

# SCAN

Curriculum Resources and Information Services



- ❖ NEGOTIATING RFF
- ❖ JENNINGS' 'ROUND THE TWIST'
- ❖ INFORMATION SKILLS FOR LIFELONG LEARNING
- ❖ CD-ROM: THE FUTURE
- ❖ SUBJECT REFERENCES IN OASIS
- ❖ BOOK WEEK IDEAS



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Scan accepts advertising. For further information, contact  
 The Editor (02) 808 9490

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For the new editor of *Scan* looking for a place to start, your responses to the *Scan* survey, which appeared in 11/4, provided the ideal launching pad. They showed me, as a rookie fresh from the 'chalk face' what other teacher-librarians think of *Scan*, what improvements could be made, and they provided me with contacts in the search for future *Scan* articles.

Basically, your responses showed a high degree of satisfaction with *Scan*, while criticisms focussed on:

- having to pay for *Scan*, and
- the frequency of *Scan*.

Both of these issues centre on *Scan* funding. We rely on our subscriptions and advertising to continue at all; and frequency is also directly related to funding.

Suggestions for *Scan* were many and helpful, e.g.

- Change the paper—No sooner said than done!
- Have an 'agony column' as a regular feature, where teacher-librarians can write in to share ideas, raise problems, and be answered by other teacher-librarians with practical advice. We have done this in the past, and are quite happy to do so in the future.

- Be aware of the variety of teacher-librarians *Scan* reaches—experienced, inexperienced; trained, untrained; primary, secondary; small libraries, large libraries; automated, unautomated, and work harder at a balance. Sounds Herculean, but I'll try!
- Have child input—See *Scan* 12/2 for instant action in 'Year Two review'! Child involvement is an idea which appeals to me very much, and I am open to suggestions for other similar projects to that carried out at Cammeray PS.

Articles/information were requested on a huge range of subjects, a few of which are:

- Programming ideas, preferably with proformas.
- Implementing information skills in high schools.
- Global issues—what's happening in teacher-librarianship in other countries?
- Writing a library policy.
- RFF issues—tackled in 12/3.
- Part-time teacher-librarians and how they run two or more libraries at once.

Thank you for your responses. I would very much appreciate continuing feedback on how *Scan* is meeting your needs.

Lee FitzGerald  
Editor

## CURRENTS

Beth McLaren is Senior Curriculum Adviser  
—Library and Information Literacy

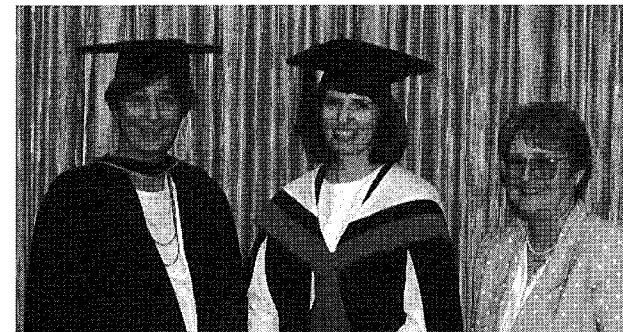
### Scan editor

Welcome to *Scan*'s new editor, Lee FitzGerald. Lee initially trained as an English/History teacher and completed the Graduate Diploma in Library Science at the University of Technology, Sydney in 1991. Since 1987 Lee has been working in school libraries— at Marist Sacred Heart Mosman, at Loreto Kirribilli, at Mosman Primary School and, as a casual teacher-librarian, at a number of other schools. Lee will be working three days a week and may be contacted on Tuesday, Wednesday and Thursday.

### Teacher-Librarian receives Outstanding Student Award

Congratulations to Nadia Johnson, teacher-librarian at Bexley North Primary School who has been recognised as an outstanding student in the School of Information Studies, University of Technology, Sydney. Nadia was one of the successful applicants for the 5 full time and 20 part time sponsorships offered by the Department to teachers to complete a Graduate Diploma in Information / Teacher Librarianship at the University of Technology in 1992. Nadia received

the Outstanding Student Award 1992 as a result of her academic performance, professional involvement, interpersonal skills and leadership ability. Nadia was also the recipient of the Australian Library and Information Association (ALIA) Student Award 1992, which is awarded to an outstanding student who has demonstrated professional involvement.



Nadia Johnson is pictured here with Associate Professor Joyce Kirk, Head, School of Information Studies, University of Technology Sydney and Beth McLaren presenter of the ALIA prize on behalf of the Association.

### Sponsorships and retraining 1994

This issue of *Scan* carries advertisements and fliers for courses in teacher-librarianship available from Edith Cowan University, Perth; Charles Sturt University, Riverina (CSU-R); and the University of Technology, Sydney (UTS).

In 1993 the Department offered 5 full-time and 20 part-time sponsorships at UTS and 24 distance-education sponsorships at CSU-R.

Details of 1994 sponsorships by the Department were not available for this issue of *Scan*. However for those interested in opportunities for sponsorship for courses providing professional qualifications in teacher-librarianship, all relevant information will be published in *School Education News*.

The University of Wollongong is considering the possibility of offering courses in teacher-librarianship at the Graham Park Campus, Berry. Ray Cleary, Coordinator of the Graham Park Campus has asked that interested teachers should direct their enquiries to Ms Debra Miller (Phone: (044) 642049). Alternatively if you are interested in the possibility of such a course, forward the following information to the University of Wollongong, Graham Park Campus, PO Box 259 Berry 2535: name, address, telephone number and present work practice.

### Censorship

Following the publication of a research study on censorship in school libraries by Ken Dillon, Charles Sturt University and Claire Williams, Institute of Technology Newcastle, there have

been a number of articles in the press on the subject of censorship in school libraries. It was pleasing to read the letters from teacher-librarians responding to the negative image portrayed in some of these articles.

The inclusion of controversial materials in school libraries is a sensitive issue. There are a number of support documents available on the subject and it would perhaps be timely for teacher-librarians to check that they hold copies and that they are familiar with the advice provided. The documents include two memoranda to Principals: 'Selection and use of books and teaching resources' (28th November, 1989) and 'Controversial issues in schools' (No. 83-037). The *Handbook for school libraries* also has relevant information on selection and controversial materials.

Schools should have a written policy, including the criteria against which materials of a controversial nature are assessed, to guide the selection of resources for the school library. There should also be written procedures for the way in which challenges to material selected will be considered.

### Scrutinising the difference

Another aspect of censorship is addressed in an article, 'Scrutinising the difference' by Jane Covernton, published in the free supplement to *The Australian Book Review*, entitled *What's the difference? Writing for children*. The article, written from the publisher's viewpoint, considers the marketing and promotion of children's books in Australia. It points to the health of the market, and looks at marketing devices such as book jackets, satellite magazines such as *Maggies*, book clubs, book fairs, writers' tours and festivals, and the Children's Book Council awards—all of which tap the enormous school market for children's books. Schools are by far the greatest sector of the market, with primary schools taking the lion's share. The CBC short list guarantees sales of between 5,000 and 10,000 for each book, whilst always causing controversy over the choice. Jane criticises the quality and paucity of reviewing of children's books in the media, and contends that the fact that schools constitute such a large share of the market influences both writer's and publisher's decisions about content. Implications for writers and publishers include the advisability of keeping to safe themes in safe language, although there are some successful exceptions in this year's CBC short list. Jane points to the difficulties which are experienced with Young Adult titles, which are more likely to deal with controversial themes. ■



# Primary teacher-librarians and release from face to face teaching



Teachers in NSW government Primary schools are entitled to 2 hours per week release from face to face teaching. Departmental staffing policy provides 1 hour per week release for each classroom teacher as an RFF allocation to each primary school. This staffing allocation 'must be fully used for teacher R/F time before allocating R/F time in P/T and/or Library'. (Implementation of the release entitlement for 1990. Revised July 1989).

The second hour of the classroom teacher's release from face to face teaching entitlement must be taken 'during the time that students attend Library and/or classes taken by part/time (craft) teachers'.

The current staffing table printed below will assist you to calculate the staffing allocation of your school in the areas of RFF, Library and Part/Time.

Please note that the column headed Entitlement 1 is the one to refer to in your calculations. The figures in Entitlement 2 refer to the choice open to principals to 'save' some of their supplementary staffing as whole teaching days to be used at their discretion. Since 1991 schools have received a computer coordinator allowance to replace the Computer Education (C/E) supplement in the above table. This may be used to purchase resources, training or teacher release time to facilitate the implementation of technology within the school's educational programs. Schools are able to apply these funds in ways which are most responsive to local needs.

**Primary staffing – schedule A: ordinary schools**  
Disadvantaged schools should refer to schedule B: disadvantaged schools

ENROLLMENT BAND	TEACHING POSITIONS	SUPPLEMENTARY STAFF				ENTITLEMENT 1	ENTITLEMENT 2	
		P/T	R/F	T/L	C/E		STAFF	DAYS
1 - 25	1	0.084	0.042	0.084	0.021	1.231	1.2	06
26 - 50	2	0.168	0.084	0.084	0.021	2.357	2.3	11
51 - 56	2	0.168	0.084	0.168	0.042	2.462	2.4	12
57 - 75	3	0.168	0.126	0.168	0.042	3.504	3.5	01
76 - 84	3	0.168	0.126	0.200	0.042	3.536	3.5	07
85 - 112	4	0.168	0.168	0.200	0.042	4.578	4.5	16
113 - 140	5	0.200	0.210	0.200	0.042	5.652	5.6	10
141 - 150	6	0.300	0.252	0.200	0.042	6.794	6.8	00
151 - 174	6	0.300	0.252	0.400	0.042	6.994	6.8	00
175 - 210	7	0.300	0.294	0.400	0.042	8.036	8.0	07
211 - 240	8	0.300	0.336	0.400	0.042	9.078	9.0	16
241 - 250	9	0.400	0.378	0.400	0.042	10.220	10.2	04
251 - 270	9	0.400	0.378	0.600	0.042	10.420	10.4	04
271 - 300	10	0.400	0.420	0.600	0.042	11.462	11.4	12
301 - 330	11	0.500	0.462	0.600	0.042	12.604	12.6	01
331 - 360	12	0.500	0.504	0.600	0.042	13.646	13.6	09
361 - 375	13	0.500	0.546	0.600	0.042	14.888	14.7	00
376 - 390	13	0.500	0.546	0.800	0.042	14.888	14.9	00
391 - 399	14	0.600	0.588	0.800	0.042	16.030	16.0	06
400 - 420	14	0.600	0.588	0.800	0.084	16.072	16.0	14
421 - 450	15	0.600	0.630	0.800	0.084	17.114	17.1	03
451 - 480	16	0.700	0.672	0.800	0.084	18.256	18.2	11
481 - 510	17	0.700	0.714	0.800	0.084	19.298	19.3	00
511 - 525	18	0.800	0.756	0.800	0.084	20.440	20.4	08
526 - 540	18	0.800	0.756	1.000	0.084	20.640	20.6	08
541 - 570	19	0.800	0.798	1.000	0.084	21.682	21.6	16
571 - 600	20	0.800	0.840	1.000	0.084	22.724	22.7	05
601 - 630	21	0.900	0.832	1.000	0.126	23.908	23.9	02
631 - 660	22	0.900	1.008	1.000	0.126	25.034	25.0	07
661 - 690	23	1.000	1.050	1.000	0.126	26.176	26.1	15
691 - 720	24	1.000	1.092	1.200	0.126	27.418	27.4	04
721 - 750	25	1.100	1.134	1.200	0.126	28.560	28.5	12
751 - 780	26	1.100	1.176	1.200	0.126	29.602	29.6	00
761 - 799	27	1.100	1.218	1.200	0.126	30.644	30.6	09
800 - 810	27	1.100	1.218	1.200	0.168	30.686	30.6	17
811 - 840	28	1.200	1.260	1.200	0.168	31.828	31.8	06
841 - 870	29	1.200	1.302	1.200	0.168	32.870	32.8	14
871 - 900	30	1.300	1.344	1.200	0.168	34.012	34.0	02
901 - 930	31	1.300	1.386	1.400	0.168	35.254	35.2	11
931 - 960	32	1.300	1.428	1.400	0.168	36.296	36.3	00
961 - 990	33	1.400	1.470	1.400	0.168	37.438	37.4	09
991 - 1020	34	1.400	1.512	1.400	0.168	38.480	38.4	16
1021 - 1050	35	1.500	1.554	1.400	0.168	39.622	39.6	04
1051 - 1080	36	1.500	1.596	1.400	0.168	40.664	40.6	13
1081 - 1110	37	1.600	1.638	1.400	0.168	41.806	41.8	01
1111 - 1140	38	1.600	1.680	1.600	0.168	43.048	43.0	10
1141 - 1170	39	1.600	1.722	1.600	0.168	44.090	44.1	00
1171 - 1200	40	1.700	1.764	1.600	0.168	45.232	45.2	06
1201 - 1230	41	1.700	1.806	1.600	0.168	46.274	46.2	15
1231 - 1260	42	1.800	1.848	1.600	0.168	47.416	47.4	03
1261 - 1290	43	1.800	1.890	1.600	0.168	48.458	48.4	12

The figures in the table are expressed as decimals. A full time position is represented as 1.0 which represents 23 hours and 45 minutes of face to face teaching in a week, a one day position is represented as 0.2 and is equal to 4 hours and 45 minutes face to face teaching. To calculate the number of hours of teaching time represented by each of the decimals in the table, multiply the figure by the total number of teaching hours for a full time teacher in one week i.e. 23.75.

If your school, for example, has a .420 RFF allocation, this is equivalent to 9.975 hours ( $23.75 \times .420$ ). To convert the .975 to minutes, multiply it by 0.6. 9.975 hours is equal to 9 hours and 58½ minutes.

Every full time classroom teacher, including teaching executive, is entitled to 2 hours release time. Schools which are entitled to a full time RFF position must allow 2 hours per week RFF for this position as well.

The way in which RFF is calculated and allocated is illustrated below:

#### Example 1:

School enrolment – 142 Infants–55 Primary–87  
No. of teachers – 6  
6 full time teachers require 12 hours of RFF

#### Supplementary Staff:

P/T – 0.300 = 7 hours 7½ mins.  
Lib. – 0.200 = 4¾ hours  
RFF – 0.252 = 6 hours

**TOTAL = 17 hours 52½ mins.**

The allocation for RFF is subtracted from the total RFF entitlement (that is, 12 hours – 6 hours). The principal will allocate the residual (6 hours) from the P/T and/or Library supplementation.

#### Example 2:

School enrolment – 754 Infants–296 Primary–458  
No. of teachers – 26 + 1 RFF teacher  
27 teachers require 54 hours of RFF

#### Supplementary Staff:

P/T – 1.100 = 26 hours 7½ mins.  
Lib. – 1.200 = 28½ hours  
R/F – 1.176 = 28 hours

**TOTAL: = 82 hours 37 mins.**

The allocation for RFF is subtracted from the total RFF entitlement (that is, 54 hours – 28 hours), the principal will allocate the residual (26 hours) from the P/T and/or Library supplementation.

The general guideline on the provision of RFF by the teacher-librarian is that, at an absolute maximum, there should be no more than half of the

school's total allocation of RFF taken by the teacher-librarian.

In allocating the residual RFF time to the P/T and/or Library supplementation, principals consider the total educational program of the school and base their decisions on areas of need and the strategies being implemented to achieve the school's desired outcomes.

The school's information skills program is a crucial element in a principal's decision as to how much RFF should be allocated to the teacher-librarian. **Education 2000** states that one of the outcomes of public education by the year 2000 is that 'students apply information skills, think critically to solve problems and support their conclusions with reasoned statements' (page 19).

**Information skills in the school** advocates integrating information skills into the curriculum. An effective strategy for doing this is the co-operative planning and teaching by classroom teachers and teacher-librarians of units of work incorporating information skills. Such cooperative programs are difficult to implement where teacher-librarians have much of their teaching time allocated to the provision of release from face to face teaching.

Schools in which the principal has allocated substantial RFF to the teacher-librarian will need to implement alternative strategies to ensure that students develop information skills across the curriculum. Principals, and/or teacher-librarians might like to send **Scan** information about any such strategies which have been found to be successful, for publication in future issues.

#### RFF in practice

The **Scan** editor has interviewed the principal and teacher-librarian of 4 schools which provide students with a strong information skills program based on the cooperative planning and teaching (CPT) model, while still providing each teacher with 2 hours release from face to face teaching within the school's allocated staffing. The interviews illustrate the varying ways that principals and teacher-librarians have negotiated the teacher-librarian's role and time-table to maximise the effectiveness of the information skills program in the library.

#### Neutral Bay PS

The principal, Geoff Williams, gives priority in the school curriculum to information skills for lifelong learning, and believes that there is never any need for a teacher-librarian to do any more than minimal RFF, as the allocation for RFF and

P/T covers the required RFF hours in the school. He has organised the school timetable to ensure that his staff all get their release in 1 or 2 hour blocks, by creating 2 x 2-hour blocks of time in each day between 9.15am and 11.15am, and 1.15pm and 3.15pm and an hour block between 11.30am and 12.30pm. Geoff believes that the teacher-librarian is too valuable a resource to use for RFF purposes.

The teacher-librarian, Tricia Annis Brown, reports that as a consequence of her principal's attitude and support, all her classes are cooperatively planned and taught. She stresses that educating the staff about co-operative planning and teaching, and having a supportive principal have been essential ingredients in implementing CPT in her school. She also emphasises the importance of negotiating skills and illustrates the point by reporting that this year she has accepted 1½ hours of RFF to provide the RFF teacher with release time for lesson preparation.

#### Winmalee PS

Winmalee principal, John Wright, has chosen that his teacher-librarian, Jenny Foster, should do no RFF on the 4 days she is employed as a teacher-librarian. He believes that the major challenge facing children today is handling information, in all of its forms. John supports the CPT model, introduced some years ago, of team teaching information skills and believes that the teacher-librarian is essential to the co-operative learning process. He therefore facilitated Jenny's role in the school's information skills program by using all the RFF and P/T allowance for RFF. He is very happy with this choice as he has always been very pro-libraries and has ensured that the library has a high profile in the school community. The parents of Winmalee have allocated P&C funds for the development of the library collection and technology, and are very proud, very aware, and very supportive of the library. John praises the outstanding P.R. abilities of his teacher-librarian.

Jenny Foster stresses the negotiating role she has adopted to implement co-operative planning and teaching of all her classes. She said she felt 'empowered' by the UTS course, so that when she returned to her school at the completion of the course, she enlisted her new principal's support and held a staff meeting to educate the staff on the advantages of co-operation between the classroom teachers and the teacher-librarian in teaching information skills. She was able to convince the staff that 'dump and dip' library classes

were relatively useless, and the staff voted to introduce CPT in the school.

#### Northmead PS

Northmead principal, Graham Hayton, has been working with his teacher-librarian, Anne-Marie Morrison, towards implementing CPT in his school, and towards phasing out RFF for the teacher-librarian. Anne-Marie now does RFF only for kindergarten classes, and the timetable is flexible for all other classes. Graham and Anne-Marie discussed the teacher-librarian's role as teacher and manager when she came to the school some 14 months ago. They agreed that the CPT model would be an effective way to teach information skills. Cooperative planning and teaching of information skills was introduced by staff education and implemented gradually. Graham has also been a strong supporter of OASIS implementation in the library and helped Anne-Marie rearrange the library timetable (or the time available to be booked) to allow her 33% of the scheduled library time for management tasks, (including selection /acquisition of resources, cataloguing, data entry, ASCIS Recon ordering, etc.) This 33% does not include Anne-Marie's own release time, when she does pre-planning with classroom teachers of activities which develop students' information skills. The principal has also ensured that the library has a high profile with parents, and has enlisted the support of the P&C in terms of funding and volunteer help for setting up OASIS. Anne-Marie reports directly to the Principal which has facilitated the implementation of an effective information skills program at Northmead.

Anne-Marie reports that she has endeavoured to introduce CPT in stages, with staff members who were willing to 'give it a go', and that now many of the teachers 'truly see the library as complementing the classroom program, whilst others are warming to the idea.' She said there were some initial difficulties associated with teachers coming to the library with their classes with no pre-planning, which have been overcome with greater liaison between the classroom teacher and the teacher-librarian. Anne-Marie feels the essential ingredients in the success she is experiencing are support from the principal and P&C, co-operative staff members, and her 'own desire to promote teacher-librarianship and the importance of the school library program in equipping children with skills to cope with their future in an Information Society.'

## Wallsend PS

Principal Allan Briggs believes that there have been major changes in school libraries and the roles/responsibilities of teacher-librarians during the past few years. He gave as examples developments in information technology, collaborative planning, the professional development role that teacher-librarians play in the school, the apparent increase in the number of teacher-librarians taking on an extra part-time role, e.g. 3dpw Library, 1dpw RFF; and the increasing importance of the library as a resource centre for students and staff. Allan believes these developments have had major implications for roles and responsibilities for all school personnel, school management and organisation, workpractices, and the delivery of learning programs in our schools. He sees leadership support from the principal as essential in implementing flexible timetabling, ensuring that collaborative planning takes place, that RFF time is productive rather than just 'time off' for all teachers, and that the teacher-librarian has as little time as possible RFF allocation.

Wallsend P.S. has no RFF in the timetable of the teacher-librarian, and her timetable is flexible and workable despite its being a split site school, with two libraries separated by eight blocks from each other. This has come about because of the co-operation of the whole staff in setting priorities for the next three years, the working out of a clear role for the teacher-librarian and the communication of this role to the staff. CPT and installing OASIS were seen and accepted as priorities by all staff. The teacher-librarian developed a timetable in collaboration with staff after clear guidelines had been provided—a timetable which is flexible, and changes as demands change. Planning for CPT is difficult to timetable, and the principal believes some of it can be done during RFF time, lunch time and class times. He stresses that planning must be done for collaborative work to succeed. He was instrumental in ensuring that the RFF timetable helped teachers plan together (e.g. the primary staff have a 2 hour block of RFF with other teachers from the same grade, while the 3 RFF teachers who release them run consecutive PE, music and dance programs to which students rotate for 40 minutes each. The RFF teachers also work together closely and this allows flexibility when needed.)

Kerry Wellham, the teacher-librarian, stresses the need

- to keep up to date;

- to set priorities;
- to have, and to have accepted, a clear role statement;
- to have a purposeful and relevant library timetable;
- to have strong convictions; and
- to negotiate the library into its rightful place.

She is justly proud of the position her library is in, and sums it up with 'If a traditionally based school, on a split site, can manage this, so can you!'

What can you do to ensure your role as teacher-librarian in the teaching of information skills is effective?

1. Seek the support of your principal. Have the following relevant documents at your fingertips—
  - **Libraries in New South Wales government schools: policy statement**
  - **Education 2000**
  - **Information skills in the school**
 all of which support the teaching of information skills across the curriculum.
2. Be prepared to educate the staff. Ask to run a staff workshop on CPT. A really useful resource to work from is **Information Skills—a Telecourse**, which provides everything you need for a full staff inservice on CPT.
3. Begin in a small way, with one or two willing members of staff. Prepare, teach and document a unit of work with a classroom teacher, and present your findings to another staff meeting.
4. Be prepared to promote your library—ensure that it has a high profile at all times.
5. Be prepared to negotiate—encourage the school to develop alternative strategies to implement an information skills program. If it turns out that priorities in your school mean that you are allocated a significant amount of RFF, there are ways of compromising to ensure that co-operative planning, if not teaching, takes place. ■

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

# AUTHOR TO AUTHOR

*Sophie Masson, a young writer who was one of the subjects of a Scan article in Vol 11 No 3, recently spoke to Allan Baillie.*

Allan Baillie is one of the most popular of Australian children's authors, a favourite not only with children but with teachers and parents also. And that popularity extends beyond these shores: his books have been translated into many languages including French, Japanese, German, Swedish, Dutch, Spanish, Afrikaans, and Catalan. Scottish-born, he has lived in Australia since he was a child and in both his life and work he has exemplified the multicultural nature of our country.

Intrinsic in Allan Baillie's novels and short stories are interesting characters, involving plots and thoughtful attitudes to issues. From early in his career he has demonstrated an interest and understanding of issues which many other writers sidestepped: the Khmer Rouge holocaust in Cambodia in **Little brother**; the Tiananmen Square massacre in **The China coin**. He has found a ready audience with both boys and girls because both female and male characters are equally interesting and well-rounded.

Different genres are no barrier to him; his work encompasses picture books, novels for younger and older readers; science fantasy and adventure and family comedies; the political and the personal.

I spoke to him at his home in Sydney at the time of the publication of his newest novel for older readers, **Magician** (Viking). This novel for older readers is set in a very remote future period, in the last dying years of the sun and of the planet earth. It can be read on several levels: as an adventure story and a mystery; as a conflict between reality and dangerous fantasy; and as a fable of the tendency of the human race to demonise those who are different and to follow orders regardless of common humanity.

He explained the genesis of his latest book:

*Magician emerged, like all books do, out of several elements. One was a visit to the London Planetarium [where we heard] how this planet would end, the sun dying and so forth. Another was our visit to China and the terrible events in 1989, where we saw the army following orders without thinking, without looking at the people they were killing. Out of these sorts of seeds grew the idea—and also ideas like the end of paper books, which no doubt will happen one day. The nice thing about*

*science fiction is that you can meld all kinds of elements. And yet the story must work properly, for the story is all-important in this kind of writing, as science fiction is also fable; it exemplifies reality.*

Like many authors Allan Baillie finds it difficult to trace his own development as a writer ...

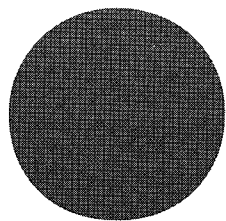
*I think I've always gone in for the careful development of character, that's what gives me most pleasure. Story too of course, but in most cases story is the reaction of characters to each other and events. I think I also like to write about larger issues, political things which are best tackled through the personal, through characters themselves. I do not write down to children, but with the older ones you can often put in more discussion, more issues. With my novels for younger readers I tend to want a lot of fun—that's all! Something entertaining, light and funny. With picture books I am always thinking of the way it will look in pictures, the way pictures work with text to produce different readings; certainly that's true with **Drac and the gremlin**.*

Allan Baillie is happy about his place in children's literature and about being involved in it at such a time. *Australian children's literature appears to be in an explosive, very exciting phase. Our books are being sought all over the world and I think that in some ways we are leading the world in this area. There's no one way in which we're going, no one direction in which we are heading. There are some things that are rare in Australian literature, such as stories about fairies or animal stories, but we are covering pretty well everything else!*

I think part of the reason for the freshness, the dynamism of Australian children's literature is indeed our multicultural nature as a nation. We're open to more of the world's stories, through the migrants and the refugees who come here. We're faced with the reality of that, with the hard edge of it, early in our lives at school. It promotes I think—I hope—an understanding between people, a willingness to listen, and to tell.

That willingness to listen and to tell the stories of testing times and people under threat is one of the most interesting aspects of Allan Baillie's work. And the book he is working on now, set in the 1720s in 'Australia', will challenge that willingness—and his readers—once again. ■

# Whose award is it anyway



Duncan Ball is a writer of books for children; Fay Gardiner provides material for the children's literature section of *Scan*.

As I foreshadowed in the last issue of *Scan* this is a follow-up article to *Tickling the funnybone*, a seminar at which Duncan Ball was critical of awards and floated the idea of an award for ripping good yarns. In my original report of the seminar I commented on his views. Further consultation with Duncan has resulted in the dialogue reported below.

Do you have ideas? It seems to many of us that Australian children's literature is at a crossroads—there may be disagreement as to the location of the crossroads, but it seems it's time to talk.

**FG:** Awards. Their very nature almost demands that they engender controversy and dissension. Those made by the Children's Book Council are no exception. Every year the publication of the

short list elicits a spate of articles, comments and gripes, many of them from people who have minimum contact with children's literature in the mainstream. Last year for example, the Melbourne Age ran a negative article on children's literature, the Sydney Morning Herald devoted an unheard-of full page to children's literature in an attack on the short list, and even Terry Lane, ABC interviewer par excellence, in an interview with Paul Jennings got stuck into awards generally. The drift of the latter's criticism was how could an author as popular as Paul Jennings never have been a CBC award recipient? Now my devotion to Terry Lane's interviews is unparalleled; his erudition is unmatched by anyone on radio or television and I would venture the opinion that he would never advocate that, say, Wilbur Smith or Jackie Collins should be short listed for Bookers, Pullitzers or Nobels simply because they sell books by the container load. Why should children's literature be judged by different standards?

**DB:** I do think that Paul Jennings is a good writer, not just a popular one. I feel the same way about Geoffrey McSkimming, a very different and more 'literary' writer who has thus far gone unrecognised by the prize-givers and critics. To my way of thinking there are popular writers like Wilbur Smith and Jackie Collins who don't deserve short listing for the Booker Prize but there are popular writers like PG Wodehouse who (for books like *Summer lightning*) did. I feel the same about John Le Carre, PD James, Robert Goddard and Patricia Highsmith none of whom is taken seriously as writers because they are 'genre' writers. No one knows why Graham Greene didn't get a Nobel prize for literature but there is speculation that his work was tainted by his having also written 'entertainments' however well-crafted works like *Brighton rock* were.

Part of any art, it seems to me, involves the artist working very hard in order to make the result look easy. With playing a musical instrument or painting or ballet we're aware that the smooth result is very hard to pull off. But with writing often the obscurantist, hard to read, 'challenging' material wins the eye of the critics.

**FG:** One of the reasons why I began to read children's literature was my aversion to the obscure, usually self-indulgent direction that adult literature was increasingly taking in the 80s. Yes, I want to be challenged by what I read but I don't want to have to struggle for basic meaning and at the end of the novel have no idea as to the accuracy of my own interpretations. I'm sure there is

an elitist concept that difficult equals excellent but it's not one that I share.

Writers such as Diana Kidd and Patricia MacLachlan, who draw out the essence of their story with such beauty and simplicity, are for me superb and gifted craftspeople. In no way do I undervalue the 'popular' writers, for children or adults, though especially the former. Thousands of children would probably never have read a book were it not for Paul Jennings; he is a master at what he does, which also makes him a superb and gifted craftsman but an entirely different one from Diana Kidd. Geoffrey McSkimming also deserves recognition for his well written books which are full of allusion and wry humour.

The other criticism being levelled is the emphasis on problem books; the assertion is made that funny books almost never win awards. There seem to be two issues here: the difficulty of writing good literature that is also funny; and the number of books for children that deal with problems. Funny books do win awards if they have attributes other than humour. Bob Graham's books for example are very funny but they say so much about human foibles, have such warmth, and do it all so succinctly and cleverly that they add significantly to the body of 'good' literature in our culture – literature that can be enjoyed and appreciated by everyone, from ages 4 upwards.

**DB:** I didn't say that funny children's books don't win awards. What I believe is that funny kids' books tend not to win awards given by adults and when they do it is often because they contain socially redeeming messages. I also believe that there is a tendency, a quite natural tendency, for books with messages but which are inaccessible to young readers, to win prizes and be reviewed favourably over easy-to-read, fun books. I also believe that just plain fun and funny books show up less frequently in the older readers' category than in the younger. We adults too often promote issues-based books for kids; past CBC juries and book reviews have been biased in favour of books with messages in them.

**FG:** As for the 'problem' books, children have just as many problems as older people, and are often far more helpless in their capacity to deal with them. Why shouldn't they have the opportunity to see how others deal with their problems or vicariously experience others' lives to enable

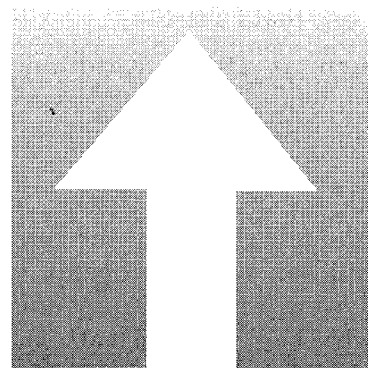
them to develop greater understanding? There is however a difference between airing problems and presenting a bleak picture of life. Robin Klein's *Came back to show you I could fly* and Kate Walker's *Peter* are both splendid examples of novels that air serious problems but present the reader with a view of life that is hopeful. Gillian Rubinstein's *Galax Arena* on the other hand is a very bleak picture of humanity and one which does nothing to advance any aspect of our culture. There is always the danger of paternalism in our lofty views of What Children Should Read and maybe I am succumbing to it but I believe strongly that children and young people always need to believe that essentially there is hope for a brighter future, and for me there is a huge gulf between dealing with problems and living in a world where it is not worth trying to deal with problems.

One of the reasons why the CBC awards appear to breed such dispute is that they are the genesis of almost the only coverage of children's literature in the mainstream press. If children's literature were given regular coverage these negative articles would not be so obvious. And perhaps a wider coverage would result in greater knowledge and understanding of the subject.

**DB:** I have nothing against the short list. I do take issue with those who think that it should be the only way of recommending books to kids—but almost no one believes it should be. It has inherent strengths and weaknesses in my view.

The intention of an award for ripping good yarns—and the consequent short list—would be to provide librarians with a selection of recently published ripping good reads that have been selected by a panel of children. I do believe that not enough is done to promote the most accessible books. I believe that accessibility too often takes a back seat. It is all well and good for us to try to socialise kids, eg by telling them that people of different races and sexual orientations are just as good as they are, i.e. provide 'messages' in 'good' books, but if there aren't enough books that kids will read then literacy will suffer. If kids don't learn to read and read well it doesn't matter what we're trying to tell them. I talk to many librarians every year on visits to schools and it seems to me that their greatest problem is to get kids to read a book, any book. In addition to our own 'best' books, why not encourage the best—in their terms? Is that so radical? ■

# GOING UNDER COVER



It's time to get ready for Book Week - let's face it, it's more than time! Unless you're personally going undercover and lying low till it's all over, you'd better start thinking GO UNDER COVER. To help you, the **Scan** editor has had her ear to the ground to glean some 'under cover' ideas. The theme is being interpreted in two ways. The first is a detection sense—of undercover agent, solving mysteries etc. The second interpretation is 'between covers'—reading by torchlight under cover, what lies between the covers of a book etc. In either or both senses of the theme, the following ideas may help.

1. Using GO UNDER COVER in the detection sense:

- Use a 'magnifying glass' logo for Book Week activities such as a quiz, in which the children put their answers inside the logo. Use it for a poster competition, where the logos are cut out, pasted back to back and hung from the ceiling for display.
- Children act as detectives with a set of clues to locate certain books.
- Thumbs up for books: The children trace their hands, put clues about their book on each finger, and the answer is written on the back of the hand.
- Mark my place: Bookmark with drawings (or clues) on one side, and title on back.
- Wrap it up: Cover a book with butcher's paper, illustrate to give clues - children to guess the title, then unwrap the book.
- Read books where characters are undercover, or where clues are provided to solve mysteries e.g.
  - Detective/spy stories
  - **The borrowers**, by Mary Norton,
  - **Spooner or later**, by Paul Jennings, Ted Greenwood and Terry Denton

□ **The eleventh hour**, by Graeme Base

□ **The sign of the seahorse**, by Graeme Base

- For a Book Week parade with a GO UNDER COVER difference, children could keep their character secret, and assembled children could guess the characters. Alternatively, this could be a teacher's activity, as part of a Book Week 'Read in', supervised by teachers disguised as characters for the children to guess.
  - Teachers bring in a book they enjoyed as a child, to be displayed in the library, and children guess which teacher liked which book. A variation on this could be using a photo of the teacher as a child with the book.
2. GO UNDER COVER in the sense of 'between the covers':
- Make a display of a child reading a book under a quilt, using a torch.
  - Make a patchwork quilt with each patch being made by a different child, illustrating a favourite book, or reviewing a book etc, strung together, displayed on the wall, with some faces peeping out of the top.
  - Make the library entrance a giant book, so that children have to go undercover to enter the library, by painting a book cover on a sheet or two sheets. The children have to lift it or part it to enter.
  - Make a large tent in an area of the library—Children have library time 'under cover'.
  - Promote reading in bed. One adventurous teacher-librarian contacted is reading in bed in the library! The Grade 5 children of her school are having a sleep over in the library, arriving after dinner with sleeping bags, pillows, torches, midnight snacks, and books. They will read by torchlight, have a 'book-ey' video (e.g. Sarah plain and tall, or Playing Beattie Bow), possibly sleep, and go home at 7 am for

breakfast. Not to be recommended for huge classes!

- 'Between covers' literary ideas:
  - Have a senior class write picture books (under covers) for infants.
  - Have a middle class make a big book under covers.
  - Make a class book of Book Reviews, entitled '4M Goes Undercover' or similar. When the children read books, they have gone undercover and they share these experiences with others under the one cover.
  - Make dioramas, with peep holes, so that children have to peep inside to see what is 'under cover'.

Another alternative would be to forget about GO UNDER COVER altogether and do what another teacher-librarian contacted is doing. She decided to focus on the Year of Indigenous People for Book Week, and is holding a full scale, whole school community corroboree in the playground. There will be a camp fire, Aboriginal storytellers,

and the corroboree itself will be performed by Bahtabah (booked through Young Australia Workshop). She is charging for the corroboree on a cost recovery basis.

The same teacher-librarian has a good idea to overcome the perennial problem of children expecting to take home 'their' donated book immediately. She processes all books for donation before Book Week, so that they are ready to be borrowed when they are donated. Money collected at the time of donation is put towards next year's purchases. She enlists parents' support to help little children realise that the books belong to the library and not to them!

**Scan** is indebted for these ideas to Kate Walshe, of Putney PS; Barbara Blair of Marist Sacred Heart Primary School, Mosman; Judy Howard of Glenbrook PS; Barbara Commons of Mt. Victoria PS; and especially to Jenny Foster of Winnalee PS, who takes the prize for the most prolific Book Week idea thinker! ■

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



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# PAUL JENNINGS GOES ROUND THE TWIST... AGAIN!

Comic books in school libraries!? **Round the twist** graphic novels—comic books in heavy-duty paperback covers—have arrived. These latest incarnations of Paul Jennings' popular short stories showcase the work of two successful South Australian comic book creators. Volume 1's release by Penguin Books coincided with the debut of all-new **Round the twist** television episodes on the ABC.

Ian McLean, a teacher-librarian at Punchbowl Primary School, caught up with the new comic's artist, Glenn Lumsden, and writer/colourist, David de Vries, at a recent comic book convention in Sydney.

*IM* You both began your comic book careers working for small, independent Australian publishers and graduated to the larger US companies such as DC and Marvel. **Round the twist** graphic novels seem far removed from superhero comics. How did this current assignment come about?

GLENN: Paul Jennings had always wanted to do a comic of his books and TV shows because he's very concerned with children who don't enjoy reading because they have difficulty in doing so. He thought that maybe a comic would be more accessible than a book. Penguin thought it was a good idea and contacted The Black and White Artists Club. The trail led to us.

DAVID: We sat down, did a sample page for them... and they liked what we did. We then read Paul Jennings' TV scripts and we chose—pretty quickly—the two that would be the obvious, best stories to start with.

*IM* Volume 1 contains adaptations of **Pink bow tie**, about a machine that can change your age, and **Nails**, in which a boy sprouts fingernails all over his body. What stories are coming up next?

GLENN: Volume 2 has **Yuckles** (based on **Yugles** from **Unbearable!**) and **Quivering heap** (which actually combines two short stories, **The velvet throne** and **Inside out**). We haven't decided the content of 3 and 4, but there are some we're really keen to do ... There's a terrific one about a magical cat hat (**Copy cat**, based on **Birdman** from **Unmentionable!**) and there's **Sloppy jalopy**, about a car that attracts rubbish. At the moment the comics are adaptations of the second TV series. What we want to do with future books is start to adapt the first series as well.

DAVID: They're all so good! I'd love to do **Wunderpants** (from the first TV series). For the first graphic novel, the reason the stories were chosen was because of the visuals. The story of the 'agerager' machine (**Pink bow tie**) was such an obvious gimmick: visually fun, with a little slapstick—and featuring Pete. Jennings' books attract a predominantly male readership, which is unfortunate but it means that Pete is the character

that most stories focus on. We balanced that with the second story, a more romantic one, featuring Linda. Her story is more sensitive. We go from 'wild and wacky' through to 'down to earth'. There is also a balance between 'concept' stories and 'individual' stories. The second volume is due two months after the first. Obviously, we had to feature Bronson this time. **Quivering heap** is about a punk ghost—the 'individual' story; **Yuckles** is a 'concept' one, about these exploding mushrooms. The third one is aimed for release in mid 1994.

*IM* The illustrations don't seem to resemble the cast of the TV series. For example, **Mr Twist** has a moustache in the comic and doesn't look at all like actor Richard Moir. Was this due to a creative decision or because the younger actors had been recast?

GLENN: We decided that it would be more sensible to give the cartoon characters their own faces in much the same way that the comic strip **Dick Tracy** doesn't look like Warren Beatty. If they recast the children with every series, it seems a bit silly for us to be changing the characters' faces with every book. This is a long term project.

DAVID: The idea is that, like **Tin Tin** and **Asterix**, in thirty years time they'll still be doing the continuing story of the Twist family. The first two volumes have already been done, with two stories in each book. By the third book, we may be mixing in stories from the first TV series.

GLENN: We may even start co-working with Paul, adapting stories which haven't been used for TV scripts. Paul is the consummate professional. I admire his skill for jumping from medium to medium. An example is **The copy**, which was a short story (from **Quirky tales**), then a television screenplay and then re-adapted back into a special book about the show. He understands that there are different skills for different mediums. When they consulted us to do comic books, he very quickly made it clear to us, 'You guys know more about comic books than anyone in Australia, as far as we're concerned. We want to let you do what you do best, with minimal interference from us.' Both Penguin and Paul have been gently guiding us, basically letting us run ...

DAVID: With the first volume, we were probably a little more literal to the stories. With the second one, I actually rescripted to a point where almost every speech balloon has something that has been edited somewhere. We did more finetuning. But I always take Jennings' original as the source

if I have to invent a sequence or dialogue. Ironically, Volume 2 is more into the spirit of the original stories than the first one. It's only been possible because Paul has had the guts to say, 'I'm not going to be precious about this. I want the project to come first'. He's given such a free hand.

*IM* Jennings discussed his learning process for translating short stories into teleplays in much the same way in his 1990 book on the making of the first TV series.

GLENN: Paul's always open to ideas. I think that's why he's so successful.

DAVID: Television is a collaborative medium. Comics as well. If you have one person dictating the terms and everyone else falling into line, then only one person's vision comes forward—but that vision may not be the best way for the comic to be done.

*IM* Was there any thought given to the fact that schools and school libraries may buy **Round the twist** graphic novels in bulk, to use as resources with reluctant readers.

GLENN: Penguin Books are very aware that the education system accounts for a lot of their readers.

DAVID: We're very pleased to be working with Penguin. There is already talk of a third and fourth volume—that's before the first one's even come in. Projected sales look very, very strong indeed. Most of the editing that has been done on the stories has been to make them palatable to the kids and to the teachers. We've actually had scenes that might upset certain parents slightly edited. You can get away with certain things in book form. The comic is very wholesome in that respect, but still has a lot of 'the balls' that Paul engenders in his work. If there's anything slightly contentious, we've erred on the side of conservatism. The dialogue has been modified. Paul has worked with children with reading difficulties, which is what got him into writing. He's very aware of this. He's been editing any words which were too big, too hard to read. One stipulation we had from fairly early on was to keep the number of word balloons to a minimum.

GLENN: Here was a writer who was saying, 'I want you to remove as many of my words as you possibly can'!

DAVID: Even people who can hardly read at all can enjoy flipping through the comics; you see them starting to follow the plot. The plots are

very clear visually. That was something that was very important to everybody. Even if you can't read, you'll have a good idea of what's going on. Most of the gags come through the visuals. The hope is that children who have seen the TV show will try the comic. They can then make some small attempt to read—the sound effects, certain key words. Paul believes that the comic could become an invaluable teaching tool for teaching kids with reading difficulties.

*IM* Of course, some parents and educators strongly disapprove of comics.

DAVID: For the kids who read a **Round the twist** comic, even if they love it, there is a limit. Maybe they'll read it twenty times. There is a point where they'll say, 'Okay, I don't want to read this one again, but I want to get more of this. Oh, great! It's in book form...' That's the whole point of what Paul is trying to do with this. *Interest* is as much the problem as the ability to read and if you can generate the interest, then you'll get the kids to read. The other thing Paul likes about the

**Round the twist** comics is that they don't deal with things in a violent manner. There is a certain amount of slapstick, but it's unlike **Asterix** and **Tin Tin**, where a certain level of violence is required to resolve a problem.

GLENN: The broad-based appeal of **Round the twist** is phenomenal. I've drawn hundreds of comics and the only one my girlfriend has ever read is **Round the twist**. I didn't even ask her to. It was just lying around the house and she started to flick through it. Twenty minutes later, I noticed she still had her nose buried deep in it. I asked her, 'What's the appeal?' She said, 'It's about real people. It's fun as well—with a magical element. But it's about people I can relate to.'

Note: All episodes of **Round the Twist** are now available on video, four to five episodes per tape (\$35–\$40 each), from:  
Australian Children's Television Foundation  
199 Grattan Street  
Carlton VIC 3053 ■

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Unreal! eight surprising stories (1985)	SCIS 222129
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Eye of evil (1986)	SCIS 240798
Flutter (1990)	SCIS 639939
Maggot (1986)	SCIS 240799
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## TEACHING LEARNING



# Lifelong learning and information skills

### Dreamtime or reality?

Ross J Todd, School of Information Studies, University of Technology, Sydney is currently undertaking research into information literacy.

#### What is lifelong learning?

The idea of lifelong learning has gained considerable momentum and wide acceptance in recent years. Dave (1975: 34) defines lifelong learning as 'formal, non-formal and informal learning extended throughout the lifespan of an individual to attain the fullest possible development in personal, social and professional life. It seeks to view education in its totality and includes learning that occurs in the home, school, community and workplace, and through mass media and other situations and structures for acquiring and enhancing enlightenment.' Implicit in this statement is the goal of education. Education aims to foster the development of both knowledge and skills to enable people to take charge of their learning and learn for the rest of their lives, and to be independent and autonomous in their learning. The development of motivated individuals, capable of independent thinking, capable of learning for themselves by being able to add to their core of knowledge and confidently process the multitude of information messages which surround them, and capable of transferring their learning to new situations throughout their lives has long been valued as the goal of education.

**Information skills in the school** makes the statement that 'Information skills assist people to

satisfy their changing information needs, pursue independent lifelong learning, and contribute to the development of an informed society.' (1988: 8) Variations on this theme have a curious way of appearing in most of the recent literature on information skills. And for several years now this argument has been presented as a basis for introducing information skills across curriculums in schools. How can we make it real, actually translate this ideal notion into teachable strategies in the classroom and realise it as a learning outcome for our students? This is the real challenge of information skills. This paper provides a range of teachable strategies to address this challenge, and presents some research findings that indicate that facilitating lifelong learning is not idealistic dreaming, but well within our grasp.

There is a growing body of research that suggests that if we want students to be independent lifelong learners, then it involves, at the classroom level, the active integration of knowledge, skills and learning processes. This can be illustrated by reference to **Bloom's taxonomy of educational objectives**. Many of us as teachers would be familiar with **Bloom's taxonomy**. For some years it has provided the framework for teachers for the development of knowledge and intellectual

abilities and skills, and a way of approaching teaching for effective learning, and it is still a major philosophical framework that underpins classroom teaching today. Essentially the taxonomy focusses on the development of knowledge and skills of dealing with this knowledge:

### Knowledge

- Knowledge of specifics
- Knowledge of ways and means of dealing with specifics
- Knowledge of universals and abstractions

**Intellectual Abilities and Skills:** ways of operating, and techniques for dealing with materials and problems—ways of making sense with the content.

- **comprehension** – understanding what is being communicated; making sense
- **translation** – expressing ideas faithfully even though form of communication may be altered
- **interpretation** – being able to provide an explanation of communication
- **extrapolation** – being able to identify trends, tendencies and implications beyond given data
- **application** – using of abstractions in particular and concrete situations
- **analysis** – identifying constituent elements
- **synthesis** – combining elements in new patterns and structures
- **evaluation** – making judgements about the value of materials and methods for given purposes.

If we think about these learning outcomes in the context of information skills, then information skills provide a teachable mechanism or a process to enable teachers to achieve each of these objectives. The parallels between Bloom's learn-

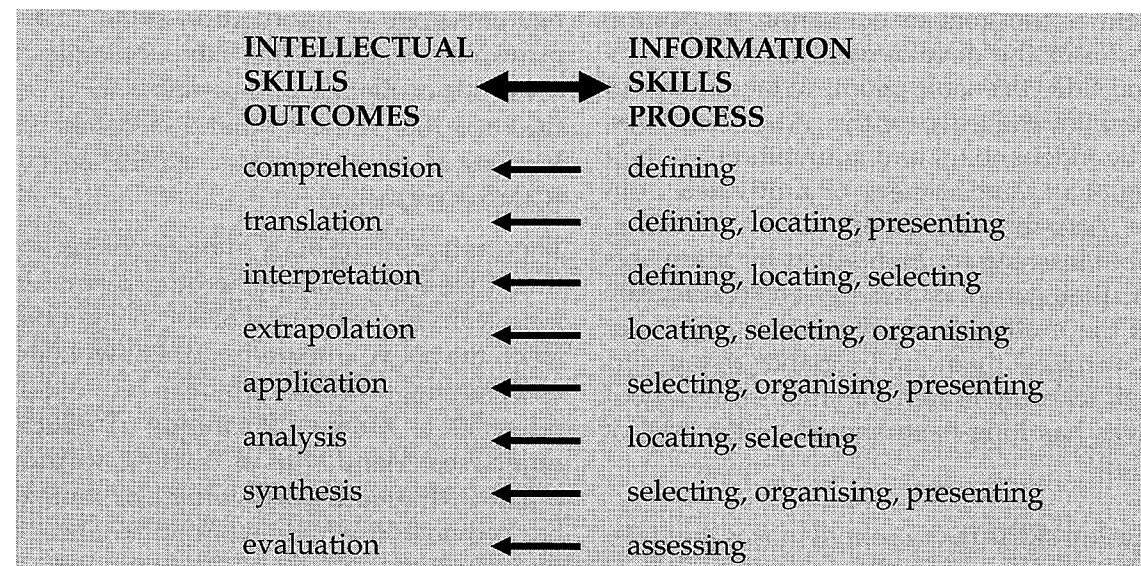
ing outcomes and the information skills process are obvious:

There is a dynamic interrelationship between content, skills and learning processes. Information skills enable students to make sense of the content and add it to their already existing knowledge. With the increasing focus on educational outcomes, teacher-librarians have a very central role to play in this educative process.

### Translating this model into classroom practice: teachable learning strategies

How do teacher-librarians and teachers make this work in the classroom? My research on the role of information skills in learning over the last three years has enabled me to make contact with many classroom teachers and observe lessons where teachers and teacher-librarians have been working together to integrate information skills into learning of specific subject areas. The most common questions I have been asked by teachers include:

1. How do I know what information skills a student has?
2. How do I find out what information a student already knows about a topic?
3. How do I teach students to ask appropriate questions—such as scientific questions and historical questions?
4. How do I stop students from copying information straight out of an encyclopedia?
5. How do I get students to work out the parts of a research task?
6. How do I teach students to decide whether information is fact or opinion?



As the information professionals in schools, teacher-librarians should be the ones answering these questions. Why? If you think about these questions, they are questions linked to the information process:

Question 1: encompasses the whole information skills process

Question 2: defining

Question 3: defining

Question 4: selecting, organising and presenting

Question 5: encompasses the whole process, and based on defining

Question 6: selecting, evaluating

Defining information is one of the most essential skills for students, and one that we tend to give little attention to. If students are not able to identify what they already know, and do not have a clear understanding of what they need to know, then all the other stages of the information process become problematic.

How would you answer these questions? Here are some very simple ideas that I have seen working well in cooperative teaching activities with classroom teachers and teacher librarians, ideas that you can modify to suit your particular learning context.

#### 1. How do I know what information skills a student has?

The teacher is keen to know where the students are at with their information skills. In the research that I have undertaken in the classroom, students have expressed their frustration with teachers who have set information tasks that demand of them information skills that they do not have. One effective and quick approach might be a simple task like this: give the students a hypothetical task, built around a concept that is likely to be unknown to them, and drawn from the context of study, for example 'Inuit'. Have students document the information steps that they would go through to successfully complete the task. Then analyse their written or spoken responses in terms of the stages of the information skills process to see if they demonstrate an understanding of the strategies of defining, locating, selecting, organising, presenting, and evaluating information. Follow this with some lively debate on what you've found out.

#### 2. How do I find out what information a student already knows about a topic?

Class activities might revolve around brainstorming, building up key-word charts or

explosion charts on the board. But what about the students who do not make any contribution? How can you gauge where an individual student is at and respond to individual differences?

Concept mapping is a marvellous technique I have used to get an understanding of what individual students know at a particular point in time. This technique, documented in Novak & Gowin's *Learning how to learn* (1984) is based on the representation of ideas in the form of a picture or map, with the interrelationships between concepts clearly identified by clarifying words. Concept mapping has its base in the learning theory of Ausubel. This theory maintains that a key factor for potential success in meaningful learning, and the contrast between meaningful and rote learning, is when people consciously link new knowledge to a framework of relevant concepts and propositions they already possess. Two important assumptions are being made here: firstly: meaningful learning is an active, constructive and cumulative process, a process of grasping new knowledge and adding it to an existing knowledge base; and secondly, concepts, and propositions composed of concepts are central elements in our knowledge base and in the construction of meaning and understanding and thus play a central role in the acquisition and utilisation of knowledge.

If you think about it, these assumptions are the basis of lifelong learning. To understand the meaning of key concepts and the nature of their interrelationships in a subject area, and to be able to link these concepts to relevant knowledge already possessed, are considered fundamental for students to progress through their courses of study.

The technique of concept mapping is very easy to do, and students seem to master it quickly based on these stages:

- a) Read, reread, and spend some time thinking about the ideas. Gather your thoughts.
- b) Once you get an overall view, determine the central aspects. Jot these down.
- c) Identify the related ideas. Jot these down.
- d) Establish the groups and cluster the ideas.
- e) Develop the map. Link the ideas, and label with statements of relationships.

Concept mapping can be used in a variety of ways. At the commencement of a topic, students can draw a concept map to demonstrate knowledge they already possess, and this is a quick way for the teacher to gauge where students are

at with their understanding of a topic; they can be used to build summaries of ideas presented in class; they encourage students to organise and present information in new ways rather than simply copying information; and they can be used to quickly and easily diagnose learning difficulties.

### 3. How do I teach students to ask appropriate questions—such as scientific questions and historical questions?

Appropriate questions are those that relate to the immediate decision at hand, and its context. An inappropriate question may well be appropriate at a different stage of the task. Developing in students the ability to ask the right kind of question gives focus and direction to their tasks, and ensures that they understand what they have to do and what the intended outcomes are. It enables them to more effectively manage the often daunting and complex tasks set by teachers.

A fun technique that I have seen used is with nursery rhymes. Take for example the nursery rhyme 'Humpty Dumpty'. If you think about it, 'Humpty Dumpty' begs many questions. In this particular science class, students were required to develop a series of scientific questions that they might ask to help them understand this situation, appropriate to the content under study, that of energy and matter. Students brainstormed and built up a list of questions they could ask about this situation; they then sorted all the questions to identify those questions that were immediately relevant. For example: Why did Humpty Dumpty fall? Of what was Humpty Dumpty made? Why couldn't the King's horses and men put Humpty Dumpty together? What have the horses to do with this situation? This was followed by the students being given a simple research task designed to reinforce the notion of asking appropriate questions as a basis for proceeding. They were required to describe and explain the changes that took place when an ice cube was heated. The students brainstormed the topic to generate a range of appropriate questions in terms of matter and energy that they might ask to help them determine the right content; then they brainstormed and generated a set of appropriate questions that would enable them to locate, select, organise, present and evaluate the information. It was indeed refreshing not to hear questions like 'how wide should my margin be?' 'Will I use a blue pen?' 'Can I stick in pictures?' when they were brainstorming on potential sources of information. Encourage students to be critical of one another. I have

watched with amazement in a series of lessons where the teacher would ask: 'Is that an appropriate question at this point?' Ultimately students were saying 'That is not an appropriate question because ...'

### 4. How do I stop students from copying information straight out of an encyclopedia?

This is an issue relating to presenting information. Build in the task of selecting and recording information some discussion of ways of presenting the information suited to the needs of the task and the audience for which it is intended. Ask students to present information in different ways, for example, as a graph, a concept map, a table, a diagram, a point form summary. As part of the exercise, encourage students to justify why they presented the information in that way, based on the nature of the information and the intended audience.

Take for example, the previous activity about the ice cubes. Students in groups were actually required to present their information to class, and to justify the way they chose to present it. Some chose an oral description; others a series of diagrams; a concept map; a written description; one group even chose to discuss the idea as a series of questions and answers while demonstrating, using an ice cube in a beaker and a bunsen burner. There was a lively discussion on the most effective presentation—questioning the appropriateness of style of presentation in terms of audience. And the discussion didn't end there. With the help of the teacher-librarian, students were encouraged to discuss the problems they had with implementing the stages of the process—a very simple way of pinpointing difficulties with information skills.

### 5. How do I get students to work out the parts of a research task?

Students who are familiar with the information process can be encouraged to use the stages of the process as a decision-making check list for identifying and carrying out all the steps involved. My research has found that students who understand the stages of the information process are able to break down a research task into manageable chunks built around these stages. There is always the problem of inappropriately designed tasks set by teachers. It might be useful to document these in terms of student learning difficulties (focus on the outcomes) and present these and their solutions at a staff or subject meeting. Encourage teachers to think of the outcomes of the task, both in terms of content and in terms of process. Some carefully designed examples as role models, so to speak, might help.

### 6. How do I teach students to decide whether information is fact or opinion?

Inherent in this question is the ability of students to make judgements about the information they select. Simple detective games involving identification of key idea, argument, evidence, and source are always lots of fun and can be used in any subject area. In a Year 8 French class, students were playing tour guides of Paris. To make sure they had appropriate information to describe the tourist attractions such as the Eiffel Tower, they brainstormed on typical questions a tourist might ask (learning to ask appropriate questions) such as 'how high is the Eiffel Tower?' They first speculated on the answers they would give that led into the issue of fact or opinion. To develop answers, and to ensure that fact and not just opinion was given, students were required to locate several different sources to find out the answer to this question and to record both the answers and the sources. Inevitably the sources showed some variation, and students were asked to address how they might deal with the differences shown in the sources, and what correct generalisation could be made on the basis of the evidence to satisfy the answer.

### 7. How do I teach students to sort information into meaningful categories?

This question focuses on selecting, organising and evaluating information. In a Year 7 science class I recently observed on 'Living Things', the teacher was keen for students to think about characteristics of living things as a basis for developing classification, and discussing the notions of genus and species. To introduce this, students played a game of zookeepers. They were divided into groups, and each group was given a collection of little plastic toy animals, some 15 or 20 in each set. They had to design a zoo where the animals were housed in a limit of 6 places, and had to sort their animals into workable group combinations, and justify their categories based on known characteristics of these living things. What was really interesting was the conscious integration of other information skills in this activity by the teacher and the teacher-librarian. Students were required to share their zoos with the rest of the class, an opportunity to focus on presenting information in a way suited to the audience.

### Principles of effective information skills teaching

I believe that teaching is a wholistic, scholarly and creative activity to enhance students' learning and skills development towards inde-

pendence and lifelong learning, and their development as persons. From my recent observations and the experience of many years as a classroom teacher and teacher librarian, the following principles may be useful guidelines for teacher-librarians in the planning and implementation of cooperative learning activities:

- a) Information is not only useful, it should be fun to find out, and use.
- b) Information skills teaching should be based on knowledge of needs and abilities of learners—this is the essential starting point for any class work.
- c) There must be active participation in learning by students—this participation must focus on both the process of learning, and the content.
- d) Use a variety of methodologies: students all have different learning styles.
- e) Negotiate clear aims and outcomes with the classroom teachers.
- f) Establish a non-threatening learning atmosphere.
- g) Your role is that of facilitator of student learning. Learners must be encouraged to design and make critical decisions that enable them to move forward into the unknown with confidence.
- h) Your context is information skills—not library skills. Information skills have to do with people; they relate to particular individuals and individual needs, not to particular libraries.
- i) Be responsive to particular teaching styles of teachers. CPT for instance may be your style, but it is not necessarily theirs.
- j) Take the time to reflect on your classroom approaches—admit weaknesses and build on them.
- k) Share your successes, both in the school and to your teacher-librarian colleagues. We are always on the lookout for good ideas!

### Reasons to celebrate

Do information skills make a difference to student learning and to learning outcomes? The outcomes of my own research suggest that we have reasons to celebrate. During 1992, 110 students in Years 7, 9, and 11 at Marist Sisters College, Woolwich were involved in extended learning programmes where information skills had been purposefully integrated into specific curriculum content. Data was both quantitative and qualitative, based on lengthy participant ob-

ervation and indepth interviewing. Written course evaluations, assignments, attitude surveys and examination scores were also used. Observations took place over a six month period, and interviews took place over a two week period toward the end of that time. The actual learning programme focused on developing a range of information skills, with particular attention given to defining, selecting and evaluating processes. The findings confirm research that is starting to emerge from all over the globe. The findings are grouped in terms of information skills, learning processes, and behaviours, though it is recognised that in reality the boundaries of each category overlap with the others. A more detailed discussion of these findings is reported in *Access*, 7(1), March 1993.

### Information skills

Students felt that:

- defining skills contributed to increased confidence in knowing how to ask appropriate questions, and an improved ability to map out what is already known in order to more effectively determine what is needed to be known.
- organising skills facilitated students' ability to manage the complexity and quantity of information confronted both within and out of the classroom.
- selecting and organising skills gave students more confidence in managing the tasks of meeting information requirements, even though this initially seemed quite daunting.
- selecting and organising skills helped students separate trivial from significant information, and encouraged more critical assessment of the information rather than merely 'copying it from encyclopedias'.
- collectively, information skills provided a coherent structure to information inquiries, enabling students to focus on the immediate information task and remain true to it.
- information skills were not location-specific 'library skills'. A broader view of information and use of sources beyond the school library were evident. Students saw themselves as a source of information and questioned their own knowledge before seeking information.

### Learning processes

Students believed that:

- information skills were empowering, enabling them to make sense of and take control of their learning.
- information skills encouraged responsibility for learning, and learning from mistakes.

- information skills helped learning at a deeper level and gave confidence to explore the unknown.
- the time taken to acquire information skills was considered worthwhile because the skills helped them to more efficiently process the information content.
- information literacy was 'doing', with active participation seen as critical to successful learning.
- the teacher was a 'helper', helping students to learn for themselves.

### Behaviours

Teachers felt that:

- mastery of information skills provided a sense of achievement and satisfaction, and improved self-esteem.
- improved short-term and long-term memory were evident in class tests and quizzes.
- increased concentration and focus on information task contributed to active learning.
- increased meaning and precision of meaning provided motivation for further learning.
- learning to manipulate and arrange information contributed to self-directed, autonomous information seeking.
- there was some evidence of transfer of skills to other information problems beyond the immediate context of the classroom and subject content.
- students seemed more willing to exchange viewpoints and to initiate class discussion where meaning is discussed, negotiated and applied.
- a skills approach reduced boredom and added greater vitality and interest to their classes.

The findings suggest that information skills can bring together learning and information in a dynamic way. They are a tool for the empowerment of students, enabling them to confront learning and information resources with challenge, direction and dignity, and to use information creatively, critically and confidently. The witty wisdom of Piet Hein 'Err and err and err again, but less and less and less' speaks of the educational challenge of lifelong learning as both a process and an outcome. Information skills take that challenge from dream time to reality.

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# Maths, the library and students' information skills development

*Matti Novak is Head Teacher Welfare and Teacher-librarian at Kelso High School. This article details the background and development of a project conducted two years ago which attempted to bridge the usually large gap that exists between teaching and learning in maths and the school library.*

I have always regarded the teacher-librarian, acting through the school library, as playing a proactive role in all of the Key Learning Areas. I have, however, been intrigued with one area that has traditionally offered more difficulty in terms of avenues to pursue - that of Mathematics.

### Background

As one of my communication channels with staff I had been meeting with the Mathematics faculty at their weekly meetings. A general on-going aim that we had been working towards was to increase and improve the variety and type of Maths related resources in the school library. We therefore decided it appropriate to plan to make use of these resources. I felt that this was a golden opportunity to venture into co-operative work with the faculty.

### Procedure

I discussed the issue with an innovative member of the Maths staff, one who was keen to develop students' information and research skills. We agreed to target Years 7 and 8 Maths classes. (The teacher's Year 9 Computer class was also to play a key part in the development of the project.)

The fundamental aims of the scheme were to increase students' knowledge in numerous maths topics; make them more aware of the range of maths print resources held in the school library and to develop their skills in locating, extracting and using information from these resources. It was also seen as desirable to develop these capabilities in students of all ability levels in Years 7 and 8. The project also lent itself to being used by students in a graded or non-graded class with different learning requirements.

For the initial stage, Maths related resources were identified and removed from the shelves. (New resources had been purchased for the purposes of this assignment.) Maths staff designed several questions from each resource related to the Year 7 and 8 maths program. For each question the answer, its location in the book, as well as bibliographic information were noted. When each teacher's questions were pooled together it provided a significant number of items.

Utilising the school's class computers, the Maths teacher's Year 9 computer class used the software program Appleworks and its database to create the fields and record the information for each item. Fields established in this data base were **question, title of the book, author, call number and page(s)** on which the answer could be found. When completed there were some 90 questions. (Answers were also typed in.) When finally printed, a full question appeared as in the following examples.

1. *The Hindus introduced the idea of using colons for the units, tens, hundred, digits etc. They also were the first to use a symbol for zero instead of leaving a blank. How did this make it easier to represent numbers?*

#### Mathematics in the making

L. Hogben  
510.7/Hog pp110-123

2. *If we are lost, we often say: 'We are going round in circles.' Does this have a real meaning?*

#### Mathematics - a human endeavour

H.R. Jacobs  
510/Jac p149

3. *What is an irrational number? How were they discovered?*

#### The story of Mathematics

J.T. Rogers  
510/Rog p44

4. *What did King Solomon say about a magnificent temple? Find out what a cubit is.*

#### Curves.

S.E. Bell  
510/Bel p14

5. *Who was Euclid? Where was he born? What was his contribution to Geometry? Give some specific examples.*

#### Adventures with shapes

A. Ravelli  
510/Rav pp34-46

6. *What is a perfect number? What is an amicable number? Show that 1184 and 1210 are amicable numbers.*

#### Heritage Mathematics

M. Green  
510/Gre pp5-6

7. *What is a flexagon? Who first made one and when? Construct a trihexaflexagon or hexaflexagon using fairly stiff paper.*

#### Mathematical puzzles and diversions

M. Gardiner  
793.74/Gar pp13-15

By simply manipulating the fields used in the database students were given varying amounts of information for each question according to their particular ability level. More able, or extension students were perhaps just given the question, other students the title and/or author and others the Dewey number. For lower Year 7 classes, full information including page number was given which enabled students to locate the book on the shelf and find the information at the exact page. This meant that varying levels of competence and different access points for our OASIS catalogue were called for. In a non-streamed class differing amounts of detail for each question could be revealed according to the learning capabilities of each student.

The questions were printed and cut individually, pinned to a board with students free to choose their question and take it with them to do their locating and information searching. Their task, having found the necessary information, was to present the answer in the appropriate way.

With the large number of items on the data base the assignment can be given in a developmental fashion over two years. As students become more capable in their information location more fields can be left off particular sets of questions that are given. In this way we were able to give students time and opportunities to learn about various facets of information retrieval, note taking, summarising etc.

#### Some further considerations

It is important to have a wide number and range of resources to use to cover the needs of all students. The resources base for the assignment could well be extended to include reference materials as well as audiovisual material. The assignment could be used to explore areas such as joint research, co-operative learning and group work by students. The success of the project depends on a significant time input and strong co-operative efforts in planning and execution between maths staff and the teacher-librarian. It nonetheless clearly shows students that the school library plays a part in all subject areas. ■

# LIBRARY SERVICES FOR STUDENTS WITH SPECIAL NEEDS

*The following article by Karen Lloyd, Senior librarian, Special Needs Service, looks at services available to school students with special needs through the State Library of NSW. Barbara Fewtell, Chief Librarian, Royal Blind Society, outlines further services for the visually impaired.*

## State Library of New South Wales—Special Needs Service

The State Library of NSW is becoming an increasingly important resource for school students. One aspect of the Library which has not been much publicised is its Special Needs Service.

The Special Needs Service is designed to cater to the library and information needs of people who because of disability, literacy difficulties, developmental delay or other such identified disadvantage, have difficulty accessing and using standard library materials and services.

In the service of school students, the Special Needs Service operates in three major areas. These are:

### A collection of special format material

The Service maintains a collection of special format materials suitable for use by people with a wide range of disabilities. The collection is composed of:

- Talking books
- Large print books
- Captioned videos, and a
- Reading development collection containing:
  - Tape and text kits (including Narkaling Kits); Easy to read books;
  - Tape/text/video kits; Signed English story books; and the 'Hands up for a story' video kits.

These resources are available for loan, usually through public libraries. They can be borrowed either by individual title, as with standard inter-library loans, or by bulk loan. Bulk loans are boxes of approximately 30 items.

### The Special Needs Centre

The Special Needs Centre houses a selection of specialised technology. Most of the technology is for use by people with a vision or print disability. Its purpose is to enable these people to have access, via technology, to the State Library's range of resources.

The technology includes:

- Kurzweil Personal Reader (an optical scanner which reads typeset and typewritten material and turns it into synthetic speech. It can be connected to other computer equipment for reading, writing and sorting information.)
- IBM PC with Vista Image Enlarging Software to enable people with low vision to read enlarged print on the computer screen
- Mountbatten Braille (a Braille printer which can be attached to a PC or word processor)
- Keynote PC's (Personal computers with synthetic speech output)
- Eureka A4 (a word processor with synthetic voice output. Input to the machine can be either by braille or a standard QWERTY keyboard)

- Voyager (or Visualtek) CCTV (a closed circuit television which enlarges anything put beneath it - print, handwriting, graphics etc)
- Versabril (paper-less braille computer)

The equipment is currently being upgraded, and soon two new IBM-compatible PC's with voice output and screen enlarging software will be available. One PC will be connected to the Library's computer catalogue, and the other will be connected to a CD-ROM drive, thus enabling students with vision or print disabilities to search the Library's computer catalogue and CD-ROM's independently.

The centre is located in the Library's General Reference Library and is currently open 9.00 am - 5.00 pm Monday to Friday. The equipment may be used at any time during these hours, however it is best to make a booking to ensure that the equipment will be available; people with bookings have priority over those who drop in. In the future the Centre's hours may be extended if demand warrants it.

### Special purpose tours and programs

The Library's Education Service provides various programs to schools, which are of course open to students with disabilities. However, if adapted or specific tours and/or programs are required by students with disabilities, the Special Needs Service is happy to liaise with the Education Service to ensure that these are tailored to meet specific needs.

Staff of the Special Needs Service are happy to discuss any aspect of the above services with teachers and/or teacher-librarians. We are also always open to ideas and suggestions for improvements to our services; after all, the Service exists to meet the needs of clients with disabilities. We can be contacted on: ph. (02) 230 1540, TTY (02) 230 1541, FAX (02) 232 4816, or ILANET MLN200005.

### Royal Blind Society (RBS) Library

#### Royal Blind Society (RBS) Library Services for all Young People Who Can't Read Standard Print

by Barbara Fewtrell, Chief Librarian, RBS

The RBS Library has about 1,300 titles in Audio, Braille and Print/Braille formats for young people from kindergarten to high school. The audio books are mostly in 2-track standard format, and can be played on any cassette player.

A catalogue of these titles is available, and inter-library loan requests are welcome. The titles are only available for blind and other print handicapped people. Some of these titles are also available for purchase by libraries.

Please direct general enquires to Helen Wallen on (02) 334 3333, and inter-library loans to our Inter-Library Loans Officer.

The titles in the library are mainly for recreational reading, but student material can be obtained through our Student and Special Transcriptions Section. Please contact Keitha Keyes on (02) 334 3333. ■

## ATTENTION CONFERENCE AND MEETING ORGANISERS!

**Scan would welcome information about professional development courses of interest to teacher-librarians.**

# Books and the reluctant reader

*Catherine Brown, teacher-librarian, Bourke High School, wrote about the problems of the reluctant reader and her interest in Aboriginal children in ADLIB Vol. 17, No. 4, 1991, the newsletter for Western Region teacher-librarians. In this article, she expands and illustrates the subject further.*

**T**he reluctant reader. We have all encountered a student who initially does not like reading. There are so many reasons offered for this lack of interest, TV especially. Out in the West the weather is so good for 11 months of the year that children spend a great amount of their time outdoors. I was requested to write in particular about Aboriginal children, but to instil a fondness for literature in any child I sincerely feel that the tools are the same. In Bourke High we have an Aboriginal population of 45%. They are great kids and, as educators, we see them and the rest of the school as individuals not as Aboriginal or white, while still being aware of their differences.

An awareness of the needs of the Aboriginal child is often elaborated in articles in a magazine called **The Aboriginal child at school** put out by the University of Queensland. In one of these articles Michael J. Christie wrote 'that without links to real people and real places and experiences and understood events literature is dead and alien'. Have we taken time lately to reflect on the child's experiences? Have

we taken for granted their earlier learning? This was brought home vividly to me recently while reading with my own young child the book **The silver chair** by C.S. Lewis. In part of the book we read about the castle and banquet table and the staircase to their rooms etc. We stopped and I asked him what he imagined when we read these parts. Calling on his earlier reading of nursery rhymes, he told me what he imagined and they fell in with my own, the long table with lots of big dishes and jars and the staircase a spiral one. Aboriginal children often do not have this sort of background to call on, as bedtime reading from the European tradition is not always a part of their family routine. So we as teachers need to take into account what their experiences are before we can expect to find a level of interest.

Similarly a lesson on independent studies in the library, demonstrated that an Aboriginal student could not conceive where London or America was and was preventing him from becoming involved with an

assignment on migration. Taking a world atlas and talking about each place, relating it to TV programs such as 90210, enabled the child to visualise other places in the world and to grasp some connection with the topic. The ability to get started perhaps was taken for granted.

The value of the picture book in the high school has struck a chord with me when thinking about the reluctant reader. Seldom do I have trouble finding a book to appeal particularly to Aboriginal boys. I start off with books like **Willy the champ** and **Willy the wimp** which they find very amusing. They become relaxed with the book—the initial step. Gradually I place books in front of them with a little more text.

In Bourke we use the RIBIT program for all students in years 7-10. RIBIT stands for Read In Bed It's Terrific. We are lucky in Bourke—they can use Read in BOURKE It's Terrific. The students record each book that they read in their special RIBIT booklet. After three books they receive

an award which is included in the school discipline code.

In my article in AD LIB, I reported that one of the types of reluctant readers that I had encountered were Aboriginal children, who showed little interest in literature that interested their class mates. I found that visual interaction with the story was vitally important for these children. This had made me aware of the need for students to become 'happy' with books rather than the need to be reading themselves.

This increased my awareness of the need to read to them so that they could become involved in the story. Throughout many stories that I read to them we constantly refer to real life situations and create little discussion segments. The list that I made then has been expanded with some books which the children really love.

#### Some of these are:

**After 200 years : photographic essays of Aboriginal and Islander Australia today /** edited by Penny Taylor. Aboriginal Studies Press, 1988. SCIS 440745

Adams, Jeanie **Going for oysters.** Omnibus, 1991. SCIS 681102

Baker, Jeannie **Window.** Red Fox, 1992. SCIS 750753  
*Great for story making*

Norman, Lilith **Paddock.** Random Australia, 1992. SCIS 709259

Meeks, Arone **Enora and the black crane.** Ashton Scholastic, 1991. SCIS 710983

The three books written by May L. O'Brien called: **Barn-Barn Barlala the bush trickster.** Freemantle Arts Centre, 1992. SCIS 711812

#### Why the emu can't fly.

Freemantle Arts Centre, 1992. SCIS 711815

#### How crows became black.

Freemantle Arts Centre, 1992. SCIS 711813

Juboy, Wally and Lindsay, Geoffrey **The fastest bird.** Harcourt Brace Jovanovich, 1987. SCIS 466941

Coulthard, Terrence, Coulthard, Cliff, and McKenzie, Buck **The magpie and the crow.** Harcourt Brace Jovanovich, 1987. SCIS 422835

Wagner, Jenny **Goanna.** Penguin, 1989. SCIS 471945

Base, Graeme **The sign of the seahorse.** Viking, 1992. SCIS 728425

*Very popular with the boys. The children love to find the seahorse on each page. Once they are happy with the book we talk about some of the messages in it.*

Another valuable resource I have found is the books in the series **Dimensions** compiled by Maurice Saxby and Glenys Smith. One story in this group that I have found of great interest is the story of Brolga from **Gulpilil's stories of the dreamtime** SCIS 147737. Because we have birds such as the brolga, crows and goannas, the children can readily relate to these stories. We ourselves know that in order to read and absorb we need to feel relaxed. Reluctant readers need firstly to be comfortable in the Library. We have a 'Rugby League Week' to start off with so that students don't feel threatened and then the beauty of books becomes the 'yellow brick road of discovery'.

#### Other useful resources

Adams, Jeanie **Pigs and honey.** Omnibus, 1989. SCIS 647490

*Great book for Aboriginal students as they relate really well and it creates many*

*discussions about their pig chasing expeditions.*

Berndt, Catherine, and Meeks, Raymond **Pheasant and kingfisher.** Martin Educational, 1987 SCIS 415978

*Good legend with great visuals. Both small and large books.*

Browne, Anthony, **Willy the champ.** Little Mammoth, 1990. SCIS 668206

Browne, Anthony, **Willy the wimp.** Mandarin, 1986. SCIS 649437

*The Anthony Browne titles are great starters for the reluctant reader in this group. Always a laugh and they enjoyed the books.*

Simpson, Maureen **Isaac Gibbs : the boy from Goodooga.** Jacaranda, 1988 SCIS 469688

*Because we are close to Goodooga some of the children actually knew Isaac and so had the initial interest to read about him.*

Kendall, Henry **The last of his tribe /** illustrated by Percy Trezise and Mary Haginikitas. Angus & Robertson, 1991 SCIS 655977  
*Text is very simple with great pictures.*

McRobbie, Narelle **Bip the snapping bungaroo /** illustrated by Grace Fielding. Magabala, 1990 SCIS 671855  
*The students found it easy to relate to the animals. The illustrations are very clear and eye catching for students interested in Art.*

Pershall, Mary **Hello Barney /** illustrated by Mark Wilson. Penguin, 1988 SCIS 626057

*This is not on the Aboriginal theme but the students show an interest in the cockatoo. The illustrations were a contrast to other books which was also a focal point. ■*

## INFORMATION TECHNOLOGY



# WHICH TECHNOLOGY?

In providing access to information and working with teachers and students to improve information literacy, teacher-librarians are being faced with demands to embrace new technology. This imperative can come from the teacher-librarian's own professional desire to 'keep up', and to provide the best available resources for students and teachers. Pressures can also come from colleagues, parents and of course, the technology vendors. As information professionals, we need to assess available options and always keep a perspective on why or if the technology should be embraced. Does it improve students' learning? Does it prepare them for an increasingly complex information rich world? Can it be incorporated into existing programs or be the impetus for new jointly planned units providing choice and diversity in learning experiences?

Do we really want to provide more access to chunks of junk data, have a 'whiz bang' CD-ROM through which learners can not navigate,

or spend \$200 an hour on information available for 90c in newsprint?

Of course what we do want to do is to provide students with opportunities to develop real world skills of analysis and synthesis; to provide equity of access to information and to empower learners, giving them confidence in themselves as information users.

Although information technology is rapidly becoming cheaper and more powerful, 'which technology' will still be a matter of priority for most schools.

In this issue, **Scan** continues its series of articles from practitioners, academics and the industry in order to help teacher-librarians and teachers in their information gathering and subsequent choices. As no two schools are alike, so it is likely that different choices will be made according to circumstances and priorities within the school's learning programs. ■

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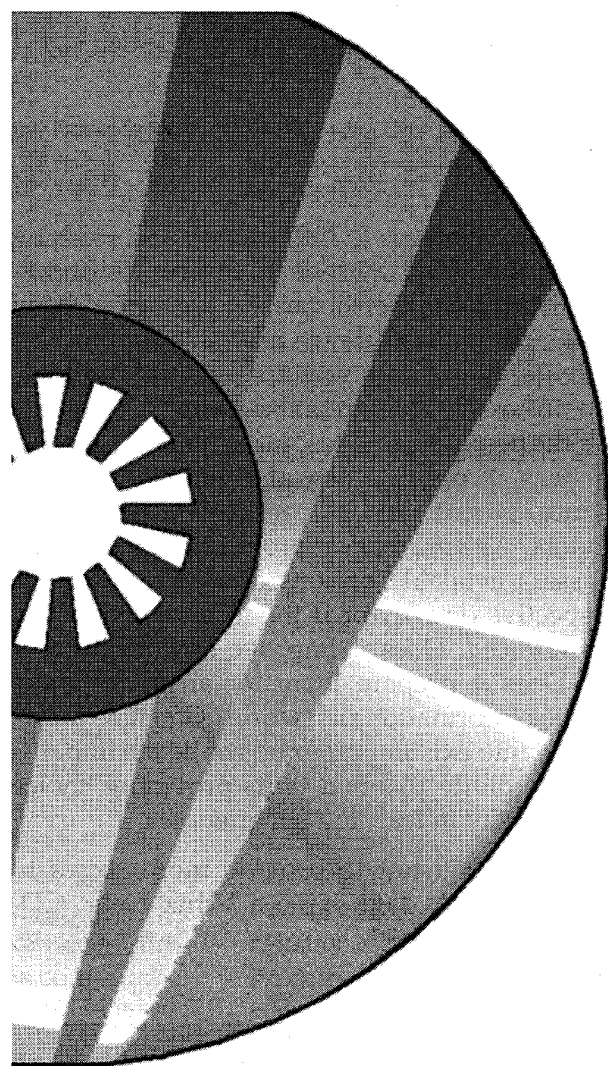
# CD-ROM the wave begins to form

*Dr Allan Ellis is a lecturer in the Faculty of Education, Work and Training at the University of New England, Northern Rivers. One of his research interests is Educational Technology. In 1992 he compiled and produced a dual platform, hybrid CD-ROM containing samples of interactive courseware from the University, TAFE and industry sectors.*

If you were a computer user in the mid 80's and had a CD-ROM drive attached to your computer you were definitely in the minority. By the mid 90's if you don't have a CD-ROM drive attached to your computer you will probably also be in the minority. To support this claim let me explain some of the history and developments in CD-ROM technology and the forces which will drive it to become an essential peripheral component of computer systems in the not too distant future.

## Basic CD-ROM technology

The technology involved in CD-ROM (Compact Disc-Read Only Memory) was introduced by Phillips and Sony in 1982. In simple terms a CD-ROM is a thin polycarbonate plastic disk



coated with aluminium and acrylic lacquer. The information it contains is encoded in a series of micro-sized dimples (called *pits*) and the spaces between them (called *lands*) that are arranged in a single spiral track. A CD-ROM player is used to direct a laser beam onto the disk surface in such a way that the drive's electronics can translate the pattern of faint and bright reflections into digital data.

The real achievement of this technology is the density at which data can be packed (a single hair can cover up to 200 tracks) and the fact that it is highly resistant of heat, dust, shock and magnetic fields. Individual CD-ROMs can hold up to 680 megabytes of data (the equivalent of eight hundred and thirty five 800K floppy disks) or 74 minutes of high quality stereo sound. Industry standards for CD-ROM recording and data transfer rates are set out in the Red Book, for Audio CD-ROMs and the Yellow Book for data CD-ROMs.

## Advantages and disadvantages

For the computer industry the advantages of CD-ROM technology were immediately obvious: high capacity storage, durability and low production cost. Once the data has been pre-mastered and pressing die prepared, individual disks can be injection moulded for under \$2 each and at the rate of one every 8 seconds. The disadvantages are less obvious and are experienced by the end user. They relate to data location and transfer times. Compared to the average hard disk even the fastest CD-ROM drives are painfully slow to locate data with average access times around 300 milliseconds (one third of a second), compared to 12 to 18ms for hard disks. Once located the data is transferred to the computer at the rate of 153.6 kilobytes per second compared with the 800 to 1,000 kilobytes per second you would expect from a hard disk.

## The mid 1980's

Why didn't CD-ROM technology take the computer world by storm in the mid 80's in the same way that audio CD wave swept through and revolutionised the music industry? Indeed rather than a massive wave of change there was barely more than a ripple. If you were using a CD-ROM drive at this time, your activities would almost certainly have involved either searching professional text data bases or using the first version of Grollier's Electronic Encyclopedia. Your choice of CD-ROM titles was limited, some would say non-existent. For 5 years CD-ROM technology wallowed in the doldrums and relatively few new titles were produced.

## The early 1990's

The current revival of interest in CD-ROM technology can be linked to a number of factors. First there are the general developments in the power of personal computers. Remember the first Macintosh? The machines available in 1985 had 128 kilobytes of RAM and a single 400 kilobyte drive. Then when you got your first hard disk, with perhaps a 20 megabyte capacity, you probably regarded it as virtually unlimited storage space. Compare those specifications with the computer of the early 1990's with its faster processor, more RAM, hard disk storage measured in hundreds of megabytes or even gigabytes and colour screen. Today's computers are much better equipped to handle the large amounts of data that CD-ROMs can deliver.

As well as this increased processing capacity there are now two powerful forces driving CD-ROM publishing – economics and multime-

dia. CD-ROMs are by far the cheapest way to publish and distribute large amounts of information. What other technology can reproduce 250,000 pages of text for under \$2 and be posted in a padded mail bag for a further \$2? Of course there are some set up and mastering costs but these have dropped to as low as \$2,000 and are soon absorbed by production runs of a 1,000 or more. For example, a large High School could produce a thousand copies of its Yearbook on CD-ROM and cover costs for under \$5 a copy including postage.

Superimposed on this economic imperative is the newly emerging field of publishing that can be broadly termed multimedia. Technically this is a form of interactive, audio/optical publishing where type on paper becomes just one output option. A multimedia publication can contain a mixture of text (on screen or print as a hard copy), pictures, sounds, music, voice, animations, compressed or full motion video. You only need to compare the traditional 20 volume print encyclopedia with the CD-ROM equivalent to appreciate the difference. For example, Compton's Multimedia Encyclopedia (published in mid 1990) contained: text (some 9 million words linked to search and retrieval software), photographs and graphics (over 15,000 both colour and B&W), audio (60 minutes of glossary terms, speeches and music excerpts) and 30 animation sequences.

Multimedia publications have enormous potential to improve the way we learn. They can cater for different learning styles, they can contain multilevel resources that allow students to 'navigate' through a topic by studying just the material they select. They can contain advanced and remedial sections that are hidden in the main body of the publication and only accessed by those students who require them (eg click on a new word to hear how it is pronounced).

While you may not be able to curl up in bed with a good CD-ROM publication in the same way that you can enjoy a book, there are many situations where a good multimedia publications on CD-ROM will result in faster, deeper and more enjoyable learning for many people. Not everyone is an accomplished wordsmith and multimedia publication on CD-ROM have the capacity to cater for individual differences in learning style.

## Future developments

Recent developments in a number of areas are adding to the renewed interest in CD-ROM technology and increasing the potential number of

applications to which the technology will be applied. Some of these include:

#### Recordable, write once CD-ROMs

These systems direct a laser beam onto a specially prepared CD-ROM blank the surface of which is coated with a thin film of polymer dye. The laser burns in the data as a spiral pattern of pits that can then be read using a standard CD-ROM drive. While such systems have been available for a number of years their cost has fallen rapidly from \$60,000 to \$15,000. In the USA some models under US \$10,000 have been released this year. Just as laser printers have become a standard output peripheral for most computer networks it may not be long before the same can be said of CD-ROM writers. By the mid 1990's you may be in a position to consider writing your document to a CD-ROM to mail to someone who has requested information from you. If CD-ROM blanks drop from their current \$80 price to around \$25 this will reinforce the drop in prices in CD-ROM equipment, and its popularity.

#### Greater storage capacity

The large Japanese electronics company NEC has recently announced that it has developed a process to quadruple the storage capacity of CD-ROMs taking them up to 2 gigabytes. This has been achieved by shortening the wavelength of the writing laser and improving the quality of the focusing lens. They claim this technology will be commercially available in two years.

Another development, this time involving software routines and sometimes special hardware cards, is digital compression technology. This will allow higher quality video images, comparable to that now available on analogue laser disks, to be put on CD-ROM. We could be seeing up to an hour of full motion video on CD-ROM within two years. Full length movies on a pair of CD-ROMs is only a matter of time.

#### Faster access times and data transfer rates

A new generation of CD-ROM drives is currently being developed. The industry recognises that drive speed is now a weak point in CD-ROM technology. Terms like 'dual speed' and 'multispin' are being applied to drives that aim to increase the rate of data transfer. Only one thing is certain the CD-ROM drive you buy today will be slow in comparison to the drives available in a year or two.

#### Photo CD

Developed by Kodak in late 1990, this technology will arrive in Australia before the end of this year. It will allow up to 100 colour negatives or 35mm slides to be scanned at 3000dpi and stored as files

on a CD-ROM. These images can be added in more than one session a feature not currently available on write once CD-ROMs. The stored images can then be displayed on a standard TV set using a special CD player or read by computer CD-ROM drives for use on screen or in documents. This move to put high quality digitised colour images on computer accessible CD-ROMs will obviously assist the development and production of multimedia publications.

#### Built in CD-ROM drives

These have already started to appear in both desktop and laptop computers. Just as it is now unthinkable to purchase a computer without an internal hard disk, I would suggest that within a year or two an internal CD-ROM drive will be regarded as equally essential.

#### 1995?

What will your computer system look like in 1995? For the reasons I've just outlined, I'll be most surprised if it does not include a CD-ROM drive and if your collection of computer resources does not contain at least a few dozen CD-ROM titles. If it does not then by December you'll know what to ask for in your Christmas stocking!

#### CD-ROM distributors

By early 1993 at least 3,000 CD-ROM titles will be available worldwide. TFPL Publishing and Mackler Ltd in the UK both compile an international CD-ROM directory. Some writers are suggesting that over the next few years the number of titles could double every 4 to 6 months.

TFPL Publishing,  
22 Peter's Lane  
London, England  
EC1M6DS  
ph: 44 71 251 5522  
fax: 44 77 251 552

Mackler Ltd  
247-249 Vauxhall Bridge Rd  
London England  
SW1V1HQ  
ph: 44 71 931 9985  
fax: 44 71 931 8908

Catalogues of CD-ROM titles are available in Australia from local suppliers some of whom are listed below:

New Media Express,  
244a Paramatta Rd,  
Ashfield NSW 2131  
ph: 02/7168789 fax: 02/7168770  
Dataflow Computer Services,  
15 Merton St.,  
Zetland NSW 2017  
ph: 02/3102020 fax: 02/3192676

Firmware Design  
28 Coombes Drive,  
Penrith NSW 2750  
ph: 047/217211 fax: 047/217215  
Light Years Ahead,  
14 Salisbury Rd,  
Hornsby, NSW 2077  
ph: 02/477666 fax: 02/4776655  
Peripherals International  
P.O. Box 19  
Forest Hills, VIC 3131  
ph: 03/8944000 fax: 03/8941137  
Validata Computer Suppliers,  
43 Beaufort Rd,  
Terrigal NSW 2260  
ph: 043/852091 fax: 043/842323  
Memory and Storage Technology  
Buckland House,  
19-21 Buckland St,  
Chippendale NSW 2008  
ph: 02/2817411 fax: 2817414  
Trio Technology  
100 Talinga Rd,  
Cheltenham VIC 3192  
ph: 03/5850566 fax: 03/5851208 ■

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# Subject references in OASIS—how important are they?

Beth McLaren is Senior Curriculum Adviser—Library and Information Literacy in the Curriculum Directorate. Beth was the leader of the OASIS Library team in 1988-89.

Harry Bruce, the keynote speaker at a recent seminar on the educational use of OASIS Library, warned participants that those of us involved in managing information were in danger of being seen as focussed on systems, rather than on users and their needs.

This warning highlights a dilemma which all teacher-librarians face—that of achieving an appropriate balance between their educational and their management role. The advent of OASIS has been heralded as the tool which will free teacher-librarians from some of the repetitive detail of their work to spend more time working with students and teachers. It has to be acknowledged however that before this desirable state is reached many hours of staff time must be devoted to transferring from the traditional manual systems to a fully automated library.

Each teacher-librarian must carefully assess the process by which automation is to be achieved and determine just how much, and what sort of data should be included in OASIS. In making this decision two factors need to be considered:

- (i) the role of OASIS in the school's information skills program; and
- (ii) the role of OASIS in resource management.

The development of the subject reference structure for a library catalogue could be viewed as yet another system, and one moreover which requires a considerable commitment of time on the part of library staff. It is sometimes argued that powerful search facilities, particularly in OASIS' keyword searching, makes the development of links between subjects redundant. Instead many teacher-librarians are spending considerable time enhancing individual bibliographic records by adding additional subject headings, or by adding detailed notes which provide more specific indexing for sections of books, or parts of kits etc.

I would like to suggest that OASIS Library has a crucial role to play in the development of a sound understanding by students of the principles of retrieving information using the new technologies. Additional information added to a bibliographic record should enhance a student's understanding of how information is organised and retrieved. Such information should therefore conform to established principles of information management.

In addition, consideration needs to be given to the advantages of spending time entering the subject reference structure onto OASIS as opposed to the time spent enhancing individual bibliographic records.

## Additional subject headings—are they necessary?

SCIS allows up to five subject headings for any item. The cataloguers choose the most specific subject headings which best indicate the information contained in the material. This is the same principle applied in public, TAFE and University Libraries. Thus a book covering a broad range of general science topics is given the heading SCIENCE. BIOLOGY and PHYSICS may not be used as subject headings even though there may be many chapters on both. Students need to develop skills in the conceptual understanding of the terms used to describe knowledge. The information skills program with Science students, for example, should develop an understanding of the relationship between Science, Biology and Physics such that students are aware that materials given the subject heading SCIENCE are likely to contain information about Biology.

In addition, information seekers requiring material on BIOLOGY should be able to assume that any material given this heading is substantially about this topic. These principles become confused when school information

seekers consistently find that the subject heading under which material is indexed may indicate either a comprehensive coverage of the topic, a significant chapter, or only one to two pages, and that one can only determine this by looking at the material.

On the other hand teacher-librarians point out that with limited resources it is essential to provide maximum access to all materials. One way of doing this is to index chapters, and even pages of a book if the topic is an important one. The ease of enhancing bibliographic records in OASIS Library makes this an attractive option. Many teacher-librarians in the past have provided similar indexing in their card catalogue by adding an analytical entry which was an additional card, filed under the relevant subject heading, indicating that the subject was covered in specific pages of a book. Library users were in no doubt that this card referred not to a whole work but to a section of a work.

Is there a compromise position then for an automated system? OASIS Library has an extensive notes field which allows tagging of words to create keywords.

If the teacher-librarian decides that more detailed indexing of specific topics is valuable, then using the notes field so that the subject term appears in the keyword index provides appropriate user assistance without compromising the principles under which materials are located using the subject headings. The inclusion of relevant page numbers for the additional subjects in the notes also gives information seekers an indication of how substantially a topic is covered before they endeavour to locate the resource in the library collection.

## Keywords—are there better ways of giving access to information?

OASIS allows the creation of keyword indexes from the title and from words tagged in the notes. Many teacher-librarians have chosen to generate key words from the title and to enrich each bibliographic record with notes with tagged keywords rather than spend time on the *see* and *see also* links in the subject index. Students searching such catalogues by keyword will find vast amounts of relevant and irrelevant information.

Before spending many hours providing analytical indexing in the notes of bibliographic records teacher-librarians need to consider the

value of such indexing and whether there are other, more efficient ways of directing students to resources.

## Keyword and subject searches: the differences

To illustrate the point I would like to consider a search for information about glass using keyword and subject searches.

If information about the manufacture of glass is required a student might assume that a search under the subject *Glass manufacture* would locate relevant material. In fact SCIS refers searchers from *Glass manufacture* to GLASS. Where this link has been made in OASIS students searching under *Glass manufacture* will be taken straight to the Subject heading GLASS. Other students will choose to search initially by the simpler heading Glass. In both cases the student will be taken to a list of resources which are about glass and its manufacture. Each resource is likely to be relevant to the topic.

Searching under *glass* as a keyword would be another option. A title keyword search on SCIS on the term *glass* locates 523 documents. A sample of the first 22 records displayed includes one that is likely to be about the manufacturing of glass (*Glass*); seven are about stained glass; one about glass crafts (*The complete book of creative glass*) and the remainder (13 titles) include resources as diverse as *Alice through the looking glass*; *The frog with pink glasses*; *Flaws in the glass: a self portrait*; *The multiplying glass*; *The glass prison*; *The glass hat*; *Hong Kong through the looking glass*.

As the data in a school's OASIS catalogue increases, the amount of irrelevant material located in keyword searches will become increasingly similar to that in the search above.

What will students have learnt from the above exercise? Providing the *see* subject reference structure has been entered those students who searched using *Glass manufacture* will have learnt that resources are indexed under a specific term, but that library catalogues provide assistance to those who may not be sure of the exact term being used as the index term. Students who have searched by both subject and keyword will have seen demonstrated the diverse results of a keyword search and the more exact results of a subject search. Such a diverse list of titles is to be expected when a



term is searched—regardless of the context in which it is used.

### See also references

Keyword searching has a number of limitations of which students need to be aware. One danger in relying on keywords is that the success achieved may give students an impression that they have located all relevant information. In fact there may be a number of equally useful resources available of which the student is unaware.

The development of the *See also* reference structure within OASIS overcomes this by supporting the location of the most relevant information from a variety of access points. For example, students seeking information about **meteors** may initially search under ASTRONOMY, COMETS, SOLAR SYSTEM or STARS. In each case a message on the resource list screen of OASIS will suggest that they should also search under the subject METEORS.

Searching under METEORS will give students a full list of resources indexed under this term.

If, however, the teacher-librarian has decided that detailed indexing of resources is more effective than developing the *See also* reference structures, the results of a student's search for information on meteors may be that some of the best resources are missed. A keyword search will identify all items given the subject heading COMETS, STARS, SOLAR SYSTEM or ASTRONOMY which have significant sections on meteors, as well as titles such as **Comets, meteors and asteroids** and so have been given a keyword entry in the notes field. Students will however miss titles such as **What is a shooting star?** which has been given the subject METEORS but does not have meteor in the title. Of the 28 titles under the subject METEORS in SCIS only 8 have the word meteor in the title.

Four simple links:

- ASTRONOMY *see also* METEORS,
- COMETS *see also* METEORS,
- SOLAR SYSTEM *see also* METEORS, and
- STARS *see also* METEORS

are more effective in identifying the most relevant resources than the more detailed indexing of material which is not so directly related to the topic.

As well students who have had access to the messages displayed when the *see also* references are made in OASIS will have learnt about the

links between subjects and the value of thinking of alternative terms under which to find information.

### See references

If the *See* reference structure has been established in OASIS then indexing materials under the preferred subject authority will not restrict a student's access to materials when a non-preferred term has been entered as the search term. Students who search under the term **cars** will be able to select this term when it is displayed in the subject file and will immediately see all resources indexed under MOTOR CARS (the preferred term) displayed on the screen. From the point of view of the student access is no more difficult than if MOTOR CARS had been entered as the search term.

Another example of the advantage of developing the subject reference structure in OASIS is provided by considering the possible searches for information on **ikebana**. *Ikebana* is a non-preferred term in SCIS and users are referred to the term FLOWER ARRANGEMENT.

If students do a keyword search for **ikebana**, such resources as **Ikebana: the art of Japanese flower arranging** will be located through the title. The student, pleased to have located a resource may look no further and may remain unaware of materials such as **The art of flower arranging in Japan** which may include more relevant information than the resource located.

If the link *ikebana see* FLOWER ARRANGEMENT has been established in the OASIS catalogue, students searching under the term *ikebana* will find the screen displays this term in the subject file. Selecting *ikebana* displays the full list of books on flower arrangements.

The establishment of this link makes it unnecessary for teacher-librarians to then further index each of the resources indicating which of them include chapters, or pages, on *ikebana*.

### Are all see references needed?

Many teacher-librarians will be aware that the SCIS Subject Headings List was developed ten years ago. Prior to this each State had its own smaller list of subject headings. In amalgamating these headings and determining which ones would become the standard the project officers (Janet Hansen and Beverley Blackwell) had to retain all previously used terms in one form or another so that students familiar with a term would be guided from it to

the new agreed term. All rejected terms in the State lists were linked to the new terms using *see* references. Some of these non-preferred terms may be redundant today and teacher-librarians may choose not to include all the links to non-preferred terms in the SCIS Subject Headings List.

### Can new terms be added as See references?

Teacher-librarians may also choose to include some local terms as *see* references to assist students. For example at one school the teacher-librarian added the term *resistors* as a non-preferred term in OASIS, linking it to DESERT PLANTS and DESERT ANIMALS. Making these two links assisted students, whose teachers had used the term *resistors* to describe plants and animals which resisted very dry conditions, to locate information on this topic. It was certainly easier to make these two links than to add the term *resistor* to the notes section of each resource. It also allowed the teacher-librarian to accept all future SCIS records without needing to edit and yet be confident that the catalogue continued to reflect local needs and terminology.

### Conclusion

Research on the way information users access library catalogues has indicated that the majority of catalogue searches are by subject. For this reason OASIS initially displays a match for the search term in the subject file even if there are also matches in other files. If students are most likely to use subject access to locate resources then time and effort spent on making such access more effective is time well spent. Establishing the reference structure in OASIS will certainly make subject access more efficient for students and teachers.

Having considered the above issues teacher-librarians need to develop a policy on the indexing of resources in OASIS. This will mean that there will be consistency in the way information may be retrieved by students. Processes for establishing the *see* and *see also* links between subjects need to be developed. Scan is interested in hearing from teacher-librarians who have developed effective systems for this so that future issues can carry information to assist those who have decided to enhance student learning through the provision of an appropriate subject reference structure in OASIS. ■

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Further information regarding these courses, and the Master of Applied Science (Information Studies), is contained in an insert in this edition of SCAN.

**CHARLES STURT**  
UNIVERSITY

adsep1086

# Multimedia—evolution or revolution

*Peter Scott is Managing Director of ICAM Pty Ltd (Interactive Computer-Assisted Multimedia), a Sydney based company specialising in communication design and multimedia production. In this article, he presents his view of the potential role multimedia could play in education.*

**F**irstly, let us begin with a common understanding of digital multimedia.

Multimedia is not new. It is the combination of a number of media. Traditionally it involved the use of video tape, audio tape, slides, overhead transparencies, film strips, books (both text and picture books). Often, particularly in the corporate world, a multimedia presentation is controlled by a computer.

Digital multimedia, by my definition, involves presenting the elements of these media from a computer. So, digital multimedia involves the use of motion video, still images, text, graphics, animation and sound from a computer. All of a high quality.

There is one vital difference between traditional multimedia and digital multimedia. Digital multimedia is **interactive**. It allows the user to select and work with information in the order, and at a speed, which suits that user.

It doesn't stop there. Interactivity is a two-way street. The computer can record the information paths chosen by users, their answers to questions, and even the time taken to answer.

Next, we should consider CBT (in its computer based training, rather than its competency based training, form). CBT has been around for quite some time and there may be some who consider this to be digital multimedia. At best, one could consider CBT as phase one of digital multimedia. It has typically involved presentation of alpha-numeric data, and then allowed the user to respond, again using alpha-numeric data. Yes, this is interactivity and yes, this is teaching, in that you tell and test. But it is not good multimedia training and has, in my opinion, come into being by evolution, certainly not by revolution.

## Why?

Because CBT can be boring, flat, uninteresting and above all, it doesn't communicate well. Multimedia, when used properly, is one of, if not, the strongest communication tools available.

If you are involved in teaching, you must be involved in communicating. Therefore, you should be considering digital multimedia. Further, you should be considering revolution rather than evolution.

Even as I write, I feel the tension, the stiffening of spines:

Teaching is done by teachers. Their teaching methods are good and proven. The cost of multimedia is exorbitant.

How do you expect to pay for enough computers to use multimedia effectively?

Yes, it will be a revolution, but it is a revolution that is rolling forth with the increasing magnitude and might of a tidal wave.

There is some published research that claims you retain:

- 10% of what you see
- 20% of what you hear
- 40-50% of what you see and hear
- 80-90% of what you see, hear and do.

I presume we would all like to move teaching, of both students and teachers, to the 80-90% message retention range.

There is no doubt that, with the right resources, a good teacher can achieve this, if teaching is on a one-to-one basis. We all know cost limits one-to-one teaching: with a teacher—yes; but with digital multimedia—no.

Let us consider both the aspect of 'the right resources' and 'the cost'. There is an initial cost to develop multimedia training programs.

## The right resources

If a teacher is able to assemble sufficient images (be they in books, on video tape or even some slides); or can assemble audio resources (on tape, cassette, CD, or perhaps if you remember them, a record); if s/he can assemble the equipment to show those resources; and has the skill to show how to blend those images and sounds to 'communicate' the subject well: then that teacher can teach well.

But most teachers don't have the time to find the materials, to deal with the question of copyright on the material, to get the materials into a usable form. And time is money.

Digital multimedia, when produced professionally, uses the skills of a number of people to create, write, merge, and produce good communication: communication that can be easily reproduced and can be delivered with the same consistent quality and message each time. This task, then, need only be done once to be available to a broad spectrum of teachers and students, which leads us to:

## The cost

Yes, digital multimedia production costs money, and in broad terms: the better the production, the higher the cost. So, it should be developed by teachers who understand the computer, and who have figured out how to use a particular piece of software. In this way, the cost is manageable. **Wrong**. In most cases the teacher doesn't know how to communicate using images and sounds. S/he is probably satisfied to be able to digitally reproduce an image or sound, without even considering if it

is the right image, the right size, in the right place, the right quality, and that it is right when placed alongside a particular sound or block of text.

In short, the teacher/amateur is virtually making 'home movies'—and how many of someone else's home movies have you understood, or even enjoyed?

Digital multimedia should be developed by a partnership between educators and professional producers. The educators are the subject experts, and the producers know how to communicate the subject.

The resultant production is then a saleable commodity.

For once in Australia's history, the technology of multimedia is available in this country virtually at the same time as in other countries. The use of that technology—the production methods, the communication methods and the competency assessment methods—has been developed in this country to the point that we are on a level with the best in the world.

There is no doubt that the skill of this country's educators, the subject knowledge those people possess, is also on a level with the best in the world. Therefore, if we combine these skills we can produce programs that are as good as any in the world — programs that can be sold anywhere in the world.

If this is the case, then the cost of production is almost irrelevant. The profits will pay for production, pay for the hardware to be used in education, and possibly leave a substantial balance that can be used to offset the trade deficit!

If we then have the programs and the hardware to use digital multimedia, what of the teachers?

Multimedia can be used to communicate information and to ensure competency of knowledge. The teacher has to expand the mind, to take the mind loaded with knowledge and teach it to think laterally, to apply that knowledge.

Multimedia programs can also be used outside the classroom, particularly in distance learning, or even at home by those wishing to work at a faster pace than their peers. Remember we said that digital multimedia is a two way communication, we can record the performance of the user. The teacher in this case is vital in assessing the students' work and offering tutorial help when areas of difficulty in understanding are revealed.

One needs to consider so many things in evaluating digital multimedia: the volume of data that is available to any one person; that person's need to scan data and to decide what to take in; the changing patterns of taking in information (particularly if we look at the way our children work and play with computer games) the need to change our methods of presenting material to take advantage of the 'new interactivity'; development of the concept of competency based training as a practical reality. But I guess that's all another story.

For now, as one often hears, 'Please Consider', evolution or revolution? **You** are the people who can turn this country into the **clever, wealthy country**. ■



# From the SCIS Cataloguing Unit

## THE SCIS TEAM

The following is a short profile of members of the team cataloguing resources onto the SCIS database in New South Wales.

### Anne Dowling

Anne joined the cataloguing unit of Library Services in 1988 after working in reader services at Macquarie University Library. After graduating from the Diploma in Librarianship at the University of New South Wales, Anne worked in the State Library of New South Wales in the Cataloguing Department, in reader services at Sydney Teachers College and as the Librarian of the State Treasury.

### Neryle Sheldon

Neryle first joined the SCIS team in 1987. Formerly an English Language teacher, Neryle completed the Graduate Diploma in Librarianship at Canberra College of Advanced Education. On moving to Sydney she was employed in the Cataloguing and NCIN units of Library Services. From 1991 to 1992 she was the teacher-librarian at a senior college and returned to the SCIS team in 1992.

### Sue Baillie

Sue joined the cataloguing and review team in May, transferring from the Gowrie Resource Centre. Sue was an English language teacher before taking up library studies. After graduating from the Diploma of Librarianship at the University of NSW she worked as a teacher-librarian and more recently in special libraries in both reader services and cataloguing. She is currently studying for a Master of Children's Literature degree at Macquarie University.

### Ann Webber

Ann came to the SCIS team from the University of Western Sydney, Macarthur, where she

worked in the cataloguing and reader services sections of the Library. She has completed the Associate Diploma of Library Studies at the Mt Druitt College of TAFE.

### Anya Smeaton

Anya is completing a Bachelor of Arts (Library and Information Science) at Charles Sturt University. She previously worked in the Inservice Education Library, specialising in music, music reference enquiries and collection development. Before joining the Inservice Library, Anya worked as a library assistant at Leichhardt Municipal Library.

### Ann Burke

Ann has been a teacher-librarian in NSW schools for 20 years and is currently the teacher-librarian at Homebush Boys High School. She completed the Diploma of Teacher Librarianship at the Newcastle College of Advanced Education. Ann, who works in the SCIS team one day a week, provides a link between the SCIS cataloguers and the users of SCIS products.

## TEXTBOOKS ON SCIS

We receive for cataloguing many textbooks which support NSW syllabuses and courses. Textbooks are not normally reviewed in *Scan*, nor are they abstracted for NCIN.

Because most textbooks cover a wide range of topics, it is difficult to tell from a subject heading such as Science, Biology or Economics whether the text is directly relevant to a NSW course. To improve your retrieval, the SCIS unit has decided to briefly abstract textbooks.

The abstracts note which syllabus is covered and provide a list of chapter headings. A textbook with the subject heading BIOLOGY will now have in the abstract, retrieval terms such as cells, mammals, human disease, and reproduction. ■

# NCEC/SCIS Cataloguing Agency

*Patricia Maddick is Cataloguer for the National Catholic Education Commission*

In October 1990 the National Catholic Education Commission (NCEC) appointed a cataloguer to input catalogue records for Religious Education (RE) materials on to the SCIS database.

Prior to my appointment as NCEC Cataloguer, teacher-librarians in Catholic schools had a great deal of trouble locating bibliographic records for RE materials on the SCIS database. Records for such materials were few and far between. Cataloguers employed by the State education systems naturally concentrated on other curriculum areas. RE was not seen to be a priority. RE materials were not actively sought by the cataloguers and so few such items were received by them. Consequently teacher-librarians working in Catholic schools achieved only a very low hit rate when searching for records for RE materials.

The NCEC recognised this fact as a shortcoming of SCIS for Catholic school teacher-librarians. It then acted to address this by appointing a cataloguer to be responsible for cataloguing RE materials.

The NCEC/SCIS Agency is funded by the NCEC. Its role

is to serve Catholic institutions—Primary, Secondary and CEO—throughout the country. Catholic institutions can use the agency in a variety of ways:

- sending RE materials to the agency for cataloguing and entry on to the SCISX database.
- phoning the agency to clarify cataloguing problems. Phone help is offered with all cataloguing queries related to all subject areas—not just RE.
- requesting assistance with the preparation of materials for cataloguing inservices.
- reading and making use of the agency's newsletter **The Catholic cataloguer**.

A growing number of institutions are making use of the agency by physically sending in materials for cataloguing. Many Victorian Schools, metropolitan and country, use the agency. Schools in South Australia, Tasmania and New South Wales have also made use of the agency by sending in materials. Catholic Education Offices in Victoria, South Australia and New South Wales send in many materials also. In most instances the turn around time for items is 2-3 weeks.

**The Catholic cataloguer** is produced six times per year. It is sent to every Catholic school in Australia which receives Diocesan Catholic Education Office bulk mail. The newsletter contains articles about cataloguing RE materials, additions and alterations to the **ASCIS subject headings list** and news from Curriculum Corporation. It is directed towards both the teacher-librarian and the religious education coordinator. If you haven't been receiving your copy of **The Catholic cataloguer** and can't track it down in your school, please contact me.

The NCEC/SCIS Agency is here for you to use. Many schools have used it and in doing so are assisting all schools which make use of the SCIS database. The hit rate for RE materials on the database has risen dramatically. If you are still finding that your hit rate hasn't improved, don't sit back and do nothing. Be active. Be positive. Use the NCEC/SCIS Agency!!!

I can be contacted at:

Catholic Education Office  
PO Box 146  
EAST MELBOURNE VIC 3002  
Ph. (03) 665 0333  
Fax. (03) 663 4417 ■



# Computerising the vertical file

John H. Lee, Technology Resource Adviser and Training Coordinator from the Diocese of Broken Bay, writes about a system of computerising the vertical file, introduced at Muldoon Information and Resource Centre, Library of Mater Dei and Corpus Christi Colleges, Tuggerah, NSW.

Teacher-librarians, faced with diminishing budgets and an ever expanding need to provide current information as new syllabus documents are published, need to examine ways of providing appropriate resources at a minimal cost. Much current information is available only in ephemeral form and providing access for users to such material has always been a problem. The usual means has been through the traditional vertical file but in my experience the disadvantages of the vertical file outweigh its usefulness. There has to be a better way. For me the computer provides that better way.

Ours is a relatively new library that has always been computerised. We have been able to supply the most advanced electronic means of providing access to information to our users, in our own collection through OASIS; to on-site databases with a CD-ROM network and through a modem, to remote databases in the world of information outside the Resource Centre, but there was never, however, any intention of discarding traditional means of providing resources and information. Books remain the basis of the collection with magazines, newspapers, charts, maps videotapes, audio tapes, and other audio-visual materials—all the usual resources found in all school libraries. The difference here is the computerised access to these resources. The computer allows much more information about each resource to be available to users. Electronic access provides the ability to do advanced searches or to check at the work station whether the item is actually on the shelf. The teacherlibrarian can also choose to catalogue in greater detail so that students have more access points from which to locate resources. The computer can provide better access to all resources, even to those resources normally located in the vertical file.

What are the characteristics of the vertical file? Why do we need a better way?

## Attributes of a vertical file

### ■ One access point is provided for each file

Traditional vertical files are arranged alphabetically

but

naming the file by a single term or phrase limits the access for a library user. See also references may be possible but there is not a practical way to include see references in a traditional Vertical File. If the user cannot recall, or does not know, the term, the file cannot be found except by accident or from asking the library staff.

### ■ Files are arranged alphabetically but any number of items may be kept in each file.

The alphabetical order of the files implies an authority file should be chosen for the terms that are to be used. Obviously SCIS Subject Headings would be an appropriate authority, familiar to users. All items on the subject should be available to the user immediately, if needed

but

by their nature and because of open access, it is difficult to keep files in alphabetical order and items within the file in any specified order. New items should be added to the same file but as often happens, they are placed instead in an alternate file with a synonymous name and become separated.

### ■ Items can be added to files or removed from files as the need arises

Teacher-librarians have to devise a means of recording the items kept in a file if the system is to be effective. It may be a list written or pasted on the file, or on an attached card, or recorded by some other means. It will need to be designed so that



items that are added to the file, or items removed, may be recorded.

But

whatever system is devised is time consuming and will need regular staff involvement.

### ■ Files are on 'open' access in the Library so that users have direct access to files and items.

At first, 'open' access would seem to be a positive attribute

but

such access can result in the 'best' items being stolen from the vertical file unless there is effective security. 'Open' access also results in files and items being messy and in need of constant maintenance and tidying.

### ■ Files are accurate and always up-to-date

Ensuring material is current is an on-going task for staff.

but

an effective traditional vertical file requires a large portion of both professional and clerical staff time to maintain. It is difficult to keep items current and to weed those items that are not.

### ■ Files are accessible and available to users

Any resources in a vertical file should be easily found by users and borrowed as required

but

circulation of ephemeral items is difficult. Should items be circulated in a single folder or an envelope or neither? Do you lend the whole file or only single items within it? How do you indicate the due date and so on? How do you keep a statistical record of the items that are borrowed? Re-filing of borrowed items also takes an inordinate amount of staff time.

### ■ Items are suspended in drawers in a filing cabinet

Resources are added to suspended files labelled with the appropriate subject, usually in a plastic tab

but

the traditional filing cabinet takes up too much room. It is awkward for younger children and if an individual file is a large one, the contents become too heavy. Items are often returned between files instead of into them and become lost.

I came to believe that the key disadvantages for me of the vertical file are:

- lack of security for items;
- lack of adequate access to items;
- effectiveness dependant upon substantial amount of staff time;
- difficulty in circulation of items and keeping records of statistical usage.

## Setting up the computerised system

In the Muldoon Information & Resource Centre, the steps listed below were taken in an attempt to overcome these disadvantages and to heighten the advantages of the vertical file. After careful thought, the system that evolved was a computerised file that suited our users' needs, saved staff time, was secure and easily accessible. Lateral thinking provided us with a means by which we could easily provide access to almost any type of pamphlet, photocopy, booklet, cutting, brochure, examination paper, magazine article, review, critique, extract, teacher notes, fact sheets or any other item of a flimsy nature that could be of use to our students or teachers. Our newly devised system also made it possible to add any such item at short notice so that its bibliographic description was available through a work station almost immediately if required.

- The complete file was weeded. Each item was evaluated to determine if it was worth entering on the computer.
- The vertical file was moved behind the charging desk and renamed desk resources. It became a 'closed access' file.
- New tilt filing cabinets were purchased to take up less space and to provide better access. A number machine was purchased.
- Each item chosen was separated and given a six digit number in the top right hand corner to identify it uniquely. Each item was numbered in consecutive order with the numbering machine so that the most recently added item had the most recent number. Any duplicate items were also uniquely identified in the same manner.
- Each item was placed in its own folder to which a book envelope had been pasted. This envelope contained a small business size card on which was printed the same six digit number as the item, together with a barcode.
- All items were then entered onto OASIS.

All fields, except ISBN/ISSN and SCIS number were used in the second third of the screen. To provide greater access, each item was exhaustively catalogued and given a number of SCIS subject headings so that users would have multiple access points. On the data entry sheet the subject headings were entered by the teacher-librarian.

Each item was also given the faculty to which it was related as a subject heading. If the file was applicable to more than one faculty, a heading was added for each, e.g. English—desk resources; Science—desk resources. This heading allowed for

a regular hard copy of the specific file to be available as a service to faculties, and if there is a computer breakdown or similar problem.

Each item had a new location code DSK in that field, to indicate it was kept on closed access behind the charging desk. In the field below, instead of a classification number, the unique sequential number for the item was entered, followed by a suffix from the author's surname or title in the usual manner. The location code also allowed reports to be printed just for vertical file material.

In the bottom third of the screen, all appropriate fields were used. The barcode was added but the accession number matched the item's unique number. It was decided that each item would be given a loan category that restricted its use to one session only, within the library. Most items were easily photocopied and it was decided that they should always be available to borrowers. Other libraries adopting a similar system could allow overnight loans or short-term loans by merely changing the loan category as required or having a variety of loan categories depending upon the nature of the item loaned. The allocation of a loan category allows the item to be borrowed through the system, even when it is not leaving the library. It allows statistical records of usage to be kept automatically and from these records, possible weeding of materials that are not used.

After data entry, folders were filed numerically from the top drawer of the first unit. New files are given the next running number and added to the end of the file.

The units, and the drawers, are labelled appropriately to allow library staff to locate quickly any file from its number.

### The system in operation

The computerised vertical file was first set up in 1988 in a very minor and basic way to see if it was a feasible option. Library staff encouraged its use and it was promoted with the teaching staff, particularly in the senior school.

HSC criticisms, reviews etc. were the first files added. Teachers began to provide notes, clippings and so on and to encourage their students to locate the items. The Physical Education teach-

ers added copies of articles from unobtainable periodicals; Legal Studies teachers and Religious Education teachers added items about Aboriginal deaths in custody and other current issues. The Geography teacher gave us hard-to-obtain copies of all the Local Government and Local Council reports that were vital for local studies. Photocopies of valuable archival documents gave students access to local history material. Most teachers give copies of old examination papers. Library staff added a copy of 'Herald in the Classroom' and 'The Age' clippings on issues that were important to our students. 'Background Notes' from the U.S. State Department on all countries and our own Department of Foreign Affairs 'Outline Series' on all countries were added and updated as current notes became available. Slowly over the last two or three years, a substantial file of desk resources has been built.

### What benefits have resulted?

We have an excellent, constantly growing, constantly changing, well-used file of current resources. There is far greater security for our easily 'lifted' flimsy resources. Everyone has immediate access to what is available. New items are easily added. Providing one item only to a file, means more users can have access. Multiple subject headings ensure better access. Overall there is far better use of staff time. Tidying has become unnecessary as staff only retrieve and return items. Filing is no longer needed. The design of the drawers allows a file to be pulled out ten to fifteen centimetres, allowing the contents and the card containing the barcode to be removed, leaving the folder itself protruding, as an indicator for when the contents are returned but also as a means of avoiding the need for the folder to be re-filed. Costs are saved too, as folders, cards and barcodes can all be recycled. The folder has only the book pocket, the running number, and the card with the barcode and running number. Once an item is obsolete, it is discarded, the record is cleared by entering the details of the new item, which retains the same running number and barcode and is returned to the recycled folder located in the same place in the drawer. The system has been refined over time to better suit our needs. 'Desk Resources' are well used in our Library. ■

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

# Book club organisation made easy

*Geoff Allen from Programania Software writes about software he has developed to help Book Club organisers.*

The traditional manual method of tallying a school's book club orders can be time consuming. This precipitated the development of the 'Book Club Automation System', a computer program designed to provide assistance to Book Club organisers. The intention of the system is to automate and simplify every stage of Book Club order preparation.

The Book Club Automation System has been designed to be straight forward, and easy to use. The initial setting up of the system requires only the establishment of the Student Name list. The names can be either typed in, or transferred directly from 'OASIS Admin', using the 'Export to Library' facility used to update student files in OASIS Library

For each Book Club issue, the list of items on offer must be entered. At the time of writing negotiations are being pursued with book club suppliers to provide item lists on diskette.

Entering the student orders has been streamlined to make it as fast as possible. The student is selected from the list of names by entering the initial and 3 letters of the surname. The ordered items are then identified by entering the Club Type letter and the Item number. Processing can be done while the students are presenting their orders. In the time that one person has counted the money, another person can have entered the student's order, and the computer will have instantly calculated the order's total value and the total of each form. Any anomalies can be addressed and sorted out on the spot, rather than wasting time chasing them up later.

The program produces the following reports: A Cash Reconciliation, including totals for each club type; a fully collated Supplier Order and a Distribution List, organised by class.

### Hardware requirements:

An IBM compatible computer with: hard disk drive; 5.25 inch, high density floppy disk drive (1.2MB); and printer port (parallel port).

The Book Club Automation System uses around 2MB of hard disk space. Both colour and monochrome screens are fully supported.

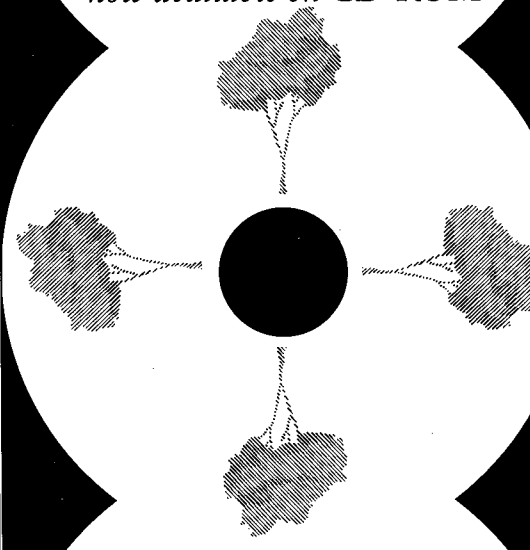
### Package includes:

Licensed copy of the software; manual; and delivery and telephone support. Total price is \$360 for a single user copy.

### Supplier:

Programania Software Pty Limited  
22 Crisparkle Drive  
Ambarvale NSW 2560  
Fax 046 28 3384,  
Phone 046 26 3457, 018 210 998  
Contact: Geoff Allen ■

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# Cooperative efforts at Pennant Hills

Two perspectives on communication between a public library and a school library, provided by Heather Bailie of Pennant Hills Branch Library and Darelyn Dawson of Pennant Hills High School.

## A Pennant Hills branch library perspective

The staff at Pennant Hills Branch Library are enthusiastic about the cooperation and liaison which has developed with neighbouring Pennant Hills High School.

As Pennant Hills Branch is very small, teacher-librarian, Darelyn Dawson is helping us immensely, by collecting and faxing to us projects assigned by the teachers.

We find this useful because it enables us to draw information from our larger branches before we are deluged with eager students seeking help from library staff. In the case of very specialised projects (when a lot of resource material is not available) we keep information for students to work with in the library or alternatively photocopy to take home. This of course makes it much easier to satisfy more students instead of some being disappointed because their friends have beaten them to the library.

We all have the common problem of the forgetful and vague school adolescent. How many times have we questioned them about a project to find very vague answers forthcoming because they have forgotten or indeed 'lost' their assignment sheet? Now for some students that situation is remedied and the students almost think we are magic when we can produce their work sheet from under the desk.

## A Pennant Hills High School perspective

For librarians and teacher-librarians, trying to find out about research assignments before the students, in order to reserve books or at least make sure the resources are adequate to meet the demand, is always the problem. In a school with over 1,400 students the demand for resources is constant and it didn't take much imagination to

realise the pressure that was being placed on Pennant Hills Branch Library.

I decided it was time to try and eliminate some of these pressures by the following procedures:

- A visit to Hornsby Central Library and Pennant Hills Branch Library to meet the staff and find out their needs and problems regarding the users from my school.
- Design a research assignment sheet which requires teachers to fill in their Name, the Class, Title of the assignment, Special Requests and the Date Due. A message at the bottom of the sheet states that a copy of this assignment sheet is displayed in the Pennant Hills High School library on the Research Assignment board.
- Students are informed about the liaison with the public library each time an assignment is given. This is to impress upon them that the school library is not the only place which may contain information they are seeking. They are always amazed when I tell them that Pennant Hills Public Library already knows that they are doing this particular assignment and has set aside the resources for them. No longer can they rush to the public library after school and clear the shelves of books before their classmates arrive!

During this year we have notified Pennant Hills Public Library of over 75 different research assignments! The co-operation from the Librarian, Mrs Heather Bailie at Pennant Hills Branch Library and her staff has been wonderful and this cooperation also extends to Diane Openshaw and her staff at Hornsby Central Library. Not only have we forged closer ties with these libraries, but we are continually receiving positive feedback from students, parents and teachers.

Plans are already under way for even greater cooperative efforts and this can only result in a better service to users of public and school libraries. ■

## RESOURCES

### IN REVIEW

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Information about reviewers for this issue can be found at the end of the review section.

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.

ANELLO, Christine and THOMPSON, Sharon  
**The farmyard cat in trouble.** Ashton Scholastic, 1992

ISBN 0868968897

The rotund, mischievous, orange farmyard cat is blamed for many events on the farm. Wrongly it seems, to her chagrin. The farmer, his wife and the farmhand come to realise that the cat is valuable when she discovers the real cause of the spilt milk and agitated animals. Repetition within the text gives the story unity and makes it suitable for reading aloud. The cheeky humour and excellent layout of the stylised colour illustrations by Sharon Thompson contribute much to the fun of this simple picture book. J. Buckley

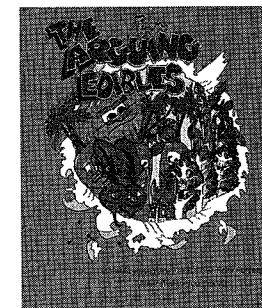
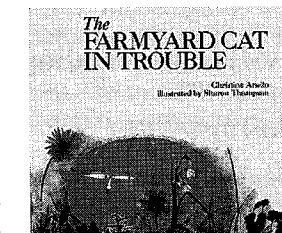
LEV: Preschool Lower primary

AVAIL: \$18.95 SCIS 736909

**The arguing edibles.** Magabala, 1992

ISBN 0958810184

A night-time discussion in the garden between loudly arguing vegetables makes an original story opening. The rhyming text takes us from peas to pumpkins, to leeks, beets, and carrots, all making claims to being the best pie filling of all. Bold, colourful illustrations full of humour add another exciting dimension to this fast moving, direct tale. Towards the finish, the family sits down to enjoy a meal of vegetable pie and the audience eases into a comfortable conclusion, but a surprise ending suddenly has the reader laughing all over again. The directness and simplicity of the story, coupled with



the colour and humour of the illustrations are bound to delight a young child. The high quality glossy paper is another positive feature of this delightful publication. S. Mendel

LEV: Lower primary

AVAIL: Paper \$14.95 SCIS 736904

ASCH, Frank **Little fish, big fish.** Scholastic, 1992

ISBN 0590444921

[428.1]

Concepts of little and big are contrasted in a novel form, with whole pages unfolding to reveal 'big' objects. The child is led through 'little boat', 'big boat', 'little fish', 'big fish', plus eight other pages of simple, clear, everyday images. These images are displayed above the two word per page text printed in large, bold type. The predictability of the format and text is likely to appeal to a very young child's sense of routine and security. The colours used in the illustrations are attractive if a little muted. However, the quality of the paper is questionable, given that the success of the book rests entirely upon frequent handling and unfolding of its pages. S. Mendel

LEV: Preschool

AVAIL: \$7.00 SCIS 736297

AYLIFFE, Alex **Slither, swoop, swing.** ABC, 1992

ISBN 1854061534

Twelve action words comprise the text of this early years picture book. Each double page has one word superimposed on very colourful pictures of animals which are performing the actions written: dive, swoop, burrow and others. The result is confusing. The main difficulty is that the animals are portrayed as stuffed toys and it is not always clear what they are, let alone identify the movement they are making. Some pages display several different animals as in Burrow and this further complicates matters. The book disappoints because of its lack of clarity and its inconsistent layout. S. Mendel

LEV: Preschool

AVAIL: \$17.95 SCIS 750399

BAETEN, Lieve **The curious witch.** Penguin, 1992

ISBN 067084635X

Nosey Nicky is a curious witch, this leads her on many an adventure. However, she gets more than she bargains for when she enters the window of the house on top of the hill. Nicky flies and explores through the picture book, meeting other witches who can cast special spells, revealed when half-flap pages are lifted. The last double page spread gives the reader a plan of the house to follow Nicky's complete journey through the house. Delightful, detailed illustrations add magic to Nicky's adventure. K. Wellham

LEV: Lower primary Middle primary  
Upper primary

AVAIL: \$18.95 SCIS 735215



**BURTON, Jane A sad puppy.** Pan Macmillan Children's, 1992 (Lost and found)

ISBN 033356443X

Tyke, a cold and hungry abandoned puppy is rescued and becomes part of a family. Gradually he discovers a new world which he begins to explore. Good food and care help him grow strong and healthy and after making new friends he gradually loses his fear and becomes a happy carefree puppy. The delightful colour photo illustrations of the animals create a warmth which enhances the text. Easy to read with its simple storyline, the book will have great appeal for the younger reader and is suitable for reading aloud. J. Anderson

LEV: Lower primary

AVAIL: \$16.95 SCIS 728194

**CAMP, Lindsay and SKILBECK, Clare Dinosaurs at the supermarket.** ABC, 1992

ISBN 1854061593

Laura lives with her father and an imaginary pet crocodile named Brigadier Simpson. One day she finds an unusual piece of rock in the garden which, according to her father, is a dinosaur fossil. This is exciting news, and the very next day, Laura finds herself surrounded by dinosaurs which accompany her wherever she goes. The story is simple, lively, full of interest and humour, and reaches a satisfying ending. Father is portrayed as a nice caring person who is seen doing the shopping and reading bedtime stories. The narrative is strongly supported by illustrations which are charming, colourful, and very detailed with a witty touch which will have strong appeal to a young audience. S. Mendel

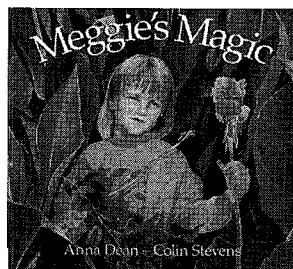
LEV: Lower primary

AVAIL: \$19.95 SCIS 750417

**DEAN, Ann Meggie's magic.** Viking, 1992

ISBN 0670827614

Here is a work with emotional and visual appeal, simple and dignified. A family is grieving for Maggie, the 8 year old younger daughter who has recently died. The unnamed elder sister finds solace in remembering all the games she and Meggie played in the garden, realising that grieving is a process of remembering. Dean's text is



sparse and resonant, enhanced and extended with colour illustrations by Colin Stevens. These allow room for the reader to enter an imaginative world, and portray much emotion. This is a thoughtful exploration of this topic which should promote discussion. J. Buckley

LEV: Lower primary Middle primary

AVAIL: \$19.95 SCIS 737325

**GLEESON, Libby and GREDER, Armin Uncle David.** Ashton Scholastic, 1992

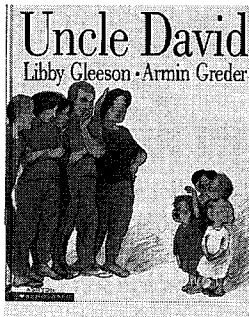
ISBN 086896932X

Ned is the smallest person in this picture book. He has an uncle who is a giant (even though the illustrations show nearly everyone is a giant to Ned). As Ned tells everyone

how big his Uncle David is, the facts become highly exaggerated and stretched by children and adults. With unusual perspective, the illustrations are effective and essential and carefully crafted to extend the story. The reader is encouraged to surrender to the world of Ned and his imagination, and to see things from his perspective. With a thought provoking end, this is another Gleeson masterpiece. K. Wellham

LEV: Preschool Lower primary Middle primary

AVAIL: \$14.50 SCIS 725450



**HENSEN, Jill Carter Zoe's zoo.** Hodder & Stoughton, 1992

ISBN 0340578580

Zoe has a zoo of wild animals in her bedroom and their rampaging around the house creates all sorts of problems for her family. She banishes the animals to the garden, but each misses the other and Zoe allows them back when they promise to change their behaviour. The animals are drawn in lush, intensely coloured crayons; Zoe and their toy counterparts more softly in watercolour with crayon. The exuberant strength of Zoe's fantasy and the playful language of the story are let down by its lame conclusion. M. Lobban

LEV: Preschool Lower primary

AVAIL: \$17.95 SCIS 730600

**JAMES, Ann Finding Jack.** Oxford University Press, 1992

ISBN 0195533089

We do not know who or what Jack is, but we follow the author through the sunfilled rooms and garden of her home, looking for Jack, but instead finding 4 contented, playful cats and Rusty the dog. Finally Jack is found, a striped kitten asleep in an open drawer. The text is minimal, and the charm of this picture book lies in the warm, affectionate pen and watercolour drawings of the house and animals. M. Lobban

LEV: Preschool Lower primary

AVAIL: \$17.95 SCIS 728126

**LESTER, Helen and MUNSINGER, Lynn The wizard, the fairy and the magic chicken.**

Pan Macmillan, 1993 (Picturemac)

ISBN 0333573951

Rivalry is the problem in this small format picture book, as the wizard, fairy and wonderful magic chicken attempt to outdo one another to produce better and better examples of their magic powers. Of course they cause havoc, and only by cooperating can they save themselves from the monsters they create. Lively illustrations by Lynn Munsinger are finely executed, contributing much humour and zest to this funny and satisfying story. J. Buckley

LEV: Preschool Lower primary Middle primary

AVAIL: Paper \$8.95 SCIS 746260



**LOVES, June and CANTY, John Oliver's restaurant.** Collins Dove, 1992

ISBN 1863711716

Oliver's family owns a restaurant. He uses this experience to help him plan and build a restaurant in his back garden. He wants to attract birds, so provides shelter, food and water. Family members assist with his preparations, which provide readers with information on how to encourage birds to the garden. The family takes part in the satisfying conclusion to Oliver's work as the birds arrive to enjoy his menu. Informal watercolour illustrations by John Canty enhance this simple picture book. J. Buckley

LEV: Preschool Lower primary

AVAIL: Paper \$8.95 SCIS 736045

**McNAUGHTON, Colin Who's that banging on the ceiling?** Walker, 1992

ISBN 0744522420

Children will love it.

'Home, Sweet Home' is a city high rise apartment building. A family on each level hypothesises on the cause of the banging, clacking, boinging, splish-splashing noises coming from above. Perhaps there are elephants on pogo sticks or maybe a dinosaur dancing the fandango?

But that would be silly? Wouldn't it? McNaughton has come up with a clever idea, written a repetitive text that calls for prediction and participation and illustrated it with wonderfully wacky characters. The unusual design which calls for turning the pages down is just perfect. B. Richardson

LEV: Preschool Lower primary Middle primary

AVAIL: \$18.95 SCIS 729433

**MOONAN, Diana and PUTZE, Brent The last steam train.** Ashton Scholastic, 1992

ISBN 1869431332

Narrated by the young grandchild, this picture book focuses on his understanding and love of his grandfather. Although Grandad is now bothered by forgetfulness, he remembers his life as stationmaster with clarity. When Grandad is invited to raise the signal when the steam train passes through town for the last time, a rewarding family experience occurs. The ageing process is treated with warmth and dignity in both the straightforward text and the illustrations. J. Buckley

LEV: Preschool Lower primary

AVAIL: \$18.95 SCIS 745666

**NICHOLL, Helen and PIENKOWSKI, Jan Owl at the vet.** Penguin, 1992

ISBN 0140545492

Meg wants a telephone, but her spell accidentally causes trouble as Owl flies into the new telephone wires. A trip to hospital with a broken wing ensues. The usual bold, expressive, brightly coloured illustrations by Jan Pienkowski interact effectively with the abbreviated text to cover all aspects of hospitalisation. Fear, uncertainty,

pain, boredom and the pleasure of recovery are all dealt with honestly and positively. This is a deceptively simple, well crafted picture book, suitable to use in preparing young children for a hospital visit. Its very obvious purpose is enhanced by its overall energy and enthusiasm. J. Buckley

LEV: Preschool Lower primary

AVAIL: Paper \$7.95 SCIS 734764

**O'DONNELL, Peter Carnegie's excuse.** ABC, 1992

ISBN 1854061585

Carnegie is late for school again. Her excuse? Well, I was watching TV when a tiger came in and ... This picture book is about Carnegie's imaginary adventures with the tiger and the other animals they meet on the way to the amusement park, a gorilla and a blue shark. Carnegie's telling of their exploits drifts on and on without much point, and finally peters out when the tiger returns to the jungle, the shark to the lake, while the gorilla just drives off. This is an uninteresting story, accompanied by pleasant pictures. These are done in an attractive, childlike style, and are worthy of a far more lively text. S. Mendel

LEV: Preschool Lower primary

AVAIL: \$19.95 SCIS 750414

**PINKWATER, Daniel I was a class 2 werewolf.** Macmillan, 1992 (Picturemac)

ISBN 0333567242

Lawrence is delighted to discover he has turned into a werewolf. However, while people around him notice certain characteristics of a werewolf - 'Lawrence stop snarling' - no-one realises he is actually a werewolf. While similar in theme to *The shrinking of Treehorn*, this picture book is complemented by childish, but appropriate colour sketches. Many a young reader will be able to recognise Lawrence's attempts to gain attention. The ending may provoke enough curiosity for the reader to discuss or write about Lawrence and his next adventure. K. Wellham

LEV: Preschool Lower primary Middle primary

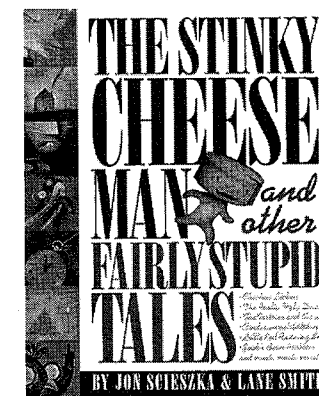
AVAIL: Paper \$8.95 SCIS 732524

**SCIESZKA, Jan and SMITH, Lane The stinky cheese man and other fairly stupid tales.**

Penguin, 1992

ISBN 067084487X

This delightfully different picture book can be enjoyed by all ages. Traditional stories are retold in the style of a very bright, but mischievous child, including Little Red Running Shoes, Cinderpeltstiltskin, and others. The illustrations are striking, although definitely not traditional fairy story type. Text size varies from line to line. Humorous touches, such as the contents page (placed well into the book) giving non exist-





tent page numbers and the authors' photos definitely not those of the authors, will amuse older readers. This book is well worth inclusion in the library because its use could stimulate student writing and for its own distinctive merits. M. Hutchinson

**LEV:** Middle primary Upper primary  
Lower secondary Middle secondary  
**AVAIL:** \$18.95 SCIS 731785

TAN, Amy and SCHIELDS, Gretchen

**The moon lady.** Hamish Hamilton, 1992

ISBN 0241132797

One rainy afternoon, to amuse her granddaughters, Nai-mai tells a story. She recounts her adventures when, as a child aged seven, she and her family rented a boat on the lake to celebrate the night of the Moon Festival. If children persevere with reading or listening to this picture book, they will learn something of the traditional customs and culture of the Chinese. The text, however, is very long, very involved and quite detailed, and even the vibrant, richly coloured illustrations by Gretchen Schields cannot guarantee the interest of young children who, presumably, are the targeted audience. B. Richardson

**LEV:** Lower primary Middle primary  
**AVAIL:** \$18.95 SCIS 735216

WALLWORK, Amanda **No dodos : the endangered species counting book.** Periscope Port, 1993

ISBN 0949714267

[513.2]

Beautifully designed with blocks of bold colours overlaid with animal collages, this simple counting book has a strong environmental message. The picture book combines the concept of basic counting (0-10) with easily recognisable animals which are endangered species around the world. A double page spread at the end gives a description of each animal and the problems it faces with an appeal for care in protecting both the animals and its habitats. Would the very young children for whom this book is designed understand the concepts of this afterword? J. Anderson

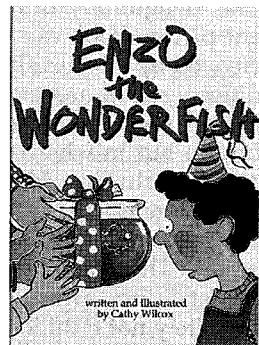
**LEV:** Preschool Lower primary  
**AVAIL:** \$16.95 SCIS 737336

WILCOX, Cathy **Enzo the wonderfish.**

Angus & Robertson, 1993

ISBN 0207176507

The littlest kid in the family wants a pet - a special pet to do special tricks. Through simple but clever vocabulary we are asked to value everyone, as everyone has a special talent often unique to them. Enzo's tale will satisfy many of the needs and desires of the young child and give a giggle to the adult reading it. Appealing and colourful illustrations complement and extend the



text. This picture book would be an inspiring addition to any library or classroom. K. Wellham

**LEV:** Preschool Lower primary Middle primary  
**AVAIL:** \$18.95 SCIS 735745

## Fiction for younger readers

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

APPLEGATE, Cathy **Where's Itchy?** Margaret Hamilton, 1992

ISBN 094724140X

Not many people could turn the disappearance and abduction of a tiny pet dog into a heart-beating suspenseful mystery, all in their first book! But Cathy Applegate does just that. Arabella, Izzy and Shane uncover not only an array of characters as they search for Itchy. They discover a plot involving Mr Baldy, cages, blue feathers, spuds, a green sports car and markets. Confused? Set in Australia, this engrossing adventure is complemented by fine line sketches from Dee Huxley. K. Wellham



**LEV:** Middle primary Upper primary  
**AVAIL:** Paper \$14.95 SCIS 735743

BALL, Duncan **Emily Eyefinger.** Simon & Schuster, 1992

ISBN 0671746189

Born with an eye on the end of one of her fingers, Emily Eyefinger mostly views it as a useful addition to the usual bodily attributes. She can find lost earrings behind stoves, a missing anaconda up a drainpipe, and identifies bank robbers even when forced to lie face-down on the floor. Simply written, this short novel will suit and appeal to the newly independent readers, providing them with a pleasant and delightful source of material. The presence of the odd US-ism reveals this as the sole Duncan Ball novel published first in the USA; a follow-up is on the way. F. Gardiner

**LEV:** Middle primary  
**AVAIL:** \$19.95 SCIS 725909

BARRY, Margaret Stuart **The millionaire witch.** Collins, 1992

ISBN 000185470

Enjoy the fun as Simon's friend, the witch, indulges in wild and wonderful schemes to get rich or at least earn enough to keep herself and George, her long suffering cat. She opens a hospital for sick animals, takes a job as a hostess on a cruise ship, even tries a job with the police. All to no avail. But, when Granny Grim dies, the witch becomes a millionaire...of sorts. Print is a good size, ideal for young or reluctant readers. Black and white line drawings are humorously appropriate. Established Simon and the witch fans will welcome this latest title and unfamiliar readers will soon get hooked. B. Richardson

**LEV:** Middle primary Upper primary  
**AVAIL:** \$16.95 SCIS 730731

BAWDEN, Nina **Humbug.** [sound recording]

Chivers, 1992 (Chivers children's audio books)

ISBN 0745144357

Cora is sent to stay with her grandparents while her mum and dad are in Japan. When her grandma hurts



herself climbing a tree, Cora is sent next door to stay with Sunday Dearheart, her horrible daughter Angelica, and her old grandmother Ma Potter. While Cora develops a special relationship with Ma Potter (and her special word HUMBUG) she discovers 'Angel' is not as angelic as adults think she is. Beautifully read by Eve Karpf, this 3 hour story cassette reveals adults through the eyes of a child. Using vivid imagery we live through the fears, jealousies, insecurities and injustices young children experience. Excellent resource for personal development. K. Wellham

**LEV:** Middle primary Upper primary  
**AVAIL:** \$39.95 SCIS 736348

BYARS, Betsy **The TV kid.** [sound recording]

Chivers, 1992 (Chivers children's audio books)

Appropriate for reluctant readers or the visually impaired, this 2 cassette tape set of Betsy Byar's book is narrated by Kerry Shale. In a 'read along' context this unabridged 135 minute reading may work but the narrator's American accent may detract from the story. Lennie is the protagonist who finds escape in TV or daydreaming until a crisis (snake bite) engulfs Lennie in a real life drama. D. Lane

**LEV:** Middle primary Upper primary  
Lower secondary  
**AVAIL:** \$29.95 SCIS 736345

CAVE, Kathryn **Running battles.** Penguin, 1992 (Viking)

ISBN 0670845914

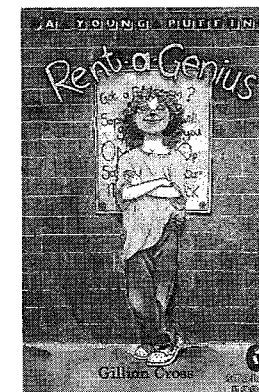
Taking on the 'forces of reactionary male chauvinist oppression' in her local athletic club, 13-year-old Karen becomes 'manager' to her 11-year-old sister, Lynda. Coach, Mr. Phillips, secretary, Mrs. Peck, and her own mother are surprisingly patient with Karen's pushy obsession to make her sister an Olympic runner. At last Karen comes to realize her own talents are better used on the field than on the sidelines. Funny, feminist and pro-sport! G. Phillips

**LEV:** Upper primary Lower secondary Middle secondary  
**AVAIL:** \$24.95 SCIS 735797

CROSS, Gillian **Rent-a-genius.** Penguin, 1993

ISBN 0140361308

Sophy knows best, and loves providing advice to her family. When they prove ungrateful, Sophy begins to charge for her helpful suggestions. She has a large response to her advertising, and life becomes complex and hectic. There is plenty of action, both funny and gently humorous, as Sophy untangles the mess she has created. The story moves briskly, but is generally undemanding. This is a short, well presented novel with drawings by Glenys Ambrus. J. Buckley



**LEV:** Middle primary  
**AVAIL:** Paper \$6.95 SCIS 746147

CORBALIS, Judy **Your dad's a monkey.** [sound recording] Chivers, 1992 (Chivers children's audio books)

ISBN 0745144349

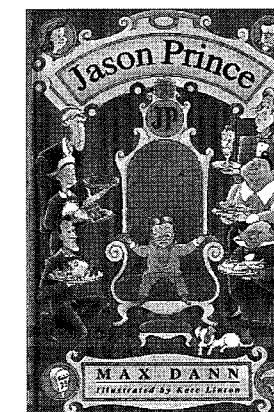
Robert's father decides the family has to change their boring lifestyle and become 'new age pioneers'. They move to a tree house in the park where it's cold and damp and father takes up the flute and begins to write poetry. Robert hates his new home and with the help of his friend Gemima, who stands by him when the kids at school throw peanuts and bananas and yell 'Your dad's a monkey', he hatches a plot to get his parents back to a normal lifestyle. Brilliantly narrated by Nigel Planer (of The Young Ones fame) this hilarious yet realistic cassette story keeps the listener enthralled and provides many issues for further discussion. J. Anderson

**LEV:** Upper primary Lower secondary  
**AVAIL:** \$29.95 SCIS 736347

DANN, Max **Jason Prince.** Oxford University Press, 1992

ISBN 0195534468

'Jason Prince was filthy rich. He was born that way'. So begins the hilarious story of Jason, a lonely, friendless boy who has spent his whole life in a huge mansion with a personal staff of 27 and parents whom he only sees once or twice a year. Life changes forever when he meets Audrey - his first real friend - who introduces him to a whole new world. This satirical overview of wealth and real life will delight emerging readers and motivate discussion on



many issues. The numerous full page colour illustrations interact well with the text and capture the essence of the story. J. Anderson

**LEV:** Middle primary Upper primary  
**AVAIL:** \$17.95 SCIS 730374

DE HAMEL, Joan **Hideaway.** Penguin, 1992

ISBN 0140363149

Set in rural New Zealand, this is the story of a girl who becomes involved with a hideaway while staying with her aunt and uncle on their goat farm. Becky is a likeable character who enjoys helping her uncle with the goats and becomes especially attached to an orphaned kid she names Alice. The hideaway is a young man who Becky works out is a defector from a visiting Russian ship. There is also the added complication of her cousin Chloe and Chloe's friend the mysterious (and missing) Zeb. Alternately told in the third person and from Becky's point of view, the narrative flows briskly although the final denouement does somewhat stretch credulity. Overall there is enough originality and action to maintain the reader's interest. M. Hutchinson

**LEV:** Upper primary Lower secondary  
**AVAIL:** Paper \$7.95 SCIS 729661



**DUBOSARSKY, Ursula** *The last week in December.* Penguin, 1993 (Puffin)

ISBN 0140349847

Three years ago, 11-year-old Bella did something she was ashamed of during her English grandparents' last visit to Australia. Now all the guilty feelings of those years are crystallised by their latest visit to the family. Christmas week is totally spoiled for Bella as she wavers between defiance and secrecy, and wishes for honesty and openness. Bella's learning to accept the differences of her aunt who is very close to her own age, provides glimpses into the way families work. The unexpected solution to her own dilemma comes in a twist at the end of this engaging story. M. Steinberger

LEV: Upper primary Lower secondary  
AVAIL: Paper \$8.95 SCIS 737380

**FOWLER, Thurley** *Journey to a dream.*

Penguin, 1993

ISBN 0140364641

Belinda is the oldest child in a family travelling to take up a farm near the Murrumbidgee River. Her father, a returned soldier from the First World War, has visions of success which aren't fully realised as they cope with harsh weather, family tragedy and lots of hard work. Belinda is a credible heroine, funny and touching, who enlivens this story, which is told with immediacy, humour and compassion. An awareness of the rich historical traditions of Australia pervades the novel, which rises above its occasional predictability of plot to provide an absorbing view of a pioneer life. J. Buckley

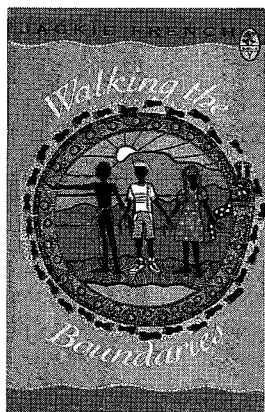
LEV: Upper primary  
AVAIL: Paper \$8.95 SCIS 746320

**FRENCH, Jackie** *Walking the boundaries.*

Angus & Robertson, 1993 (Bluegum)

ISBN 0207177961

This is a book with an obvious message about Australian history and culture, about conservation and personal responsibility. Young Martin, city child of separated parents, is summoned to the country farm of his great grandfather to carry out a seemingly easy task – to 'walk the boundaries' of its 5000 hectares – after which the property will be his. The task, however, is not as simple as he imagines and involves Martin in adventures, time shifts and encounters



with Meg (the youthful spirit of his great grandmother) and Wullamudulla (an Aboriginal boy whose spirit goes back to a much earlier time). The contrast between Martin's city experiences and his changing perception of the country make a strong point as do the lyrical descriptions of the bush. However, while the message of the book is undoubtedly sound, the unnatural tone of Meg and the encounter with a talking diprotodont strain belief and detract from the overall effect. C. Frew

LEV: Upper primary  
AVAIL: Paper \$8.95 SCIS 735742

**HORNIMAN, Joanne** *Sand monkeys.* Omnibus, 1992

ISBN 1862911649

Max and Emma are two of a number of teenagers who come to live in a house in Sydney while the adults live in the adjoining one. Getting to know each other and discovering their interwoven past forms the basis of this story, which also revolves around Max's preoccupation with greening the environment. Emma's search to discover her mother and coming to terms with her life adds an extra dimension to this modern story, which, however, does seem rather contrived at times. M. Hutchinson

LEV: Upper primary Lower secondary  
AVAIL: Paper \$8.95 SCIS 729194

**Ip dip sky blue : stories in and out of the playground** / collected by Mary Hoffman Young

Lions, 1992

ISBN 0006732429

This delightful, refreshing and unusual collection of short stories contains many a surprise. While sometimes predictable, each story is always entertaining and great to read aloud. Included well-known authors are Martin Waddell, Margaret Mahy, Mary Hoffman and Saviour Pirota. Many of the stories will open our eyes to the lives and hassles of young children from varying cultural and social backgrounds as they enter the school playground. Children will identify with Prissy's confusion at 'Deadly letter' and 'Joe's despair' when asked to write about his pet (he doesn't really have one). Meet a dragonosaurus, the not-so-tough tough guys, and Jake who has an uncanny resemblance to a bat. K. Wellham

LEV: Middle primary Upper primary Lower secondary  
AVAIL: Paper \$6.95 SCIS 734970

**KING-SMITH, Dick** *The ghost at Codlin castle and other stories.* Penguin, 1992

ISBN 0670842524

Well crafted writing stands out in these stories, which have a touch of magic, a touch of humour, careful observation of human nature and gentle twists to the endings. The familiar ground of much fantasy writing for younger readers, which includes ghosts, hobgoblins, talking animals, an alien, a yeti and lively garden gnomes, is brought to life in the warm, assured writing. Excellent presentation using clear uncrowded type and good illustrations by Amanda Harvey contribute much to this collection, a light hearted mixture of magic and mystery which would be suitable for reading aloud. J. Buckley

LEV: Middle primary Upper primary  
AVAIL: \$22.95 SCIS 728505

**KIPLING, Rudyard** *Favourite Mowgli stories from The jungle book.* Allen & Unwin, 1992

ISBN 1863733868

The 3 stories chosen for this publication tell of Mowgli being raised by the wolf pack and taught the laws of the jungle. Captured by the Bandar-log monkeys Mowgli is freed by his friends Baloo the bear and Bagheera the black tiger. In the final story he learns the ways of men when he is forced to leave the wolf pack, finally gaining his independence by killing Sher Khan the evil tiger. The spirit of Kipling's tales is enhanced by the evocative illus-



trations of Inga Moore. These beautifully executed full page colour illustrations capture the essence of the story and bring the mystery of the jungle to life. J. Anderson

LEV: Middle primary Upper primary  
AVAIL: \$24.95 SCIS 732219

**MARSHALL, James** *Rats on the roof and other stories.* Hamilton, 1991

ISBN 0241133157

Good presentation encourages young readers to try this collection of 7 stories. Catchy titles introduce funny stories in which various animal characters display many human foibles. The writing is lively yet very simple, the stories absurd, yet appealing. Ironic humour offers a deeper level for more experienced readers. Marshall's illustrations abound with vitality and fun. This is an excellent book for newly independent readers. The artful, economically crafted stories provide much to enjoy. They are well suited to reading aloud. J. Buckley

LEV: Middle primary  
AVAIL: \$24.95 SCIS 746123

**MAYBURY, Ged** *The triggerstone.* Ashton Scholastic, 1993

ISBN 1869431456

Jinnie starts feeling earthquakes that no-one else does. She is terrified, and even more frightened when an old Maori woman tells her that she is the chosen one, who must cleanse the land near her home of the evil influence of an early, mysterious European settlement. The land itself is in upheaval, trying to rid itself of the alien triggerstone. Mad scientists, mystic rituals and computer buffs all contribute to the hectic climax. The wild New Zealand setting is a strength of the book, but the fantasy is rather garbled and confusing. M. Lobban

LEV: Upper primary Lower secondary  
AVAIL: Paper \$8.95 SCIS 735774

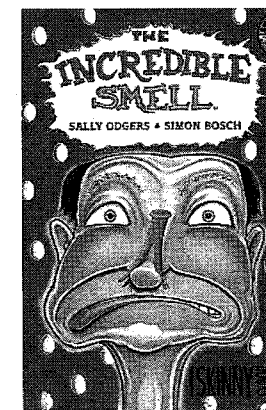
**ODGERS, Sally** *The incredible smell.*

CollinsAngus & Robertson, 1992 (Skinny books)

ISBN 0207179220

The smell is rotten egg gas, unleashed by the unsuspecting family pet, and its effect on the neighbourhood is disturbing. Each of the neighbours suspects a different cause, and all come out to investigate. A fine sense of humour pervades this short story. It features numerous line drawings by Simon Bosch, which make intelligent use of captions to enrich the story. Simple to read yet in novel format, this is a funny story for new readers. J. Buckley

LEV: Lower primary Middle primary  
AVAIL: Paper \$6.95 SCIS 735900



**OLDFIELD, Pamela** *The haunting of Wayne Briggs and other spinechilling stories.*

HarperCollins Children's, 1993

ISBN 0006940919

A satisfying collection of competently crafted stories which should have wide appeal. Authentic recognisable characters combined with supernatural and miraculous events make them attractive to a wide readership. The brevity and conversational style of the text guarantee the appeal of the stories to reluctant readers. The spooky cover and title will also ensure the book's popularity while the diversity and quality of the stories will not disappoint the reader. A suitable collection for reading aloud.

J. Anderson

LEV: Upper primary Lower secondary  
AVAIL: Paper \$7.95 SCIS 735866

**PEARCE Margaret** *Bolton Road spycatchers.*

Millennium, 1993

ISBN 0855749113

A gang of children in an Australian country town during World War II is desperate to do their bit to help the war effort. When their fundraising concerts are banned by parents, they turn instead to catching spies. The town's outsiders are the children's first suspects, but they eventually do stumble upon some real spies, only to have the police catch them first. The evocation of wartime Australia is vivid, but the children are superficially drawn, and their adventures lack real excitement or suspense. M. Lobban

LEV: Upper primary  
AVAIL: Paper \$7.95 SCIS 735772

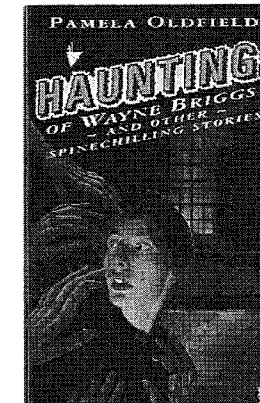
**POND, Roy** *The mummy monster game.*

Omnibus, 1993

ISBN 1862911762

A cross between *The timekeeper* and *Jumanji* this novel documents the course of a computer game which inhales the players in an exaggerated version of virtual reality. The reader is taken in great detail through the game with each screen – its instructions and the results are recorded, which makes for excessive boredom or great adventure depending on one's point of view. The characters are poorly developed: the reader is told rather than shown; and their behaviour, especially that of the mother is neither explicable nor credible. The plot is at best dubious but may well appeal to readers who are also computer games addicts. F. Gardiner

LEV: Upper primary Lower secondary  
AVAIL: Paper \$8.95 SCIS 737903



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

**POWLING, Chris *Where the Quaggy bends.***

HarperCollins, 1992 (Lions)

ISBN 0006740871

The adventures of a small family who reluctantly come to live in the city. Skip, aged 11 has a rather remote older sister Ren whose chief talent is absolute infallibility with a catapult. Skip's discovery of a seemingly derelict house near the river Quaggy leads to danger and a confrontation with an unpleasant local gang. The first person narrative uses an easy colloquial style, but the story hangs together unconvincingly and even the river itself never becomes interesting. The characters fail to develop into believable people leaving the reader unmoved by events. M. Hutchinson

LEV: Upper primary Lower secondary

AVAIL: Paper \$6.95 SCIS 729012

**RODDA, Emily *Rowan of Rin.* Omnibus, 1993**

ISBN 1862911827

Drought has come to the people of Rin and a group of the villagers must head up the mountain to find out why the mountain stream, their water source, has dried up. Because the witch they consult has woven a spell to ensure his presence, Rowan, a child who is despised for his apparent cowardice, must make up part of this company. You don't have to be told any more to work out the plot in general terms: it lacks Emily Rodda's usual originality. The work has elements of myth: settings; unfamiliar names; a riddle upon which the success of the mission depends; a dragon; and no doubt many young readers will find its clarity of plot and style satisfying. F. Gardiner

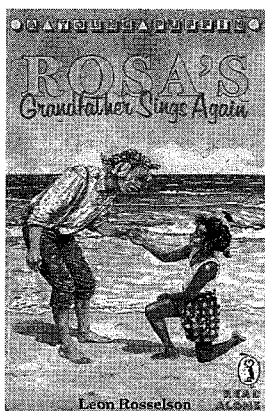
LEV: Upper primary Lower secondary

AVAIL: Paper \$ 8.95 SCIS 737935

**ROSSELSON, Leon *Rosa's grandfather sings again.* Penguin, 1992 (A Young Puffin / Read alone)**

ISBN 0140345884

Rosa adores her grandfather even though he exasperates her mother. She loves the tales he tells her and enjoys his singing which he does at the most inappropriate times. The warmth and sensitivity of these stories will appeal to students as they are written with humour and insight. Easy conversational language and large type make them suitable for the emerging reader while the text and the black and white illustrations interact well. J. Anderson



LEV: Middle primary

AVAIL: Paper \$6.95 SCIS 746142

**RYAN, Margaret *Peter Potts the plumber.***

Penguin, 1993 (A Young Puffin / Read aloud)

ISBN 0140348042

Life for Peter the plumber is never dull. With the help of his irascible parrot Clarence who squawks good advice and wakes him every morning, Peter helps his many friends solve their plumbing problems. His adventures

are recounted in this collection of eight humorous short stories written for the emerging reader. Simple conversational language and large print ensure the book's readability while the repetitive phrases and sound effects add to its appeal. The numerous black and white drawings enhance the amusing and entertaining short stories. J. Anderson

LEV: Middle primary Upper primary

AVAIL: Paper \$6.95 SCIS 746137

**TAYLOR, William *Fast times at Greenhill***

High. Puffin, 1992

ISBN 0140349162

In this school story, in which some students decide to run the school newspaper, most of the plot is delivered as dialogue between the characters, chief of whom is Thomas Colman, and in the form of letters to the editor. This allows for letters from lovelorn teenagers to 'Aunty Tracey', and for the editors to print defamatory allegations about their enemies. Initially amusing, the format tends to pall and the pseudonym-signed letters become confusing. Characters are caricatures rather than believable people which detracts from involvement in the story. However, readers who enjoy school sagas may find this entertaining. M. Hutchinson

LEV: Upper primary Lower secondary

AVAIL: Paper \$7.95 SCIS 728720

**THIELE, Colin *Timmy.* McVitty, 1993**

ISBN 0949183830

Orphaned at 11, Denny has come to live with his strict-but-kind aunt in the familiar Thiele SA landscape. He is still filled with grief at his loss and his sensitivity is not helped by the taunt of a few of his oafish peers. The arrival on the scene of Timmy, a young hare which Denny rescues, begins to help him heal some wounds - and open new ones. This gentle novel which never sacrifices style on the altar of simplicity provides excellent reading for anyone but especially for the right reluctant reader. Especially notable are the beautifully drawn, credible characters. Illustrations by Annie Lynwood are scattered throughout. F. Gardiner

LEV: Upper primary Lower secondary

AVAIL: Paper \$16.95 SCIS 749779

**VASIL, Lisa *The apprentice devil.***

HarperCollins, 1993

ISBN 1869500776

Nancy's family have come to live with her grandmother in a country town. Her grandmother is loving and eccentric, to the extent of carrying the ashes of her former husband around in her pocket. Some readers may be uncomfortable with this ghost story, which is structured around the notion of devils and angels seeking access to heaven and hell. Although there is plenty of humorous action and misadventure, the plot is sometimes strained, and the loose ends are too rapidly tied up at the story's conclusion. Characterisation is, however, one of the novel's strengths along with authentic dialogue and some well observed scenes. J. Buckley

LEV: Upper primary

AVAIL: Paper \$9.95 SCIS 749362

**Fiction for older readers**

Resources are arranged alphabetically by author. Some books suitable for lower secondary are in the Fiction for younger readers section.

**CARLON, Patricia *The whispering wall.***

Wakefield, 1992 (Wakefield crime classics)

ISBN 1862542805

A unique thriller first published in 1969, the main protagonist is an elderly stroke victim. Sarah Oatland lies immobile in her bedroom attended by the officious Nurse Bragg. What the new tenants of her house do not know is that Sarah overhears their malicious plotting of murder. The reader is drawn into her mounting anxiety and tension rises as Sarah tries to work out how, given her total paralysis, she can possibly convey her knowledge to anyone else. This intriguing story with its clearly drawn, somewhat satirical characters grips the reader from beginning to end. C. Sly

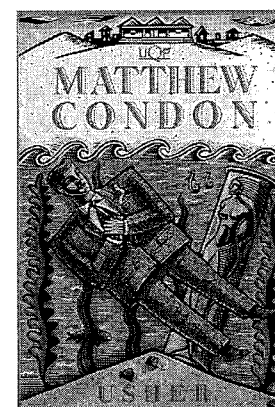
LEV: Middle secondary Upper secondary

AVAIL: Paper \$12.95 SCIS 726367

**CONDON, Matthew *Usher.* University of Queensland Press, 1993**

ISBN 0702224219

When T. Nelson Downs, usher/manager of the Universe-by-the-Sea theatre, former car salesman, magician, historian, and naive friend of Queensland politicians slips into the ocean off Burleigh Heads never to be seen again, his son begins a search which extends across America and beyond. Warning: obscene descriptions of Queensland's prostitution and environmental pillage for the tourist dollar may offend. Tightly structured through frequent shifts between past and future. T. Nelson Downs surely will become a legendary literary figure. Recommended for a capable Year 10 class or senior readers. G. Phillips



LEV: Upper secondary

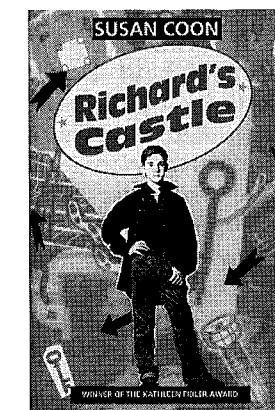
AVAIL: Paper \$14.95 SCIS 735861

EVAL: Highly recommended

**COON, Susan *Richard's castle.* Blackie Children's, 1992**

ISBN 021694029X

Recently adopted 14-year-old Richard goes on holiday with his new family, only to become involved in a mysterious and dangerous midnight maritime rendezvous. With great patience his parents, aunt and uncle, cousins and sister try to do all the right things to help Richard adjust, but he keeps all his fears tightly undercover: 'It doesn't matter, It doesn't



matter' is his personal mantra. However, when strange affairs at a ruined castle threaten his cousins, the bloody past comes flooding back and Richard fights for all their lives. A fast-paced thriller, which reveals the difficulties of adopted kids and their families. G. Phillips

LEV: Upper primary Lower secondary  
Middle secondary

AVAIL: \$24.95 SCIS 732550

**CORMAN, Avery *Prized possessions.***

HarperCollins, 1992

ISBN 0586213929

In a documentary-like style, the author of *Kramer vs Kramer* explores the issue of campus date rape without sensationalising, but in an idealised upper class American context. Elizabeth Mason's successful professional parents support her eventual decision to bring her fraternity date rapist before an unsuccessful closed college hearing and then before the criminal justice system. They are supported by a Women's Centre counsellor, a marriage counsellor, and close family relationships during an extremely stressful time for them all. Senior girls especially will be interested in this one. G. Phillips

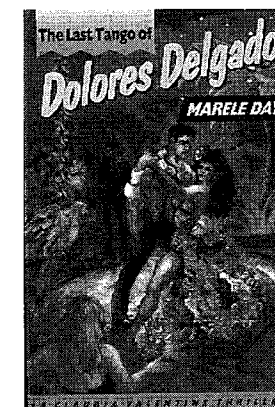
LEV: Upper secondary

AVAIL: Paper \$11.95 SCIS 735867

**DAY, Marele *The last tango of Dolores Delgado.* Allen & Unwin, 1992**

ISBN 186373323X

Another Claudia Vallentine mystery which again sees the private investigator in inner Sydney. Vallentine is employed as minder to Dolores Delgado, an exotic entertainer. When Delgado drops dead on stage, Vallentine is launched into an investigation that takes her into the seamier side of Sydney, and a world of double-dealing and intrigue, where passions run high and revenge is required. A highly readable example of the genre, fast-paced and entertaining. M. Steinberger



LEV: Middle secondary Upper secondary

AVAIL: Paper \$12.95 SCIS 728396

**EMECHETA, Buchi *The bride price* / retold by Rosemary Border. Oxford, 1989 (Oxford bookworms)**

ISBN 0194216454

Following her father's death, Aku-nna and her brother and mother must live with an uncle because of the 'bride price' that will be paid by a future husband. As she becomes a woman she is drawn towards her teacher and they fall in love. She is kidnapped by a rival suitor, escapes with the teacher and dies in childbirth. Set in Nigeria in the late 1950s this simple telling respects the values and kinship systems of the Ibo people. Part of a controlled vocabulary series, there is a glossary, map, questions, background notes and a useful list of characters. A. Barber

LEV: Middle secondary Upper secondary

AVAIL: Paper \$6.95 SCIS 630931



**GOLDSWORTHY, Peter and MATHEWS, Brian**  
**Magpie.** Wakefield, 1992  
ISBN 1862542724

A novel within a story: starting with a playful correspondence between Professor Barrett (an author) and his publisher over an idea for a satirical academic novel, Professor Bennett (the character) is hijacked by a former student of Professor Barrett's, now a proof-setter-cum-author. Following legal advice over ownership of the character, Bennett spends the weekend with one writer and his working week with the other. Feeling less and less real, Bennett ends up in a Camp for Orphaned (ie. rejected) Characters. Unusual entertainment for experienced and forgiving readers. G. Phillips

LEV: Upper secondary  
AVAIL: Paper \$12.95 SCIS 711425

**GREENWOOD, Kerry** **The Green Mill murder.**  
McPhee Gribble, 1993  
ISBN 0869142968

In 1920s Melbourne, private investigator Phryne Fisher witnesses a night-club murder. Her involvement leads to investigations into blackmail, disappearances and to acquaintance with a mother who appears to have highly unpleasant motives for wanting her sons found. Along the way, Phryne meets an attractive man or two, manoeuvres her aeroplane through some rough skies over the Australian Alps, and learns the identity of the murder. Greenwood continues to present her rich, stylish private investigator with plenty of panache and intrigue, and offers some fascinating glimpses into the Jazz age. M. Steinberger

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$12.95 SCIS 736461

**HANRAHAN, Barbara** **The scent of the eucalyptus.** University of Queensland Press, 1993  
ISBN 0702225169

UQP has reissued this work, first published in 1973, no doubt as a companion work to Hanrahan's last novel, also autobiographical, **Michael and me and the sun.** Like the latter it is a word collage of a type that could be executed only by someone with the eye of a painter, but this novel is amazing for its author's clear memory (or if partially fiction, the clever invention) of what being a child was like with events, life, details of childhood, even babyhood, recounted. In fact the detail of the collage becomes overwhelming and this reader longed for more depth, maybe more interpretation of her life than the jottings of a child can provide. F. Gardiner

LEV: Upper secondary  
AVAIL: Paper \$14.95 SCIS 745818

**JAY, Charlotte** **A hank of hair.** Wakefield, 1992  
(Wakefield crime classics)  
ISBN 1862542899

First published in the 1960's this psychological mystery thriller has an old fashioned flavour and a slightly antiquated air. The first person narrative directly engages the reader's attention and the plot centres on one man's irrational, abnormal behaviour after he finds a hank of human hair secreted in a desk in his rented room in a London boarding house. There is murder, neurosis, fetish even as this story unfolds in a way that may appeal to

adult and mature readers with a particular interest in the genre of mystery stories in the classical style. C. Frew

LEV: Upper secondary  
AVAIL: Paper \$12.95 SCIS 733716

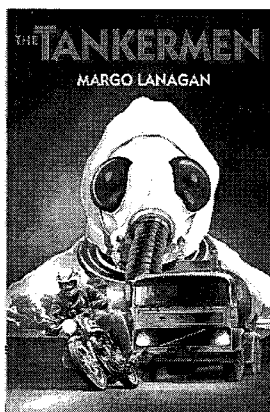
**KAY, Guy Gavriel** **A song for Arbonne.**  
HarperCollins, 1992  
ISBN 0002240629

Blaise, who is a 'man's man', a mercenary captain from the no-nonsense northern land of Gorhaut, is sent on a mission to the Goddess Rian's sacred island to 'rescue' a troubador, a man much in demand with the ladies in the sunny luxurious southern land of Arbonne. In this 'traditional' style saga the contrast between the two belief systems and life styles is explored. The place of liberalism, art and music in society as well as men's attitude to women are themes interwoven with the dramatic action. The story telling is compelling, the descriptions bold. M. Hamlyn

LEV: Upper secondary  
AVAIL: \$35.00 SCIS 732167

**LANAGAN, Margo** **The tankermen.** Allen & Unwin, 1992 (Little ark fiction)  
ISBN 1863732535

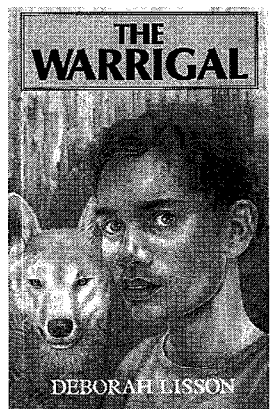
This fantasy adventure blends the everyday world of inner Sydney with the world of virtual reality. A young street kid uncovers major industrial pollution. What starts as an anti-pollution crusade quickly becomes personal. The involvement of his industrial chemist father leads to the man's disappearance. As Finn enlists the help of his friend, his mother and his father's new lady, a taut thriller develops. Several times the story threatens to topple over into virtual unreality, but avoids the temptation and emerges as a good teenage read. M. Steinberger



LEV: Middle secondary  
Upper secondary  
AVAIL: Paper \$9.95 SCIS 723082

**LISSON, Deborah** **The Warrigal.** McVitty, 1992  
ISBN 0949183784

When Ronan comes home from school to take up his inheritance, he is caught up in a family vendetta he knows nothing about. Driven into captivity by telepathically controlled dingoes, he encounters the Warrigal, a renegade landholder in a future Australia. The Warrigal has power over dingoes and is accepted by the 'Wise ones' descendants of the indigenous peoples, who protect the forest. Protection of the earth is an underlying theme.



The story has the quality of the medieval clash of good and evil. M. Hamlyn

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$8.95 SCIS 735740

**MAARTENS, Maretha** **Paper bird.** Pan MacMillan, 1992 (Piper)  
ISBN 0330324969

No doubt the black South African shanty towns are full of heart rending tales of survival. This is just one of the stories. Twelve-year-old Adam is the man of the family since his father's death. He feels the pressure of responsibility to provide for his family. His poorly paid job selling newspapers is difficult enough but tension mounts when armoured police vehicles threaten to stop him getting to work and the family's food supplies are running low. Adam often feels the hopelessness of the situation yet his bravery triumphs giving him a new-found hope. Younger readers will find this tense, rapidly moving story a dramatic introduction to the problems of apartheid. C. Sly

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$7.75 SCIS 724430

**MARTIN, A.E.** **The misplaced corpse.**  
Wakefield, 1992 (Wakefield crime classics)  
ISBN 1862542813

The fabulously endowed redhead on the cover is identified as 'Rosie Bosanky, alarming, disarming and altogether charming'. Rosie is a private eye, 19, gorgeous, hard boiled but still soft in all the right places. First written in 1944, this is firmly in the larger than life, smart talking detective tradition. Rosy is a feisty heroine who uses her considerable feminine charms on any hapless male she encounters as she unerringly unravels a bizarre mystery. Not quite counter-sexist, this is a curious text with moments of fun, but a laboured telling by contemporary standards. M. Lobban

LEV: Upper secondary  
AVAIL: Paper \$12.95 SCIS 727504

**McEWAN, Ian** **Black dogs.** Jonathan Cape, 1992  
ISBN 022403572X

It is always exciting to read a novel that is both contemporary and superb; this 1992 Booker shortlisted work fills the bill admirably. The broad themes are the nature of evil, and Europe yesterday, today and tomorrow but it is reflected from the microcosmic view of three people: the narrator and his parents-in-law. Perhaps the greatest pleasure in reading the book is its simplicity of style: McEwan has a story to tell, ideas to impart and he is happy to do this without pretension or the intervention of post-modernist techniques to trip up his reader. F. Gardiner

LEV: Upper secondary  
AVAIL: \$32.95

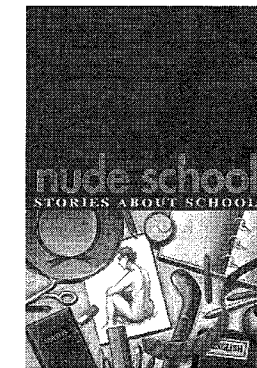
**Nude school : stories about school.** Oxford, 1992  
ISBN 0195533194

This collection of eight school-centred stories revolves around experiences of growing up. It ranges from Gillian Rubinstein's unusual music lesson with a teacher who turns out to be a witch, to Mary Pershall's acutely observed description of a half-starved and desperately iso-

lated foster child at school. Each story has its own individual appeal and strength; several are open-ended, allowing readers to insert their own conclusions, while others are more humorous anecdotes which in no way lessens their point. This selection of stories from a group of Australia's foremost children's writers forms an entertaining, thought provoking collection. M. Hutchinson

LEV: Upper primary Lower secondary  
Middle secondary

AVAIL: Paper \$8.95 SCIS 730377



**PORTER, Dorothy** **The witch number.**  
Queensland University Press, 1993  
ISBN 070222460X

This is a powerful and disturbing novel about puberty, friendship and outsiders. Whilst on a family holiday in the Blue Mountains Shelley meets Leah, her own age but inhabiting a very different world as a member of a fanatical religious cult. Shelley heroically tries to intervene when members of the cult are persecuting Leah for suspected witch tendencies. She shares some horrifying experiences with Leah before Leah, distraught, jumps to her death from a mountain cliff. The story is told in an authentic voice by Shelley, giving the bizarre nature of what happens an even greater impact. M. Lobban

LEV: Middle secondary  
AVAIL: Paper \$10.95 SCIS 735963

**ROBERTS, Michele** **Daughters of the house.**  
Virago, 1992  
ISBN 185381637X

An incident which occurred in a house in the French countryside during World War I is of vital importance to the lives of Thérèse and Léonie, but it is only via innuendo and their own explorations that they unearth the secret. The story unfolds in inferences in a series of short chapters - it just doesn't unfold enough: distilled writing is very satisfying but not to the point where the reader feels great uncertainty about her interpretations. Otherwise Roberts' style is evocative, very sensuous and full of marvellous description. Shortlisted for the 1992 Booker Prize. F. Gardiner

LEV: Upper secondary  
AVAIL: Paper \$12.95

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

**SMITH, Winsome Rachel weeping.**

Bells Line, 1991

ISBN 0646080822

Written in diary form and based on the author's experience **Rachel weeping** recounts the story of a pregnant 16 year old in the 1950's. Society and the attitudes of the era are recalled in this personal account centred on Palmyra - a home for unmarried mothers - where it is assumed that adoption will follow the birth of a child. The style, language and voice are honest and unsophisticated; the initial naivety of the girl and her developing understanding are well expressed. Some typing errors in the text and vagaries of layout are a minor annoyance but do not detract from the story's appeal and sincerity. C. Frew

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$12.00 SCIS 735165

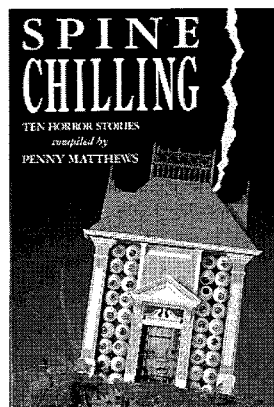
**Spine chilling : ten horror stories.**

Omnibus, 1992

ISBN 1862911568

The horror in these stories is not gory but unexpected and everyday real. For example in 'Bones' (Allan Baillie) the terror lies not in how the old man speaks and looks 'like a skeleton shuffling round in a rice-paper skin' but in the consequences of the mistake the children make about him. Most of the stories by well-known Australian writers have this unexpected quality. In 'Mel' (Sophie Masson) the author succeeds in arousing the ancient sense of ambiguity, of sadness and isolation as well as evil, the poignancy of human contact with mythical beings, in a modern Australian setting. M. Hamlyn

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$8.95 SCIS 727849

**WALLACE-CRABBE, Robin Dogs.**

Angus &amp; Robertson, 1993

ISBN 0207177368

Following a bit of youthful fun gone wrong, Reuben's father condemns him to a year living tethered with the

dogs in the backyard. Now living in the shadowy world of dog-man, he is involved in Terra Futura, a country populated by criminals with no belief in human or animal rights. Human society doesn't get a good press in this piece of fantasy crime fiction. The book is a playground for lovers of language. Puns, word-plays and spoofs abound. Probably only the very good reader with a strong background of crime reading and contemporary fiction would find this book accessible. Others would be confused. M. Steinberger

LEV: Upper secondary  
 AVAIL: Paper \$16.95 SCIS 736449

**WINDSOR, Patricia The dream killer.**

Pan, 1992

ISBN 0330325027

All the elements of a horror story, insanity, serial killings, cannibalism, psychic powers and a simpleton are part of this mystery story. The plot is contrived to keep the reader interested until the predictable melodramatic climax. Twins Rose and Jerram have shared their dreams so when Rose gets messages in hers from a girl who has recently been murdered and Jerram does not want to know about them, Rose begins to wonder what her twin has to hide. Why does he have unexplained absences from home? The relationships between twins make an interesting dimension to this tale. M. Hamlyn

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$8.95 +SCIS 732528

## Poetry, drama and literary criticism

Resources are in Dewey order.

**RICHARDS, Kel Father koala's nursery rhymes.**

Ashton Scholastic, 1992

ISBN 0868969680 [398.8]

If we really need a book of Aussie flavoured innovations on traditional nursery rhymes, then certainly Kel Richards has provided a collection which shows some imaginative flair. There are few Aussie animals and institutions (or traditional themes for that matter) which don't escape the treatment. Glen Singleton's illustrations are colourful and humorous, catching the spirit of the verses. Children will no doubt enjoy the fun and will need little encouragement to try some innovations themselves. The rhymes could also lend themselves to performance. This is not, however, a collection for poetry purists. B. Richardson

LEV: Lower primary Middle primary  
 AVAIL: \$16.95 SCIS 729201  
 KLA: E; HSIE

**STEPHENS, John Reading the signs.**

Kangaroo, 1992

ISBN 086417452X [808]

A text on understanding written language in a range of contexts, this book presents detailed methods on analysing various styles and genres. Examples are drawn from traditional and modern writers of prose and poetry including Austen, Blake, Dickens, Eliot, Pinter, Harwood and Koch. Appendices provide a handy checklist of features used in textual analysis and a glossary of technical terms. Unfortunately the presentation, in rather small print, makes the book appear overly academic and

would tend to capture the interest of only the most ardent students. C.Sly

LEV: Upper secondary  
 AVAIL: Paper \$14.95 SCIS 718442  
 KLA: E

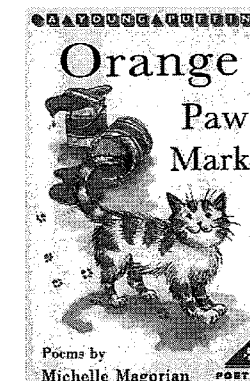
**MAGORIAN, Michelle Orange paw marks.**

(A young Puffin/Poetry) Penguin, 1992

ISBN 0140342095

[821]

Children will enjoy the verse in this delightful collection. Over sixty poems cover a wide range of children's activities and concerns such as getting dressed, worrying about a goblin under the stairs, being squashed on a bus, watching the rain pour down, moving house. Each poem is written from a child's perspective and in catchy, rhythmic style, perfectly capturing the mood or emotion of the event or moment to be immediately accessible even to the youngest of listeners. Black line illustrations by Jean Bayliss are appropriate and appealing. Recommended for reading aloud. B. Richardson



LEV: Preschool Lower primary Upper primary  
 AVAIL: Paper \$6.95 SCIS 734678  
 KLA: E; HSIE

**OWEN, Annie Pigeons and other city poems.**

Pan Macmillan Childrens', 1992

ISBN 0333563611

[821]

Although one or two poems have a northern hemisphere bias this collection has relevance to Australian children. The poetry is well chosen and varied in type and style. Included are two anonymous offerings, poems by well known poets such as James Reeves, e. e. cummings and Ogden Nash and others perhaps not so familiar to child readers. Illustrations are an added bonus, providing a happy complement. Teachers looking to support a city topic or theme will find the volume most useful. B. Richardson

LEV: Middle primary Upper primary  
 Lower secondary  
 AVAIL: \$16.95 SCIS 732520  
 KLA: E; HSIE

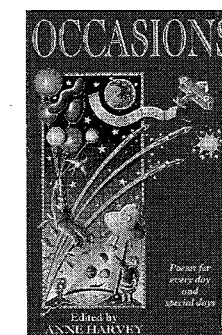
**Occasions : poems for every day and special days / edited by Anne Harvey.**

Penguin, 1992 (Puffin books/Poetry)

ISBN 0140348727

[821.008]

Sensory recollections, often of simple pleasures, are captured in these anecdotal poems of special occasions. This anthology celebrates the joys of living. Important moments such as births, school experiences, meetings with loving relatives, childhood memories and enjoyable times of play are some of the subjects in this collection. Simple style and language offer poems that are both highly



readable and useful as models for young writers. Poems are drawn from many sources including ancient Sanskrit through to the moderns. C. Sly

LEV: Upper primary Lower secondary  
 AVAIL: Paper \$8.95 SCIS 734668  
 KLA: E

**Issues in action : one-act plays speak out /**

edited by Heather Chatfield and Jan Williamson.

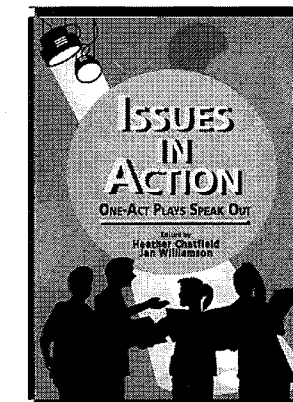
Longman Cheshire, 1992

ISBN 0582876184

[822]

These seven traditional scripts, at least two of which have appeared previously in collections for schools, cater for casts ranging from 6 to 20 plus players and include suggested student activities. These involve written and oral responses, considerations of staging and production as well as some ideas for creative writing and research. **Sorry, wrong number** is a short thriller with room for speculation; **The dear departed** a wry look at grasping relations and **Ernie's incredible illucinations** by Ayckbourn a well known comic piece. The flavour of most of these plays is 'old fashioned' and the collection is not for those looking for innovation in teaching drama to most secondary students. C. Frew.

LEV: Middle secondary  
 AVAIL: Paper \$16.99 SCIS 729539  
 KLA: E; CPA

**NEWAY, Katherine Mary Shelley's****Frankenstein.** Sydney University Press, 1993

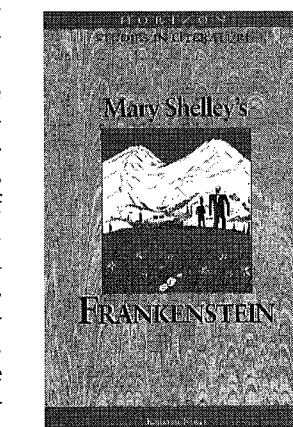
(Horizon studies in literature)

ISBN 042400190X

[823]

This is not a chapter-by-chapter critique with character and theme analysis. It will not be useful to those seeking short cuts in literature study. Rather, it is a series of linked essays exploring aspects of Shelley's **Frankenstein**. There is detailed discussion of narrative style, themes, characters and a contemporary context established. Themes are traced to the present, and recent television, films and theatre discussed. As the foreword states, literary criticism is not static. This criticism is post-feminist and discusses the suppressed sexuality of the novel. One of a series aimed at senior secondary students and undergraduates. A. Barber

LEV: Upper secondary  
 AVAIL: Paper \$9.95 SCIS 737153  
 KLA: E



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



**Viewpoints on the nineteenth century novel**

/ edited by Brian McFarlane. Longman Cheshire, 1992  
ISBN 0582876192 [823.009]

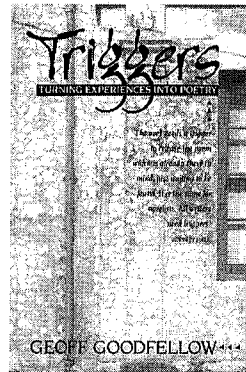
This compilation of essays, selected from those previously published in 'Viewpoints', provides teachers and students with a valuable reference on notable nineteenth century novels. Several academics offer a wide range of critical views on *Pride and prejudice*, *Emma*, *Wuthering Heights*, *Jane Eyre*, *The scarlet letter*, *Great expectations*, *Crime and punishment*, *The Europeans*, *Huckleberry Finn*, *The Mayor of Casterbridge*, *The woodlanders* and *Tess of the D'Urbervilles*. Two or more critiques on each novel consider different aspects of these works. Some writers conclude their essays with thought provoking questions for further discussion making this book especially useful for HSC students. C. Sly

LEV: Upper secondary  
AVAIL: Paper \$21.99 SCIS 726196  
KLA: E

**GOODFELLOW, Geoff Triggers : turning experiences into poetry.** Wakefield Press, 1992

ISBN 18625422767 [A808.1]

In 12 short practical chapters the poet explores the craft of poetry. Geoff Goodfellow is a modern Australian writer with a personal, conversational and anecdotal style bound to appeal to many young adults as he shares the 'triggers', the inspiration for a dozen of his poems. Each chapter begins with a frank discussion of the personal experience which lead to the poem. Drafts are presented and explanations of any alterations are discussed. While technical jargon is avoided the poet considers many aspects of language usage, punctuation, imagery and rhythm. The style and format make it useful for the classroom in writing workshops and poetry study. (This reviewer's only criticism is the faulty printing and binding in the first pages of the book - hopefully an isolated copy.) C. Frew



AUD: Professional  
LEV: Upper secondary  
AVAIL: Paper \$14.95 SCIS 716969  
KLA: E

**CONNOR, Matt Unbelievable poems for twisted kids.** Pan Macmillan, 1993 (Piper)

ISBN 0330273868 [A821]

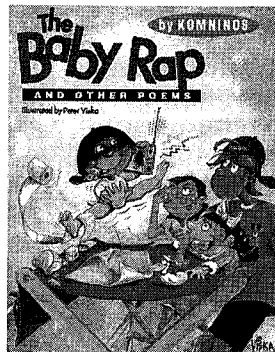
Weird, gruesome and revolting are just some of the adjectives that could be used to describe this collection of poems by a young Sydneysider. Adults may find little merit in the collection but kids will love the simple humorous rhyming verse about topics never discussed. Childlike cartoon drawings on most pages add a further dimension to the grotesque humour of the poems which are often clever, witty and disgusting at the same time. J. Anderson

LEV: Middle primary Upper primary  
AVAIL: Paper \$6.95 SCIS 746245  
KLA: E

**KOMNINOS The baby rap and other poems.**

Oxford University Press, 1992  
ISBN 019553481 [A821]

Funny, catchy, thoughtful, clever, irreverent, even shocking, are all apt adjectives for describing this varied collection. Peter Viska's cheeky line drawings add their own humour and provide an ideal complement. Children will find the poems most accessible and rap them out with glee; many being reminiscent of their own playground rhymes and verse. Prospective purchasers need to be aware, however, that some of the language and subject matter is crude and the book consequently will not appeal to, nor be approved by, all. B. Richardson



LEV: Upper primary  
Lower secondary  
Middle secondary  
AVAIL: Paper \$9.95 SCIS 730389  
KLA: E

**SKOVRON, Alex Sleeve notes.** Hale & Iremonger, 1992

ISBN 0868064794 [A821]

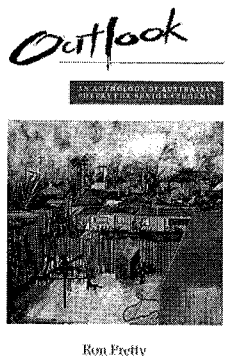
This Polish born poet introduces a new dimension and direction to Australian contemporary poetry. In this second collection of his poems he offers a succession of finely written pieces. Unique metaphors and imagery, at times reminiscent of T.S. Eliot, encourage the reader to examine life from a different angle. His content confidently blends the mundane and the profound, culminating in an enlightened perception. The complexity of these poems makes them more suitable for senior students who enjoy the challenge of qualitative, aesthetic writing. C. Sly

LEV: Upper secondary  
AVAIL: Paper \$12.95 SCIS 733063  
KLA: E

**Outlook : an anthology of Australian poetry for senior students** / edited by Ron Pretty.

Longman Cheshire, 1992  
ISBN 0582875927 [A821.008]

Students embarking on studies in senior English should be exposed to a wide range of poetic genres and styles. This anthology of Australian poems is a useful text for such a study. It includes works from early colonial ballads to modern poetry. Selections of Aboriginal and other non-Anglo works are also presented. Its thematic structure links poems sharing common themes. Brief introductions to each section focus the reader on specific issues and ideas.



Ron Pretty

Discussion questions elicit the reader's response. In addition, explanation of specific poetic devices are presented throughout. The book concludes with biographical notes and indexes. C. Sly

LEV: Upper secondary  
AVAIL: Paper \$18.99 SCIS 729541  
KLA: E

**GUNZBURG, Darrelyn Behind the beat.**

Currency, 1992  
ISBN 0868193321 [A822]

What goes on behind the glitz of rock bands? This play exposes the interpersonal politics of a young rock group who are trying to establish themselves in the world of music. Such issues as reliance on alcohol, racial intolerance, loyalty and endeavour are points of focus in this drama. Suitable for both English and Drama groups, it captures the ideals and anxieties of young people who are attempting to pursue their art. Dialogue is simple and the pace is fast moving making this an appropriate piece for lower ability students. C. Sly

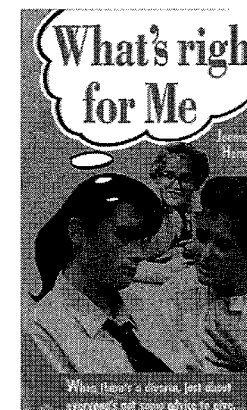


LEV: Upper secondary  
AVAIL: Paper \$9.95 SCIS 730581  
KLA: E; CA

**HEMPEL, Joanna What's right for me.**

Currency, 1992  
ISBN 0868193216 [A822]

A thought provoking play on the conflict between fulfilling family responsibilities and pursuing one's own self-interest. Behind direct, simple dialogue is the greater complexity of the situation. A small all-female cast, including a mother and daughter, consider the issue of divorce and its effects upon them. Each character views the circumstances from a very different perspective. The play sensitively exposes the feelings of each of the characters who ultimately comes to an understanding of the others. Apart from its obvious value for dramatic presentation, this play would also provide an interesting focus for theme studies in English classes. C. Sly



LEV: Middle secondary Upper secondary  
AVAIL: Paper \$9.95 SCIS 730566  
KLA: E; CA

**RAYSON, Hannie Hotel Sorrento.** Currency, 1992  
ISBN 0868193372 [A822]

This rare play about the lives of contemporary Australian women is sure to become a point of departure for a good

deal of reflection and discussion. A family home in the Victorian coastal township of Sorrento is the setting for a tense, dramatic reunion of three sisters. Each is still struggling to establish her own identity, a search which metaphorically parallels Australia's own quest for nationhood. Women's strengths are vividly portrayed with sensitivity. A unique blend of humour, interpersonal tension and melancholy make this play worthy of the several awards it has won. It is certainly a valuable piece of modern literature. C. Sly

LEV: Upper secondary  
AVAIL: Paper \$13.95 SCIS 734512  
KLA: E; CA

**TULLOCH, Richard Could do better.** Currency, 1992

ISBN 0868193046 [A822]

Scott and Cassandra are the only two characters in this short play. Scott is a year 10 sporting hero at school while Cassandra is the 'class brain'. Scott and his friends never have time for study while Cassandra dislikes any form of sport. However the two are attracted to each other and when Cassandra starts coaching Scott for the forthcoming exams so he can live up to his father's wishes, they start discovering surprising qualities in each other and themselves. Students will find it easy to relate to the characters and should enjoy participating in this play. M. Hutchinson

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$9.95 SCIS 730561  
KLA: E; CA

**BARRY, Elaine Fabricating the self : the fictions of Jessica Anderson.** University of Queensland Press, 1992 (UQP studies in Australian literature)

ISBN 0702223999 [A823 AND]

An invaluable aid to the study of the novels of a major Australian writer. Each novel receives a separate chapter, which will please those with little time and an interest in material about only one novel. Little biographical material is given, which may disappoint some readers. The novels are examined in order of publication, from *An ordinary lunacy*, through the historically based *The commandant*, the multi-award winning *Tirra Lirra by the river* and the latest *Taking shelter*. The valuable appendices give background documentation for *The commandant* and the full text of *The lady of Shalott*, central to *Tirra Lirra*. Comprehensive bibliography, notes and index complete the usefulness. M. Steinberger

LEV: Upper secondary  
AVAIL: Paper \$29.95 SCIS 718553  
KLA: E

**Scan examines developments in information technology. 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.

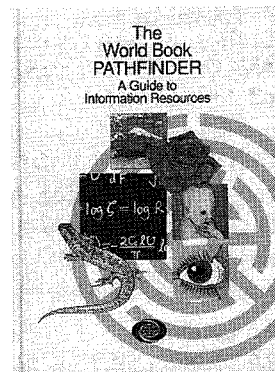
The following symbols have been used to indicate the Key Learning Areas used by the NSW Board of Studies:

CA	Creative Arts (secondary);
CPA	Creative and Practical Arts (primary);
E	English;
HSIE	Human Society & its Environment;
LOTE	Languages other than English;
M	Mathematics;
PD/H/PE	Personal Development/Health/Physical Education;
S	Science (secondary);
ST	Science and Technology (primary);
TAS	Technology and Applied Studies (secondary).

### The World Book pathfinder : a guide to information resources. World Book, 1992

ISBN 0909281300 [027.807]

Although a supplementary volume to World Book Encyclopedia, this guide to information designed for Australian students is an excellent stand alone resource. Focusing on more than 600 topics most commonly needed for school assignments, *Pathfinder* extends students' research skills to sources beyond the school library. Dewey numbers and a range of subject headings are given for in-house searching while books suitable for primary and secondary students are listed. A further subject section provides information on audio visual resources and organisations to contact about the topic. A must for all school libraries. J. Anderson



LEV: Upper primary Lower secondary  
Middle secondary Upper secondary  
AVAIL: \$39.95 SCIS 734731

### LUNN, Hugh *Head over heels*. University of Queensland Press, 1992

ISBN 0702224189 [079.092]

A sequel to the popular *Over the top with Jim*, journalist Hugh Lunn's *Head over heels* is the story of his adolescence and early adulthood. The racy style and endless fund of often self-mocking stories hold the reader to the end. Those who find adolescence a time of continual embarrassment and failure will find much to identify with here, as will any bumbling beginner in a career. Added interest comes from the quite large parts played in Lunn's life by Sallyanne Atkinson and internationally famous tennis player Ken Fletcher. M. Steinberger

LEV: Middle secondary Upper secondary  
AVAIL: \$24.95 SCIS 721620

### MACKAY, Hugh *Reinventing Australia : the mind and mood of Australia in the 90s*.

Angus & Robertson, 1993  
ISBN 0207179697 [303.30994]

Hugh Mackay draws together his long-term social research into such issues as gender redefinition, the influence of television, health and diet trends, technological changes, unemployment, use of leisure time, the environment, and the family, to analyse Australians' changing attitudes, values, fears, hopes and dreams from 1979 to date. He suggests that the approaching millennium could rush us into a new definition of Australian society and ourselves. Now is the time to analyse just what we hope that definition will be for our country and, ultimately, for ourselves. Balanced and readable style, with information extremely useful for such areas as General Studies, debating, and Society and Culture. But why isn't there a detailed index? G. Phillips

LEV: Upper secondary  
AVAIL: Paper \$16.95 SCIS 734791  
KLA: HSIE



### CAMM, E. *People continuity and change : Australian society & comparative studies*.

Longman Cheshire, 1992  
ISBN 0582876672 [303.4]

Appropriate for year 12 3 unit Society and Culture, Australian Studies and Business Studies option. Themes dealt with include change and continuity, modernisation, women and the family, youth and education, work and technology, distribution and wealth, social welfare and strategies for studying the future. Comparison is provided with Japan, USA and UK. Up-to-date figures, cartoons, photos and case studies make this a useful book for senior students. Activities are provided throughout the book. There is a good index and table of contents. Information is cross referenced between chapters. D. Lane

LEV: Upper secondary  
AVAIL: Paper \$27.99 SCIS 735372  
KLA: HSIE

### Culture contact in the Pacific : essays on contact / edited by Max Quanchi. Cambridge University Press, 1993

ISBN 0521422841 [303.48]

Written specifically for the VCE course Culture Contact in the Pacific, this history starts with pre-European Pacific society, examines the origins of Pacific peoples and discusses their societies. It then deals with European 'discovery', followed by a lengthy treatment of the 19th century, including trade, religious interaction, labour and the response and change in Polynesian societies. The transition from colonialism to independence includes Nauru, Vanuatu, Kiribati and Tuvalu. Contemporary issues are discussed. Each chapter contains additional analysis using maps, documents, paintings or photo-



graphs. There are questions at the end of each chapter and a good index. A. Barber

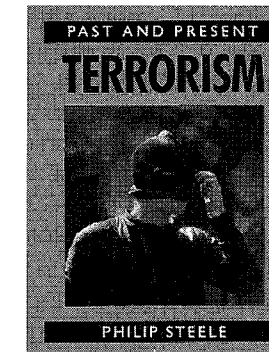
LEV: Upper secondary  
AVAIL: Paper \$24.95 SCIS 735412  
KLA: HSIE

### STEELE, Philip *Terrorism*. Heinemann Educational, 1992 (Past and present)

ISBN 0431006644 [303.6]

Covering the contentious topic of terrorism, this book is an asset to be included in both the primary and the secondary library. The author has produced an unsensational discussion which examines this issue from an historical perspective. The Key Dates is a time-line which neatly summarizes this perspective. The well-researched text is supplemented by graphic news photographs and drawings. The index and glossary are excellent and easy to use. Words explained in the glossary appear in the text in bold type. D. Collins

LEV: Upper primary Lower secondary  
Middle secondary  
AVAIL: \$19.95 SCIS 727726  
KLA: HSIE

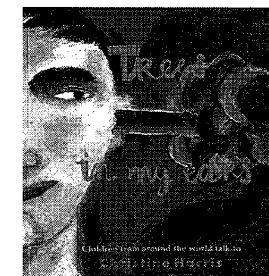


### HARRIS, Christine *Trees in my ears : children from around the world talk to Christine*

Harris. Wakefield, 1992  
ISBN 186254283X [305.2]

Christine Harris has brought together an interesting collection of children's candid thoughts on diverse subjects such as life and death, family, fairy tales, pets, education, the aged, sport, heroes and the countries of their birth. The child authors, from China, Russia, the Independent States, Turkey, Italy and Australia share their thoughts, beliefs and experiences, their hopes, their dreams and their fears. They do so honestly and seriously, sometimes with humour, sometimes with sadness, often with wisdom. The book is illustrated with black and white photographs and child-like drawings. B. Richardson

AUD: Professional  
LEV: Upper primary Lower secondary  
Middle secondary  
AVAIL: Paper \$14.95 SCIS 732692  
KLA: E; HSIE



### McDONALD, Meme *Put your whole self in*. Penguin Australia, 1992

ISBN 0140168184 [305.40994]

A seemingly unpromising subject makes a book of charm and fascination. At the local pool, the author, in her thir-

ties, meets up with women in a hydrotherapy group, takes a few photographs and finds a new social group. Through these women, the eldest aged ninety, she learns the dignity of being old and the joy of accepting yourself as you are. Over the weeks they swim, party, take bus trips, and always, they talk. Sharing their lives, they reveal wisdom on the subjects of marriage and pregnancy, love and grief, working, life and death. They are people just busy being people, and the perceptive reader will gain much from them. M. Steinberger

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$16.95 SCIS 726898  
KLA: HSIE

### FRENCH, Marilyn *The war against women*. Penguin, 1992

ISBN 0140171312 [305.42]

Marilyn French continues her hard-hitting criticisms of society and the concepts of equality. Dealing with the backlash against equal rights, she characterises it as a war against women, because it is universal, systematic and institutionalised. She presents plenty of evidence to back her claim, ranging from attitudes to women in world religions, political structures, economic programs and institutionalised control of reproduction. A fascinating study of the use of military language and pornography further emphasise her case. She finishes with a study of violence, within the home and outside, which is a powerful confirmation of her argument. Invaluable as a senior resource in many curriculum areas. M. Steinberger

LEV: Upper secondary  
AVAIL: Paper \$14.95 SCIS 726902  
KLA: HSIE

### ADAMS, Carol *From workshop to warfare : the lives of medieval women*. Cambridge University Press, 1990 (Women in history)

ISBN 0521399831 [305.4209]

The strength of this book lies in its use of primary sources to examine the role of women in medieval society. It is a scholarly but very readable and lively account of the life of a lady of the manor, a nun in a convent, and women at work in various trades in both country and urban environments. The concluding chapter on women law-breakers debunks the myth of the passive medieval woman at work on her tapestry in front of the fireplace! It is well-illustrated from contemporary sources, has suggestions for study at the end of each chapter, a detailed list of sources and a useful glossary. Despite these good points, it does not support the new junior History syllabus (except perhaps in years 9/10 options). D. Collins

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$14.50 SCIS 673159  
KLA: HSIE

### PERRY, Cassandra *Apartheid : a history*. Longman Cheshire, 1992

ISBN 0582663857 [305.800968]

A comprehensive account of how and why apartheid evolved in South Africa is the aim of this book. An informative chronology, background map and explanation of the term are outlined in the first few chapters. The remainder concentrates on the issues facing South Africa: the inequality of work, lack of job opportunities for black

South Africans, and resistance movements led by people such as Nelson Mandela. Even in light of such hopeful signs as the 1992 referendum where the majority of white South Africans voted 'yes' to continued reform, the country's future remains doubtful. A. Scholes

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$19.99 SCIS 733774  
**KLA:** HSIE

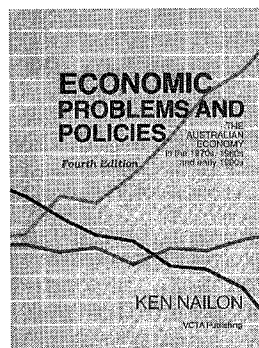
**HAINES, Janine Suffrage to sufferance : 100 years of women in politics.** Allen & Unwin, 1992  
ISBN 1863733655 [320.994]

The author is well-qualified to tell the story of the one hundred years of women's involvement in politics. The major focus is Australia, but she also deals with New Zealand, Canada, the UK and the US. Taking a chronological approach, Haines tells of the frustrating snakes-and-ladders climb to the top for those few women who have made it. With the first right to vote coming in 1895 (South Australia), it was not until 1921 (State) and 1943 (Federal) that women became MPs. Haines give striking evidence that attitudes had not changed by the time she left political life in 1990. Challenging chapters on women and the law, and media attitudes to women complete the usefulness of this book. M. Steinberger

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$14.95 SCIS 727087  
**EVAL:** Highly recommended  
**KLA:** HSIE

**NAILON, Ken Economic problems & policies : the Australian economy in the 1970s, 1980s and early 1990s.** 4th ed. VCTA, 1992  
ISBN 0868592544 [330.994]

Written specifically for senior economics in Victoria, the text deals with economic goals and their problems such as, price stability and inflation, full employment and unemployment, economic growth, external balance and distribution of income. A comprehensive summary is provided at the end of each period. Theory is given first and then in accessible language and format economic issues and policies are dealt with. Comprehensive tasks and questions conclude each section. There is a brief index and table of contents. Outlines are in point form. D. Lane



**LEV:** Upper secondary  
**AVAIL:** Paper \$16.00 SCIS 732508  
**EVAL:** Highly recommended  
**KLA:** HSIE

**FRANCES, Raelene and SCATS, Bruce Women at work in Australia from the gold rushes to World War II.** Cambridge University Press, 1993  
(Women in Australian history)  
ISBN 0521387698 [331.40994]

Personal stories and case studies provide the links for this historical survey. Changing employment patterns

for the 100 years since 1850 are examined in chapters dealing with domestic service, manufacturing, and the professions. Also explained are issues such as prostitution, trade unionism, the special plight of those 'on the margins' such as Aboriginal women and children, and those living in poverty. The primary sources are varied and interesting and the suggestions for study which support each chapter emphasise the involvement of students in practical and personal historical research. While there is not a general index the contents page is adequate and bibliographic notes are included with each chapter. This is an impressive and useful book which supports the growing interest in women's history in Australia. C. Frew

**AUD:** Professional  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$24.95 SCIS 734450  
**EVAL:** Highly recommended  
**KLA:** HSIE

**SOUTER, Gavin Heralds and angels : the house of Fairfax.** Penguin, 1992  
ISBN 0140173307 [338.7]

The story of one of the major players in Australia's media world. In 1991 the Fairfax family would have celebrated 150 years of continuous newspaper publishing in Australia, but went into receivership two months before. Souter traces the Fairfax dynasty, its domination of the newspaper world and its downfall. He balances the story of the family and its relationships, the issues of publishing integrity and control, and financial stability or otherwise. This edition updates the 1991 hardcover with a chapter dealing with the takeover by Conrad Black and Tourang Ltd. M. Steinberger

**LEV:** Upper secondary  
**AVAIL:** Paper \$16.95 SCIS 729101  
**KLA:** HSIE; E

**CHISHOLM, Richard Understanding law : an introduction to Australia's legal system.** 4th ed. Butterworth, 1992  
ISBN 0409304867 [347.94]

A basic introduction to the Australian legal system. First published in 1974, this book is written in plain English for non-lawyers. The content covers why laws are made, what courts and lawyers do and various issues such as law vs morality, legal aid, and individual liberty within public power. This fourth edition is expanded with a section on historical injustices to Aboriginal people and the legal implications, and includes a clear explanation of the Mabo judgment. Australian law is also examined as it changes in response to international law. There is a comprehensive index and a valuable guide to further reading, divided into topic areas. An excellent resource for legal information and for teaching Legal Studies. D. Collins

**AUD:** Professional  
**LEV:** Upper secondary  
**AVAIL:** Paper \$17.95 SCIS 728667  
**EVAL:** Highly recommended  
**KLA:** HSIE

**DERWENT, Bruce Fair enough? : a case book for Legal Studies students.** Cheshire, 1992  
ISBN 058287582X [349.94]

Written as a companion volume to Parker and Derwent's **Justice, law and society books 1 & 2**, this is another good resource for Legal Studies. It is a case book which tries to illustrate, by examining specific cases, the main areas of law and includes many of the important decisions made. The cases follow the structure of the NSW HSC Legal Studies syllabus, but is intended for use in all states. Each case is followed by questions for students to discuss and research. The cases have been selected in order to stimulate debate and make fascinating reading. The comprehensive glossary and detailed index are excellent. D. Collins

**LEV:** Upper secondary  
**AVAIL:** Paper \$22.99 SCIS 718976  
**KLA:** HSIE  
*To accompany this volume:*

**DERWENT, Bruce Fair enough? Teacher's manual.** Cheshire, 1992  
ISBN 0582908876 [349.94]

The teacher's manual provides additional background information, the answers to the case questions, and provides points of discussion to be brought out with students. D. Collins

**AUD:** Professional  
**LEV:** Upper secondary  
**AVAIL:** Paper \$24.99 SCIS 723195  
**KLA:** HSIE

**DUNCAN Robyn M. Legal Studies for New South Wales.** 2nd ed. Butterworth, 1992  
ISBN 0409304328 [349.94]

The second edition of this 'trailblazer' text has been re-edited and some parts re-written to fulfil the requirements of the NSW HSC Legal Studies syllabus. The whole year 11 and year 12 course is included in the one large volume of 490 pages. The content is divided into 3 parts: Legal institutions in NSW, The law in operation and Law and society. The 1991 HSC Legal Studies paper is included as a 'target' for students with review questions, summaries of each chapter, vocabulary and activities (e.g. word puzzles, crosswords) clearly designed for student use. This resource is unusual in that the text is enlivened with both extracts from newspapers and books, and many illustrations such as diagrams, photos and cartoons from both contemporary and historical resources. D. Collins

**LEV:** Upper secondary  
**AVAIL:** Paper \$38.50 SCIS 723326  
**EVAL:** Highly recommended  
**KLA:** HSIE

**ELLIS, Elizabeth Society, law and justice : Legal Studies for senior students.** Oxford University Press, 1992  
ISBN 0195532708 [349.94]

Although this book may be used as a general introduction to the legal system, it is basically a comprehensive textbook on Legal Studies. It follows the structure of the NSW HSC Legal Studies syllabus, but covers a restricted

number of optional units (Crime, Family, Consumers, Environment and the Law) and case studies (Aborigines, Women). Teachers will welcome the review and discussion questions and the activities at the end of each chapter as well as the occasional essay questions and a very comprehensive glossary. The authors (a solicitor, professor of law and a secondary legal studies teacher) have produced a scholarly but readable resource. The foreword by Justice Elizabeth Evatt reinforces this scholarly approach. D. Collins

**LEV:** Upper secondary  
**AVAIL:** Paper \$32.95 SCIS 729406  
**KLA:** HSIE

**BONAR, Veronica Glass rubbish.** Heinemann Educational, 1992 (Rubbish)  
ISBN 0431006741 [363.7]

With its emphasis on recycling and safety, this comprehensive but simple look at glass will have appeal for the younger reader. Excellent full colour illustrations support the text, but are informative in themselves and provide scope for extended discussion. The colour photographs have simple captions and add the necessary dimension of reality. Unfortunately the book is written for British students and at times the information is incorrect for the Australian environment, although the recycling message is easily understood. J. Anderson

**LEV:** Lower primary Middle primary  
**AVAIL:** \$17.95 SCIS 727753  
**KLA:** ST; HSIE

**Waste disposal.** [videorecording] Classroom Video, 1991  
[363.72]

A video dealing with the issue of waste disposal as a world wide problem which can be tackled locally by each household recycling glass, iron, paper and plastic. Land fills are a short term remedy only; composting is one alternative. Chemical wastes require specialised recycling treatment. In short, this is a 23 minute monologue showing an 'average' householder's ability to recycle. A summary with students' activities is attached. D. Lane

**LEV:** Lower primary Middle primary  
Upper primary Lower secondary  
**AVAIL:** \$69.00 SCIS 705753  
**EVAL:** Consider before buying  
**KLA:** HSIE; S

**HSC hints and tips : how to maximise your marks in the major HSC subjects.** Jenelle, 1993  
ISBN 1875734007 [373.12]

Ten HSC subjects are dealt with, usually including details on the different courses within these subjects. Each section is written by an experienced teacher and HSC marker. An outline of each discussed course is given, as well as a structure of the exam and specific exam techniques; handy hints and approaches for exam success are included, as is some idea of what examiners are looking for. There is usually an overview of syllabus requirements. Useful diagrams, tables and charts are included as are examples of incorrect, insufficient and inadequate answers. A. Barber

**LEV:** Upper secondary  
**AVAIL:** Paper \$19.95 SCIS 737149



**FORRESTAL, Peter Look it up! : a reference book for students of English.** 2nd ed. Nelson, 1992

ISBN 0170087328 [428]

A clearly written very useful reference book which contains an astonishing amount of information. Included are spelling, punctuation and grammar, how to take notes, how to write letters of all descriptions, articles, drama, radio, film and TV scripts, as well as quotations, references, bibliographies, debating, research, and how to prepare and present a speech. Excellent examples are given in every case. This edition has a clear layout utilising colour, a short introduction on use, a good index and highlighted key words. Its outstanding feature is wide range and clarity. An extra feature is prepunched holes allowing it to fit into student folders. M. Hutchinson

**LEV:** Upper primary Lower secondary  
Middle secondary  
**AVAIL:** Paper \$10.50 SCIS 727977  
**KLA:** E

**ROBINS, Elaine Watch your language : a student guide to English.** Oxford University Press, 1992

ISBN 0195534301 [428]

Filling a gap created by the need for a dictionary for English terms, this book provides literary terms and meanings, language conventions, points of grammar and usage. Words and concepts are dealt with alphabetically, each entry including a description and examples in context. Independence in learning is encouraged and skills and concepts of students in their work in literature is promoted. Information is accessible, print is clear and some illustrations highlight content. A useful reference. D. Lane

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$12.95 SCIS 725665  
**KLA:** E

**HORNE, Neil In plain English.** John Fairfax Education Unit, 1992 (The Herald in the classroom)

ISBN 1862900639 [428.0076]

From the well established series, this resource is designed to help students of English, including those from a non-English speaking background. Each unit contains a newspaper article with lead-in prediction questions, and meaning in context to be completed without use of dictionaries. Comprehension and discussion questions as well as other activities are also included. The articles, chosen to provoke discussion, focus on issues where cultural differences are important. The aim is to encourage students to work unaided at their own speed and to be self directing. Each article is illustrated. This stimulating work book should challenge and extend senior English students. M. Hutchinson

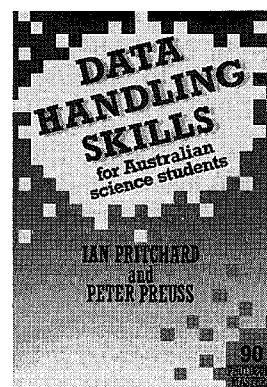
**LEV:** Upper secondary  
**AVAIL:** Paper \$13.00 SCIS 728787  
**KLA:** E

**PRITCHARD, Ian Data handling skills for Australian science students.** Cambridge University Press, 1991

ISBN 0521408954 [502.8]

Following recent trends away from content-based science teaching, these 19 black-line master exercises emphasise skills such as graphing, making deductions, experimental design and drawing conclusions. Cartoons, diagrams, drawings, graphs and tables illustrate each problem, procedure, extension and worksheet. Teachers' notes and a skills assessment grid are included. Topics could be used in biology, physics, chemistry and geology, in junior science, 2 Unit General Science and Science for Life. Very useful. P. Phillips

**LEV:** Lower secondary Middle secondary  
**AVAIL:** Paper \$29.95 SCIS 694454  
**KLA:** S



**BARRY, Bill Fundamentals 7 : mental exercises and problem solving activities for year 7 mathematics.** Longman Cheshire, 1992

ISBN 0582876621 [510.76]

Designed as practice and revision exercises, these 40 mathematical units do not set out to teach the concepts. Rather, each double page unit comprises four graded sets of problems on a similar theme. These include: using percentages, adding and subtracting decimals, adding and subtracting directed numbers, reviewing plane and solid shapes. Additional 'ponder puzzles' and 'just for fun' pages may be completed in pairs or groups. The book is designed so that some exercises may be completed in class while others are set for homework. However, the final mathematical crossword is printed with the majority of its clues on the reverse of the grid. Answers are included. A. Barber

**LEV:** Upper primary Lower secondary  
**AVAIL:** Paper \$12.99 SCIS 730591  
**KLA:** M

**VERDET, Jean Pierre The sky : order and chaos.** Thames & Hudson, 1992 (New horizons)

ISBN 0500300216 [520]

In pocket size format this resource provides an interesting interpretation of the importance of the sky in the development of our world. Related topics including astronomy and mythology are covered in depth. Interesting photographs and diagrams further enhance this work. A primary resource section gives examples of the different literary forms that have documented the sky. For those with a consuming interest in the subject there is a list suggesting further reading. A. Scholes

**LEV:** Upper secondary  
**AVAIL:** Paper \$19.95 SCIS 730737  
**KLA:** HSIE; S



**WALKER, Cyril Fossils.** HarperCollins, 1992 (Collins eyewitness handbooks)

ISBN 0732201225 [560]

A comprehensive introduction enables the user of this resource to locate over 500 fossil genera from around the globe. Information can be located under three sections: invertebrates, vertebrates and plants. Each entry is clearly photographed and described, details of its habitat and any unusual occurrences are noted. Colour-coded fact boxes, glossary and concise indexes further enhance this book. The pocket size format is also pleasing. A great resource for both the novice and the more experienced palaeontologist. A. Scholes

**LEV:** Middle secondary Upper secondary  
**AVAIL:** \$29.95 SCIS 731186  
**KLA:** S

**LINDSAY, William Barosaurus.** Angus & Robertson, 1992 (Dinosaur discovery guides)

ISBN 0207177333 [567.9]

This informative book traces the life of one of the largest dinosaurs to inhabit the earth - the Barosaurus, a huge barrel-shaped dinosaur living about 150 million years ago. Details about the habitat and living patterns of this creature have been provided from leading palaeontologists with photographs from the Natural History Museums in London and New York. A fact-file, glossary and index are included, with the useful addition of a museum guide (including Australia) which lists where exhibits of dinosaurs can be seen. A. Scholes

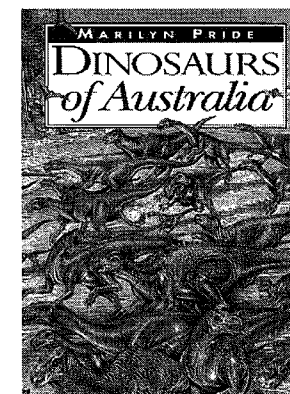
**LEV:** Upper primary Lower secondary  
Middle secondary  
**AVAIL:** \$19.95 SCIS 730750  
**KLA:** S

**PRIDE, Marilyn Dinosaurs of Australia.** CollinsAngus & Robertson, 1993 Rev. ed. (Picture bluegum)

ISBN 0207180121 [567.90994]

This revised edition presents a factual account of dinosaurs and change over time in Australia. While the text conveys much in the way of information surrounding dinosaurs, the writing style is somewhat dry. Full page pictures are well-placed to complement the written text. The bottom of each page displays a time line dating from 250 million years ago to 90 million years ago, and shows when certain dinosaurs evolved. The time line is accompanied by clear, boxed diagrams of the dinosaurs showing their size to scale and where they were located. Very nicely presented, this dinosaur book is likely to find an appreciative audience. S. Mendel

**LEV:** Middle primary  
**AVAIL:** Paper \$8.95 SCIS 745517  
**KLA:** ST



**LAFFERTY, Peter Biology.** Heinemann, 1992 (Pioneers in science)

ISBN 0431007950 [574.09]

This well-produced book takes a look at the oldest strand of science - biology - from basic questions about how life on earth began, to the development of human and animal behaviour to genes and DNA. People who have contributed to this field include Galileo, Louis Pasteur, Gregor Mendel and Konrad Lorenz. The layout of the book is excellent with clear illustrations and simple text. Time chart and glossary are useful. A. Scholes

**LEV:** Lower secondary Middle secondary  
**AVAIL:** \$19.95 SCIS 729200  
**KLA:** S

**Creationism : scientists respond /** edited by Peter Hogan. Australian Skeptics, 1991

ISBN 0646041002 [575.01]

Ten pamphlets from the Creation Science Foundation are responded to in brief scientific analyses by prominent scientists or science educators who are members of the Victorian Branch of the Australian Skeptics Association, and who are not necessarily anti-religion. Theories include coal formation, death of the dinosaurs and, of course, human evolution. Easily read, this book offers solid ammunition for those needing to refute the creationists, as well as good examples of debating logic. Extensive reference list of science texts for those requiring further information or technical data. P. Phillips

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$6.00 SCIS 731261  
**KLA:** S

**GANERI, Anita Animal behaviour** Gollancz, 1992 (Questions and answers)

ISBN 0575054182 [591.51]

The focus of this particular book is animal behaviour. Hunting, hibernation and migration are some of the broader questions addressed; some are more specific, for example, 'Why do hippos wallow in mud?' The text is clearly set out and illustrated with bold, close-up animal photographs and amusing cartoon drawings. Given that this series aims at the early reader and the typeface is unusually large, the text does contain some difficult vocabulary. Hopefully children will not find this too off-putting. A useful addition to the junior non-fiction shelves. B. Richardson

**LEV:** Lower primary Middle primary  
**AVAIL:** Paper \$8.95 SCIS 735744  
**KLA:** ST

**ATKINSON, Kathie Home and safe.** Allen & Unwin, 1993

ISBN 1863733736 [591.56]

Beautiful, close-up coloured photographs of 22 animals and their shelters make this an attractive information source and a reading pleasure. The text contains interesting detail and is well written in a simple conversational style. Occasional questions invite the reader to ponder some of the fascinating occurrences in the animal world. Each page shows a picture of one animal with an accompanying text of about 50 words, describing the main features and points of interest to do with the animal's home. A useful one page index gives names and key-



words ranging from burrows to trip lines. Many animals are Australian and include the bilby and gecko along with the egret, lerp insects and white mice. S. Mendel

LEV: Preschool Lower primary  
 AVAIL: Paper \$7.95 SCIS 747139  
 KLA: ST

**DURRELL, Gerald *The aye-aye and I : a rescue expedition in Madagascar.***

HarperCollins, 1992

ISBN 0002238098 [591.99691]

Practical conservation is the serious theme of this entertainingly humorous tale of collecting endangered species for special zoo breeding programs to ensure their survival. Gerald Durrell is a raconteur who combines fascinating descriptions not only of the animal species but also the human lifestyle on the unique island of Madagascar, with the storyteller's excitement and compassion. The combination results in a very readable natural science book with detailed information about animal conservation which can also be accessed using the index. M. Hamlyn

LEV: Upper primary Lower secondary  
 Middle secondary Upper secondary  
 AVAIL: \$35.00 SCIS 734777  
 KLA: S; HSIE

**BREIDAHN, Harry *Sharks and dolphins.***

Macmillan Education, 1992 (What's the difference)

ISBN 0732913462 [597.3]

Simple in presentation with a stated target audience of lower primary this particular book in the series provides far more realism and clarity than the volume on **Bears and koalas**. Although young children would need assistance in understanding some of the content, the information and illustrations are logically developed and the text is easy to read. Unfortunately, although the book contains a simple index and glossary, words in the text are not bolded for easy access. The book would, however, give young students a valuable introduction to the topic. J. Anderson

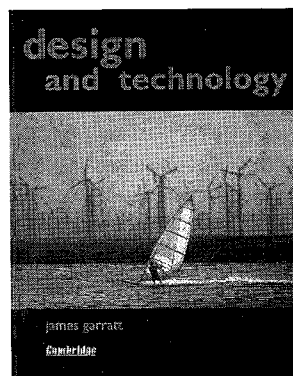
LEV: Lower primary Middle primary  
 AVAIL: \$14.95 SCIS 731608  
 KLA: ST

**GARRATT, James *Design and technology.***

Cambridge University Press, 1991

ISBN 052136969X [600]

Despite being designed to meet the requirements of British syllabuses, this text will be welcomed by NSW teachers of 2 Unit Design and Technology (years 11 & 12) for its precise and lengthy detail. The sections on stages in the design process and ergonomics are excellent. Creative Arts teachers will also appreciate the section on Aesthetics (elements of design) while the other sections (including Structures, Mechanisms, Materials, Energy) will appeal to Technology and Science teachers. This book is



well-priced, colourful, easy to read and to find information from, and is enhanced by many photos and clear illustrations. D. Collins

LEV: Upper secondary  
 AVAIL: Paper \$25.00 SCIS 724593  
 EVAL: Highly recommended  
 KLA: S; TAS; CA

**Making of the modern world : milestones of science and technology / edited by Neil Cossons.**

Murray, 1992

ISBN 0719551218 [609]

One hundred inventions from the collections of Britain's Science Museum are presented in chronological order, starting with a Byzantine sundial-calendar and ending with genetically engineered mice. Thus, a history of science, technology and medicine is developed. Each double page has a coloured photograph and an essay about the item. Written by acknowledged experts, the essay explains the significance of the item and places it in historical context. There is an index and a bibliography. Very useful for all technology studies. A. Barber

LEV: Middle secondary Upper secondary  
 AVAIL: \$49.95 SCIS 736180  
 EVAL: Highly recommended  
 KLA: TAS; HSIE

**LAUBE, Lydia *Behind the veil : an Australian nurse in Saudi Arabia.*** Wakefield, 1992

ISBN 1862542678 [610.73092]

Whilst safely in Sydney the author signed a contract for what looked like an exciting and rewarding year's service in a modern Saudi hospital. On her arrival at her hospital near the holy city of Medina she found however that the reality was appallingly different. Lydia Laube is obviously a person of great resilience and humour, and her story, whilst not omitting the discomfort and even outrage, is also very funny. Although she is careful to avoid cultural generalisations, it is difficult not to form some negative views of the Saudi society. M. Lobban

LEV: Upper secondary  
 AVAIL: Paper \$14.95 SCIS 684489  
 KLA: HSIE

**DONEY, Malcolm *Who made me?*** Marshall

Pickering, 1992

ISBN 0551014768 [612.6]

Written for very young students this attractively presented book has strong religious overtones with God, love and marriage featuring heavily in the text. Simply told with humorous drawings which would appeal to young children, the illustrations however, do not often enhance understanding. Mum and Dad are shown under the quilt while intercourse is demonstrated with two jigsaw pieces. The uniqueness of each individual is emphasised but the text, although concise and clear, provides minimal information suitable only for very young children. J. Anderson

LEV: Lower primary  
 AVAIL: \$12.95 SCIS 736057  
 KLA: PD/H/PE



**ROYSTON, Angela *Your senses : a***

**lift-the-flap body book.** Hodder & Stoughton, 1992

ISBN 0340584580 [612.8]

Sturdy in design with multiple lift-up flaps, this hands on book is written for younger students. Designed around questions related to how senses work, the book has easy to read text which provides simple yet accurate information. The brightly coloured illustrations and lift up flaps highlight and enhance the information given in the text, while related activities and experiments demonstrate the concepts discussed. A brief overview of sensory deprivation assists young students to develop an understanding of disabilities. J. Anderson

LEV: Lower primary Middle primary  
 AVAIL: \$19.95 SCIS 746074  
 KLA: PD/H/PE; ST

**RIDDELL, Ruth *Health : individuals and communities.*** Longman Cheshire, 1992

ISBN 0582908973 [613]

All aspects of health are covered in this well-presented resource. Individual chapters cover lifestyle, diet, drugs, sexuality and community health with appropriate activities suggested at the end of each. The importance of health care in the early and later years of life is stressed. Ways of investigating health issues including data collection, validity of data and evaluations are also included and will be especially useful for student research. A glossary, appendix, bibliography and index make this resource very accessible. A. Scholes

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$25.99 SCIS 734122  
 KLA: PD/H/PE

**EGGER, Garry *Gut buster waist loss guide.***

Allen & Unwin, 1992

ISBN 186373404X [613.7]

Specifically designed for men with a weight problem, the principles of this book may apply to everyone. This easy-to-read book avoids jargon and presents medical facts simply. Cartoons, tables and quizzes help make the information more easily understood. Discusses diseases related to weight gain, and deals with alcohol intake and smoking. Demolishes many myths about food, and presents tables of foods to be encouraged and avoided. Recommends against diets, and stresses healthy eating, particularly when having takeaways or restaurant meals. Different methods of exercise are discussed and rated.

Very useful for use with the Health curriculum. M. Steinberger

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$11.95 SCIS 728569  
 KLA: PD/H/PE

**McKENNA, Elaine and LAWRIE, Deborah *Letting fly : Deborah Wardley, Australia's trail-blazing pilot.*** Allen & Unwin, 1992

ISBN 1863732594 [629.13092 LAW]

The story of the first woman to become an airline pilot in Australia, giving the background behind the years of controversy, well-documented in the media. An experienced pilot and instructor before her application to the airlines, Deborah Lawrie (Wardley) put in a complaint to the Equal Opportunity Board following the interviews and selection procedures. After appointment by order of the EOB she had ten years of flying before resigning with the other pilots in the strike of 1989. Her story makes interesting and frustrating reading, particularly as we learn of the barriers she has faced since that strike, and her acceptance only recently by KLM. M. Steinberger

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$19.95 SCIS 728572  
 KLA: HSIE

**EVANS, Mark *Rabbit.*** Angus & Robertson, 1992 (How to look after your pet)

ISBN 0207176582 [636.9]

An informative look at all aspects of keeping rabbits as pets with an emphasis on teaching a child how to be caring and responsible. Easy to follow step-by-step instructions lead from a look at different types of wild rabbits to providing everything necessary to keep domesticated rabbits healthy and happy. Effectively captioned colour photographs, simple text and careful presentation make this resource suitable for a wide range of reading abilities while prospective rabbit owners will find it an invaluable guide. J. Anderson

LEV: Lower primary Middle primary  
 Upper primary  
 AVAIL: \$16.95 SCIS 726792  
 KLA: ST

**COLE, Alison *Perspective.*** HarperCollins, 1993 (Collins eyewitness art)

ISBN 0732201101 [701.82]

Older art students will be enthralled by this detailed overview of the theory and techniques of perspective from the Renaissance to Pop Art. Younger students will

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

however find the format confusing and specific information difficult to locate. Each double page spread is crammed with beautifully coloured reproductions, drawings, photographs and illustrations which contribute to a fascinating treatment of the subject. Complete with index, glossary, details of featured works and a step-by-step perspective summary the book will be a valuable resource for some students and also of interest to the casual browser. J. Anderson

**LEV:** Upper primary Lower secondary  
Middle secondary  
**AVAIL:** \$24.95 SCIS 731225  
**KLA:** CPA; CA

**VISKA, Peter The animation book.** Ashton Scholastic, 1993

ISBN 0868969583 [741.58]

An introduction to the art of animation is presented in this book by a well known cartoonist and animator. Many types of animation techniques using various media are explained with simple instructions and easy to follow steps. Humorous black and white cartoon drawings illustrate the techniques while specific exercises at the end give students suggestions to begin using the skills they have acquired. For the enthusiast, a short list of references provides recommended books on more advanced animation techniques. J. Anderson

**LEV:** Upper primary Lower secondary  
**AVAIL:** Paper \$9.95 SCIS 738009  
**KLA:** CPA

**HOWARD, Michael Gauguin.** HarperCollins, 1993 (Collins eyewitness art)

ISBN 0732201098 [759.4]

Books on Gauguin usually concentrate on his Tahitian works. Refreshingly this book shows examples of his developmental works (especially sculptures) which are not often seen, as well as influences upon his art. The information is brief but pertinent with details about his techniques and methods. In this series each double page spread is laid out in a visually intriguing way so that it invites exploration of the text and illustrations. It is a useful introduction to Gauguin at all levels particularly as it includes a list and map of where the originals of the illustrated works can be seen. M. Hamlyn

**LEV:** Lower secondary Middle secondary  
Upper secondary  
**AVAIL:** \$24.95 SCIS 731227  
**KLA:** CA

**BERNARD, Bruce Van Gogh.** HarperCollins, 1992 (Collins eyewitness art)

ISBN 073220108X [759.9492]

Biography, output and informed criticism are combined with detailed and appropriate illustrations. The double page layout is used effectively to illustrate Van Gogh's achievements, style, techniques and influences, as well as to place him in context with his contemporaries. For instance, the examination of an 1889 self-



portrait reproduces the painting, shows the range of pigments used, and expands parts of the painting for closer analysis. Elsewhere, contemporary photographs, reproduced objects, and drawings are used to illustrate. There is a glossary, index and list of key biographical dates. A. Barber

**LEV:** Upper primary Lower secondary  
Middle secondary Upper secondary  
**AVAIL:** \$24.95 SCIS 731179  
**EVAL:** High recommended  
**KLA:** CA

**REES, Lloyd Peaks and valleys.** Angus & Robertson, 1993 (Imprint lives)

ISBN 0207179379 [759.994]

Great Australian artist Lloyd Rees reminisces about a long life in the pursuit of artistic excellence and personal happiness. A satisfyingly large part is devoted to his childhood, providing a glimpse into suburban Brisbane life in the early 1900s. A move to Sydney in his 20s brought him in touch with many artists now famous. Trips to England and Europe provided an artistic fascination that lasted lifelong. Back in Australia, Rees married then lost his wife and stillborn child. His second wife and family are the subject of much of the book. Illustrations include his works, and many photographs not in the original larger edition of 1985. M. Steinberger

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$16.95 SCIS 734957  
**KLA:** CA

**PUGH, Aelwyn Women in music.** Cambridge, 1992

ISBN 0521346770 [780.82]

A short but comprehensive treatment dealing with women as performers, conductors and composers. Examples from all periods are given, from the 12th century Hildegard; Strozzi and Caccini of the 17th century; Clara Schumann, Fanny Mendelssohn and Ethel Smyth to Macconchy, Lutyens, Musgrave and the young LeFanu and Weir. Popular music writers/performers such as Armatrading are included, and contemporary conductors like Jane Glover and Sian Edwards. Many examples of musical composition are included, and a listening list appended. Slots perfectly into the music syllabus, but history students and general readers will find much of interest in this attractively produced book. M. Steinberger

**LEV:** Lower secondary Middle secondary  
Upper secondary  
**AVAIL:** Paper \$16.95 SCIS 722935  
**EVAL:** Highly recommended  
**KLA:** CA; HSIE

**The physics of music : nature of vibration and sound.** [videorecording] Classroom Video, 1992 [781.2]

In 34 minutes of graphic representation in colour the properties of sound waves - amplitude, frequency, wave length, velocity, pressure - are explored as they affect the production of music by various instruments including strings and wind instruments. Simple harmonics is clearly illustrated. Designed for music students in years 11 and 12 the diagrammatic representation of these princi-

ples will be useful for physics students as well.

M. Hamlyn  
**LEV:** Upper secondary  
**AVAIL:** \$75.00 SCIS 720841  
**KLA:** CA; S

**HARDY, Phil The Faber companion to 20th-century popular music.** Faber, 1992

ISBN 0571169485 [781.63092]

This is a useful dictionary of the people responsible for much of the American and British popular music, including jazz, musical theatre, operetta and country. World music and popular classical are not included. Entries are detailed with biographies and an emphasis on hits and major sellers. Cross referencing is good. However, there are no linking thematic essays or articles of analysis that would enable styles and genres to be examined. There is an introductory glossary referring to some of the people involved in a genre, but this is not exhaustive. Originally published in 1990, it has not been updated for this edition. A. Barber

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$24.95 SCIS 734674  
**KLA:** CA

**PIAF, Edith My life.** Penguin, 1992

ISBN 014015681X [782.42164092 PIA]

Piaf's own version of her life as told to Jean Noli, and translated by Margaret Crosland. An interesting companion to the longer and more objective PIAF by Simone Berteaut, a Penguin publication available for the last twenty years. Music students will probably find the memoirs of this major singer too subjective. There is little concentration on the music and much on the fight against alcohol and drugs and the doomed relationships. Interesting enough as a personal memoir, short and easily read, but does little to inform the students of her work and contribution to popular music. M. Steinberger

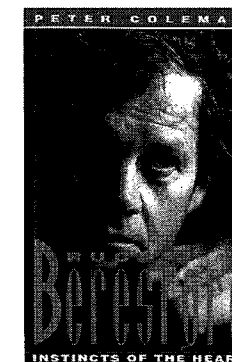
**LEV:** Upper secondary  
**AVAIL:** Paper \$12.95 SCIS 728999  
**KLA:** CA

**COLEMAN, Peter Bruce Beresford : instincts of the heart.** Angus & Robertson, 1992 (Imprint lives)

ISBN 0207175268 [791.43]

This readable, gossipy book does describe how the sometimes controversial film director works although much of the contents is reminiscing by the author and those interviewed. The student of film may glean information from the chapters on Don's party, The club, Breaker Morant, Tender mercies, The getting of wisdom, The fringe dwellers, Crimes of the heart, Driving Miss Daisy and Rich in love. The black and white photographs included do not contribute much extra information. M. Hamlyn

**LEV:** Upper secondary  
**AVAIL:** Paper \$16.95 SCIS 736047  
**KLA:** CA



**Community theatre in Australia** / edited by Richard Fotheringham. Rev. ed. Currency, 1992

(Currency dramatists)  
ISBN 086819333X [792]

Community theatre is a major focus of the senior Drama course, and this book contains much material that will not be found elsewhere. Short chapters written by the involved insiders tell the story of a variety of projects, some short-term, others still functioning. It's informative and also a tribute to the continually recreative inventiveness of the theatrical experience in Australia. Topics include theatre for the disabled, theatre in the workplace, Aboriginal dramatists and multicultural themes. Many well-known groups are included, like the Murray River Performing Group, the Castanet Club, originally of Newcastle, and the Theatre of the Deaf. M. Steinberger

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$14.95 SCIS 730577  
**KLA:** E; CA

**BRAMWELL, Murray Wanted for questioning : interviews with Australian comic artists.** Allen & Unwin, 1992

ISBN 004442356X [792.2092]

According to this book, comedy is a serious business. A diverse range of comic artists is interviewed - stand-ups, writers, cartoonists, satirists - deliverers of comic insights into the Australian psyche and the human condition. In all there are conversations with 30 comic artists, one third of whom are women. Few of the interviews are funny, although a little lunacy does creep into the Roy and H.G. chat. The two interviewers bring great respect the knowledge to each subject, and explore in depth each individual's approach to comedy and life. M. Lobban

**AUD:** Professional  
**LEV:** Upper secondary  
**AVAIL:** Paper \$18.95 SCIS 728570  
**KLA:** HSIE

**HEIMAN, Rolf Rolf Heiman's bizarre brain benders.** Periscope, 1992

ISBN 0949714143 [793.7]

Bright colour, amusing illustrations and variety in the type and difficulty of puzzles and mazes presented, add up to a book with wide appeal. Finding one's way around the twist in 60 seconds, helping Anne get the props right on the Columbus film set, locating thirteen rabbits for El Magnifico are just a few of the challenges presented. Solutions are set out clearly at the back of the book. Ideal for rainy days or eliminating the 'I'm bored, got nothing to do' syndrome, as well as providing good fun for those who like to give their brain a work out. B. Richardson

**LEV:** Middle primary Upper primary  
**AVAIL:** Paper \$6.95 SCIS 726314

**BRUCE, Jill B. Surf lifesavers of Australia.** Kangaroo, 1992

ISBN 0864174802 [797.3]

Stunning glossy coloured photographs form the backdrop for this overview of all aspects of surf lifesaving. The attractive layout of one third text and two thirds photographs per page makes the book visually appeal-

ing while the broad range of topics provides a comprehensive coverage. Using accurate yet simple easy to read information about a way of life that is part of Australia's heritage, the book covers the work and dedication of lifesavers as well as the recreational and safety aspects of fun in the sun. J. Anderson

**LEV:** Upper primary Lower secondary  
**AVAIL:** Paper \$9.95 SCIS 732773  
**KLA:** PD/H/PE

**THEROUX, Paul The happy isles of Oceania : paddling the Pacific.** Penguin, 1992

ISBN 0140159762 [910.4]

This is a highly accessible personal account of perceptions of Pacific life from Australia and New Zealand, through Melanesia, Polynesia to Hawaii. At times, jaundiced by his own dilemma (marriage and health crises) Theroux lets his mood dominate his narration until he finds a state of grace paddling his kayak around the big island of Hawaii. There are some errors in detail but the larger themes emerge as Theroux's trip unfolds. D. Lane

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$14.95 SCIS 734699  
**KLA:** HSIE

**SNOW, Alan My first atlas.** Troll, 1992

ISBN 0816725187 [912]

Initially this atlas appears to contain simple, effective, pictorial representations of countries around the world. Each double page includes the flag of each country, relevant and useful information about the country, and an inset picture to show where this country is within the world. An index and interesting activities in the back are a plus. However, two significant problems occur with this atlas. Firstly, the double page layout ensures each map is distorted through the centre. Looking closer, the colourings of the maps become confusing. And secondly some of the maps and data are already out of date. K. Wellham

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** Paper \$6.95 SCIS 732553  
**KLA:** HSIE

**REIMER, Andrew The Habsburg Cafe.** Angus & Robertson, 1993

ISBN 0207174148 [914.36]

Reimer's 1991 return to Vienna and Hungary, which his family left in 1946, is as much a complex mental journey as a physical one. He dismisses Vienna as an imperial theme park, a sentimental cream cake fantasy of the old Austro-Hungarian Empire. But it is the faltering, depressed world of Hungary which is the most interesting and difficult. Here, confronted by the increasing disillusionment felt by Hungarians as the 'fruits' of democracy elude them, Reimer has his own troubling confrontation with his half-remembered and handed-down past. The book is invaluable as a contribution to the emerging literature of immigration and as an Australian insight into post-Communist eastern Europe. G. Spindler

**LEV:** Upper secondary  
**AVAIL:** Paper \$16.95 SCIS 748897  
**KLA:** HSIE

**PAYTON, Geoffrey The Penguin dictionary of proper names /** revised by John Paxton. Penguin, 1992

ISBN 0140512381 [929.903]

Originally published in 1969, this useful dictionary has been revised and extended. It includes brief entries for proper names of people, classics, myths, opera, history, the Bible, events, literature, art, religion, theatre, food, places and more. It is idiosyncratic and inconsistent but generally comprehensive, given its Anglo-American focus: Rupert Bear is included but Snugglepot and Cuddlepie aren't. The print is very small. A. Barber

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$16.95 SCIS 734690

**WILKINSON, Philip The lands of the Bible /** illustrated by Robert Ingpen. Angus & Robertson, 1992 (Mysterious places)

ISBN 0207179565 [930]

Ten famous sites from the ancient near and Middle East are examined in text and lavish pictures. Their Bible connection is with the Old Testament, and the book offers insights into the lives of ancient peoples rather than Biblical times. Sites include Ur, Babylon, Karnak, Abu Simbel, Petra and Alexandria. The text is fairly dense and refers frequently to people, places and religions of the ancient world. This is balanced however by beautiful, detailed illustrations of such fabled wonders as the Hanging Gardens, the Ziggurat of Ur and the harbour at Alexandria. M. Lobban

**LEV:** Upper primary Lower secondary  
Middle secondary Upper secondary  
**AVAIL:** \$19.95 SCIS 731576  
**KLA:** HSIE; CA

**WILKINSON, Phillip The magical East /** illustrated by Robert Ingpen. Angus & Robertson, 1992 (Mysterious places)

ISBN 0207179573 [930]

Robert Ingpen's superb illustrations support and complement this thoughtful, well prepared text introducing readers to the scope of Far Eastern history - India, China, Japan, Kampuchea, Oceania. The prose is divided into manageable sections, headings are highlighted and aids to comprehension are incorporated in a natural way. For example, readers are invited to study a timeline and shown how to interpret it. The author invests life into these ancient and rich civilisations. Their buildings, people and traditions are brought to life through an imaginative text and stunning art work, combining fact, narrative and lyricism in a satisfying blend. C. Frew

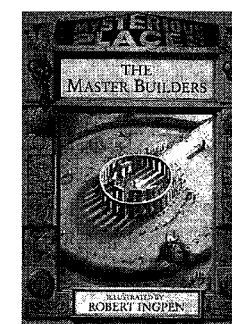
**LEV:** Upper primary Lower secondary  
Middle secondary  
**AVAIL:** \$19.95 SCIS 731582  
**EVAL:** Highly recommended  
**KLA:** E; HSIE; CA

**WILKINSON, Philip The master builders /** illustrated by Robert Ingpen. Angus & Robertson, 1992 (Mysterious places)

ISBN 0207179581 [930]

A fascinating look at 10 of the world's mysterious sites designed and constructed by ancient builders. Organised

chronologically, these famous ruins are looked at in relation to the knowledge they reveal to us today and the mysteries they still conceal. Enhanced by the beautifully executed and evocative illustrations of Robert Ingpen this inspirational text concludes with a detailed index and an overview of where additional information on these famous ruins can be found. The strong graphic design and excellent use of colour illustrations add to the appeal. J. Anderson



**LEV:** Upper primary Lower secondary Middle secondary  
**AVAIL:** \$19.95 SCIS 731585  
**KLA:** HSIE; CA

**WILKINSON, Philip The Mediterranean /** illustrated by Robert Ingpen. Angus & Robertson, 1992 (Mysterious places)

ISBN 0207179557 [930]

This beautifully presented book continues a series of factual texts on ancient history. We enter the mysterious world of the Mediterranean from about 3600 BC to 1853 AD. We journey through places such as Knossos, Mycenae, Rhodes, Epidaurus and Leptis Magna. With an excellent index, location maps, floor plans, timeline and exotically detailed illustrations, the mysteries are explored and our appetite is whetted. Easy to follow and exciting to read, we discover many a plot, a vision, a myth, an adventure. What a pity there's a mistake on the contents page. K. Wellham

**LEV:** Upper primary Lower secondary Middle secondary Upper secondary  
**AVAIL:** \$19.95 SCIS 731568  
**KLA:** HSIE; E; CA

**ETIENNE, Roland The search for ancient Greece.** Thames and Hudson, 1992 (New horizon)

ISBN 0500300208 [938]

This is in two parts. The first explores how Europeans have been fascinated by ancient Greece, while seeking to discover the historical truth and pillaging its artworks. It started with the Romans, then 14th century early archaeologists, nobility and the grand tour. Plunder followed during the 18th and 19th centuries especially by major national museums. Added to this was the 20th century explosion of knowledge. This section is lavishly and appropriately illustrated. The much briefer second section consists of documents focusing on issues including: opposing points of view concerning the return of the Parthenon sculptures and forgery amongst archaeologists. There is a good chronology and an index. A. Barber

**LEV:** Upper secondary  
**AVAIL:** Paper \$19.95 SCIS 730979  
**KLA:** HSIE; CA

**EDMONDSON, Elizabeth The Trojan war.** Macmillan, 1992 (Great battles and sieges)

ISBN 0732014507 [939]

For more than 2500 years, stories have been told of wars between the people of Troy and Greece. Homer's poems

tell of such events and in Turkey today lie the remnants of ancient battles and a long forgotten civilisation. Did the city of Troy exist? Were the Trojan wars fact or fiction? This book attempts to answer these questions. Each chapter gives an overview of the time and the events that shaped it. Clear illustrations highlight the text. A. Scholes

**LEV:** Lower secondary Middle secondary  
**AVAIL:** \$16.95 SCIS 731598  
**KLA:** HSIE

**CLARE, John D. Medieval towns.** Bodley Head, 1992 (I was there)

ISBN 0370317467 [940.1]

Evocative scenes of life in medieval times with recreated 'on the spot' photographs make this an interesting historical text. Focusing on the 14th century, a time of famine, war and plague it examines many aspects of life and power. Full double page photographs with text superimposed bring the conditions of the times vividly to life and provide an excellent venue for further discussion. The attention to detail in the text makes this a useful resource for a study of medieval times while the stunning presentation gives it much wider appeal. J. Anderson

**LEV:** Middle primary Upper primary Lower secondary  
**AVAIL:** \$19.95 SCIS 734542  
**KLA:** HSIE

**MARTELL, Hazel Mary The Normans.** Heinemann, 1992 (Young researcher)

ISBN 0431005699 [940.1]

This resource gives the reader insight into the diverse and rich lives of the Normans. The book opens with a detailed account of the heritage of the Normans from the 9th century to the Crusades and briefly describes how archaeologists gather supporting evidence. The rest of the book is devoted to describing the Normans' lifestyle, culture, feudal system and favourite pastimes, even giving an account of an early form of cricket. A comprehensive dictionary, index and time line further enhance this visually appealing book. A. Scholes

**LEV:** Lower secondary Middle secondary  
**AVAIL:** \$19.95 SCIS 721366  
**KLA:** HSIE

**CLARKE, Hugh V. Barbed wire and bamboo : Australian POWs in Europe, North Africa, Singapore, Thailand and Japan.** Allen & Unwin, 1992

ISBN 1863733132 [940.54]

Written with empathy by an ex-POW, Hugh Clarke with author, Colin Burgess, the diversity of Australian POW experience in two wars in Europe, the Mediterranean and Asia is detailed. Comparison is made between German and Japanese POW camps. Stories are written with compassion and provide insights into POW experience. D. Lane

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$29.95 SCIS 729437  
**KLA:** HSIE



**PENGLASE, Joanna** *When the war came to Australia*. Allen & Unwin, 1992

ISBN 1863733205 [940.5400994]

A companion to the popular ABC television series, this book uses hundreds of eye-witnesses to describe life on the home front during World War II. Some well-known names appear, like John Hinde, Dorothy Hewett, Patsy Adam-Smith and Russell Braddon, but basically this is one of those rare books where the ordinary person gets top billing. From around Australia schoolgirls and policemen, pacifists and office-workers, farmers and intern-ees tell how the war was for them. Well illustrated and presented, the book will find a willing readership amongst students and staff. M. Steinberger

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$22.95 SCIS 729439  
KLA: HSIE

**SAUVAIN, Philip** *Hastings*. Macmillan, 1992

(Great battles and sieges)

ISBN 0732914485 [941.02]

The Norman invasion of England in 1066 is the subject of this history book for junior students. The tone is conversational, the style direct. Some key words and unfamiliar terms are highlighted. The layout with two page chapters is appealing and photographs, illustrations, maps and diagrams are well labelled. Use is made of scenes from the Bayeux Tapestry and links are drawn with the appearance of Halley's Comet in the same year. This publication, while attractively presented, has more relevance to British schools but may still find a small audience among interested students here. C. Frew

LEV: Upper primary Lower secondary  
AVAIL: \$16.95 SCIS 729098  
KLA: HSIE

**CLARE, John D.** *Christopher Columbus*.

Bodley Head, 1992 (I was there)

ISBN 0370316509 [970.01]

This reviewer took exception to the concept of this book. It is part of a series called 'I was there' and so has 'photographs' to accompany the story of Columbus' four voyages which took place 500 years ago! The photographs vary in quality - the best have colourful, informative detail; the worst have a horrible static and fake effect. Teachers will find the text far more useful. Although clearly not appropriate to the intended audience (upper primary to lower secondary), it is based on contemporary sources and full of the most fascinating detail. Other good points are the index and the fly-page illustrations; the first is a map of Columbus' world, the second a timeline of his voyages in context of contemporary world events. D. Collins

LEV: Upper primary Lower secondary  
AVAIL: \$19.95 SCIS 728516  
KLA: HSIE

**SUNDAY, Jane M.** *Canada*. Heinemann, 1992

(World in view)

ISBN 0431004714 [971.064]

Containing historical, geographical and up-to-date factual information about Canada, details of the indigenous population are included. Each chapter is well illustrated with fact boxes used to highlight important issues or

events. The text layout, photography and illustrations contribute to readability. A. Scholes

LEV: Lower secondary Middle secondary  
AVAIL: \$19.95 SCIS 727721  
KLA: HSIE

**DINEEN, Jacqueline** *The Aztecs*. Heinemann

Educational, 1992 (Young researcher)

ISBN 0431005680 [972.018]

Full colour photographs interspersed with artwork enrich this comprehensive overview of the rise and fall of the Aztec civilisation. Clearly set out with a double page format for each topic covering many aspects of Aztec life and society the simple text is well constructed with glossary words in bold type. Captioned information is clear and relevant to the context of each topic and the usefulness of the book is enhanced by the Time Line and guide to the pronunciation of Aztec words at the end.

J. Anderson

LEV: Upper primary Lower secondary  
AVAIL: \$19.95 SCIS 721262  
KLA: HSIE

**MORRISON, Marion** *Central America*.

Heinemann Educational, 1992 (World in view)

ISBN 0431004684 [972.8]

An informative though shallow coverage of Central America with no in-depth look at relevant issues. Organised into general headings such as People and daily life, specific information on the different republics that make up Central America can only be found through the index. As a result information on a particular republic is difficult to find and collate. Although black and white and colour photographs provide a suitable backdrop to the readable style of the text, the book is unlikely to have broad appeal as it is uninspiring in its presentation.

J. Anderson

LEV: Upper primary Lower secondary  
AVAIL: \$19.95 SCIS 727729  
KLA: HSIE

**FLOOD, Josephine** *The riches of ancient Australia*. University of Queensland Press, 1990

ISBN 0702225134 [994]

A comprehensive, detailed and extremely readable account of the extent and nature of Aboriginal heritage in Australia from a scholar whose credentials are well known. The opening chapter appeals for visitor responsibility in the preservation of historic sites, outlines relevant legislation and briefly categorises various types of sites. Other introductory chapters deal with Australian prehistory and rock art. The bulk of the book, however, contains a descriptive analysis, organised by state and within localities of the whole range of Aboriginal prehistory and culture - outlining not only the expected but referring to volcanic areas, meteorite craters, rare flora etc. Abundant photographs, illustrations, maps and diagrams along with a wealth of knowledge make this a significant publication for a wide audience. C. Frew

AUD: Professional  
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$29.95 SCIS 642674  
EVAL: Highly recommended  
KLA: HSIE



**WARD, Russell** *Concise history of Australia*.

University of Queensland Press, 1992

ISBN 0702223867 [994]

A revised and updated edition of Ward's popular *Australia since the coming of man*. Ward emphasises that much has been added, particularly to the first chapter, dealing with discoveries, black and white. Thus the book now ranges from about 60 000 years ago to the time of the first Keating government. Stronger emphasis is now given to Aboriginal history, the role of women, and the social development of the country. Ward balances academic fact with an easy-to-read style. Many photographs, maps, diagrams and drawings contribute to this solid one-volume Australian history. M. Steinberger

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$19.95 SCIS 734685  
KLA: HSIE

**ROBINSON, Portia** *The women of Botany Bay*. Penguin, 1993

ISBN 0140146989 [994.0082]

Portia Robinson's important work deals exclusively with the convict women of Australia. She makes detailed investigation of contemporary records for every woman transported to New South Wales. Much of the information she presents is new, and she challenges many cherished myths of convict Australia. Close study of crime and punishment in Britain, reasons for transportation, families who accompanied convicts and those who were left behind, and subsequent behaviour of the women of Botany Bay leads to some surprising revelations. Copious supporting notes, and detailed lists of every woman transported give added depth to Robinson's conclusions. M. Steinberger

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$16.95 SCIS 737337  
KLA: HSIE

**MCDONALD, Roger** *Shearers' motel*. Picador

Australia, 1992

ISBN 03302733515 [994.06092]

Roger McDonald travelled and worked with a team of Maori shearers in the Australian countryside during the 1980s. This book results from that experience and comments on Australian social life and customs. These personal accounts chronicle ordinary lives and capture the sense of belonging and community provided by the landscape and the workers. The rituals of life in and around the shearing sheds are recounted, and at times analysed. The roles of the shearers, the shed, and the rural landscape are detailed. D. Lane

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$14.95 SCIS 733875  
KLA: HSIE

**BEATTIE, Owen** *Buried in the ice*. Scholastic,

1992 (A time quest book)

ISBN 059043492 [998]

An account of Sir John Franklin's failed expedition, to find a north-west passage in 1845, is presented in this book. The mystery and intrigue surrounding this journey is richly portrayed by clear illustrations and a narrative approach. In 1984, a group of anthropologists discovered the grave sites of three sailors who had been part of the

expedition. Two years of investigation solved the mystery of the death of 129 sailors in the Arctic wilderness.

A. Scholes

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$5.50 SCIS 723243  
KLA: HSIE

## Professional reading

Resources are in Dewey order.

### How to use a library - finding the information you need. [videorecording]

Classroom Video, 1992 [025.5]

Although this 19 minute video with accompanying activity sheets provides an overview of using a library, most sections are too brief. Its strongest feature is the Dewey Decimal System which uses excellent graphics and music to provide a clear and concise coverage. Unfortunately the narrator speaks too quickly and does not give appropriate space between each section and the repetition of captions is irritating. The section on the card catalogue would now be irrelevant for many school libraries while the final sections on the parts of a book, the reference section and other resources give the video limited use. J. Anderson

LEV: Middle primary Upper primary  
AVAIL: \$69.00 SCIS 720836

### THOMAS, James L.

*Play, learn and grow*.

Bowker, 1992

ISBN 0835230198 [028.1]

Entries of 1 074 titles comprise an annotated guide to 'the best books and materials for very young children.' Listed are the reviewers' criteria for appraisal, information which makes a good checklist for any buyer of children's books. The foreword provides a useful explanation of emergent literacy. Included are enduring favourites from Marjorie Flack's *Ping*, first published in 1933, to the popular Jan Pienkowski's *Stop go* book of opposites. There is referencing of author/subject/title and suggested age range, as well as a list of about 100 professional resources. Although one would like to have seen the inclusion of more Australian authors, there is no doubt that this comprehensive resource will be welcomed by preschool and kindergarten teachers, librarians and parent groups. S. Mendel

AUD: Professional  
AVAIL: \$42.00 SCIS 750291  
KLA: E

### Patterns of thinking : top level structure in the classroom / edited by Ann Turner. Primary

English Teaching Association, 1992

ISBN 1875622039 [370.15]

'Top level structure' is advocated as a teaching strategy in gaining meaning by understanding how and where the writer presents information. Patterns of cause and effect, main idea, and comparison/contrast are uncovered. Against a Queensland primary education background ideas are given across curriculum areas on how to use top level structure. Theory is given to back up this



as a teaching strategy. Decision making is a key in the process of understanding the message. D. Lane

**AUD:** Professional  
**LEV:** Upper primary Lower secondary  
Middle secondary Upper secondary  
**AVAIL:** Paper \$16.50 SCIS 731272

### PAINÉ, John **Total quality in education.**

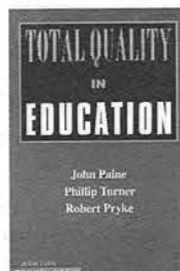
Ashton Scholastic, 1992

ISBN 0868969761

[371.2]

The strength of this book lies in its giving practical strategies and methodologies for schools wishing to examine and change their operations. Its authors are 3 members of the executive at Lisarow High School and many of the examples are drawn from that school's own experience in implementing Total Quality Management. The book gives a rationale for TQM, a methodology for its implementation and explains a number of statistical tools for evaluating school performance and change. The approach requires a high level of commitment from the school community and may not suit all schools. It does however provide a blueprint for action where that is sought. M. Lobban

**LEV:** Professional  
**AVAIL:** Paper \$12.00 SCIS 725526



### PICCIOTTO, Linda Pierce **Evaluation : a team effort.** Ashton Scholastic, 1992

ISBN 0590730916

[371.2]

Divided into 3 parts - evaluation by parents, evaluation by teachers and evaluation by students, the role of the learner is given priority in evaluation. These models of evaluation are compared and analysed. Sample report and evaluation cards are given to advance the role of the learner in the evaluation process. Language and structure are accessible. A foreword details the background to evaluation as a team effort. This is a holistic approach useful to parents and teachers. D. Lane

**AUD:** Parents Professional  
**LEV:** Lower primary Middle primary  
Upper primary Lower secondary  
Middle secondary Upper secondary  
**AVAIL:** Paper \$12.95 SCIS 735462

### WOODWARD, Helen **Negotiated evaluation.**

PETA, 1993

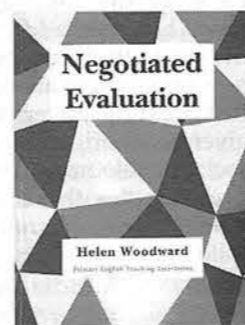
ISBN 1875622047

[371.2]

The focus of this book is on evaluation which requires the direct involvement of student, teacher and parent(s). The author describes her own research in this area, and gives suggestions as to how to put these ideas into practice. Parental involvement is an important factor in this process and practical suggestions for the involvement of non-English speaking parents are made, along with ideas for student self evaluation.

It would have been more appropriate to have written the text in the third person, rather than to address the reader as 'you'. The unfounded critical generalisations of classroom teachers' attitudes towards evaluation are unnecessary. This is quite a useful addition to the current discussion relating to evaluation and assessment in primary schools. S. Mendel

**AUD:** Professional  
**AVAIL:** Paper \$16.50 SCIS 738250  
**KLA:** E



### FORRESTAL, P. **Making meanings.** Longman

Cheshire, 1992 (Learning language)

ISBN 0582871050

[428]

A short book to be used as a source of language ideas for the junior secondary English course. It provides a starting point for language experience activities enabling meaning to be understood and new ideas interpreted. Group work is the basis and the drafting process in writing is encouraged with ideas, written work, editing and publication. Poetry, drama, TV, expository writing and fiction are the sources. A psycholinguistic approach to learning through language use and the semantic side of comprehension is emphasised. D. Lane

**AUD:** Professional  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$14.99 SCIS 731013  
**KLA:** E

## W H O R E V I E W S ?

Reviewers for *Scan* and for the SCIS database are selected from teachers and teacher-librarians across the state. In this issue, they included the following, who are teacher-librarians unless otherwise indicated:

Judith Anderson, North Sydney Public School  
Andrew Barber, Randwick North High School  
Jill Buckley, ex *Scan* editor, ex primary teacher-librarian  
Dianna Collins, Peakhurst High School  
Catherine Frew, Tumbarumba High School  
Fay Gardiner, ex *Scan* editor, *Scan* literary segment provider, casual primary teacher-librarian  
Marion Hamlyn, Wollongong High School

Mandy Hutchinson, Sydney Grammar  
David Lane, Economics teacher and Support Teacher Learning Difficulties, Balgowlah Boys' High School  
Marjorie Lobban, Peter Board High School  
Sally Mendel, Primary, Learning Materials Production Centre, Georgia Phillips, Smiths Hill High School  
Peter Phillips, Science teacher, Corrimal High School  
Beverly Richardson, primary teacher-librarian on leave  
Anthea Scholes, The Entrance High School  
Cathy Sly, English teacher, Barrenjoey High School  
Margaret Steinberger, Irrawang High School  
Kerry Wellham, Wallsend Public School

## COLUMNS



### ALIA School Libraries Section (NSW) meets the Minister for Education

*Michelle Ellis, President, Australian Library and Information Association School Libraries Section (NSW Group) reports on a recent meeting with the Minister.*

The Honourable Virginia Chadwick, Minister for Education, Training and Youth Affairs, Minister for Tourism and Minister assisting the Premier, invited the Committee of the ALIA Schools' Section to a social gathering which included: The Honourable Richard Bull, Parliamentary Secretary for Education; members of the Ministerial staff; Departmental representatives Denis Ralph, Deputy Director General, Programs and Planning; Judith O'Brien, Acting Manager Projects, Personnel and Employee Relations Directorate; Vic Rae, Manager School Systems, Management Information Services and Beth McLaren, Senior Curriculum Advisor, Library and Information Literacy, Curriculum Directorate.

Twenty members representing the various educational sectors, city, country, Government and non-Government, Primary, Secondary, and Tertiary attended the meeting. The Schools' Section considered that the importance of each sector needed to be acknowledged and consequently two country members Susan Hannigan from Vincentia High School and Cathy McDowell from Toormina High School were fully funded by the Section to attend the meeting.

Whilst it was an informal meeting we had been invited to send a briefing paper outlining our concerns. This briefing paper addressed four main issues. The first was equality of access to information technology (particularly OASIS) regardless of school size. The second issue was that of appropriate staffing including the problem of RFF in the primary school. The third issue looked at the positive support the school library receives from SCIS, the senior policy adviser in the Curriculum Directorate, and *Scan*. As well we are concerned that support be offered for technology implementation. The fourth issue was that of professionally qualified teacher-librarians and continued support for training and inservice.

The Minister, in her welcome, challenged us to explore the creation of links with other education bodies such as TAFE, and the link between information provision, open learning, distance education, and information technologies. In informal discussion the Minister indicated her support for SCIS.

The Committee very much enjoyed the meeting with the Minister. We look forward to exploring the challenges raised by her. The Minister indicated that the foundations had been laid for further discussion, so we hope to follow up the social occasion with a more formal meeting.

### NSW Teacher-Librarian Role Statement

The NSW Teachers' Federation has endorsed and made policy the role statement developed by the NSW Teacher-Librarians' Action Group.

### Book week

The announcement of the Children's Book Council winners for 1993 will be made on Friday 20th August at the CBC luncheon in Melbourne.

The Book Fair will be held at the State Library from Thursday 26th to Sunday 29th of August. School groups are available now only by cancellation. Individuals are welcome at any time.

### Off the shelf

The revision and reprinting of *Off the shelf*, the Department of School Education's publication to support the provision of information services in small schools is being undertaken as a joint project by the Curriculum Directorate and Western Region.

The Western Region Library Task Force is currently revising the information in the document. If any teacher-librarians (especially those practising in small schools) have any information they would like to see changed or included; suggestions for improvement; ideas for format etc. you are asked to contact Sue Piggott, teacher-librarian, Wellington Public School before week 5, Term 3, 1993.

The committee needs your assistance is *Off the shelf* is going to be of maximum benefit to those who need it most. *Scan* will advise readers as to where to obtain copies of the revised *Off the shelf*, and its cost, as soon as it is available.

### Ways of seeing

Plans are under way for the 2nd National CBC Conference.

**Venue:** Melbourne Hilton on the Park

**Date:** 5th-8th May, 1994

**Contact:** Margot Hillel  
C/- Bloomsbury Conference Services P/L  
232 Bridge Road, Richmond VIC 3121  
Tel: (03) 429 4322, Fax: (03) 427 0715

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



## The paperless library — do books have a future?

The Director-General of the National Library of Australia, Warren Horton, will present his views on this important community issue at a function organised by the Friends of the University of NSW Libraries.

**Venue:** The University of NSW Libraries  
Level 2 Meeting Room, The University of NSW, Gate 11, Botany Street Entrance, Kensington NSW 2033

**Date:** Wednesday, 28th July 1993

**Time:** 6pm for 6.30pm (Wine and cheese available before talk)

**Cost:** Visitors \$10, Friends of UNSW Libraries, pensioners, students \$5

**RSVP:** Terry O'Callaghan Ph (02) 697 2615

## Strategic planning for school librarians

**Venue:** Department of School Education  
3a Smalls Road, Ryde NSW 2112

**Date:** Saturday, 7th August 1993

**Contact:** Anne Plowman, Tel: (02) 569 7155,  
Fax: (02) 564 1083

ALIA, School Libraries Section (NSW Group)

## Information skills: where are we, and where do we go from here?

**Date:** Saturday, 6th November 1993

**Contact:** Ross Todd, Tel: (02) 330 5518

Venue and cost to be advised.

ALIA, School Libraries Section (NSW Group)

## Collection development for teacher-librarians

Presented by Charles Sturt University—Riverina Centre for Studies in Teacher-librarianship in conjunction with the School Library Association of NSW.

**Venue:** Oakhill College  
Old Northern Road, Castle Hill NSW 2154

**Dates:** 7th-8th August, 1993

**Cost:** \$100

**Topics:** The teacher-librarian and collection development; selection criteria for children's literature; censorship and the school library, amongst other topics.

**Contacts:** James Henri, Tel: (069) 22 2468,  
Fax: (069) 22 2733 regarding content; or  
Jan Radford, Tel: (02) 749 1919,  
Fax: (02) 749 2116 regarding the venue.

## ATTENTION CONFERENCE AND MEETING ORGANISERS!

Scan would welcome information about professional development courses of interest to teacher-librarians.

## REGIONAL NEWS

### WESTERN REGION

#### Teacher-librarians' Conference

**Venue:** Dubbo RSL

**Dates:** 5th-6th November 1993

**Cost:** \$80 or \$50 per single day

**Topics:** Small Schools' Library Services; Information skills; Censorship; Telecommunications; Literature updates etc

**Speakers:** John Marsden; Ken Dillon; Libby Gleeson (tentative)

**Details:** Dubbo ERC (068) 81 1320 for bookings.

### NORTH WEST

#### North West Region Librarians' Association

#### Technology in the library

**Venue:** To be advised

**Date:** Tuesday 26th October 1993

**Purpose:** A one day course to discuss the use of current technology in the library.

**Cost:** Approximately \$80 plus relief (if needed) and travel.

**Contact:** Wendy Smith, Tamworth PS, Tel: (067) 66 2016

#### Managing a small school library

**Venue:** To be advised

**Date:** Term 3 (to be advised)

**Purpose:** To raise issues of resource selection, cataloguing, classification, processing, as they effect small school librarians.

**Cost:** \$20

**Contact:** Wendy Smith, Tamworth PS, Tel: (067) 66 2016

### SOUTH COAST

#### Illawarra School Librarians' Association

23rd-27th August **Book Week**

Illawarra ISLA author visits by Jackie French, Bruce Whatley

23rd August **ISLA Book Week Dinner**

**Speakers:** Jackie French/Bruce Whatley. Carrington at the Belmore.

**Contact:** Coral Reilly, Unanderra PS

#### Information Skills

Primary & Secondary T/L Conference.

**Venue:** Wollongong ERC.

**Date:** 17th. September, 1993.

**Contact:** Denise Hoggan, Albion Park ERC

#### Wollongong ISLA

**Tentative:** The new Berkeley High School Library.  
Possible author/illustrator talk: Cathy Wilcox.

**Date:** 28th. October, 1993.

#### Wollongong ISLA

End of year dinner

**Date:** 26th. November, 1993.

### METROPOLITAN EAST

#### OASIS Library news

Remote access in the Burwood Cluster

In Term 2, Metropolitan East Region began trialling a networking proposal to link current OASIS Libraries in the Burwood Cluster. Depending on the outcome of the trial the initial link between Concord High School and Homebush Boys High School may be expanded to include all the OASIS Libraries in the Burwood Cluster. There are obvious benefits to library users such as an increased data base and available resources as well as the cost cutting benefits to the schools. Students and staff will be able to borrow materials from the other school libraries. The project will also rationalise the purchase of serials and expensive purchases. It will be beneficial for the school library to be seen as a leader in information technology and to further extend learning resources beyond the school.

#### Circulation booklet

Have you reached the point where you want to start circulation but wonder how to do it? The Metropolitan East OASIS Library Group has produced a 'Circulation Booklet' which is a step-by-step guide to setting up Circulation in OASIS Library. The 'Circulation Booklet' is complete in a draft format for Version 1 and will be updated to coincide with the release of Version 2.

For further information about 'The Circulation Booklet' or 'Remote Access in the Burwood Cluster' please

### NEW TECHNOLOGY AND THE IMAGE OF THE SCHOOL LIBRARY

David Waters  
Head, Department of Library and  
Information Studies

UNIVERSITY OF TASMANIA  
1993

Support for the school library is likely to vary according to users' perceptions of its role and functions and the library's image in the school. As school libraries introduce automated library systems, electronic network access, online searching workstations, CD-ROM products and other computer applications, their capacity to play a central role in the school increases. This school-based study of the attitudes of students and teachers to their school library sought to determine whether the introduction of new technology had brought about any changes in their attitudes to and opinions about the library. The study used relatively simple survey instruments, with potential for adaptation and use in any school library.

ISBN 085901 538 6

Available from: Department of Library and  
Information Studies  
University of Tasmania  
Box 252C GPO Hobart 7001  
phone (002) 202781  
fax (002) 202186 \$10.00

contact Joann Sayers on (02) 930 6096.

Joann Sayers, Metropolitan East OASIS Project Officer

## Film Noir—Australian style

The Australian Film Institute has compiled a catalogue of 23 videos about Aboriginal history and contemporary black Australia. The videos focus on positive images of Aborigines and show Aborigines talking about their culture, art, social and economic circumstances.

For copies of the catalogue, contact Ellie Ellis at AFI Distribution Ltd, PO Box 522, Paddington NSW 2021. Tel: (02) 332 2299, Fax: (02) 331 7145 ■

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