky: a message from Chief Seattle. Hamish Hamilton, 1992

ISBN 0241131766

[811]

In twenty-four pages Jeffers conveys a powerful message especially in this our International Year of Indigenous People. In her detailed pen and ink drawings she has brought to life this historic plea for conservation first voiced by American Indian Chief Seattle nearly 150 years ago. His poetic request to the Commissioner of Indian affairs to remember 'the earth does not belong to us, we belong to the earth' was translated and now illustrated in a way that makes it accessible to all ages. Excellent for Art, Environmental Studies, History and English and as an accompaniment to Aboriginal Studies. M. Williams

LEV: Lower primary Middle primary Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: \$24.95

EVAL: Highly recommended SCIS 726892

SOLOMON, Selena and NONA, Dennis Dabu the baby dugong. Magabala, 1992

ISBN 1875641041

This straightforward descriptive story about a baby dugong and his mother has emotional depth as well as informative content. It explains how the dugongs live, and the events which occur when hunters arrive. Printed in both English and Kala Lagaw Ya, the traditional language of the Western Torres Strait, the text is presented in foundation script. Terrific illustrations by Dennis



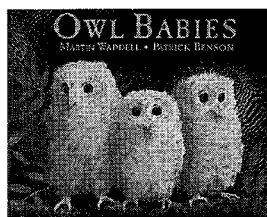
Nona use a rich palette of blue and green tones. Polished and well produced, this is a book with a strong sense of place, providing information about the Torres Strait islands and a dictionary of words in both languages. J. Buckley

LEV: Middle primary Upper primary
AVAIL: Paper \$19.95 SCIS 736891

WADDELL, Martin **Owl babies.** Walker, 1992

ISBN 0744521661

Here is a distinguished picture book for young readers in which dramatic and emotional tension are created by honed text and striking illustrations. The very simple situation of 3 baby owls waiting on a branch for their mother to return presents childhood anxiety in an interesting context. The differing responses



of the owls allow for childhood fears to be addressed and is carefully and satisfyingly handled. Patrick Benson's illustrations contribute much to the impact of the text. They create lovable owls in a beautiful dark background. This would be good to read aloud and will repay rereading. J. Buckley

LEV: Preschool Lower primary
AVAIL: \$19.95 SCIS 728503

WHATLEY, Bruce **Looking for crabs.**

HarperCollins, 1992

ISBN 0207175969

Unsuccessful searches for crabs don't seem so disappointing after reading this delightful picture book. Endowed with mischief, humour and deviousness, the crabs elude the best efforts of human visitors to the rock pools. A welcome addition to enhance beach themes in infants classes but be warned that one reading won't be enough. The attractive appeal of both story and pictures, which work in juxtaposition, ensures that this picture book is destined to be a favourite for repeated sharing. B. S. Mitchell

LEV: Preschool Lower primary
AVAIL: \$18.95 SCIS 745272

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 younger readers

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

CARROL, Lewis **Alice in Wonderland** [sound recording]. ABC, 1992

ISBN 0642177287

Warmly retold by Jane Harders, this 2 tape set of **Alice in Wonderland** conveys all the charm and enchantment worthy of this best-loved classic. A clear voice with varying accents holds the listener. The adventures of Alice with the Mad Hatter, the white Rabbit, the Cheshire Cat and all the others are still as satisfying and entertaining as a 100 years ago. Sturdy case. K. Wellham

LEV: Lower primary Middle primary
Upper primary
AVAIL: \$19.95 SCIS 729457

CLARK, Margaret **Plastic city.** Random House, 1992

ISBN 009182558X

When the superior young son of the owner of the All Beef No Bull Burger Bar comes to town, Miss Ratzbreath sits him beside Sam. Although he is tempted to forsake his friends for free burger tickets, Sam doesn't, and together they devise hilarious schemes which ultimately benefit their city environmentally. Sam comes up with an ingenious solution for using his home town's gigantic plastic advertising icons. Craig Smith's lively black and white illustrations are a delight, while the brightly coloured cover effectively invites the young reader to 'explore' Plastic city, and join in this fun-filled romp. M. Buttenshaw

LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 729409

DANZIGER, Paula **Earth to Matthew.** Pan MacMillan, 1992

ISBN 0330325019

When Matthew's 13-year-old sister shaves her head, the father suggests that the family should have counselling. Any down-to-earth, straightforward Aussie kid who actually reads this twee novel will have much more practical suggestions not only for the sister but for all the other insufferable, vacuous characters. There is simply nothing to like about the work: the writing is oversimplified, smart-alecky guff; the plot is contrived to include some ideologically sound principles; and the characters I've already mentioned. Are **Babysitters** actually worse than this drivel? F. Gardiner

LEV: Upper primary
AVAIL: Paper \$7.95 SCIS 730182

ELLIOTT, Louise **Holly.** Jam Roll, 1992

ISBN 1875491066

Holly, and her preschool brother, Joe, spend a lot of time in the company of zany Aunt Bee. A taste for overdone comedy is a prerequisite for enjoyment of the bizarre exploits of Holly, recounted in 8 episodic chapters of improbable adventures, exaggerated humour, contrived situations and absurd social interaction. An abundance

of one dimensional stereotypes effectively bars reader empathy with the characters but provides predictability. Definitely a title for those who like their humour thickly spread in an undemanding serve. B. S. Mitchell

LEV: Middle primary
AVAIL: Paper \$9.95 SCIS 720466

Favourite fairy tales / compiled by Cooper Edens and Harold Darling. Pan MacMillan Children's, 1992

ISBN 0333575040 [398]

Beautifully presented with an 'olde world' charm 14 well known classic fairy tales have been selected for this collection. Each of the tales has been individually illustrated by a 'turn of the century' artist (including Rackham, Crane and Robinson). While this provides an interesting basis for comparison of styles it fails to provide a unified vision. The use of simplified language unfortunately loses the lyricism and subtleties of more faithful translations. Perhaps a more detailed introduction might also have been useful in outlining the historical and literary context of the tales and why they were chosen. J. Anderson

LEV: Lower primary Middle primary
AVAIL: \$24.95 SCIS 724434

FRENCH, Jackie **The music from the sea.** Aird, 1992 (Children of the Valley)

ISBN 0947214224

To say too much would spoil the surprises and challenges this book holds for its reader. Whether read alone, or used as an encouragement to develop and enrich lives this search for the Music from the sea will leave the reader waiting excitedly for the sequel. Vivid images occur throughout, from the suspenseful to the crudely humorous. A world that appears so alien, a lifestyle seen as primitive and inferior, perhaps could be our future. A powerful and engrossing story. K. Wellham

LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 718395

GODDEN, Rumer **Candy Floss and Impunity Jane.** Pan Macmillan Children's, 1992 (Young piper)

ISBN 0330324497

Candy Floss lives in a coconut shy. Impunity Jane lives with a series of different children. Both are china dolls, and china dolls can talk in wishes. They can make people feel. Delightfully entertaining they change the lives of the girls and boys around them. Both stories, through fantasy, reveal many a real lesson, challenge traditional roles and relate to everyday children. Their issues and values are timeless. Each story in this classic reprinted from the fifties, is complemented by simple penline sketches. K. Wellham

LEV: Lower primary Middle primary Upper primary
AVAIL: Paper \$6.95 SCIS 722069

GODDEN, Rumer **Listen to the nightingale.** Pan MacMillan Children's, 1992

ISBN 0333575261

Lottie's life revolves around ballet until by chance she acquires a little King Charles spaniel whom she loves. Raised by an aunt after the death of her young mother, a promising ballet star, Lottie gains entry into the famous Royal Ballet

school much to everyone's delight. Now however she must make some difficult decisions which she does with great maturity and the results bring her a wonderful dancing role, friends and a new family to whom she entrusts the care of her precious dog. Told in the unique style that Rumer Godden brings to her writing this book will be a must for ballet enthusiasts. J. Anderson

LEV: Upper primary Lower secondary
AVAIL: \$24.95 SCIS 723525

HYLAND, Barry **The python who cried.**

Hodder and Stoughton, 1992

ISBN 0340566787

In search of love and friendship Peregrine the python has crushed too many potential allies. It is one of the smallest and smartest animals of the jungle that is able to lead him to happiness. A simple fable, the text wins over the illustrations of snakes in pearls and geckoes in bow-ties. The jungle of these illustrations will not teach any geography to young students fazed by the mixed assortment of blue wrens and bears and banksias. M. Williams

LEV: Lower primary Middle primary
AVAIL: \$16.95
EVAL: Consider before buying SCIS 728781

JENNINGS, Paul **Unreal!** [sound recording] ABC, 1992

ISBN 0642129495

A combination of Paul Jennings, Max Gillies and ABC is a true recipe for success and entertainment. This 40 minute cassette won't disappoint. Two tales from the text of **Unreal** are clearly performed. **Lighthouse blues** tells of Anton who joins forces with an unhappy musical ghost. **Lucky lips** finds 16 year old Marcus with a magic kissing lip stick. As usually happens with Jennings, there are many bizarre surprises. K. Wellham

LEV: Lower primary Middle primary Upper primary Lower secondary
AVAIL: \$16.95 SCIS 730062

LOWE, Pat **Yinti, desert child.** Magabala, 1992

ISBN 1875641017

In a series of short chapters the young Aboriginal Yinti tells stories of his childhood in the desert of far north Western Australia. The brutality and hardness of this life is shocking, but less so than browsing the daily events of our culture each morning in **The Sydney Morning Herald**. Most interesting is the fact Yinti leads a wholly tribal existence until the closing chapter where he has his first contact with white people. Interesting for white readers that is, for Aboriginal readers this glimpse of an almost entirely lost way of life must be of great importance in the forging of Aboriginality 1992 style. The writing if plain and accessible, is enhanced by Jimmy Pike's fine illustrations. F. Gardiner

LEV: Upper primary Lower secondary
AVAIL: Paper \$24.95 SCIS 732179

MACCARONE, Grace **Itchy, itchy chicken pox.** Scholastic, 1992 (Hello reader level 1)

ISBN 0590449486

Presented in rhyme the minimal text, ably supported by coloured illustrations, tells the story of a boy developing, enduring and recovering from chicken pox. Accurately



pitched for the age group most commonly afflicted by the ailment, this title in the **Hello Reader** series provides reading material with relevance to its target audience. Annoying aspects of the illness are balanced by sensible realistic treatment and the promise of recuperation. Betsy Lewin's illustrations depict the text with credibility. B. S. Mitchell

LEV: Preschool Lower primary
AVAIL: Paper \$4.95 SCIS 725230

MARK, Jan In black and white. Penguin, 1992

ISBN 0140343520

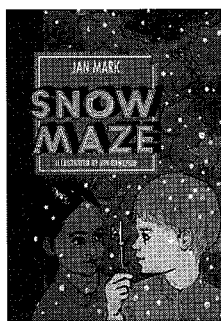
All 9 stories in this collection hinge on the paranormal. Eerie rather than tales of horror they are told, in 1st or 3rd person, with Mark's usual flair and crisp style. The stories involve child protagonists who are intrigued rather than terribly frightened by the phenomenon upon which they have stumbled. Fine descriptive passages balance and augment the creepy plots; characters are well drawn and credible. The stories would lend themselves very well to read-aloud sessions. F. Gardiner

LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95 SCIS 729762

MARK, Jan The snow maze. Walker, 1992

ISBN 0744524016

How exciting and rare to find a work that is as interesting for an adult reviewer as for those for whom it is written: the newly independent reader. Superficially the story is about Joe who finds a key which unlocks a gate into a long lost maze; on a deeper, but easily accessed, level it is about tensions among a group of young children. Jan Ormerod's black and white illustrations and the large print are reminiscent of young children's books of the 50s; the work is however very much 1992, and pitched exactly at its audience in terms of language, plot and characters. F. Gardiner



LEV: Lower primary Middle primary
AVAIL: \$13.95 SCIS 729412

The Martian and the supermarket and other stories. Penguin, 1992 (Read aloud / Young Puffin)

ISBN 0140346554

Simple conversational language and large print ensure the readability of this collection of 10 humorous short stories for the emerging reader. Written by different authors with a wide range of characters and varied writing styles the collection features lively black and white illustrations which add to the humour and appeal of the stories. J. Anderson

LEV: Lower primary
AVAIL: Paper \$6.95 SCIS 726962

MORSE, Brian James' marvellous magic. Pan Macmillan, 1992 (Young Piper)

ISBN 0330323547

James receives a magic set for Christmas, which is initially a disappointment. When he uses the set, however,

he finds it full of surprises. Magic events occur, most of which are out of his control. His magic performance before his class at school results in a string of funny and alarming consequences. The classroom setting, humour and style of this novel make it appropriate for newly independent readers. Clear type face, uncluttered pages and numerous cartoon style illustrations by Caroline Crossland add to its appeal. J. Buckley

LEV: Middle primary
AVAIL: Paper \$7.95 SCIS 736296

PARSONS, Graeme Working the cats. Random House, 1992 (A Mark Macleod book)

ISBN 0091825970

Whilst one must accept the ludicrous notion that *anyone* could actually make cats work, this is nevertheless a delightful and fantastic adventure. Four children find themselves allied with the aged and outsiders in their country town as they battle a dastardly plan to sell working cats to tired and gullible pensioners, resume their homes when they cannot pay and bundle them into the Sunset Home. The scene at the Lady Mayoress's Annual Pensioner Party where the villains get their comeuppance is a comic delight. The book is satirical, robustly funny and a powerful plea for the rights of animals and people. M. Lobban

LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 714898

SCHMIDT, Annie MG Minnie. Turton & Chambers, 1992

ISBN 1872148859

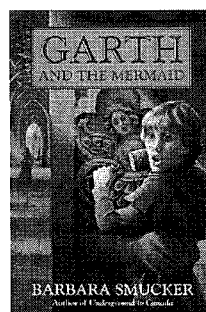
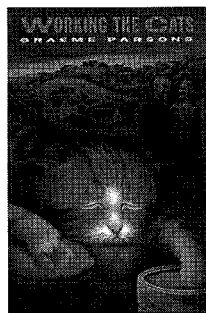
Annie Schmidt is, according to the cover notes, the most read children's author in the Netherlands. This example of her work makes easy, enjoyable, though not challenging, reading. It concerns a young reporter, Mr Tibbs who is on the verge of being sacked when Minnie enters his life. Turned into a young woman by some environmentally unsound discarded substance, Minnie retains sufficient of her feline origins to retain links with the cat grapevine, which deals in human rather than cat scandals. Mr Tibbs thus becomes the recipient of sources for stories which save his job. Not only entertaining, the novel also provides a counter to the current spate of anti-cat propaganda. F. Gardiner (cat lover)

LEV: Middle primary Upper primary
AVAIL: Paper \$19.95 SCIS 735358

SMUCKER, Barbara Garth and the mermaid. Penguin, 1992 (Viking)

ISBN 0670846147

Canadian schoolboys Garth and Ed are fascinated with the middle ages and absorbed in building a model of a stone cathedral. When Garth is hit by a truck he awakens in a medieval village, in which the people significant to him are echoes of those in his contemporary life.



As he struggles to survive the harsh reality of being a poor serf, Garth is also making sense of his real life. The book is a terrific adventure, an ingenious fantasy and a satisfying and believable account of a boy's growth, and his acceptance of his life and the people in it. M. Lobban
LEV: Middle primary Upper primary
AVAIL: \$18.95 SCIS 731535

A Treasury of giant and monster stories / chosen by Jane Oliver. Kingfisher, 1992

ISBN 0862729750

Aimed at the younger reader this collection of short stories features traditional, folk and modern tales. Gently illustrated with soft black and white illustrations which enhance the text of each story, the collection offers a mixture of reality and fantasy with a language rich enough for reading aloud. Although the language of original stories like the Selfish Giant would be a little difficult for younger readers, the simplicity of language and sentence structure and their appealing content make them suitable for most primary ages. J. Anderson

LEV: Lower primary Middle primary
AVAIL: Paper \$9.95 SCIS 733053

Fiction for older readers

Resources are arranged alphabetically by author.

BIRD, Carmen The common rat. McPhee Gribble, 1993

ISBN 086914281X

This is a loosely connected series of stories and essays on aspects of life. Bird acknowledges some of her themes in the writing: love; death; and the interesting connections between people's lives. Understated writing, quirky and with an undercurrent of wit, illuminates the stories, which flow from one another, building to a thoughtful volume. These musings on life use honed language, poignancy and humour to suggest possibilities without labouring the point. J. Buckley

LEV: Upper secondary
AVAIL: Paper \$14.95 SCIS 736445

BRADBURY, Ray Green shadows, white whale. HarperCollins, 1992

ISBN 00022441056

When challenged about the veracity of his just-told story, one of the beautifully depicted Irishmen in this novel admits 'it is the skin of the apple if not the core'. So it goes with this account of Ray Bradbury's sojourn in Ireland in the 50s to write the screenplay of Moby Dick at the behest of director John Huston, depicted as a mogul of Moby Dick proportions, not physically but in terms of his villainy, ferocity and perversity – and irresistibility. But it is in his portrayal of the Irish that Bradbury's talents are revealed: the writing is as rich, lyrical and affectionate as its subjects. F. Gardiner

LEV: Upper secondary
AVAIL: \$32.95 SCIS 732177

CARMICHAEL, Claire Virtual realities.

Random House, 1992 (A Mark McLeod book)

ISBN 0091827132

Andy, Raine and Max go to the country to stay with their aunt, a computer scientist who is at the leading edge of virtual reality programming. They willingly assist her with testing new virtual reality experiences, but slowly discover that the line between imagination, nightmare and virtual reality is blurring dangerously. The characters are complex, and the Australian country setting provides an unsettlingly ordinary background for extraordinary events. This is clever, inventive science fiction: suspenseful, scary and thought provoking. It also observes the conventions of the genre most satisfactorily. M. Lobban

LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$8.95 SCIS 730059

CLARK, Margaret D Famous for five minutes. Random House, 1992

ISBN 0091826675

If parents and teachers could choose one age group to avoid it would almost certainly be the 13-to 14-year-olds. This book reminds one why – as if anyone needs it. Superficially, and I mean that literally, it recounts the attempt of Year Eight Cobalt (blue they rejected, tartan they were refused) to stage a rock version of Romeo and Juliet. What it really recounts is the lack of couth, gentility, sensitivity, sociability, sincerity, empathy, discernment and intellect among this particular group. It is not wholly without humour but the style is banal, the conversation reported in an irritating plethora of yag and gunnas and the lid-dipping to gender equity is tokenistic and hackneyed. F. Gardiner

LEV: Lower secondary
AVAIL: Paper \$ 8.95 SCIS 714693

DUDER, Tessa Alessandra Alex in Rome.

Oxford University Press, 1991

ISBN 0195582306

Eagerly anticipated, this 3rd in the Alex series is disappointing. Much of the fire of the previous 2 books is snuffed out in an adolescent account of Alex's visit to Rome for the 1960 Olympics. The sections detailing the actual Olympic experience resound with the fire and truth of the earlier books but the account of her liaison with a 20-year-old ex-patriot New Zealander studying singing in Italy has a breathless, far-fetched aura. This novel is dependent upon its successor for the resolution not only of the relationship but of other incidents. F. Gardiner

LEV: Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 720790

DUDER, Tessa Songs for Alex. Oxford University Press, 1992

ISBN 0195582454

The stormy relationship with Tom, begun in the 3rd book of the Alex quartet, continues in this, the 4th and last. Post-Olympics, Alex has to cope with the barbs that emanate from the tall-poppo-inspired arrows, while also sorting out how she wants to live the rest of her life. Unfortunately she does both with a minimum of grace.



Ultimately the reader is expected to excuse her obnoxious behaviour on the grounds of her having failed to grieve properly over the loss of Andy. What happened to that strong, inspiring Alex of the first 2 books? F. Gardiner

LEV: Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 726156

EDDINGS, David **Domes of fire.** HarperCollins, 1992

ISBN 0246138432

This is the first in a trilogy, the **Tamuli**, following the **Elenium**. Sir Sparhawk an heroic knight of the Elenia church and consort to the Queen of Elenia is requested by the Emperor of the Tamuli to investigate strange magico/political events in that country. With his wife, her courtiers including a giantess, their daughter (who is the incarnation of a goddess) and notable brigands, Sir Sparhawk crosses the Eosian continent combating evil as he goes. An intriguing tale, the people and their politics are convincing especially as the dialogue is so ironic but believable. Occasional references to earlier experiences tantalise the reader. M. Hamlyn

LEV: Upper secondary
AVAIL: \$35.00 SCIS 725940

ELLIS, Sarah **Pick-up sticks.** Douglas & McIntyre, 1992 (A Groundwood book)

ISBN 0888991622

Polly is settled in her life, with her familiar apartment, friends and neighbours. When she and her mother are forced to move, the process highlights her uncertainties. Polly's ambivalence about her mother's chosen lifestyle as an artist and a sole parent also needs to be resolved. The values held by her mother are in stark contrast to those of her uncle and his family. Female characters are well observed in this novel about coping with change in adolescence, which is a winner of the Canadian Governor General's award. J. Buckley

LEV: Lower secondary Middle secondary
AVAIL: Paper \$8.95 SCIS 736592

GRAY, Nigel **Night music.** Random House, 1992

ISBN 009182687X

Aging hippie parents seem to be surfacing rather often in novels these days. Louisa's widowed dad is archetypal: long haired; environmentally sound; pacific; sexually liberated; and of course supremely loving and lovable. The other man in Louisa's life is Dirk/Paddy about whom we are left in no doubt as to his intended-to-be mysterious connections to the Irish troubles. Gray's style is very appealing - open, honest, earthy (sometimes to the point of being raw), and very readable. And although the plot in this novel has some very low points especially towards the end, the successful portrayal of character does compensate to some degree. F. Gardiner

LEV: Upper secondary
AVAIL: Paper \$9.95 SCIS 725763

GUTMAN, Claude **Fighting back** Turton & Chambers, 1992

ISBN 1872148751

The sequel to **The empty house** (with another in the pipeline to complete the trilogy) this details David's life between the raid on the children's home, which he alone

survived, and the end of the war. It is an excruciating portrait of a sensitive teenager who is deeply scarred by the series of dreadful events that have befallen him and his family and friends: his honest, unflattering portrayal is totally realistic and his behaviour always forgivable. The return of the concentration camp survivors is powerful writing indeed, almost as devastating for the reader as it is personally for David, and a sequence to which teenagers should be exposed. F. Gardiner

LEV: Middle secondary Upper secondary
AVAIL: Paper \$17.95 SCIS 735359

JINKS, Catherine **Pagan's crusade.** Oxford University Press, 1992

ISBN 0195534859

Pagan is a bastard orphan in twelfth century Jerusalem. He is also a survivor, and in order to pay pressing gambling debts he becomes a squire to a Templar Knight, a protector of Christian pilgrims to the Holy Land. Pagan has no convictions beyond his own survival, but he is unwillingly drawn to the goodness of his knight, Roland. For each the association is enriching. Roland's unworldliness moves Pagan to a fierce and protective loyalty and Pagan's streetwise pragmatism helps them both to survive Saladin's siege of the city. Exuberant language and earthy and irreverent humour mark Pagan's account. M. Lobban

LEV: Upper primary Lower secondary
AVAIL: \$17.95 SCIS 730386

MARSDEN, John **Take my word for it: Lisa's journal.** Macmillan, 1992

ISBN 0732907659

The cover says 'For readers of *So much to tell you*, and in this novel the events of that book are seen through the eyes (and journal) of cool, self-possessed Lisa. Here Marina is a character in Lisa's story, and although Marina's pain is significant to Lisa, Lisa is nursing her own damage and unhappiness springing from the failure of her parent's marriage. The joys and traumas of female adolescence are again deftly portrayed, and the language and concerns of their sub-culture are captured impeccably. There is no lack of skill here, but the story is too familiar. M. Lobban

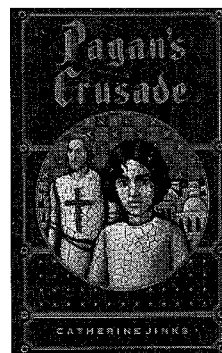
LEV: Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 730178

MASSON, Sophie **A blaze of summer.**

University of Queensland Press, 1992

ISBN 0702224278

Seventeen year old twin sisters Brigitte and Maria are disgruntled about having to stay with their aunt near the forest of Vernemeton in France while their parents are absent on an archaeological fundraising trip. Their cousin Raoul (19) is darkly attractive but moody in his relationship with the girls. He intends to obstruct a new suburban development near the ancient forest by arousing age old supernatural forces. He draws his cousins into these plans and so into danger. The peril is outlined by the author rather than developed as part of the atmos-



phere. Similarly the story's resolution is neat but disappointing. M. Hamlyn

LEV: Middle secondary
AVAIL: Paper \$10.95 SCIS 719007

McROBBIE, David **Prices.** Mammoth Australia, 1992

ISBN 1863301534

When Frank Ferguson dies of a drug overdose in the Brisbane flat of his estranged wife and daughter, they are forced to move to his artist's shack in a village on the Queensland coast. Frank was involved in a shady criminal world, and a painting his daughter Sara saves as a keepsake becomes dangerous to her and her mother. Prickly, aloof Sara is befriended by local boy Ben, and a tentative romance develops amidst the intrigue and danger. Their subtly-drawn relationship is central to the novel, but at times is at odds with the rather unconvincing thriller element of the book. M. Lobban

LEV: Middle secondary
AVAIL: Paper \$8.50 SCIS 718358

PAULSEN, Gary **The return.** Pan MacMillan Children's, 1992

ISBN 0330324780

Following his ordeal in the wilderness, detailed in **Hatchet**, Brian is approached by a psychologist who asks him to duplicate his experience in the name of survival research; this time accompanied by the psychologist. Although fate ensures that this second experience is not a duplication it is just as harrowing as the first, with Brian having to save 2 lives instead of 1. Paulsen has the ability to pare his writing down to the essentials of adventure, without ever succumbing to puerile expression. Any young reader who isn't hooked from the first to last word of each of these books is pretty much a lost cause in the reading stakes. F. Gardiner

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$7.95 SCIS 730183

PECK, Richard **Voices after midnight.** Pan MacMillan Children's, 1992 (Piper)

ISBN 0330324489

This is a time travel story with a difference. The narrator is a 14 year old boy, Chad, who with his gifted 8 year old brother Luke, is surprised by their unexpected visits to Manhattan around 1888. They become involved with a brother and sister in that time although they are not visible to them. The story develops quickly, the characters are likeable and credible in their actions, especially the 'wise' 8 year old. The revealed reason for their mysterious need to return to the past is very satisfying. The story is reminiscent of **Playing Beattie Bow**. M. Hamlyn

LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95 SCIS 722072

STAIG, Laurence **Dark toys and consumer goods.** Pan Macmillan Children's, 1992

ISBN 0330314785

These are horror stories of an unexpected kind. Their horror springs from their underlying subject - consumerism. The material world of the late 20th century is developed into a futuristic scene of enveloping shopping

malls, endless credit and a relentless inability to resist buying more and more. Electronic technology is everywhere, and people are under its thrall, with unexpected consequences for those who resist. The 8 short stories are tightly written and novel in their perspective. They should appeal to a wide readership, not just readers of science fiction. J. Buckley

LEV: Middle secondary Upper secondary
AVAIL: Paper \$8.95 SCIS 735891

STEWART, Maureen **Lerakim watched.**

Penguin Books, 1992 (Puffin)

ISBN 0140348131

Based upon Maureen Stewart's own experiences in Papua New Guinea in the 1960's, this slightly old-fashioned story may not please Emily and Maria fans. Lerakim is a village boy of indeterminate age at boys' boarding school. He takes a special interest in the headmaster's wife who has come to teach science, and is willing, unlike other colonials, to *learn* as much as she *teaches*. Through his watchfulness, Lerakim saves the missus from a drunken assault while her husband is away on a sporting excursion. Full of pidgin and local colour, this picture of another time and place in Australia's history is the book's main attraction, as well as the understanding it provides of the gentle young men of a different culture. G. Phillips

LEV: Lower secondary Middle secondary
AVAIL: Paper \$7.95 SCIS 725642

WATSON, James **No surrender.** HarperCollins, 1992 (Lions tracks)

ISBN 000674379X

Set in southern Africa, this is the story of an unlikely friendship between a black Angolan girl and a South African soldier, thrown together when she is captured as an insurgent and he for deserting. Malenga is a valuable political prisoner, the daughter of an exiled Angolan leader. Hamish is sickened by what his country is doing in Angola and admires Malenga's courage and intelligence. The story is at times confusing, being told in a style which is impressionistic and elliptical. It is also lyrical and moving, and provides a rare insight into a little-known struggle. M. Lobban

LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.95 SCIS 730344

Wilder shores: women's travel stories of Australia and beyond / edited by Robin Lucas and Claire Forster. University of Queensland Press, 1992 (UQP travel)

ISBN 0702224774

This collection of stories and fragments by Australian female writers is broken into 3 broad areas - journeys to, away from and within Australia. Writers range from Mrs Aeneas Gunn to Robyn Davidson and their stories cover experiences from the expatriate Australian in Europe to those of migrant and Aboriginal women. It is a stimulating collection to dip into, and represents some of Australia's finest writers. It could also be a useful source for senior English groups examining style and purpose. M. Lobban

LEV: Upper secondary
AVAIL: Paper \$15.95 SCIS 728530



Poetry and drama

Resources are in Dewey order.

WILSON, Richard William Shakespeare
Julius Caesar. Penguin, 1992

ISBN 0140772650 [822.3]

This rather complex analysis of the prominent Shakespearean history play is appropriate for talented senior students. Emphasising the play's universality, this author suggests that particular interpretations of the play need to be seen in the light of the political ideologies of various historical periods. Thus the intrinsic historical detail of the play itself is interlaced with the philosophies of the era in which it is performed. Such dominant themes as 'subversion and repression' will thereby reflect attitudes of a specific time, whether it be Elizabethan, Jacobean or modern. So too, the characters; their individual beliefs, goals and methods will be affected by the spirit of the age. C. Sly

LEV: Upper secondary
AVAIL: Paper \$9.95 SCIS 726348
KLA: E

STRAUSS, Jennifer **Boundary conditions : the poetry of Gwen Harwood.** Queensland University Press, 1992

ISBN 070222412X [A821.3]

Biographical details and a critical analysis of the sensitive and thought provoking poetry of Gwen Harwood are combined in this study. Influences of past and contemporary writers upon this poet's work are examined in detail. Extensive notes and bibliography enhance the author's thoroughly researched discourse of this leading Australian poet. The poet's own indirect contribution through interview material give this work a unique dimension. It is a skillful study of this modern Romantic and will be an asset to senior students in their endeavours to understand and appreciate Harwood's writing. C. Sly

LEV: Upper secondary
AVAIL: Paper \$29.95 SCIS 718549
KLA: E

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

Information

Resources are in Dewey order. The category KLA is intended to provide a guide as to which Key Learning Area the resource supports. These, and the age level, should only be used as a guide as many resources transcend age and subject barriers.

The following symbols have been used to indicate the Key Learning Areas used by the NSW Board of Studies. *E English; M Mathematics; S Science (secondary); ST Science and Technology (primary); HSIE Human Society & its Environment; PD/H/PE Personal Development/Health/Physical Education; CPA Creative and Practical Arts (primary); CA Creative Arts (secondary); TAS Technology and Applied Studies (secondary); LOTE Languages other than English.*

DWYER, T. **IPT, information processing and technology.** Pitman, 1992

ISBN 0729902374 [004.076]

Designed for the Queensland core of Information Processing and Technology, this senior text includes schema, artificial intelligence, social and ethical issues and systems, with an emphasis on programming steps and methods. Many case studies, examples, tables and exercises are included, with an answer section which takes up a quarter of the book. The issues of privacy and ethics dealt with include hypotheticals, debates, mock trials, and reports with guidelines given. A good introduction to programming and computer studies. G. Phillips

LEV: Upper secondary
AVAIL: Paper \$21.99 SCIS 713710
KLA: TAS

DAVIES, Paul **The mind of God : science and the search for ultimate meaning.** Penguin, 1992

ISBN 0140176187 [113]

An exploration of metaphysics and the Big Bang from historical beliefs to the latest theories of chaos, quantum physics and Stephen Hawking, in a search for cause and meaning in creation. The laws of nature and mathematics, virtual reality, and the Theory of Everything still leave a residuum of 'mystery at the end of the universe.' In a readable style with clear examples, this text will stimulate capable readers who have some understanding of philosophy and physics. G. Phillips

LEV: Upper secondary
AVAIL: \$19.95
EVAL: Highly recommended SCIS 729857
KLA: S

OLDFIELD, Audrey **Woman suffrage in Australia.** Cambridge University Press, 1992

ISBN 0521436117 [324.609]

A detailed history of the enfranchisement of women in Australia, this book follows the struggle of women for political equality. Influenced by the early British and American suffragettes, Australian women became more vocal from the 1830s onwards. This comprehensive account is supported by topical, often amusing quotations



and cartoons from the media of the day. In addition there are several photographs of some of the early Australian suffragettes. This sound academic work is referenced with notes at the conclusion of chapters and an extensive bibliography. It is an intriguing and valuable resource for students of Australian history, Australian politics and women's studies. C. Sly

LEV: Upper secondary
AVAIL: Paper \$29.95 SCIS 728875
KLA: HSIE

DE SILVA, John **Economics revision notes.** 3rd ed. Pitman, 1992

ISBN 0729902218 [330]

A source of revision of economics concepts and issues for HSC students has been provided by this well qualified author. Sector by sector analysis; national income analysis; economic management; economic growth and trends; Australia in the 1930's and environmental economics are the themes covered. Theory is related to contemporary economics. There is a good index and multiple choice questions and answers. Main concepts are signalled in bold type; graphs are clear. 3 Unit students will particularly benefit. D. Lane

LEV: Upper secondary
AVAIL: Paper \$12.99 SCIS 723196
KLA: HSIE

CURRIE, Gail **Studymate HSC 3 unit economics.** McGraw-Hill, 1992

ISBN 0074528467 [330]

The authors have produced a study guide appropriate to 3 unit options for the current N.S.W. H.S.C. Economics Syllabus, which supplements more detailed texts. Topics covered include Environmental economics; Distribution of income and wealth; Other economic systems and the Evolution of economic ideas. Essay writing advice is given, as well as previews of maxi concepts, progressive questioning to aid notetaking and importantly, sample essay questions with a suggested plan at the end of each unit. Diagrams are clear. There is a good index and a sample 3 Unit exam paper. D. Lane

LEV: Upper secondary
AVAIL: Paper \$23.95 SCIS 723198
KLA: HSIE

BANNOCK, Graham **Penguin dictionary of economics.** 5th ed. Penguin, 1992

ISBN 0140512551 [330.03]

Three experienced authors with impeccable qualifications provide an exhaustive and popular dictionary to be used as a supplement to other texts. There is a comprehensive alphabetical treatment of theory and issues. Dynamic nature of economics is catered for. The dictionary uses cross referencing. Entries are concise but comprehensive in scope. All aspects of macro and micro economics are covered. Very useful for HSC Economics students and Commerce teachers. D. Lane

LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.95 SCIS 723333
KLA: HSIE

MAUGHAN, Keith, **Essential economics 1.** Oxford University Press, 1992

ISBN 0195533011 [330.07]

An accessible text covering the VCE Year 11 Economics course which is relevant to senior NSW HSC Economics. Topics covered are Employment; Inflation; Distribution of income; Economic systems; the Australian economic system; Contracting economic systems and Development economics. A structured issues and systems approach is adopted in a balance of theory and contemporary relevance. 'Mind maps' provide summaries of main ideas. There are excellent case studies, clear tables and diagrams and a glossary is in each unit. Index, exercises, issues for discussion and interpretation are provided. D. Lane

LEV: Upper secondary
AVAIL: Paper \$22.95 SCIS 714914
KLA: HSIE

THAMPAPILLAI, Dodo J. **Development economics.** Oxford University Press, 1992 (focus on economics)

ISBN 0195533666 [330.9172]

Covering the elective Year 12 HSC Economics topic, 'Developmental economics', the author deals comprehensively with the nature and sources of economic growth and development plus the strategies for growth and development. The changing nature of the topic is dealt with using an informed balance of analysis and description. Language is accessible and comprehension enhanced by the objectives at the start of each chapter. Clear tables and diagrams are used. Focus/essay questions are at the end of each chapter. There is a detailed glossary and a limited index. Main idea of each section is denoted with sub-headings. D. Lane

LEV: Upper secondary
AVAIL: Paper \$11.95 SCIS 721002
KLA: HSIE

MORRIS, Richard **Economics down under : book 1 issues and systems.** Prentice Hall, 1990

ISBN 0724803475 [330.994]

Written by an experienced author to cover units 1 and 2 for VCE Economics students the material is relevant to N.S.W. H.S.C. students. Content addresses issues and each unit has a fine blend of theory, analysis and description, focusing on current economic problems. Changing nature of economics is covered. Presentation is excellent in aiding comprehension. Each unit has preview, test, summary, progressive glossary, work requirements, issues for investigation and multiple choice. Clear diagrams and tables are given together with an excellent index and economic dictionary. D. Lane

LEV: Upper secondary
AVAIL: Paper \$28.95
EVAL: Highly recommended SCIS 669064
KLA: HSIE

BOND, Bruce **Money management.** rev. ed. Lothian, 1992

ISBN 0850914701 [332.024]

Relevant to Commerce, HSC Economics and Business Studies covering essential, practical information on fin-



ance in everyday and business life the authors have given students an attractive and accessible reference. The changing nature of commerce is accounted for. Learning objectives are given at the start of each chapter and activities are provided. There is a comprehensive coverage of commercial topics including, for example, Income and budgeting, Taxation; Financial assistance; Credit; Ways to invest and save; Understanding the economy and Economic questions and answers. D. Lane

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$19.95 SCIS 729763
 KLA: HSIE

LINKLATER, Joan Inside the bank : the role of the Reserve Bank in the economic, banking and financial systems. Allen & Unwin, 1992

ISBN 186373225X [332.10994]

With a background of journalism and consultancy, this author provides a detailed text relevant to year 11 Economics - the Financial sector and to year 12 - Economic management. Themes covered are the role and development of the Reserve Bank and the dynamic theory and practice of monetary policy in Australia. Government debt, foreign exchange systems and currency issues and non-bank financial institutions (NBFIs) are covered. Suitable as a reference, readings are used to convey main concepts. Teachers will find this a comprehensive reference dealing with the changing nature of the Reserve Bank and monetary policy. D. Lane

LEV: Upper secondary
 AVAIL: Paper \$29.95 SCIS 728801
 KLA: HSIE

SANT, Bridget Understanding environmental economics. Longman Cheshire, 1992

ISBN 0582876133 [333.7]

This recent publication was written especially for the NSW 3 Unit Economics course and would be also useful to students of Geography, General Studies, Science and Agriculture. In a relatively short space of 88 pages a wide range of issues (from resource depletion to environmental protection) and Australian case studies (from Mascot's third runway to mining Kakadu) are covered. Each chapter is accompanied by diagrams, charts and/or photographs and student questions, activities and essays. There is a clear index and bibliography and brief listing of further readings. A useful supplement for teachers and students. M. Williams

LEV: Upper secondary
 AVAIL: \$11.99 SCIS 715721
 KLA: HSIE

Where would we sleep? children on the environment / edited by Lannis Temple. Random

House, 1992 (A Mark Macleod book)

ISBN 0091825482 [333.7]

When Lannis Temple travelled the world working with children, he collected their letters and sketches, mini posters and poetry. The result: an inspirational and optimistic book filled with the 'heart and spirit of children all over the world'. Following a short, personal comment on each country are the dreams and hopes of UNICEF children from Romania to USA, South Africa to Monaco, Israel

to West Bank, Ukraine to Australia. Even in devastation there is hope. K. Wellham

LEV: Middle primary Upper primary Lower secondary Middle secondary
 AVAIL: Paper \$24.95 SCIS 727139
 KLA: HSIE

SAVAGE, Candice Get growing : how the earth feeds us. Douglas & Macintyre, 1991 (Earth care books)

ISBN 1550542036 [333.76]

Thought provoking content and simple complementary colour sketches, can promote a deeper understanding of what we could do to help the earth that feeds us. It enlightens us not only on what we are doing to the living earth, but also *how* we are making the earth a 'hungrier place to live'. With terrific mini experiments, definitions, index, activities and trivia, this is an excellent complement to many curriculum areas. Ever wondered why dinner plates are round, how to grow a chocolate cake, or how to put weeds to work? Young and old will find stimulating answers. K. Wellham

LEV: Middle primary Upper primary Lower secondary Middle secondary
 AVAIL: Paper \$12.95 SCIS 729002
 KLA: HSIE

HENDRY, Leone Energy : what are our alternatives? Jacaranda, 1992 (Jacaranda young inquirers II)

ISBN 0701630477 [333.79]

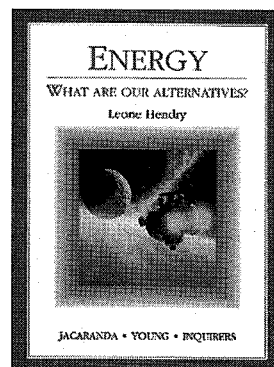
Uses of energy past and present as well as alternative energy sources are highlighted by photographs, drawings and well labelled colourful diagrams in this attractively presented book. Although one of the theme books from the Jacaranda Young Inquirers program it provides a valuable resource alone for senior primary grades with clearly presented up-to-date information and a focus on Australian content. Carefully set out to assist in developing information skills it incorporates a contents page, index, glossary, bibliography and 3 pages of review questions. Answers to these questions and integrated activities are provided in the **Teachers ideas book** which overviews the program. J. Anderson

LEV: Upper primary Lower secondary
 AVAIL: Paper \$6.95 SCIS 728749
 KLA: ST; HSIE

WALKER, Colin We need energy. Lands End, 1992 (Science understandings)

ISBN 0908924038 [333.79]

In twenty-two pages this title introduces a complex and diverse topic at a simple level. This New Zealand publication has used local and international examples of innovation in such energy sources as windpower and biogas and highlighted problems with our traditional fuels. A simple index and glossary assist the young researcher. Whilst the text is clear and concise, the illustrations are at times unrelated and of poor quality. M. Williams



LEV: Upper primary Lower secondary
 AVAIL: \$8.95 SCIS 727766
 KLA: ST

NAILON, Ken Economic growth and standard of living : problems in Australian economics. V.C.T.A., 1992

ISBN 0868592064 [339.40994]

An up to date text provides accessible information relevant to the year 11 HSC Economics option, 'Development economics'. This is a useful reference for the serious student and covers the meaning and measurement of economic growth and the standard of living, their determinants and the Australian economic performance. Sub heading and headings signal main concepts. Diagrams and tables are clear. An index and applied economics exercises are provided. D. Lane

LEV: Upper secondary
 AVAIL: Paper \$11.00 SCIS 724843
 KLA: HSIE

Cleaning up [videorecording]. Video Education Australasia, 1991 (At the cutting edge) [363]

Program two in this series, 'Cleaning Up,' deals with the development of AIRTRAK, a device for detecting and analysing air pollutants, and a microwave reactor, MICROLAB, used in the development of food flavours, plastics and pharmaceuticals. All programs are presented by a woman scientist, Dr. Gael Jennings. See program one, new molecules, [660] for format and recommendation. P. Phillips

LEV: Upper Secondary
 AVAIL: \$75.00 SCIS 712339
 KLA: S

Grappling with greenhouse : understanding the science of climate. Australian National

Greenhouse Committee. CSIRO, 1992

ISBN 0642175861 [363.73]

Having a committee as author this report is weighed down with messages from the Minister, foreword from the Chairman, and summary and introduction from the panel. Senior Science, Agriculture and Geography students, and teachers, may learn much of the science of climate, yet social costs and future policies are left untouched. If it is the aim of this production to make 'complex science accessible to all Australians' it is unfortunately only a few students who will be able to interpret the many tables and charts. A lengthy contents provides an index to topics from ozone layer to sea level rise. Coloured illustrations and photos are the most useful aspect of this production. M. Williams

LEV: Upper secondary
 AVAIL: Paper SCIS 734372
 KLA: S; HSIE

WALKER, Colin Our changing atmosphere.

Lands End, 1992 (Science understandings)

ISBN 090892402X [363.73]

This is one in a New Zealand series on environmental issues published with assistance from Greenpeace. A clear, large print text covers the ozone layer, greenhouse effect, global warming, and changes in atmosphere throughout history. A glossary briefly explains terms

from aerosol to ultraviolet and a 30 word index assists simple research. The illustrations, derived as they are from several sources, vary in quality. A very personal plea for change from a concerned environmentalist. M. Williams

LEV: Upper primary Lower secondary
 AVAIL: \$8.95 SCIS 727741
 KLA: ST

KNIGHT, Anne The Australian schoolmate thesaurus. Oxford University Press, 1992

ISBN 0195534395 [423]

Published in a form to fit into a ringbinder, this is a particularly useful student reference. Headwords are boldly printed and a range of synonyms are offered with antonyms where appropriate. Specific Australian slang terms are also included and are cited as such. Phrases and sentences illustrating a word's usage are frequently presented to aid understanding. Different senses of a word are numbered clearly. This handy, easy to follow edition, is an asset to classroom work and private study. C. Sly

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Paper \$9.95 SCIS 725666
 KLA: E

BBC English dictionary. HarperCollins, 1992

ISBN 0003705544 [423]

English language in use is highly dynamic. As the most popular source of communication in today's society is the mass media, this publication provides a unique reference for modern trends in spoken language. Word meanings presented here are derived from BBC radio and television broadcasts over recent years. Included are many new words reflecting technological innovations and advancements and a vast array of words in their current idiom. A well organized layout with bold headers, grammatical word class, meanings and clear examples of usage make this a very useful resource. This book has a well deserved place alongside the general dictionary. C. Sly

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: \$39.95 SCIS 727056
 KLA: E

McNAUGHTON, David A science miscellany. Vantage, 1992

ISBN 053309464X [500]

This fascinating book defies classification and inspires lateral thinking, exploring as it does, a wider than expected range of topics in short chapters. The interrelationship between earthquakes, sound speed and families of languages; entropy, dividing by zero, calendars, puzzles and problems is developed in the text. The book is meant to be read continuously to appreciate the logic of the choice of topics. It is more inspirational than designed for research as it lacks an index, though the briefly annotated contents list is a little help. There is useful information for science and mathematics. M. Hamlyn

LEV: Lower secondary Middle secondary
 AVAIL: \$14.95 SCIS 728568
 KLA: S



ALLONER, Jack Numbers. Allen & Unwin, 1992
(Science for kids)

ISBN 1863732551 [513.2078]

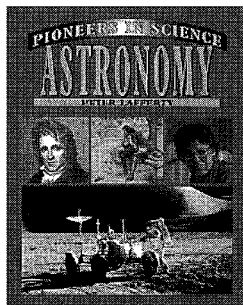
Step-by-step photographic instructions are used in this practical activity book to illustrate scientific principles. The activities themselves are clearly set out and within the scope of most primary students. Simple text, careful presentation and bright glossy colours make it a very attractive resource. It has potential as a teacher reference text for classroom science and technology activities but has limited use as an information tool due to the small amount of actual scientific information provided. J. Anderson

LEV: Middle primary Upper primary
AVAIL: \$14.95 SCIS 724336
KLA: ST; M

LAFFERTY, Peter Astronomy. Heinemann, 1992
(Pioneers in science)

ISBN.0431007977 [520.9]

This well presented book outlines chronologically the contribution of pioneering scientists throughout history. Beginning with early beliefs and ancient astronomers it provides clear concise information on major discoveries until very recent times. Photographs, diagrams and drawings highlight the text while the attractive double page presentation and the bold highlighting of glossary words make this a valuable resource. The time chart at the end provides an excellent historical overview and contents and index are also included further enhancing the usefulness of the book. J. Anderson



LEV: Middle primary Upper primary Lower secondary
AVAIL: \$14.95 SCIS 729199
KLA: ST

COOPER, Christopher Matter. HarperCollins, 1992 (Collins eyewitness science)

ISBN 0732201128 [530]

Matter includes states and changes of matter, atoms, molecules, radioactivity, and the Big Bang. Unlike **Light**, three women scientists are included. Otherwise, it offers the same stimulating format of quality close-up photos of objects from the history of science, with accompanying brief notes and diagrams on double page spreads. G. Phillips

LEV: Upper primary. Lower secondary. Middle secondary
AVAIL: \$22.95 SCIS 727826
KLA: S

LAFFERTY, Peter Pioneers in science: Physics. Heinemann, 1992

ISBN 0431007969 [530.9]

Not even Marie-Anne Lavoisier gets a mention here, only Marie, 'the first famous woman scientist', 'the girl from Poland' Curie in this archaic Western male European view of the history of physics. An opportunity has

been missed to acquaint us with the contributions of Babylonians, Egyptians, Chinese, Africans, Aztecs, Pacific Islanders, male and female. A time chart, glossary and index are included. In this simple, basic introduction. G. Phillips

LEV: Upper primary Lower secondary
AVAIL: \$19.95 SCIS 729197
KLA: ST

LAFFERTY, Peter Force and motion.

HarperCollins, 1992 (Collins eyewitness science)

ISBN 0732201136 [531]

A wide variety of the aspects of elementary physics are covered in this book. Attractively displayed on two page spreads for each topic, the information is as invitingly accessible to the browser as to the researcher. Illustrations divide it into bite size chunks so that it makes a good introduction to this aspect of science. Popular project topics such as wave motion, energy, vibrations, levers, pendulum, pressure, Archimedes principle and screw are all easily found using the index. The text is quite readily understood. M. Hamlyn

LEV: Lower secondary Middle secondary
AVAIL: \$22.95 SCIS 727830
KLA: S

BURNIE, David Light. HarperCollins, 1992 (Collins eyewitness science)

ISBN 073220111X [535]

In flashy silver boards, **Light** covers what it is and what it does, including waves and particles, lenses, photography, lasers, electric lights, and holograms Most objects photographed are from the Science Museum, London, and provide, with the bits of explanatory text, a stimulating resource and inspiration for further experiments. Improvements could be made in the quality of the indexing (for example, the main article on reflection is not in the index) and in having less of an emphasis on Western, male scientists. Non-sexist language is used throughout, however. G. Phillips

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$22.95 SCIS 727838
KLA: S

PARKER, Steve Electricity. HarperCollins, 1992 (Collins eyewitness science)

ISBN 0732201144 [537]

Brief information with coloured photographic and diagrammatic illustrations presented on double page spreads for each topic, make this an attractive book in which to easily find information for junior science. Circuits, magnetism, conductors, power stations, the cathode ray, communication and T.V. are some of the topics useful for projects. The index gives easy access to the information. M. Hamlyn

LEV: Lower secondary Middle secondary
AVAIL: \$22.95 SCIS 727828
KLA: S



HUQ, Fazlul H.S.C. chemistry in review.

Nelson Australia, 1992

ISBN 0170087271 [540.76]

Written for the NSW 2 Unit Chemistry course, this text covers the electives equilibrium, carbon chemistry, oxidation and reduction and energy changes. Learning objectives introduce each section supported by many worked examples based on past HSC exams. A good problem-based review text. G. Phillips.

LEV: Upper secondary
AVAIL: Paper \$22.00 SCIS 724972
KLA: S

The earth / edited by Roz Fishel. Reader's Digest, 1992 (Picturepedia / A Dorling Kindersley book)

ISBN 0864383274 [550]

Beautifully presented photographs with clearly written information form the basis of this large format work. Colour and design are excellent, but secondary to the information content, which is most appropriate at an introductory level. The work covers earthquakes, volcanoes, fossils, geographical features, climate, the oceans and taking care of the earth. Pages are not too busy, with illustrations sensibly used. Each page shows children involved with models of geographical forces, adding both interest and meaningful child perspective to the information. A glossary, index and illustrated table of contents are included. This is an impressive and appealing resource for younger readers. J. Buckley

LEV: Lower primary Middle primary
AVAIL: \$19.95
EVAL: Highly recommended SCIS 734037
KLA: ST

ARDLEY, Neil Weather. Allen & Unwin, 1992 (Science for kids)

ISBN 186373256X [551.5078]

Visually stimulating through the use of step-by-step photographic instructions this practical activity book illustrating scientific principles, is one of 15 titles in this series. Simple text, careful presentation and bright glossy colours make it a very attractive resource. Its limitation lies in the small amount of actual scientific information provided — one small paragraph in the bottom corner of each activity and a double page at the beginning provide minimal information. The activities themselves however are clearly set out and within the capabilities of most primary students although the use of sometimes unexplained scientific words make it more suitable for senior primary. J. Anderson

LEV: Middle primary Upper primary
AVAIL: \$14.95 SCIS 724347
KLA: ST

MOODY, Richard Over 65 million years ago before the dinosaurs died. Macmillan Education, 1992 (History detective)

ISBN 0732915457 [567.9]

'Terrible lizards' and other fascinating extinct creatures are covered in this book which clearly shows the time frame of different species. Each section consists of a double-page illustration, which portrays the animals and their environments. These pictures are overlaid with print. A double page with smaller illustrations and

photographs explores interesting facets of the species with more detail. A 'History Detective' segment is a thought provoking inclusion, while a clearly set out time line will interest the dedicated dinosaur researcher. A contents page, a glossary and an index are included. This well-presented book should bring pleasure to young dinosaur devotees. M. Buttenshaw

LEV: Middle primary Upper primary
AVAIL: \$16.95 SCIS 727884
KLA: ST

WALKER, Colin Ecology plants and animals.

Lands End, 1992 (Science understandings)

ISBN 0908924054 [574.5]

This New Zealand series is of varying quality, and this is one of the better titles. It gives clear explanations, and colour illustrations, photographs and diagrams of this often studied topic. A simple glossary and index and brief text assist the younger researchers of Science and Geography. M. Williams

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$8.95
KLA: HSIE; S SCIS 727745

River life / photographed by Frank Greenaway and written by Barbara Taylor. CollinsAngus & Robertson, 1992 (Look closer)

ISBN 0207176604 [574.5]

Beautiful photographs save this book from too much criticism. Close ups of Asian turtles, and European snakes will interest many children. There are however few animals and plants that Australians are familiar with; yabbies, frogs, dragonflies and the like are sadly absent. The brief index and glossary are lost in a very small print, that contrasts with the clear large print of the text. M. Williams

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$16.95 SCIS 725283
KLA: ST

Rock pool / photographed by Frank Greenaway, written by Christine Gunzi. CollinsAngus & Robertson, 1992 (Look closer)

ISBN 0207176590 [574.5]

Perhaps the most endearing of this series, as it brings the familiar world of many children's adventures around rock pools into close focus. It is the high quality photographs of sea urchins, crabs, starfish and other creatures magnified many times that will fascinate young naturalists. The large print text is too brief and the index and glossary too small to greatly assist a young researcher, particularly in Australia. According to the misleading introduction starfish are the only rock pool animals we have! M. Williams

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$16.95 SCIS 725286
KLA: ST

Tree life / photographed by Kim Taylor written by Theresa Greenaway. Collins Angus & Robertson, 1992 (Look closer)

ISBN 0207176612 [574.5]

As beautiful as these photographs are, local publications by Densy Clyne and other Australian naturalists are of more use to our students. The Madagascar day gecko and Brazilian marmoset are typical of the northern hemisphere and equatorial animals that fill these twenty-nine pages. The text and unnecessarily brief and small print index and glossary offer little to our own students researching forest ecology. M. Williams

LEV: Middle primary Upper primary Lower secondary
 AVAIL: \$16.95 SCIS 725290
 KLA: ST

DESMOND, Adrian Darwin. Penguin, 1991

ISBN 0140131922 [575.01 DAR]

With its 808 pages including 42 illustrations, notes and bibliography this appears to be the definitive biography of Charles Darwin setting his life within the framework of the age in which he lived and thus presenting us with an excellent background against which to see his work. For teachers and students of science who have historical curiosity, the book is interestingly written and comprehensive. M. Hamlyn

LEV: Upper secondary
 AVAIL: Paper \$19.95 SCIS 729060
 KLA: S

COOMBES, Allen J. Trees. HarperCollins, 1992

(Collins eyewitness handbooks)

ISBN 0732200709 [582.16]

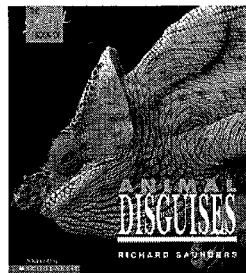
For students of horticulture this small book has much information and beautiful photographs and illustrations on over 500 trees. However there is a very European emphasis on exotic species and few Australian natives. For Science or Agriculture students there is no information on cultivation. Teachers and gardening enthusiasts will find this an invaluable pocket-sized identification book, handy for car trips. Students would be better served by other Australian gardening books. M. Williams

AUD: Professional
 LEV: Upper secondary
 AVAIL: \$29.95
 KLA: S SCIS 731195

SAUNDERS, Richard The eyespy book of animal disguises. Ashton Scholastic, 1992

ISBN 0868968811 [591.57]

Animal camouflage is ably demonstrated in this resource, which alternates pages of information with activity pages aimed at demonstrating those concepts. Information on the chameleon for example, is followed by activities which show how to change colours and how a chameleon's eyesight works. For each of the 15 animals described, a full page colour photograph accompanies the



single page of clearly written information. The activities presented seem appropriate to the interests and abilities of primary school readers. This is an interesting combination which should encourage meaningful learning. J. Buckley

LEV: Middle primary Upper primary
 AVAIL: Paper \$7.95 SCIS 721711
 KLA: ST

MacQUITTY, Miranda Shark. HarperCollins, 1992

(Collins eyewitness guides)

ISBN 0732200717 [597]

Strong graphic design and remarkable colour photography make this a visually stimulating book with wide appeal. While providing a general but comprehensive look at sharks it also looks at the myths surrounding them. Appropriate for a broad range of reading abilities, even younger students could browse and learn much from the illustrations. Although a contents and index are included skill would be needed for detailed research as the text is cluttered and not set out for easy retrieval. The omission of a glossary also means that many students would not fully understand the text. J. Anderson

LEV: Middle primary Upper primary Lower secondary
 AVAIL: \$19.95 SCIS 725908
 KLA: ST

BREIDAHN, Harry Bears and koalas. Macmillan

Education, 1992 (What's the difference)

ISBN 0732913470 [599.2]

Simple in presentation with a stated target audience of lower primary, this book is part of a series 'What's the Difference'. The book includes a simple glossary and index. Although clearly comparing bears and koalas in the areas of reproduction, paws and jaws, there are too many distractions for young students and the illustrations although attractive add little valuable information due to lack of realism and clarity. The section on conservation would add nothing to even a young child's understanding of the topic while the section on pandas appears totally irrelevant. J. Anderson

LEV: Lower primary Middle primary
 AVAIL: \$14.95 SCIS 731606
 KLA: ST

BELLAMY, David World medicine: plants, patients and people. Blackwell, 1992

ISBN 10631169334 [610]

David Bellamy and Andrea Pfister have attempted to give a picture of the history and use of herbal medicines and botanical knowledge around the globe, in a plea for saving our remaining forest storehouses. Particular study is made of traditional Chinese and Sri Lankan medical systems. One third of the book is a pharmacopoeia of the world's 'materia medica'. Bellamy's style reads a bit like Britannica, from which much of the information was gleaned, but he and Pfister argue strongly through copious examples for integration of Western medicine with its traditional counterparts. G. Phillips

LEV: Upper secondary
 AVAIL: \$39.95 SCIS 726914
 KLA: PD/H/PE; HSIE

HUDDLESTONE, Neil The unseen army:

bacteria and viruses. Jacaranda, 1992 (Jacaranda young enquirers)

ISBN 0701630434 [616]

The effects of bacteria and viruses on the body are explained clearly in this small volume. Information is arranged logically, using clear and concise language. Links between viruses and cancer, preventative measures, historical aspects, immunisation and modern research are considered. Although AIDS is mentioned, it is not fully described. Activity questions make intelligent use of the text and use information skills terminology. Overall this is a pleasing resource, easy to read, and well designed with meaningful use of colour photographs and drawings. J. Buckley

LEV: Upper primary Lower secondary
 AVAIL: Paper \$7.50 SCIS 728784
 KLA: ST

BROWN, Lisle Dynamic agriculture. Book 3.

McGraw-Hill, 1992

ISBN 0074528475 [630.994]

While Books 1 & 2 in this series were designed for Junior classes, Book 3 is a welcome addition to the Senior 2 Unit and 3 Unit Agriculture courses. Topics in Book 3 range from systems management to organic farming and genetics. Each chapter is accompanied by questions in the margin, activities, essay topics and a glossary. A clear and easily readable text is well assisted by the lengthy index and numerous graphs, cartoons, black and white photographs and tables. Highly recommended as a text book and library reference. Book 4 is eagerly awaited. M. Williams

LEV: Upper secondary
 AVAIL: Paper \$29.95
 EVAL: Highly recommended SCIS 728831
 KLA: S; HSIE; TAS

EVANS, Mark Puppy. HarperCollins, 1990 (How to

look after your pet) ISBN 0207176574 [636.7]

A British vet combines his veterinary knowledge with extensive media experience to emphasise the responsibility of pet ownership, focussing on the child's role. Tone and style of text directly addresses the target audience and coloured and captioned photographs feature children demonstrating recommended behaviour. Information is conveyed effectively in readily accessible sections numbered where sequence is important, with headings or, cutest of all, paw print motifs to highlight a list of points. An attractively presented, practical pet care guide, comprehensive and admirable in its aim. B. S. Mitchell

LEV: Middle primary Upper primary
 AVAIL: \$16.95 SCIS 726793
 KLA: HSIE

ALDERTON, David Cats. HarperCollins, 1992

(Collins eyewitness handbooks)

ISBN 0732201217 [636.8]

Covering over 250 breeds of cats from all around the world, this compact little book contains a huge amount of information. In the introduction diverse topics are covered, and a useful identification key follows. The two main categories of long-haired and short-haired cats

divide the main body of the book. Breed entries typically contain the country of origin, a description, history, an interesting remark and high quality photographs by Marc Henrie. Features of the breed, temperament and annotated highlights complete each entry. The book also includes contents, credits, glossary and index. Children would delight in identifying their own cat and those of friends, and the cat enthusiast could browse for hours. M. Buttenshaw

LEV: Middle primary Upper primary Lower secondary
 AVAIL: \$29.95 SCIS 731191
 KLA: TAS

EVANS, Mark Kitten. HarperCollins, 1990 (How to look after your pet)

ISBN 0707176566 [636.8]

Drawing on experience in his veterinary practice and media work, a British vet aims to educate prospective pet owners so the relationship between child owner and pet is a positive one. Key concepts underlying the information in this practical guide are care and responsibility, with direct emphasis on the child's role. Quality of photographs is particularly good, with unambiguous captions adding value to visual content. An inescapable conclusion is that the fate of pets in our society would be considerably enhanced if the outlines and philosophy provided within this series were adhered to. B. S. Mitchell

LEV: Middle primary Upper primary
 AVAIL: \$16.95 SCIS 726794
 KLA: HSIE

HAYWARD, Harold Business in Australia.

Book 2. Oxford University Press, 1992

ISBN 0195532252 [658]

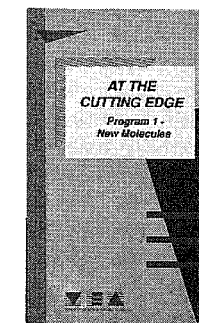
Eight authors with impeccable credentials have presented a comprehensive account of the Year 12 Business Studies Syllabus. The core topic and the 6 elective topics are covered in depth. The dynamic nature of the business environment is covered. Content strengths include development of the 11 themes and excellent case studies. Independent learners will benefit from the expert analysis. Objectives are given at the start of each chapter and there are review questions plus references at the chapter's conclusion. Diagrams and tables are clear. Language is accessible. A clear outline of main ideas is provided by headings and sub headings. D. Lane

LEV: Upper secondary
 AVAIL: Paper \$28.95 SCIS 728882
 KLA: HSIE

New molecules [videorecording]. Video Education Australasia, 1991 (At the cutting edge)

[660]

In this series on the work of CSIRO scientists, each thirty minute tape deals with two areas of recent research into environmental or other scientific problems. Program One contains 'Gene Shears' which explains the nature of genes, advances in DNA restructuring and the use of gene shears in controlling viral crop diseases. 'BM86 Bombs' discusses the use of immu-



nological research in the control of cattle ticks and its future role in reducing chemical pesticides. The program format consists of an introduction, three key questions, five minutes on the scientific research, then a replay of the film with questions and discussion pauses. The introduction and questions are included in teacher notes. Recommended for senior students who benefit from a slow-paced, fully-structured learning style. P. Phillips

LEV: Upper secondary
AVAIL: \$75.00 SCIS 709621
KLA: S

GOUGH, Susan From raw to ready. Jacaranda, 1992 (Jacaranda young inquirers II)

ISBN 0701630469 [664]

The many methods of preserving and processing foods are explored in this small book. Beginning with the historical perspective, the methods are traced through to the modern day, finishing in a section on packaging and labelling. Visually stimulating illustrations include photographs, diagrams, flow charts and even cartoons. Text is clear and includes narrative and point form styles. A contents page, glossary, bibliography and index are included. As a bonus, there is a comprehensive set of questions. This well designed book is particularly relevant for the Science and Technology unit 'Food for the Tucker Box' in primary schools. M. Buttenshaw

LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$6.95 SCIS 728783
KLA: ST

LUMLEY, Ann Sydney's architecture. Longman Cheshire, 1992 (Art in our environment)

ISBN 0582869722 [720.9944]

Designed specifically to meet a need in the current NSW Visual Arts syllabus, this book is a well structured and illustrated guide to Sydney's built environment. Major buildings, housing styles and human interaction with them are discussed. The information is chronologically arranged. Questions at the end of each chapter focus on the aspects explained. The subdivided chapters, location map and sectioned contents list give access to the information even though the book lacks an index. At the end there is an outline approach to writing about architecture. M. Hamlyn

LEV: Middle secondary Upper secondary
AVAIL: Paper \$24.99 SCIS 727445
KLA: CA

CIKANOVA, Karla Teaching children to draw. Craftsman House, 1992

ISBN 9768097124 [741.2]

By using the child's own world of people, nature and technology, this book encourages the child's perceptiveness and awareness. By the creative use of lines, the author provides inspiration for the young artist. Each chapter deals with a different aspect of the child's world and is followed by a mini-gallery, which is connected with the subject matter of the preceding chapter. The book is crammed full of ideas for helping children explore their world, besides being an interesting and informative expose on children's art. Ideas are easily adapted to provide entertaining and fun-filled Visual Arts lessons

so the book would make a wonderful teachers' reference. M. Buttenshaw

LEV: Upper primary Lower secondary
AVAIL: \$29.95 SCIS 730381
KLA: CA

APPLETON, Jonathon Illustratorbook. Sydney Church of England Co-Educational Grammar School Redlands, 1991

ISBN 064606620X [741.6]

Profiles of the backgrounds of 33 illustrators of children's literature are compiled in this volume. Respondents were quizzed on a range of topics which included eye and hair colour, best and worst qualities, most thrilling moment, favourite things and illustrating techniques. The varied answers to the questions make easy, interesting reading. A companion to the earlier **Authorbook** this reference acknowledges the contributions of illustrators to children's literature. J. Buckley

LEV: Middle primary Upper primary Lower secondary Middle secondary
AVAIL: Paper \$12.00 SCIS 714339
KLA: E; CA

LANGFORD, Michael The darkroom handbook. Rev. ed. Viking O'Neil, 1992 (A Dorling Kindersley book)

ISBN 0670905232 [771]

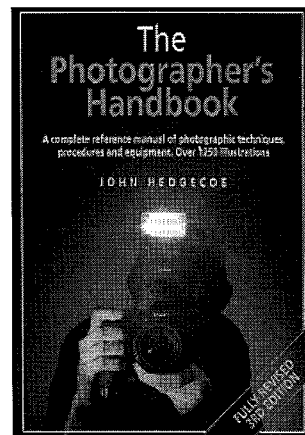
The post-camera aspects of photography are described in detail in this book. The darkroom is presented as a workshop not only for normal print production but also for many creative techniques. There are chapters on equipment and its use, film processing and printing, manipulations (such as montage), and historical methods for special effects. The text is very well illustrated and so is accessible and stimulating. There is a glossary, table of films and papers, and a detailed index which make this book useful for research as well as a resource of ideas and methods for both teachers and students. M. Hamlyn

LEV: Middle secondary Upper secondary
AVAIL: \$60.00 SCIS 725668
KLA: CA

HEDGECOE, John The photographer's handbook. 3rd ed. Viking O'Neil, 1992

ISBN 0670905453 [771]

Beginning with a well illustrated section on the various types of cameras and how they work this is a very comprehensive book of photography, including chapters on film, working with light, movement, composition, studio techniques, special projects, storage, presentation and fault analysis. The explanations of this wide range of topics are easily understood because the text is supported by explicit diagrams or photographs. The pages are laid out clearly so that information is easy to find with the glossary and index enhancing research. It is



useful for secondary photography courses as well as interesting to browse. M. Hamlyn

LEV: Middle secondary Upper secondary
AVAIL: \$50.00 SCIS 725669
KLA: CA

McLEAN, Kathy Reading films. Nelson, 1992

ISBN 0170087301 [791.4301]

A text for film study in English, this book offers a useful explanation of the role of the technicians and the techniques associated with film making. A number of films, of various genres including **Cane toads**, **My brilliant career**, **High noon**, **Macbeth** and **The third man** are analysed in detail. Carefully devised exercises and activities on aspects of each film are presented for students to develop their understanding and appreciation of this medium. The layout of the book is clear and the language is simple and direct making it appropriate for a range of ages and abilities. C. Sly

LEV: Middle secondary Upper secondary
AVAIL: Paper \$14.50 SCIS 727970
KLA: CA; E

DOCKRILL, Chris Dynamic dramatics.

Cambridge University Press, 1991

ISBN 0521400252 [792]

There is a good deal more than the four drama scripts in this publication. A series of workshop activities are presented with each script. These activities encourage students to research characters, costumes, make-up, movement, stage design, lighting and additional aspects. Students are challenged to consider some of the many facets, or 'dynamics' of production. The plays themselves present various characters, situations and styles, including modern naturalism and absurdist drama. These rather serious plays, with their range of possibilities of interpretation, are appropriate for older students of English or Drama. C. Sly

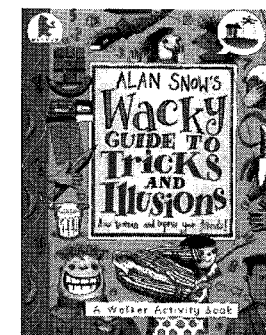
LEV: Middle secondary Upper secondary
AVAIL: Paper \$15.95 SCIS 693311
KLA: CA; E

SNOW, Alan Alan Snow's wacky guide to tricks and illusions. Walker, 1992 (A Walker activity book)

ISBN 0744522064 [793.8]

This slim paperback volume not only contains traditional magic tricks, but is a collection of tricky things to do, of the kind enjoyed by 8 to 12 year olds. They involve using pencils, coins, paper or other readily available material. Many rely on using the body. Page design is busy, with about 5 tricks described in point form and illustrated with step by step line drawings on each double page spread. The drawings, headings and layout contribute much to the appeal of this work, but the proof is in the tricks themselves, and those tested actually worked. J. Buckley

LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 735741



WALKER, Kate Story writing : teaching and tapping your subconscious mind. Kate Walker, 1993

[808.3]

The subconscious mind in this case is concerned with the writing process. Kate Walker, as well as being the author of a number of very fine books for both younger and older readers, is also experienced in leading workshops for young writers. This experience shows through in these excellent books for budding writers and for teachers who want to offer their students new and exciting experiences in developing this craft. The procedures are defined with clarity and precision and made to look so inviting that one just *has* to try them. In fact if those in this book work, someone will soon be reviewing *my* books. F. Gardiner

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$12.00 from Kate Walker 14 Dent St Islington 2296 SCIS 746216
KLA: E

MEIERS, Marion & McGregor Robert Now you're talking. Nelson, 1992

ISBN 0170087980 [808.5]

A comprehensive resource for developing oral skills in English classes, this publication provides students with a wide range of activities. Strategies for speaking, whether informally or in a more formal manner are suggested with step-by-step guidelines. Researching, writing and listening are also considered as important components in preparation for oral presentations. Self-evaluation procedures are encouraged with detailed check lists to be used by individuals or groups. These lead to a greater awareness of effective voice use. Enjoyable exercises for various purposes and situations increase in complexity as students learn to master the skills. C. Sly

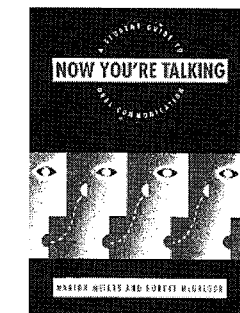
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$14.50 SCIS 727969
KLA: E

HANRAHAN, Barbara Michael and me and the sun. University of Queensland Press, 1992

ISBN 0702224847 [A823]

The young art teacher from Adelaide expects life as a student at London's Central School of Art in 1963-4 to be exciting and uplifting; it's more a succession of cold bedsits with colder landladies, a series of supremely undynamic suitors and an art course that seems not to be terribly inspiring. This, very erroneously, makes the work sound dull and tedious. In fact it is a biographical work which is not only interesting and readable but very well written, often with multiple very short word pictures which clearly owe their genesis to the author's background in art. The inclusion of photographs of some of her etchings is a further enhancement. F. Gardiner

LEV: Upper secondary
AVAIL: Paper \$22.95 SCIS 728528



KILLEEN, Gretel Every girl's geek guide.

Random House, 1992

ISBN 009182697

[828]

Adolescents will love this 'guide' which is full of truly awful humour and lambasts parents and teachers mercilessly, but not viciously. More importantly it takes the mickey right out of all those damaging teen magazines which, in a supposedly post-feminist age, imbue girls with the belief that being slim, beautiful and attractive to boys is the only thing in life that matters. Well, OK, so it is to most teenage girls but we don't have to foster the idea. The format is busy and loud, signalling a less than serious approach. F. Gardiner

LEV: Middle secondary Upper secondary

AVAIL: Paper \$12.95

SCIS 730752

KROK, Lois The Anzacs. Jacaranda, 1992

(Jacaranda young inquirers)

ISBN 0701630604

[940.4]

The use of a big book format and clearly presented information make this a most sought after resource for senior primary students. It provides a comprehensive overview of the Anzacs at Gallipoli and the conditions both in Europe and Australia which led to their involvement in World War I. Clear and concise text is enriched by the many original photographs which create a living picture of the times. The book's usefulness is enhanced by the inclusion of a contents page, index, glossary, bibliography and double question page. Part of the Jacaranda Young Inquirers Program. J. Anderson

LEV: Upper primary

AVAIL: Paper \$30.50

EVAL: Highly recommended

SCIS 730714

KLA: HSIE

Professional reading*Resources are in Dewey order.***At least they're reading!** / proceedings of the first

national conference of the Children's Book Council of Australia. Thorpe, 1992

ISBN 1875589147

[028.5]

A rare opportunity to look into the minds of authors, illustrators, publishers and a wide range of people involved in children's literature is provided by this collection of 24 papers presented at the Children's Book Council of Australia conference held in May 1992. The conference focused on what children are reading and the standard of books available for them to read. The papers are thought provoking and stimulating and encompass writers like Robert Cormier discussing influences that shaped his writing; and the soul searching experienced by Jane Tanner while illustrating 'The wolf'. At times 4 speakers share a different interpretation of a common theme e.g. 'What makes a good book'. A must for professional literature selectors. J. Anderson

AUD: Professional

AVAIL: Paper \$35.00

SCIS 726823

KLA: E

DE BONO, Edward Handbook for the positive revolution. Penguin, 1992

ISBN 0140126791

[153.4]

The man who made 'lateral-thinking' a household word a generation ago, first had this handbook published in Brazil. It was intended as a practical guide for a third world nation to revolutionise its economy and education. Its simplistic self-improvement philosophy complete with yellow identification bands and club salutes and greetings, will be sure to find its critics. It may be useful to those offering Talented and Gifted programs, innovative curriculum alternatives and Technology and Design inservice. M. Williams

AUD: Professional

AVAIL: \$14.95

KLA: HSIE

SCIS 728910

Teaching for ecologically sustainable development : guidelines for Years 11-12 geography. Department of Education, Queensland, 1992

Department of Education, Queensland, 1992

ISBN 0724246460

[304.207]

A welcome addition for teachers of senior Geography, Economics and Agriculture. Few resources on this topic have given such clear explanations and practical activities and assessment tasks. A glossary and bibliography accompany a text well interspersed with sub headings, tables and illustrations, though Queensland examples dominate. Topics covered include values education, land rights, cause and effect-wheels, and healthy cities. M. Williams

AUD: Professional

AVAIL: gratis

KLA: S; HSIE

SCIS 729976

CUMMING, James Resourceful communities : integrating education, training and work for young people in rural Australia. Australian Curriculum Studies Association, 1992

Australian Curriculum Studies Association, 1992

ISBN 064611417

[370.19]

This national report has grown from the present state of the rural economy and the increasing trends towards employment based competencies and school community liaisons. It is a celebration of successful community based partnerships from Aquaculture (Mussel farming) at Dover H.S. Tasmania to Tamworth TRAC programs (Training for retailing and commerce) and many other high schools and public schools in between. It is aimed at rural teachers, business people, and community representatives as a practical manual for encouraging more innovative and entrepreneurial forms of local co-operation. Accompanying the clear text and lighthearted illustrations are numerous references, contact people and organisations. Highly recommended for Business Links, Careers Advisers and Staff Development Co-ordinators. M. Williams

AUD: Parents Professional

AVAIL: Paper \$

EVAL: Highly recommended

SCIS 729803

KLA: HSIE

SHARP, Linda Teacher's ideas book. Jacaranda, 1992 (Jacaranda young inquirers II)

ISBN 0701630639

[371.3]

Designed as a resources manual to support the Jacaranda Young inquirers II program this clearly presented text is a valuable aid in developing information skills programs. Useful as a teacher reference and library resource most pages are reproducible. As well as providing ideas and direction for using the theme books in the program it gives students clear suggestions on related activities such as conducting interviews, making display charts, designing board games, writing newspaper articles, drawing flow charts and many more. The reproducible pages are visually appealing with simple language appropriate for a range of ability levels in the senior primary classes. J. Anderson

AUD: Professional

AVAIL: Paper \$18.50

SCIS 730646

KLA: ST; HSIE

KELLY, Madelaine Integrated learning : planned curriculum units. Bookshelf Australia, 1991

Bookshelf Australia, 1991

ISBN 0868968277

[372.19]

One in a series of books offering a range of interdisciplinary studies, this presents units of work on Time, Fantasy, Australia's Settlement, Dealing with Problems and Gardening. Detailed lesson notes provide teachers with the means of fostering an investigative approach to learning. Each unit also contains blackline masters which may be photocopied for classroom use. Resource lists for topics suggest further titles in the areas of fiction, non-fiction, poetry and magazines. In addition recommendations are given for computer software and audio-visual materials. Overall it is a valuable series of programs aimed at integrating children's learning. C. Sly

AUD: Professional

LEV: Middle primary Upper primary

AVAIL: Paper \$22.95

SCIS 699885

KLA: HSIE

Prevention of reading failure / edited by Alan J. Watson and M. Badenhop. Ashton Scholastic, 1992

Ashton Scholastic, 1992

ISBN 0868969885

[428.4]

Many international and Australian specialists in the area of literacy education are presented in this publication. A theme common to these writers is the prevention of reading failure through an awareness of the problems and pitfalls in the early stages of skill development. Each chapter poses the ideas of a particular expert, whose theories are further supported by an extensive reference list. Teachers and parents are urged to foster effective reading skills through positive strategies. This extensive presentation of literacy development and appropriate instruction is worthy of consultation by all those involved in nurturing these basic skills. C. Sly

AUD: Parents Professional

AVAIL: Paper \$14.00

SCIS 727903

KLA: E

WAGNER, Jenny On writing books for children. Allen & Unwin, 1992

ISBN 1863733671

[808.06]

Have you ever contemplated writing for children? If so, here is sensible advice on how to begin. Wagner's comments make sense, offering a 'toolbox' for would be writers, explaining and demonstrating techniques and making suggestions. She explains some publishing and marketing variables which may influence success. However, she categorically states that there are no rules in the craft. Her well written comments are offered with charm and wit, producing a friendly and helpful volume. Simplicity and lack of condescension characterise this encouraging work. J. Buckley

AUD: Parents Professional

LEV: Upper secondary

AVAIL: Paper \$14.95

SCIS 726913

KLA: E

The second authors & illustrators scrapbook featuring 25 more creators of Australian children's books. Omnibus, 1992

Omnibus, 1992

ISBN 1862911371

[A820.9]

The successful format and style of the first **Authors and illustrators scrapbook** is repeated in this welcome companion volume. Contributions, revelations and confessions, accompanied by photographs, sketches and pertinent samples of writing, provide insight into the professional and personal lives of 25 authors and illustrators prominent in Australian children's literature. Humour, droll wit, autobiography, wry observation, candour, poignancy and entertainment await discovery. The list of publications, provided for each person featured, is useful for its intrinsic information as well as promoting renewed interest in the work of the author/illustrator. B. S. Mitchell

LEV: Middle primary Upper primary

AVAIL: Paper \$9.95

KLA: E

SCIS 717082

HOLDEN, Robert A golden age : a treasury of Australian children's fantasy classics. Angus & Robertson, 1992. 2 vols.

Angus & Robertson, 1992. 2 vols.

ISBN 0207178178

[823]

Resounding with Robert Holden's authority on and enthusiasm for Australian children's fantasy writing and illustration, the 2 companion volumes comprising this set, contain a wealth of information, extracts, selections and samples pertaining to the period referred to as 'the golden age of children's book illustration' the 1900s to the 1940s. Volume 1 focuses on the illustrators of the period and abounds with colour and black and white plates. The 2nd volume concentrates on Australia's classic fantasy writing. A nostalgic tour, conducted with respect and supported by scholarly research. B. S. Mitchell

AUD: Professional

AVAIL: \$59.95

SCIS 728268

KLA: E; CA

COLUMNS



Nutcote Write-in 1993

The inaugural Nutcote Write-in was launched on 9 March by Dr Glenice Hancock Assistant Director General Metropolitan North at The Field of Mars Environmental Study Centre Ryde where a workshop for gifted and talented writers in Years 3 and 4 attending schools in the area was in progress. Dr Hancock quoted author Colin Thiele who wrote in support of the Write-in to aspiring writers: *'In the end it is the words that work the magic. If they are the right words in the right places we can feel them on the page, taste them on the tongue. They set our thoughts racing and our feelings dancing. To create a piece of writing like that is what writers constantly strive for ...'*

Teacher-librarians can play a key role in realising important aims of the Write-in. The library is, after all, frequented by all classes and the best space for exhibitions of students' work. It is the school's centre for children's literature. Teacher-librarians consult with all teachers and can be very persuasive about total school involvement in activities of interest to the entire school community. Teacher-librarians have traditionally been literature lovers and enthusiasts and may wish to be involved in judging.

The advantages of participating in the Write-in are self-evident to educators of the young, hence the support from all major education systems in NSW, the Children's Book Council of Australia, UNICEF, the Australian Library and Information Association NSW Schools Section and many authors and illustrators.

The February flier outlined the intent of the Nutcote Write-in 1993, foreshadowed the arrival of the **'Step-by-Step Guide'** and elicited many enthusiastic phone calls to the Nutcote Trust office for more information. The Guide, now on its way, one copy per school, has been carefully written to answer 'all you need to know'. It also encourages initiatives at the school level for which teacher-librarians are renowned. It contains a 'keep' section, a double page spread, 'Tips from some favourite authors' written especially for the Guide. The centre page Calendar will best be displayed in the Library.

Please do all you can to make the Nutcote Write-in 1993 a huge success! The Nutcote Trust will welcome letters, photographs and other fascinating evidence of imaginative efforts and outcomes to guide future activities and swell the Nutcote archives.

Jean Hart, Convenor of the Nutcote Club Committee organising the Nutcote Write-in 1993. Former PEO Library Services.

ASCISRECON

Ordering catalogue records from the Curriculum Corporation using the computer program, ASCISRECON is the recommended method for schools converting their collection into a machine-readable format.

The charge for the ASCISRECON program for 1993 is \$140. Order forms are available from the

Curriculum Corporation
P O Box 177,
Carlton South Victoria 3053
Fax: (03) 639 1616.

The price per record remains at 15 cents with the minimum order still 100 records.

Currently the Curriculum Corporation is undertaking a minor upgrade of the program. The upgrade will include:

- a BACK-UP facility;
- an ORDER REPORT print out;
- screen layout and working changes; and
- solving the ENTRY SEQUENCE COUNTER problem.

These changes will be offered as an optional upgrade to the program early in 1993 for current users. The upgrade will also include insert page changes to the manual. Approximate cost for the upgrade will be \$30 and existing users will be contacted by the Curriculum Corporation with the upgrade option.

Awards

The *Newbery* and *Caldecott Medal* winners were announced on January 25, 1993 by the Association for Library Service to Children during the American Library Association midwinter meeting in Denver, Colorado.

Newbery Medal: Missing May (Orchard) by Cynthia Rylant.

Newbery Honor Books: The Dark-Thirty: Southern Tales of the Supernatural (Knopf) by Patricia McKissack; *Somewhere in the Darkness* (Scholastic) by Walter Dean Myers; and *What Hearts* (HarperCollins) by Bruce Brooks.

Caldecott Medal: Mirette on the High Wire (Putnam) by Emily Arnold McCully.

Caldecott Honor Books: Seven Blind Mice (Philomel) by Ed Young; *The Stinky Cheese Man and Other Fairly Stupid Tales* (Viking) by Jon Scieszka and Lane Smith; and *Working Cotton* (Harcourt), written by Sherley Anne Williams and illustrated by Carole Byard.

ATTENTION CONFERENCE AND MEETING ORGANISERS!

Scan would welcome information about professional development courses of interest to teacher-librarians.

Katherine Paterson

On the 10th of March, a packed auditorium in Sydney enjoyed hearing Katherine Paterson's inspirations and insights.

Her theme of courage came as she thought again about *Bridge to Terabithia*, recently being adapted as a play. Strong courage she saw as courage to endure, to persevere, to keep going in adversity. Soft courage she has observed in the love/hate relationship of a teacher's task: when they give in to compassion or humour or when they accept undeserved success. On writing, Katherine shared her thoughts: 'writers are very serious people who run around naked in public ... The raw material which is ourselves must be shaped by experience'. She spoke of the tentative and eventually rewarding experience of creating *Lyddie* and the wonderful responses she has had to the novel.

Katherine Paterson is read in 20 languages and sees literature potentially speaking to children's fears and raising their eyes from a restricted life view. Her words gave to her audience, as her books give to children, nourishment and healing and joy for the soul.

Update from the NSW teacher-librarian role statement.

The NSW Teacher-Librarians' Action Group has developed a statement on *The role of the teacher-librarian in the school community* based on the responses which were developed and circulated for comment in 1992. The Action Group would like to thank all those individuals, groups, institutions and professional associations who provided valuable comment.

Many of the respondents proposed strategies which a teacher-librarian could adapt to ensure the implementation of the role statement. The Action Group has therefore decided that, after seeking endorsement of the statement from relevant bodies, consideration would be given to developing and publishing a set of such strategies.

Discussion of the role statement was the topic for one of the workshops at the NSW Teachers' Federation Conference held in November 1992. The workshop participants developed a resolution, accepted by the conference, recommending that the NSW Teachers Federation executive adopt the statement as Federation policy on the role of the teacher-librarian.

The Teacher-Librarians' Action Group met in early February to plan its strategies for 1993. If you have any further queries or ideas please contact a member of the Committee.

Members of the Action Group with contact information were included on the copy of the role statement circulated in Scan in 1992.

1993 National Dorothea Mackellar Memorial Poetry Competition for schools

In this tenth year of the Competition the subject will be 'FEELINGS'. Entries will be received from March,

when entry forms will be available. Schools / Colleges wishing to participate, may obtain forms by sending a self-addressed, stamped envelope to:

The Dorothea Mackellar Memorial Society Inc.
P O Box 113, Gunnedah 2380
Telephone: (067) 420556

There are four sections — under eight, primary, secondary and TAFE.

The closing date: Tuesday 3rd August, 1993.

ABC Enterprises has published the Anthology 'I love a sunburnt country' and produced an audio cassette with Ruth Cracknell reading 'My country' and introducing a selection of poems entered in the competition from 1984 to 1992 inclusive. These were released in January. The Society will use its percentage of the sale - proceeds towards establishing the Dorothea Mackellar Memorial Scholarship for talented young Australian poets. ■

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INDEX: RESOURCES 12/2: TITLE

- Alan Snow's wacky guide to tricks and illusions 75
Alessandra Alex in Rome 63
Alice in Wonderland 60
American Journal of Education 49
American School Board Journal, The 49
Anzacs, The 76
As I grew older: the life and times of a Nunga growing up along the River Murray 56
Astronomy 70
At least they're reading! 76
Australian schoolmate thesaurus, The 69
BBC English dictionary 69
Bears and koalas 72
Belinda 56
blaze of summer, A 64
Boris the bat 57
Boundary conditions : the poetry of Gwen Harwood 66
Bridget was bored 59
Brother eagle, sister sky: a message from Chief Seattle 59
Bush walk 59
Business in Australia. Book 2 73
Candy Floss and Impunity Jane 61
Cats 73
Childcraft encyclopedias 55
Cinderella and the hot air balloon. 58
Cleaning up 69
Clearing House, The 50
coat-hanger horse, The 58
common rat, The 63
Dabu the baby dugong 59
Dark toys and consumer goods 65
darkroom handbook, The 74
Darwin 72
Development economics 67
Domes of fire 64
Dynamic agriculture. Book 3 73
Dynamic dramatics 75
Early world of learning kit. 55
earth, The 71
Earth to Matthew 60
Ecology plants and animals 71
Economic growth and standard of living : problems in Australian economics. 69
Economics down under : book 1 issues and systems 67
Economics revision notes 67
Education 3-13 50
Education Australia 54
Education Links 54
Education Monitor 50
Education Today 51
Education: the journal of educational administration, management and policy 50
Educational Horizons 51
Educational Leadership 51
Electricity 70
Energy : what are our alternatives? 68
Essential economics 1 67
Every girl's geek guide 76
Executive Educator, The 51
eyespy book of animal disguises, The 72
Famous for five minutes 63
Favourite fairy tales 61
Fighting back 64
Force and motion 70
From raw to ready 74
Fruit bat 58
Garth and the mermaid 62
Get growing : how the earth feeds us 68
golden age : a treasury of Australian children's fantasy classics, A 77
Grappling with greenhouse : understanding the science of climate. 69
Green shadows, white whale 63
H.S.C. chemistry in review 71
Handbook for the positive revolution 76
harvest loaf, The 58
Hey hippopotamus do babies eat cake too? 57
Holly 60
Illustratorbook 74
In black and white 62
Inside the bank : the role of the Reserve Bank in the economic, banking and financial systems 68
Integrated learning : planned curriculum units 77
IPT, information processing and technology 66
Is it true Grandfather? 58
Itchy, itchy chicken pox 61
James' marvellous magic 62
Journal of Curriculum Studies 52
Journal of Educational Administration 52
Jump 58
Kitten 73
Education Australia 54
Lerakim watched 65
Light 70
Listen to the nightingale 61
Looking for crabs 60
Lucy's bay 57
man, The 56
Martian and the supermarket and other stories, The 62
Matter 70
Michael and me and the sun 75
Midge, mum and the neighbours 57
mind of God : science and the search for ultimatemeaning, The 66
Minnie 62
Money management 67
music from the sea, The 61
My farm 58
My wicked stepmother 58
NASSP Bulletin 52
New molecules 73
New Zealand Journal of Educational Studies 52
Night music 64
No surrender 65
Now you're talking 75
Numbers 70
On writing books for children 77
One stormy night 57
Our changing atmosphere. 69
Over 65 million years ago before the dinosaurs died 71
Owl babies 60
Pagan's crusade 64
Penguin dictionary of economics 67
Phi Delta Kappan 53
in black and white 62
photographer's handbook, The 74
Pick-up sticks 64
Pioneers in science : Physics 70
Plastic city 60
Prevention of reading failure 77
Prices 65
Principal 53
Puppy 73
python who cried, The 61
race of the golden apples, The 59
ragged old bear, The 59
Reading films 75
Resourceful communities : integrating education, training and work for young people in rural Australia 76
return, The 65
River life 71
Rock pool 71
School Organisation 53
science miscellany, A 69
second authors & illustrators scrapbook featuring 25 more creators of Australian children's books, The 77
Shark 72
snow maze, The 62
Songs for Alex 63
Story writing : teaching and tapping your subconscious mind 75
Studymate HSC 3 unit economics 67
Summer magic 59
Sydney's architecture 74
Take my word for it: Lisa's journal 64
Teacher's ideas book 77
Teaching children to draw 74
Teaching for ecologically sustainable development : guidelines for Years 11-12 geography 76
The Practising Administrator 53
Treasury of giant and monster stories, A 63
Tree life 72
Trees 72
Understanding environmental economics 68
Unicorn 54
Unreal! 61
unseen army : bacteria and viruses, The 73
Virtual realities 63
Voices after midnight 65
We need energy. 68
Weather 71
Where would we sleep? children on the environment / 68
Wilder shores: women's travel stories of Australia and beyond 65
William Shakespeare Julius Caesar 66
Woman suffrage in Australia 66
Working the cats 62
World medicine : plants, patients and people 72
Yinti, desert child 61
Zoo 57

INDEX: RESOURCES 12/2: AUTHOR

- Abdulla, Ian 56
Alderton, David 73
Allen, Pamela 56
Alloner, Jack 70
Appleton, Jonathon 74
Ardley, Neil 71
Ayto, Russell 58
Bannock, Graham 67
Bellamy, David 72
Bird, Carmen 63
Bond, Bruce 67
Bradbury, Ray 63
Braidahl, Harry 72
Briggs, Raymond 56
Brown, Ruth 57
Brown, Lisle 73
Browne, Anthony 57
Browne, Jane 58
Burnie, David 70
Carmichael, Claire 63
Carrol, Lewis 60
Cikanova, Karla 74
Clark, Margaret 60
Clark, Margaret D 63
Coombes, Allen J. 72
Cooper, Christopher 70
Crew, Gary 57
Cumming, James 76
Cummings, Phil 57
Currie, Gail 67
Danziger, Paula 60
Davies, Paul 66
De Bono, Edward 76
De Silva, John 67
Desmond, Adrian 72
Dickins, Robert 57
Dillon, Diane 59
Dillon, Leo 59
Dockrill, Chris 75
Duder, Tessa 63
Duder, Tessa 63
Dwyer, T. 66
Eddings, David 64
Edwards, Hazel 57
Elliott, Louise 60
Ellis, Sarah 64
Evans, Mark 73
Evans, Mark 73
Foreman, Mark 58
French, Jackie 61
Glen, Helen 59
Godden, Rumer 61
Godden, Rumer 61
Gough, Susan 74
Gray, Fazlul 71
Gutman, Claude 64
Gynell, Donna 59
Hanrahan, Barbara 75
Hayward, Harold 73
Hedgecoe, John 74
Hendry, Leone 68
Hillary, Peter 59
Holden, Robert 77
Huddleston, Neil 73
Hunt, Nan 58
Huq, Fazlul 71
Hyland, Barry 61
Jeffers, Susan 59
Jennings, Paul 61
Jinks, Catherine 64
Jungman, Ann 58
Kelly, Madelaine 77
Killeen, Gretel 76
Knight, Anne 69
Krok, Lois 76
Lafferty, Peter 70
Lafferty, Peter 70
Lafferty, Peter 70
Langford, Michael 74
Lardner, Kym 58
Leach, Norman 58
Lester, Alison 58
Linklater, Joan 68
Lohse, Wendy 58
Lowe, Pat 61
Lumley, Ann 74
Maccarone, Grace 61
Maclean, Graham 58
Macquitty, Miranda 72
Magorian, Michelle 58
Mark, Jan 62
Mark, Jan 62
Marsden, John 64
Martin, Claire 59
Masson, Sophie 64
Maughan, Keith, 67
Mcgregor Robert 75
Mclean, Kathy 75
Mcnaughton, David 69
Mcrobbie, David 65
Meiers, Marion 75
Moody, Richard 71
Moorhead, Anne, 59
Morris, Richard 67
Morse, Brian 62
Nailon, Ken 69
Niland, Deborah 57
Nona, Dennis 59
Odgers, Sally 59
Oktober, Tricia 59
Oldfield, Audrey 66
Ormerod, Jan 58
Parker, Steve 70
Parsons, Graeme 62
Paulsen, Gary 65
Peck, Richard 65
Peguero, Leone 59
Rogers, Gregory 57
Sands, Jenny 58
Sant, Bridget 68
Saunders, Richard 72
Savage, Candice 68
Schmidt, Annie Mg 62
Seattle, Chief 59
Sharp, Linda 77
Smucker, Barbara 62
Snow, Alan 75
Solomon, Selena 59
Staig, Laurence 65
Stewart, Maureen 65
Strauss, Jennifer 66
Thampapillai, Dodo J. 67
Tonkin, Rachel 59
Voutila, Ritva 57
Waddell, Martin 60
Wagner, Jenny 77
Walker, Colin 68
Walker, Colin 69
Walker, Colin 71
Walker, Kate 75
Watson, James 65
Whatley, Bruce 60
Wilson, Richard 66

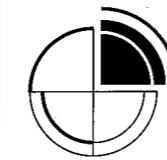
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