

SCAN

Curriculum Resources and Information Services



thank all those
divisions, g
s a
nal
ons
rovide val
M
respondents
strategies wh
teacher-librar
adapt to ens
implementati
role stateme
Action Group
therefore de
after seeking

7



- ❖ MARCHETTA ON 'ALIBRANDI'
- ❖ VIRTUAL REALITY —THE FUTURE
- ❖ WORKING WITH RFF
- ❖ NEXUS ONLINE
- ❖ CD-ROM REVIEWS



Educational Subscription Agents

- Magazines & Journals
- Trade Publications and Newsletters
- CD-ROM



Proven Service

Hintons subscription agency service is proven. We have been around since 1938. Hintons were the first agency to provide the now popular Common Expiry Month Service.

Proven Systems

Hintons have proven systems tested over time. We are flexible and able to cater for the individual requirements of each client.

Personal Service

Dedicated, personal service from enthusiastic, well trained staff who pay careful attention to detail and follow up to ensure satisfaction should difficulties arise.

Budgeting

Hintons offer you control over subscription expenses. By channelling all your subscriptions through Hintons you always know where you stand. Save time and effort to manage your subscriptions by dealing with one well-organised specialist instead of a number of publishers.

Worldwide Contacts

Hintons have publisher contacts all over the world. We are your single source for subscription information in either hardcopy or CD-ROM. Hintons keep you up to date with the latest information in your field.

Common Expiry Month ("Group")

Hintons invented the "Common Expiry Month" renewal concept and named this service the "Group" because all an organisation's subscriptions are grouped together in one common expiry month. Users of the "Group" service receive one annual invoice listing all subscriptions. Hintons organise for all your subscriptions to renew in a common month. This service increases control, saves on administration and cuts costs.

New Ideas and Information Sources

Hintons have access to information sources and new ideas that will help you and your organisation. Our diverse access to and knowledge of information markets will ensure that a relationship with Hintons keeps you up-to-date.

Food Technology Curriculum

In the near future we will be supporting the new Food Technology Curriculum and offering subscriptions to a wide range of appropriate journals and periodicals.

CD-ROM

We will also be providing subscriptions for CD-ROMs. This powerful new technology provides fingertip availability of references and abstracts in all kinds of areas. We have made ourselves CD-ROM leaders in several fields and are now focusing on Education titles.

Before renewing next year's subscriptions call us and fax your list of journals for an obligation free quotation.

IHS Australia Pty Limited Trading as Hinton Information Services ACN 059 947 410

Locked Bag 7, Eastwood NSW 2122

Ph (02) 804 6022 Toll free 008 249 721 Fax (02) 804 7434

FROM THE EDITOR 2

CURRENTS 2

FEATURES

Marchetta on Alibrandi	4
Have you read...? Some Australian children's fiction with star quality	7
Virtual reality: a learning medium of the future	12
Teacher-librarians and censorship	14
Australian Reading Association conference	16

TEACHING LEARNING

Good GGRR-RFF! or How to live with RFF	17
'Big AI' helps make three heads better than one	22
Learning with technology	24

INFORMATION TECHNOLOGY

Telecom NEXUS electronic information services	26
CD-ROM reviews	29
The CLANN CD-CAT	35
Multimedia library link (ISDN) project	37

MANAGEMENT

A word from SCIS	38
How to collect and preserve school archives with a minimum of effort and a maximum effect	39
The new Rees-Nolan Library — a successful campaign	41
Read-a-long at Kendall Central School	43
How to do a stocktake on Oasis Version One and survive to tell the tale!	44

RESOURCES

In review	46
Picture books	46
Fiction	
for younger readers	48
for older readers	54
Folklore, poetry and drama	58
Information	62
Professional reading	71

COLUMNS

School Magazine	76
---------------------------	----

INDEXES

Scan Editorial Board
 Chairperson
 Ms. B. McLaren, Senior Curriculum Adviser - Library and Information Literacy
 Ms D. Hoermann, Cluster Director, Cherrybrook Cluster
 Ms G. Henley, Information Skills / OASIS Consultant, Metropolitan West
 Ms M. Ellis, Teacher-librarian, Woollooware High School
 Mr J. Gore, Manager, Key Learning Areas Unit
 Mr G. Spindler, Leader, Marketing Team, Curriculum Resources
 Ms A. Glasscock, SCIS Review Coordinator

Editor
 Lee FitzGerald
 Review Editor
 Alison Glasscock
 Typist
 Nicholle Hicks-Ussher
 Production
 Richard Tabaka, ID Studio

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

Scan, published by the NSW Department of School Education, is a journal which supports the effective use of resources and information services in the school curriculum. Scan is published 4 times per year and is available on subscription from the Sales Section Curriculum Resources, Private Bag 3 Ryde 2112 (02) 808 9444.

Contributions and correspondence are welcomed and should be addressed to: The Editor, Scan Private Bag 3 Ryde 2112 Phone (02) 808 9490 Fax (02) 808 9413. Views expressed in Scan are not necessarily those of the editors or the Department of School Education.

Copyright NSW Department of School Education ISSN 0726 4127
 Material published in Scan may be reproduced with acknowledgement for educational purposes. Under no circumstances may copies be sold, redistributed or published without the express permission of the NSW Department of School Education.

FROM THE EDITOR

We hope that the last *Scan* for the year provides you with just the right mixture of entertaining and informative reading to put you into that wonderful, relaxed winding down of the school year mode!

I draw your attention to our **Inaugural student article contest**, fliers for which have been sent to universities around the state. The contest is open to students enrolled full-time or part-time in any undergraduate or postgraduate course in librarianship, teacher-librarianship or children's literature in any NSW university or college. The winning article will be published in a 1994 issue of *Scan*, will attract our usual author's fee and its writer will receive a year's free subscription to *Scan*. The article should be relevant to teacher-librarians in any of the areas of concern to *Scan*, i.e. teaching and learning, information technology, children's literature or library management. Applications close on 30th November and we look forward to receiving a flood — or at least a steady trickle! — of articles from interested students. For further information, please contact the *Scan* editor on (02) 808 9501.

Highlights of this issue include an interview with Melina Marchetta, winner of the Children's Book Council Book of the Year award, as well as the

1993 Multi-cultural award for her novel **Looking for Alibrandi**. Barbara Poston Anderson's article on virtual reality presents a view of the librarian's future role as 'cybrarian'. Ruth Buchanan writes on censorship and we have some CD-ROM reviews which reveal that although there are increasingly more to choose from, selection should be careful. Lastly, we pick up on the RFF issue highlighted in July.

Please don't miss the subscription renewal form on page 11 in this issue. We look forward to your continuing support of *Scan* next year.

I hope to address the concerns of small libraries in the next issue, and would like to hear from teacher-librarians about the particular problems which arise from limited time and resources. An adjunct of working in a small school could well be working in several schools, and I would also like to hear from people who are working in two or three schools about the advantages and disadvantages of this.

I take this opportunity to wish you a very happy Christmas and a truly idle January.

Lee FitzGerald
Editor

CURRENTS

Beth McLaren is Senior Curriculum Adviser - Library and Information Literacy

ALIA fellowship for Mairéade Browne

Congratulations to Mairéade Browne, formerly Head of the School of Information Studies, and now Dean of the Faculty of Social Sciences, UTS, Kuring-gai. Mairéade has been awarded a fellowship by the Australian Library and Information Association (ALIA). This is the highest honour given by the Association to a professional member. Many teacher-librarians will be aware of the contribution Mairéade has made to the profession and of the support she has given to teacher-librarianship. NSW Branch Council is hosting a reception at which Mairéade's fellowship will be presented, on Tuesday 7th December,

commencing 6.00 pm, in the newly refurbished Dixon Room of the State Library. Teacher-librarians who would like to attend this function should ring Jo-anne Fuller on (02) 906 6000.

NCIN bibliography

A copy of the second NCIN bibliography will be posted to all government schools early in Term 4. The Curriculum Directorate has produced the bibliography following the Curriculum Corporation's decision to cease all services associated with ACIN. The bibliography includes the latest curriculum documents added to the SCIS database by New South Wales. Online searching of the database remains the most effective way to iden-

tify curriculum documents on a specific topic. Circulating a print list of the latest additions to the database may be a useful way to publicise this SCIS service to teaching staff. Details of how to obtain copies of specific documents are included in the bibliography.

When circulating the bibliography to staff you might like to include a reminder that Alison Glasscock, SCIS Review Coordinator, is continually seeking new documents to add to the database. Teachers who know of curriculum documents developed by schools, clusters, regions or professional associations should contact Alison to have information about the document added to SCIS and included in the next issue of the NCIN bibliography. Contact details for Alison are:

Address: SCIS Cataloguing and Review Team
3 Smalls Road (Private Bag 3)
RYDE NSW 2112
ph: (02) 808 9487 fax: (02) 808 9413

Non government schools can obtain a copy of **NCIN Bibliography no 1** (NCIN document no. 21930072) and **NCIN Bibliography no 2** (NCIN document no. 21930073) by requesting them from: The Sales Section, Curriculum Resources, NSW Department of School Education, 3 Smalls Road (Private Bag 3), RYDE NSW 2122. When placing your order please quote the relevant document number and include \$10.80 for each document requested to cover the costs associated with duplication and postage.

PD Health PE support material

Riverina Region is coordinating a project to identify resources to support the proposed new PD, Health, PE syllabus. Teachers across the state have been asked to nominate relevant, existing resources to support this KLA. These resources will be flagged on SCIS so that NSW teachers will have access to a database of relevant resources to support teaching and learning in PD, Health and PE. Schools will be informed of how the resources will be flagged once the information has been added to the SCIS records.

CLANN CD-CAT

The increasing cost of materials, limited library budgets, and advances in technology are causing a shift in library collection development policies. More libraries are deciding not to purchase materials 'just in case' they are required, if the material can be obtained 'just in time' when it is requested. In general school libraries have not had access to union catalogues developed by other library sectors and this has limited their ability to locate information held in other libraries. The CD-ROM

developed by UNILINC will be of particular interest to schools, not least because it is a catalogue of the materials held in the Department of School Education Library at Parramatta. Linda Rouse's article in this issue of *Scan* describes CLANN CD-CAT in more detail. It is hoped that enough schools take up UNILINC's special offer to schools (see enclosed flier) to make the catalogue more widely available across the state.

ASCIS subject headings list

The Western Australian SCIS Cataloguing Agency won the tender to prepare the third edition of the ASCIS subject headings list which, as well as incorporating any changes made since the second edition, will include headings required by New Zealand school libraries. Work has already begun on the revision. The NSW SCIS team will be contributing by participating in regular teleconferences to discuss progress and by providing comment on proposed changes.

Great teaching resources

Many teachers have a favourite teaching resource which they have found to be particularly effective. Creative and talented teachers often adapt and use resources to support teaching and learning in ways which are beyond those for which the resource was originally developed. Do you have such teachers and resources in your school? *Scan* would like to publish information about resources which teachers have found to be particularly effective as well as information about the creative use of resources. Please contact the *Scan* editor if you can help.

Scan Editorial Board

The *Scan* Editorial Board, the members of which are listed elsewhere in this issue of *Scan*, meets quarterly to discuss future content and to advise on editorial and publishing policy. The Board's contribution has helped *Scan*'s coverage of issues relevant to schools and regions. In addition the enthusiastic promotion of *Scan* by Board members has raised its profile. I would like to thank all members of the Board for the time they have made available and for the invaluable support they have given *Scan* throughout the year.

Seasons greetings

As this is the last *Scan* for 1993 I would like also to thank our contributors and readers for their support. There is still much to be done before the year comes to an end, but I extend Christmas greetings to each of you and hope that you have a restful holiday. I look forward to continuing our contact in 1994. ■



Marchetta on Alibrandi

*The Scan editor interviewed Melina Marchetta, winner of the Multicultural Award and Children's Book Council Book of the Year Award for 1993, and found her to be much more interested in talking about *Looking for Alibrandi* than about herself.*

Her life since winning the awards

Melina's life is hectic because of being a full-time student with a part-time job. The routine of this hasn't changed, so that she has not had much time to think about the implications of winning both awards with a first novel. When pressed about it, she became very enthusiastic, and said that she was 'bugged out by being short-listed'. She was 'so rapt' to be in the company of authors like Gillian Rubinstein and Brian Caswell, whom she's always admired. The high point of receiving the Children's Book Council award in Melbourne for Melina was having her family there. She enjoys meeting other authors and illustrators and finds them idealistic people, with no jealousy, and sharing a common thread of love of children's literature.

The process of writing

Melina's approach to writing is unstructured, in that she doesn't set aside four hours a day to write, but gets to it as she can. It seems to worry her that she has so many competing demands on her time — from her studies and from her large family with whom she still lives. She hopes to go away at Christmas time this year and write solidly, on her own, for two months. She says that her books don't have a strong storyline, describing the one she's working on now as 'wishy washy'. She likes to work out the interaction between her characters and the story line evolves as do the characters. Melina's characters are so real to her, that she spoke about them as if they were alive. For example, when she was talking about Josephine being at a passionate stage of her life where she doesn't yet know that 'people will understand more if you speak less', she said 'I know that she will grow out of it' and then, as if to



Melina Marchetta

remind herself 'No she won't, she's a character'. When she has let the story evolve into a first draft, Melina works on it to make it as perfect as she can. With *Alibrandi*, she worked with Erica Irving of Penguin to reorganise parts of it, to cut

it down, to edit some of the minor characters such as Sister Louise, who played a much bigger part in the first draft of the story, and Christina, who is the one character that Marchetta would like to pick up on again some time in the future.

Her next novel

Melina is working on a book quite unlike *Looking for Alibrandi*, except that it is also set in a boarding school and the characters are 17 years old. The new book is like *Alibrandi* in that interaction between characters is of prime importance. It is at the first draft stage, and the storyline is still in the process of evolving. She is moving the chapters around to find the right place for them. She is refreshingly modest about this second book, and confesses to fears that people won't like it. However, when she writes, she forgets all about misgivings, and becomes totally engrossed in what she is doing.

Reasons for writing for the young adult group

'I don't know, but I know I always will'. She finds this group fascinating, identifies strongly with it and likes the stage teenagers are at of being so open to change and growth, so vulnerable yet so exuberant. She thinks that at 28, she is still very similar to them in tastes, and that today's teenagers are maturing very much faster than those of her time. She cares about the pressures young people are under — such as the HSC, and vulnerability to self-induced problems. Melina is able to write about teenagers with truth and in the language they really use, because she mixes with them daily with her own family and in her teaching and because it is not long since she was that age herself.

It was when she began to talk about *Looking for Alibrandi* that Melina really opened up and she is much more at ease talking about the book than about herself.

What is the essential concern she has in her writing?

Growth through interaction of characters is Melina's essential concern, both in *Looking for Alibrandi* and the book she is writing now. She said several times during the interview that she respects the readers' right to their own perceptions of what *Looking for Alibrandi* is about, and to predict outcomes for the characters in the story. Melina sees *Looking for Alibrandi* as being about **Josephine's growth to freedom through the interaction of the women of the three generations of Alibrandis** — Katia

Alibrandi, Christina Alibrandi, and herself. Further changes come about in Josephine from interaction with other characters, namely:

- her father, Michael Andretti
- her boyfriend, Jacob Coote
- her suicidal friend, John Barton
- her girlfriends, and Poison Ivy, the school captain whom Josephine misjudges, and
- Sister Louise, the school principal.

Grandmother Katia is the source of greatest comedy in the book, which surprised Melina who has discovered that people laugh aloud when she reads extracts from the book involving Katia. She didn't intend to be funny and is drawing on both of her own grandmothers as the source of Katia. She is really just using their language in Katia's mouth. Josephine has two obsessions — her own illegitimacy and her Italian descent. Grandmother Katia grates on both — as she has appeared to reject Christina for having Josephine illegitimately and because she is almost a caricature of an older Italian woman. As Josephine interacts with her grandmother in the story, and discovers the secret in the old woman's past (that she too gave birth to an illegitimate child, Christina), she grows towards freedom — she realises she is proud of her Italian descent, and that her obsession with illegitimacy has been just as great as her grandmother's.

The relationship between *Christina* and Josephine also leads towards Josephine's freedom and away from the problems which she brings upon herself. Melina likes the character of Christina, who was originally much more fully drawn. Christina has such strength, much more than Josephine gives her credit for. Josephine comes to realise, through interaction with her mother, that her perception of her mother as a victim is not shared by Christina.

The character of *Michael Andretti* is the only point of criticism Melina has had about the book. Critics have said that he is not real and that Josephine is too accepting of him. Melina agrees that he is the only character in the book who is not based on a real person (all the others are random amalgams of people she knows). Melina believes that Josephine's acceptance of Michael is a stage in her growth to freedom.

Melina finds that *Jacob* is a very popular character. She says that to create him, she had to physically tell Josephine to shut up, to give him a go. Josephine's interaction with Jacob teaches her that her pigeon-holing of people into socio-economic groups which are completely separate has been false, and that her snobbish attraction to the

elite values of her school and the success she sees as personified by North Shore Sydney, with its wealth and success in the eyes of the world, has also been false. Josephine learns that she loves Jacob because he is completely himself and without pretensions of any kind. She also makes a significant choice not to have sex with him, another milestone along her road to self discovery. She chooses not to sleep with him because the time is not right. This contrasts with the decisions Katia and Christina made about sex when they were Josephine's age. Melina hates it when people say that they are so glad she has put 'the moral' point of view regarding sex, because that wasn't her point. It was just that Josephine wasn't ready and had the maturity to choose not to.

John Barton is the character that Melina finds it difficult to talk about. She says 'no-one is comfortable to kill off a character', but that it was not believable for John to come in at the end of the story and say that he had come to terms with his father. Melina knew all along that she would have to kill him. His suicide is about HSC pressure and parental pressure but it is more than that. There is an intrinsic weakness in John — he is not able to fight for his own freedom. Interaction between John and Josephine teaches Josephine that the priority that she puts on elite success — becoming a barrister, getting top marks in the HSC, winning debates and public speaking competitions, being school captain, etc. means nothing if you do not have the freedom to make your own way in life. His death shows her that she does have such freedom.

Josephine's girlfriends, the outrageous and hilarious *Seraphina*, nervous *Anna*, and *Lee*, who is very similar to Josephine, act as contrasts to Josephine along her path to freedom.

Josephine's jealous and misguided relationship with *Poison Ivy*, the school captain to her vice captain, changes at the end of the story when she discovers that John Barton was right, and that she and Ivy are very alike and could be friends, if Josephine could just not over react to Ivy's apparent racism. Melina made the point that this book is not about racism. 'It is about ignorance, and not just Anglo-Celtic ignorance. It is about Josephine's ignorance'.

Sister Louise, like Christina a much more fully drawn character in the first draft of the novel, is based upon some of the wonderful feminist nuns Melina came across in her own school days. It is in the encounter with Sister Louise after the very

funny wagging of the school walkathon that we see the first indication of growth in Josephine. She acknowledges that she has been irresponsible and Sister Louise makes her realise that she has the potential for leadership.

Summing up Josephine

Melina said that Josephine is really two different people at the beginning and the end of the book. In the beginning, Josephine is overdramatic, poised to react to any real or imagined slight to her Italian background and her illegitimacy; very inclined to put people into slots and to not allow for any overlapping. Her problems are not great, it is only her perception of them that gives them such importance. She is inclined to be self absorbed, and to over-react in ways that are sometimes silly e.g. spitting on the menacing boy in Macdonalds. Melina is upset when people quote her as not liking Josephine — it is just that she can see her faults, and is helping her along the way to getting rid of them. At the end of the book, Melina sees Josephine as beginning to achieve freedom — she has learnt that she has blown her problems out of all proportion, that not everyone is about to crucify her for being Italian and illegitimate.

Josephine's interaction with the other characters has brought this about and it is this interaction which is the essential fascination of writing for Melina Marchetta. She has written in *Looking for Alibrandi* an amazing first novel. She is delighted with its success — there are 37,000 copies of it in print and sales are spectacular. Many schools have class sets. We finished the interview speculating on what would have happened to the characters in later life. Melina's confession: she would have had Jacob and Josephine find each other again after some years, Christina and Michael would get together too, as the essential respect is there, and ... wait for it, in wildest speculation, Marcus Sandford and Grandmother Katia would get back together! All's well that ends well! But it is up to the readers to make their own speculations.

Melina's next publication is a short story, tentatively called *Anna and Francesca*, in a new Agnes Nieuwenhuizen anthology, also provisionally called *Family*, to be published in 1994.

Scan contacted Melina Marchetta through Lateral Learning (Speakers for Schools), ph. (02) 968 2067. ■

Have you read...? Some Australian children's fiction with star quality



Kerry White

Dr Kerry White is NSW Judge for the 1994 and 1995 CBC awards, freelance writer and bibliographer, author of Australian children's books: a bibliography; Australian children's fiction: the subject guide; and a forthcoming book on children's poetry collections.

Reading almost 4,000 books in one year is, I imagine, an experience shared by few. A first visit to the optometrist was an unwelcome result but the experience has also given me an overview of Australian fiction for children that could not have been achieved with my usual piecemeal reading of the field. Apart from the academic benefits, my 'year of reading' was punctuated with times of delightful discovery when amongst the tons of books some titles would stand out like shiny stars or cherries in a fruitcake. Many of these memorable books are prize winners or best sellers and would be well known to all of you. Titles like Allan Baillie's *Riverman* and *The China coin*, Nan Chauncy's *Tiger in the bush*, Simon French's *All we know*, Libby Gleeson's *I am Susannah*, all of Bob Graham's books, Emily Rodda's *Finders keepers*, Gillian Rubinstein's *At Ardilla*, Nadia Wheatley's *Five times dizzy*, Colin Thiele's *Farmer Schultz's ducks*, Dianne Bates' *Grandma Cadbury*, Robin Klein's *Thing*, Jackie French's *Rainstones*, Alison Lester's *The journey home* and Pamela Allen's delightful new book, *Belinda*, made 'my toenails twinkle' to borrow a line from Dylan Thomas, though most were being read for the second or third time.

But I found other stars in the firmament that don't appear on 'best of' lists - books with qualities that have left a lasting impression. The following are by no means unknown or ignored books but they



have not attracted the special attention that awards bring. I offer this list of titles as an extension on the award-winning and well-publicised books and, most importantly, as a possible source of pleasure for other readers. This is a very personal top forty (not in any order) of just some of the titles I recall from my year of reading as the cherries in the Australian children's books cake.

Novels and short stories

Hurle, Garry **The Rusty Kee adventures**. Omnibus, 1986 SCIS 244547

An exciting, witty and unusual historical adventure story featuring teeth and keys! Garry Hurle's writing has a touch of the surreal and he surprises with each book as evidenced by his latest two titles, **Trubb's gift** and **The most important building in town**. For exquisitely crafted short stories Hurle's **The saddler's grand-daughter** can't be beaten.

Barnett, Gillian **Gumboots and other risks**. OUP, 1989 SCIS 607573

One of the very best 'I-don't-want-to-move-house' books. Change of home for Katherine is linked to a change in her perceptions of friends and confrontation with the age old argument about why one should go on with life at all when death (and the pain of relationships that might go wrong) is inevitable.

Wrightson, Patricia **Moon-dark**. Hutchinson, 1987 SCIS 417711

One would expect to find Wrightson on a list of memorable books but not as a less well-known title! Somehow **Moon-dark** has not attracted much notice and I don't understand why. Blue the cattle dog lives a quiet life with Mort, a fisherman. But his dingo ancestry is a spur to his night wanderings and communication with the animal life around him. He is puzzled by a war that starts up between bandicoots and bush-rats and troubled by the intrusions of Red dog, a wild animal that kills one of his wallaby friends. Development, even the small changes in this remote part of the country, seems to disturb age old foraging. The animals are helped by an ancient friend, Keeting the moon, to re-establish balance.

UQP young adult fiction series / edited by Barbara Ker Wilson. UQP, 1986ff

You may have noticed I've cheated a little on my choice of forty books and I guess choosing a whole series is cheating on a large scale, but in for a penny, in for a pound! Titles in the series have gained a number of awards overseas, but not here — a mystery. My favourite amongst these favourites is James Grieve's **A season of grannies**, [SCIS 393088] closely followed by Greg Bastian's **The great secondhand supper** [SCIS 602288], Brian Caswell's **Merryl of the stones** [SCIS 486295], the Al Capsella series by Judith Clarke [**Al Capsella and the watchdog** SCIS 741191; **The heroic life of Al Capsella** SCIS 741202 and **Al Capsella on holidays** SCIS 723771]; and Michael Noonan's **The December boys** [SCIS 649009].

Brinsmead, Hesba **Christmas at Longtime**. Angus & Robertson, 1983 SCIS 149662

Teddy Truelance tells the story of a family Christmas picnic at Blackheath. As a special treat Father takes Teddy to the Grand Hotel and here she experiences luxury for the first time in her life. A beautiful story about love and a time long gone.

Pearce, Margaret **Wanted! a horse**. Ashton Scholastic, 1983 SCIS 606433

John wants a horse very badly and his parents sure aren't going to help. Jenny shares her tubby pony with him but it is due to John's lively (and totally untrained) dog Blue that he is given a horse, Roanie. But working to get money to feed and equip Roanie is a huge problem, particularly with Blue around to stir up trouble. A hilarious novel featuring a fine female character (Jenny) and an unforgettable dog.

Spence, Eleanor **The seventh pebble**. OUP, 1980 SCIS 126881

A delicate, beautifully written (and simply brilliant) novel about a young girl in a country town just prior to World War II and what she learns about prejudice and violence through her friendship with a poor Catholic family.

Dubosarsky, Ursula **High hopes**. Penguin, 1990 SCIS 642457

Julia arranges an English tutor for her Argentinian father whose English is a bit haphazard but what can she do when her father, George, falls in love with the teacher! Dubosarsky is both funny and very down-to-earth. **Zizzy zing**, a time-slip novel, is also a gem. Three books from this author so far and I hope she is busy writing more.



Evers, L.H. **Danny's wonderful uncle**. Nelson, 1977 SCIS 444086

Wonderful stories about mermaids, dragons and Robin Hood told by Danny's uncle who always has time to spin a yarn.

Gleitzman, Morris **The other facts of life**. Penguin, 1985 SCIS 761877

Not as well known as **Two weeks with the Queen** and **Misery guts** but just as good. Do read this and **Second childhood** from the Winners series for a side-splitting combination of wit and morality.

Grocott, Ann **Duck for danger**. Angus & Robertson, 1985 SCIS 389076

Australian children's thrillers are rare birds but **Duck for danger** has all the ingredients for an entertaining read.

Horniman, Joanne **The end of the world girl**. Collins Dove, 1988 SCIS 429835

Kylie wonders how everyone can go on living normally with the ever present threat of nuclear war. Kylie's worries are set against a background of schoolyard fights, reactions to troublesome magpies and the ups and downs of her brothers and sisters.

Kenihan, Kerry **By Lexie Roberts**. Penguin, 1989 SCIS 490377

Lexie is in the fine and long tradition of struggling writer heroines who achieve success against the odds and in this book the odds are stacked high.

Manley, Ruth **The plum-rain scroll**. Hodder & Stoughton, 1978 SCIS 78781

Young Taro's peaceful but hard-working life at the Tachibana-ya (the Orange Inn) is changed when a wicked lord of the underworld threatens the Chrysanthemum Throne and Taro, armed only with a kitchen knife, goes to the aid of his Aunt Piety, really the Lady-into-fox. A witty and rich quest story. A delicious book! A CBCA Book of the year but oddly this hasn't brought it (and the sequels) much attention.

Stewart, Maureen **Dear Emily**. Penguin, 1986 SCIS 226824

Maria, a naive but entirely likeable girl, writes to a country penfriend about her life in a 'grandiose' flat (Housing Commission) and her amazing lifestyle while Emily writes of her super straight life in the country. First in a fine series that is both witty and moving.

Walker, Kate **Tales from the good land**. Martin Educational, 1988 SCIS 462849

Seven tales about the Good land, a place of 'milk and honey' discovered by Erin, a lame boy. These stories are quite unlike other writing by Australian children's authors. Impossible to categorise, they are folky and fable-like, apparently set at some time (in the past?) when life was much simpler, a pre-technology time. Walker's short story in the collection **After dark** and her award-winning novel **The dragon of Mith** have a similar feel. Quite different and delightfully funny are Walker's tales of Reckless, a young boy, in the collection **Burying Aunt Rennie**.

Park, Ruth **Things in corners**. Penguin, 1990 SCIS 655393

Fine stories, especially **Where freedom is** about an old woman, 'The old mouse' or Mrs Oliver, who can fly. Marvellous quote, 'Use your loaf, boy. One wrong choice doesn't make you unfree. Life moves along. You can always make another choice'.

Young novels and picture books

Mattingley, Christobel **The surprise mouse**. Hamish Hamilton, 1974 SCIS 29740

A gentle tale about a boy's love for his pet mouse and a delightful depiction of a mother and son relationship.

Nilsson, Eleanor **Heffalump?** Penguin, 1986 SCIS 240216

Heffalump thinks he is an elephant but nobody is quite sure. Then he does some brave, elephant-type things when he saves his friend the Bengal tiger from Sam the dog. The illustrations would make any reader want a Heffalump of their own.

Odgers, Sally **Just like Emily**. Angus & Robertson, 1992 SCIS 711518

Odgers is a prolific author and this little book is one of a number of stars in her list of works. Millard's illustrations are splendid. Another favourite is the picture book (illustrator Jane Tanner) **Maria and the pocket**.

Rubinstein, Gillian **Squawk and screech**. Omnibus, 1991 (Dipper) SCIS 692338

A tale of two aged lorikeets who had been bossy and handsome in their youth but now need the

help of the Bird Lady when they are injured. They in turn help her by scaring off a burglar. Smith's illustrations are hilarious. Part of the excellent Omnibus Dipper series.

Shannon, Margaret **Elvira**. Omnibus, 1991 SCIS 661485

A very amusing story about a dragon who, unlike the others, doesn't want to eat princesses and instead becomes a famous seamstress. Very much in the style of *Ferdinand* and like that famous book leaves a smile behind it.

Bedson, Jack **Sheep dogs**. Walter McVitty, 1990 SCIS 637389

Mac and Kelly are very helpful around the farm - upsetting milk cans, chewing boots and fetching cricket balls - but the farmer wants some real sheep dogs. So Mac and Kelly disguise themselves as sheep dogs with tar and wool. A very, very funny tale of misadventure. Also Bedson's *Don't get burnt*, surely the quintessential Australian children's picture book which should be in every one of our overseas offices.

Wild, Margaret **Thank you Santa**. Omnibus, 1991 SCIS 705822

When Samantha is ill in bed after Christmas she writes a thank you letter to Santa. Santa's reply starts a friendship by mail with a dialogue about the littlest reindeer's cold, an unhappy polar bear in an Australian zoo, Samantha's knitting, the habits of arctic animals and Mrs Claus' painting. A loving story with a message about the cruelty of keeping cold weather animals in hot climate zoos. Dazzling illustrations.

Cato, Nancy **Nin and the Scribbles**. Jacaranda, 1976 SCIS 112146

Nin is intrigued by the writing on the gum trees around her grandparent's house. Then she meets the Scribbles and helps them save their trees from the Council who want to build a new road. Twee but memorable and so very Australian.

Fox, Mem **Night noises** / illustrated by Terry Denton. Omnibus, 1991 SCIS 671091

This has won awards overseas but not here! This book gets my award for Fox's best book.

Dickins, Barry **My grandmother**. Penguin, 1989 SCIS 474915

A tribute to the author's grandmother who lived alone until her death at 99. A moving, funny, intimate look at a person, who while not doing much that was extraordinary, is made special by her grandson's love for her and her ways.

Edwards, Hazel **Snail mail** / illustrated by Rod Clement. Collins, 1986 SCIS 414414

The letterbox from a snail's perspective. Very amusing text and illustrations.

Lock, Kath **Jennifer and Nicholas** / illustrated by David Kennett. Keystone Picture, 1989 SCIS 679843

Jennifer and Nicholas are glad to go to bed after a hard day's work on the farm but the cow lows which makes the rat skitter and so on it goes! Jennifer gets up and comforts each animal in turn but as she hops back into bed, the cow lows again. Delightful details in the illustrations. Gorgeous book!

Lurie, Morris **The story of Imelda, who was small** / illustrated by Terry Denton. OUP, 1984 SCIS 191176

Imelda is so tiny she sleeps in a shoe box. A doctor suggests she tries eating only long food, spaghetti, asparagus and celery, but she still doesn't grow. Then a lady suggests a proper bed would help, and it does! A gentle, amusing story with a particularly satisfying ending.

Macpherson, Pippa **Beryl and Bertha at the beach** / illustrated by Ann James. OUP, 1990 SCIS 730084

Beryl and Bertha are abused by some young turkeys at the beach but Bertha shows them up when she wins the surfing contest - even if she didn't mean to enter! A tale of two 'old boilers' standing up to some 'young turks'!

Moffatt, Frank **Farmer Beans and the pantry frog**. Nelson, 1985 SCIS 432203

There are lots of animals on Farmer Beans' farm, but the only ones who live inside are the two dogs until a green frog, Ralph, takes up residence in the pantry. After many attempts to get him to live elsewhere, Farmer Beans and the dogs miss Ralph when he is gone and go out to bring him back. A gentle story about animals and humans living together.

Morimoto, Junko and Smith, Helen **My Hiroshima**. Collins, 1987 SCIS 706503

The author's recollection of her city - first the happy times with her family, then the war, and finally the day of the bomb which Junko survives because she is absent from school that day. Intensely moving personal account of terrible suffering.

Ormerod, Jan **The story of Chicken Licken**. Walker, 1985 SCIS 437958

Parents are watching their children act out the story of Chicken Licken, but behind them another drama is unfolding while baby explores. A text for the narrative theorists to get their teeth into!

Pavey, Peter **Taggart Toad**. Nelson, 1980 SCIS 148292

Taggart Toad is everything from dashing through to terribly wise, and keen to tell others about his extraordinary exploits, but then the past catches up with him. Please come back Peter Pavey!

Scott, Mavis **Little Ho and the golden kites** / illustrated by Pat Reynolds. Allen & Unwin, 1990 SCIS 639505

It is the day of the golden kites and the crowd gathered for the judging applaud the beautiful kites made by the rich nobles. But when Little Ho boldly brings his homemade kite to the Emperor's attention his very life is in danger for this presumption. A warm tale about the courage of innocents.

Tamlyn, Wendy **Morris and Minka**. Walter McVitty, 1992 SCIS 718031

Morris is a happy cat who loves where he lives under the monkey-faced mountain, that is until Minka arrives. A tale of jealousy and adventure that ends in friendship. A beautifully produced first book.

Wagner, Jenny **Jo-Jo and Mike** / illustrated by Ann James. Nelson, 1982 SCIS 132422

This is a very popular book but I love it so much that it had to go in the list. Mike and his dog Jo-Jo work for the council painting signs. In his spare time Mike paints pictures too but the council doesn't know about Jo-Jo or the paintings. The town starts to grow and Mike gets an officious assistant who appoints lots of 'Dogs not allowed' signs, eventually it is all too restrictive and Mike and Jo-Jo leave. ■

Subscribe to Scan in 1994

Subscriptions begin in February with issue no1, there are 4 issues per year.

Scan order form

Please supply () copy/copies of Scan for 1994

When subscribing please check your records carefully. No refund will be given for extra subscriptions taken out by mistake.

Please tick price:

Product no. 5735

\$45.00

\$37.00 *Discount price to NSW Government Schools*

Attached is a cheque to the value of \$..... payable to the NSW Department of School Education

OR please charge my Bankcard Visa Mastercard to this amount.

Card number: Expiry Date: _____

Name on card: _____ Signature: _____

Name/Position: _____ School code/ Customer No: _____

Address: _____

Postcode: _____ Telephone: _____ Fax: _____

I certify that goods are for educational use only and are exempt from sales tax. They are not for resale.

Signed: _____ Date / 19

Forward orders to: Sales Section, Curriculum Resources, Private Bag 3, Ryde NSW 2112
Phone: (02) 808 9470 Fax (02) 808 9475

VIRTUAL REALITY: A LEARNING MEDIUM OF THE FUTURE

Barbara Poston-Anderson is Associate Professor, School of Information Studies, University of Technology, Sydney.

Just when we thought we'd seen everything, along comes something new. It's called virtual reality and if all the hype about its potential is true, it will revolutionise teaching, learning, and information provision in the next few years. Although still at the developmental stage, this technology has inspired the popular press to call it 'awesome,' 'larger than life' and even 'cosmic.' So what is virtual reality, and how can educators and information professionals maximise its use?

A virtual world is a computer generated environment which can be programmed to look, feel, and sound like anything you have ever seen or imagined. Once designed, a virtual world is easy to enter. Simply put on a head mounted display. Your bodily movements are then tracked and fed back into the virtual world via computer technology. You experience a near 360 degree three-dimensional simulated environment in which you can move naturally and interact with others. Scuba diving in the ocean, exploring the inside of Tutankhamun's tomb, piloting a space shuttle and other active adventures are all within your reach.

Wearing the headgear, you are able to interact naturally using the senses of sight, hearing, and touch. Virtual experiences are said to be 'more real' than real, because even invisible processes such as photosynthesis can be made visible and directly experienced. Your fluid self can change perspective at will or appear to others in a range of forms both human and inanimate.

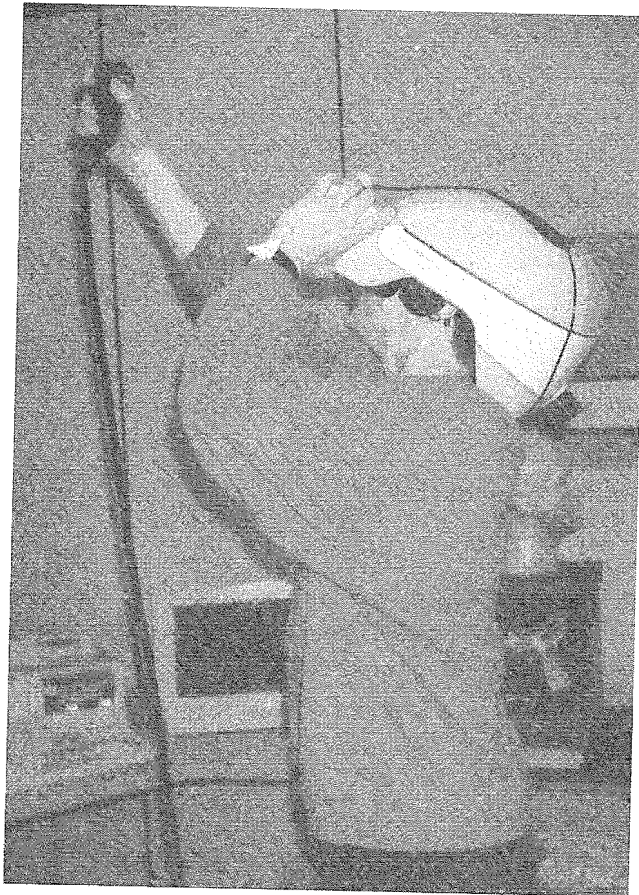
Among the educational uses already suggested for this cutting edge technology are:

The virtual classroom

Wearing the headgear, young people access the classroom from anywhere. Their virtual bodies enable them to interact directly as they would in a real classroom situation. The medium adapts to their individual learning styles and preferred formats of information.

The virtual field trip

Students visit any place in the world about which they are studying. Individual and group experiences are possible. Students can even design their own worlds and then visit them.



Head-mounted display with hand control for movement within virtual world.



Group project work

Any joint activity, such as a group art, music, or drama project can be undertaken together in the virtual environment.

The virtual library

Students will be able to directly experience a phenomenon, such as mountain climbing. In addition, they will be able to access graphic and textual databases for information to learn more about what they are doing while they are doing it.

As a tool for learning this medium has distinct advantages. Inside a virtual world, meaning and understanding grow from direct participation, rather than from symbolic interaction, such as in reading. Because behaviour is natural, rather than symbolic, participants do not have to learn the language of the computer. Instead, the computer adjusts to the individual learner and can be programmed to provide information in preferred formats and styles. Likewise the ability to interpret print is not essential. Lack of literacy or numeracy is not a barrier to learning in a virtual world. In addition, in the limited testing of this medium which has been done so far, there has been no obvious gender difference with both boys and girls responding with equal enthusiasm to using it.

While all learners will gain from the individualisation which this medium enables, those with special needs, including the physically and/or learning disabled, will greatly benefit. Movement through virtual space, the nature and intensity of interaction, the length of response time, and the density of information can all be varied to suit each learner. Students will be able to perceive the information in a form with which they are most comfortable and learn best. In addition, they will be able to experiment safely, even to the extent of finding out the consequences of their actions without 'real' physical hurt.

For teacher-librarians, virtual world technologies may well mean a new way of thinking about information provision. Since learners will be able to experience information directly in the form most suited to them, focus may well be on designing and evaluating virtual worlds to ensure the best fit to meet learners' needs, rather than on the teacher-librarian as intermediary between the user and information.

The new virtual vocabulary which is beginning to develop suggests that these changes are probable. Instead of information users, learners will be referred to as **participants**, and the computer

software and hardware used in virtual worlds technology will be known as **mindware**. Likewise, the future teacher-librarian may well be referred to as **teacher-cybrarian** - the person who manages cyberspace (i.e. that space within the computer where learners are immersed in information).

Despite the euphoria which the potential of virtual reality brings to some educators and information professionals, technology alone will not improve learning unless it has appropriate application. Since this medium is in its infancy, there is still time for teacher-librarians and other educators to help direct the course of its development. Deciding how the medium will be used to promote learning is critical. The worry is that the escalating pace of technological change with its resultant technostress may cause educators to turn off to the learning potential of virtual worlds technology until it is too late. By that time others will have set the agenda and it may be more difficult to retrieve the medium and maximise its potential for learning.

As the cost of the technology diminishes it will not be long until anyone with a head-mounted display, computer and compatible 'mindware' will be able to link into networked virtual worlds. Educators and information specialists need to ensure that the worlds being designed for educational use do, in fact, enhance learning.

The following recent books provide a background to virtual reality and its development for those of you who may wish to pursue this topic:

Aukstakalnis, Steve and Blatner, David **Silicon mirage : the art and science of virtual reality**. Peachpit Press, 1992. SCIS 746430

Pimental, Ken and Teixeira, Kevin **Virtual reality : through the new looking glass**. Windcrest books/McGraw-Hill, 1993.

Rheingold, Howard **Virtual reality**. Mandarin, 1992. SCIS 744185

Sherman, Barrie and Judkins, Paul **Glimpses of heaven, visions of hell : virtual reality and its implications**. Hodder & Stoughton, 1992. SCIS 748974

Woolley, Benjamin **Virtual worlds : a journey in hype and hyper reality**. Blackwell publishers, 1992. ■

TEACHER-LIBRARIANS AND CENSORSHIP:

'Brought to book' and the media coverage (or 'Don't get mad, get published!')

Teacher-librarians rely on a variety of selection tools and their professional judgment to select relevant and appropriate materials for school libraries. Ruth Buchanan's article addresses some of the issues associated with the choices teacher-librarians make, as well as acknowledging that teacher-librarians cannot be expected to check every word in every publication.

Ruth is teacher-librarian at Jamison High School in South Penrith, at the foot of the Blue Mountains, where she is about to embark on OASIS Library circulation, has some great Aboriginal posters on the library walls, struggles annually to find enough information to fill a page on the topic of Vegemite, and thinks that you should look for the fun in your work.

There probably isn't a teacher-librarian extant who hasn't at one stage taken a closer look at a book they haven't really opened before, and blanched, and had to decide whether to keep, discard or 'lose' it (in the latter case, it usually magically reappears with the regularity of Halley's Comet at stocktake time). In the real world, few teacher-librarians could honestly claim to have read every word of every book and resource in their school libraries. It would be impossible to do so.

In the minds of the public whose children are entrusted to us, however, teacher-librarians may have a greater responsibility to ensure their own knowledge of their collection than council or university librarians, because our clientele is overwhelmingly children under the age of 18.

This article is neither a defence of censorship nor an advocacy of absolute freedom of information. In the real world inhabited by teacher-librarians who don't claim to have read everything in their libraries, there is exclusion, which could be regarded as censorship. We can't buy

American Psycho unless we are over eighteen, and in bookshops it is displayed shrink wrapped in plastic. Films are rated, and CDs are rated, the government occasionally withholds documents such as those which are *sub judice* or are covered by the Official Secrets Act, despite Freedom of Information Acts.

Brought to book, Ken Dillon and Claire Williams' analysis of censorship in school libraries, is based on the answers given to questionnaires and surveys they circulated among teacher-librarians in both private and public schools. Before my copy of **Brought to book** (ordered before publication) reached me, the **Sydney Morning Herald** had already run a feature article based on the book (by journalist Deborah Cameron), a by-lined column (also by Deborah Cameron) and an editorial (unacknowledged). In none of these did teacher-librarians feature well. The overall impression given by the **Herald** coverage — and I make a distinction between the coverage and the contents of the book — was of timid, timorous librarians censoring like mad 'for the

good of our students'. Of particular concern in these articles was the hidden censorship of teacher-librarians who react to potential challenges by not buying items, or by removing items before any actual challenge is instigated.

Without having the book to read, and the actual data to consider, in common with many teacher-librarians, I was both amused and irritated by this coverage of our work. 'School libraries are devoted to the notion of silence? — puhleeze!' The stereotypes were so antiquated, and so inaccurate. One day they'll realise we don't all have buns, glasses and fingers surgically attached in the 'Shhhh' position.

Censorship is an important issue, and we do need to think about what we buy and don't buy, and why we have certain reactions and responses to material. My reaction to this coverage was to respond by writing a letter to the editor of the **Sydney Morning Herald** with the aim of balancing the impression of teacher-librarians and our work. I discussed the coverage with other

teacher-librarians, and ended up writing two letters, one of which was published.

The unpublished letter focused on the totally silent school library stereotype:

'Teacher-librarians know that thinking is noisy work for many students. Our libraries are filled with active learners and their working noise. As with any classroom, the reality is that most learning in schools now involves discussion, argument, communication, interaction. Enforcing absolute silence would inhibit learning (we aim for a balance between riot and morgue).'

It also placed our work in proper context:

'[Our students] do not come to the library to have facts funnelled into them, but to discover the facts and the truth. We are devoted to producing independent learners, prepared for the 21st century. It is honourable, important work.'

The other, published letter appeared at the top of the Letters page, under a headline lifted from my letter, proclaiming in bold print: **'Librarians not scissor-happy battleaxes.'** I hope this reassurance didn't cause you to choke on your coffee that morning!

The letter pointed out that we have a duty of care (although **Brought to book**, I read later, disputes the legal basis of this); that Australia is more liberal than other countries (in Canada, I met a secondary teacher-librarian who had to hide **Go ask Alice**, and lent it to students surreptitiously); that we are not 'scissor-happy battleaxes armed with black pens and a nose for nastiness, but conscientious professionals'; that challenges should be dealt with publicly (how up-to-date is your policy/procedures document on this?); and that we are only a part

of the wider network of libraries available to our students. Another letter was also published from Barbara Storey, who attacked the quavering librarian stereotype and gave some history of wide-ranging fiction lists available in the 1990s.

So I got mad, and I got published. I also got a letter from the authors of **Brought to book** which included a flier for it, a photocopy of the contents page, and a copy of the letter they had sent to the **Herald** in response to the two published. I don't know if this achieved publication, I don't remember seeing it. They felt concern about the stereotypes in the **Herald** coverage.

I've now had the opportunity to read the book. Rather than giving you a precis or critique of its contents, I suggest you read it, thinking about the issues it raises and assumptions on which some of it is based. What is your current practice regarding censorship? What attitudes/assumptions do you have, and what policy/procedures do you have? — and how do these go together? If a parent or pressure group challenged a book in your library tomorrow, what would you do? If you were challenged by a book or resource you were thinking of adding to the collection tomorrow, what would you do? To prompt your thinking, you might like to read the list of most challenged items and their fate, which is an appendix in **Brought to book**, and think about your own collection.

Other appendices in **Brought to book** which could prove useful include various statements on the freedom to read. For further information on censorship, you could also consult the **School library handbook** in the orange

folder, which not only contains a section on censorship challenges and a suggested procedure, but also information on collection development.

A collection development policy developed in consultation with, and supported by the school, is a strong base for you should challenges arise and also gives you a basis for thinking about resources rather than relying on 'instinct'. A policy/procedure for dealing with challenges publicly would be a useful adjunct to the collection development policy, and would give you an established sequence of events to follow should a challenge arise.

As censorship and challenges to material are not confined to the library, consider developing a school-wide policy on selection, and procedures to deal with challenges; this is a stronger base to work from, and integrates the library's operations and programs with those of the school, instead of isolating them. The challenge of censorship exists for all teachers, in varying degrees.

Clearly, too, the challenge also remains for us as teacher-librarians to establish our true role and value in the public eye, and counter those stereotypes. The recently published role statement for teacher-librarians gives each of us a good starting point. We indeed do honourable, important work.

Williams, Claire Louise, and Dillon, Ken **Brought to book: censorship and school libraries in Australia**. ALIA Thorpe, 1993. Available for \$30.00 post paid from DW Thorpe, 18 Salmon Street, Port Melbourne, VIC 3207. Phone: (03) 645 1511 Fax: (03) 645 3981. SCIS 752581.

[Also reviewed in Professional reading this issue]. ■

AUSTRALIAN READING ASSOCIATION CONFERENCE

Denise Ryan, Publishing Director at Rigby, is the Immediate Past President of the Australian Reading Association.

The Australian Reading Association conducts a national conference annually. This year ARA's first international conference was held in conjunction with the nineteenth national conference. The conference, **Literacy for the new millenium** was a significant event in Australian literacy teaching with nearly 500 teachers attending.

Delegates came not only from all states of Australia but from countries as diverse as Austria, Canada, Ireland, England, the United States, Rumania, the Philippines, Singapore and Papua New Guinea.

Teachers came to Melbourne in order to view and discuss what are considered to be exemplary language programs conducted in a number of schools, to participate in over 200 workshops and to listen to renowned literacy educators from many countries. Over 500 overseas delegates made the long and expensive trip to Victoria because they had heard of the outstanding school literacy programs in Australia.

One of the major concerns expressed in a number of sessions at the conference was how to change assessment and evaluation practices as knowledge about the nature of language and literacy acquisition grows. Work done in British Columbia in Canada, by Terry Johnson, Alison Preece, Susan Close and other Canadian colleagues was seen to be particularly valuable. Their proposals moved from the goals of education to the gathering of authentic evidence of growth, culminating in reporting to parents and informing instruction. The evaluation strategies they presented were moreover ones that can be easily and successfully implemented.

Sessions conducted by illustrators Terry Denton and Tomie de Paola, writers Michael Rosen and Paul Jennings and storyteller Bob Barton were most popular, demonstrating the continuing need of teachers to know about books, about writing and about stories. Many of the delegates

who attended Michael Rosen's poetry workshop also attended sessions on using technology to enhance literacy, invalidating the often-asked question 'Will I read a book or will I use a computer?'

The lively and extremely attractive publishers' exhibition certainly demonstrated that technology and books work very well together. The range of materials available to teachers is indeed impressive with so many books and computer programs responding to the demands of recent curricula in innovative and challenging ways. Australian teachers have the luxury of being able to choose resources to match the needs of their students, a luxury much envied by the conference delegates from the United States where, in many states, the state government determines what books will (or won't) be used.

The next ARA Conference is to be held in Perth 10-13th July, 1994. For further information contact:

ARA Office
PO Box 78
Carlton South VIC 3053

Michael Rosen will be back so don't miss out this time! ■

SCHOOL STORIES

How to create and enjoy your school archive

- Projects suitable for all ability levels
- Affordable preservation ideas
- Templates for making boxes & folders
- Cross-curriculum research tasks
- 250 involving assignments
- 107 copyright-free pages

For a detailed brochure, return this coupon or contact:
Leo Maris Publishing
P.O. Box 36 Umina NSW 2257
Phone/Fax 043 41 3149

Please forward your free School Stories brochure to:

Name _____
Address _____
Postcode _____

TEACHING LEARNING



Good GGRR-RFF! or How to live with RFF

In the last issue of Scan, our article Primary teacher-librarians and release from face to face teaching promised readers information on how teacher-librarians implement information skills across the curriculum while priorities in their schools cause them to take substantial amounts of RFF.

In this article, we look at four schools where positive, hardworking teacher-librarians are ensuring that information skills are being taught at the point of need and in cooperation with classroom teachers in spite of carrying an RFF allocation. The compromises vary, as does the amount of RFF the teacher-librarian has to take, but they have in common innovative people who are willing to work hard to ensure that information skills are taught in the best possible way. They do, however, all agree using the teacher-librarian for RFF is not the ideal way to operate the library and they all will continue to negotiate to have the situation changed in their schools.

The schools we now look at are arranged in the order in which the teacher-librarian provides RFF, from least to greatest.

Cooerwull Primary

Margot Lindgren reports:

'Cooerwull is a large primary school with over 670 students on split sites with two large fully equipped libraries and a five day per week teacher-librarian. My RFF teaching load is nine hours per week. I am deeply concerned that RFF could force the library program to run in isolation, and this, in turn, could have the effect of reducing the perceived value of both the library and the teacher-librarian. In order to prevent this I have tried to meet with the teachers, discuss current units and at the very least link library work with their class work especially with senior primary classes.

I operate under a fairly traditional timetable with 30 minute sessions scheduled for K to Year 4, 60 minutes for Year 5 and 75 minutes for Year 6. RFF means library for Year 1 to Year 4. One 30 minute session for a Year 5 class is RFF and one 30 minute session for two Year 6 classes is RFF and 75 minutes or the full library session is RFF for the other Year 6 class.

We commenced OASIS circulation early in term two and in some ways this initially compounded the problem as I learnt to use the program and began to teach the children. It looked like I was the only 'expert' whereas before, anyone could organise class borrowing. Recently, however, I have changed my views about this. With Year 4 we have begun to trial two scheduled library sessions per week. In the first session I work with the class providing RFF and working through a set of cooperatively planned tasks on the theme of gold and bushrangers. We have planned twelve activities using a variety of media at different levels of difficulty. The children work in groups of two or three on one activity each week. I am hoping that the teachers will be able to pick up on this work and incorporate it back into the classroom e.g. note taking from a cassette could be used in HSIE. In the second session the class teacher brings the children to the library for borrowing while I am working in our infants department library. The teachers were easily persuaded into this arrangement because they have missed their regular contact with their children's borrowing and one teacher has even decided to extend the sessions so he can use the library for further class research!!

What else do I do? When the teachers were no longer coming to the library this year I introduced a class reward system. Classes gain points for their library behaviour and then 'cash' their points in once or twice a term for 'free time' to play games, use the computer and read in the library. These sessions are supervised by the class teacher. I use this time to give the teachers a quick orientation to the library and in particular to OASIS. The children's skills were rapidly outstripping the teachers. I think this also highlighted the need for teachers to regain some contact with their children's library use.

Information Skills? All the staff are well aware of the need for these skills and many incorporate them into their class work particularly in the primary. Our library committee has been working on a document to help the teachers — not an information skills policy but rather an expansion of the process steps into a K-6 overview of skills and objectives.

While the RFF arrangements are as they are at present I want to make sure the teaching of information skills is always a two way process — that the work done in the library is not only based around a class unit and therefore meaningful, but that this work should also spill back over into the classroom. With our library timetable so tightly arranged it is very difficult for me to insert the extra sessions of cooperative work in classrooms as I would like to.

My personal goal is to develop in every child the habit of regular library use for borrowing, recreational reading and research. I have been successful on one level in this school in that I have 'broken the project cycle'. The children no longer 'do' projects at home on coloured cardboard or in project books. Instead they are given time to research thoroughly in school and their work is presented in a variety of formats. I try to teach children the craft of presentation so that when they have free choice in high school they will have experienced success with a range of presentation styles and will have well-developed independent research skills which allow them to tackle assignments confidently.

The situation in my school is **not** ideal but I have found some new strategies which allow me to cope. My main concern is that the children are not disadvantaged by these administrative arrangements and that the vital role of the library program is not in any way diminished.'

South Grafton Primary

Nigel Paull, also a 5 day teacher-librarian, reports:

'This year I am supplying 11 hours RFF time to teachers at South Grafton primary school. This is due to several additional programs the school is currently running, with reading recovery being the major program.

The RFF time equates to a half hour library timeslot for most teachers. While this is not the ideal method to implement cooperative planning and teaching (CPT), there are several means to manoeuvre around this:

- Planning for RFF library sessions is done at the beginning of each term with each class teacher.

This is done via a planning sheet and informal meetings. It is essential that the teacher-librarian knows what students are working on in class to enable an integrated approach to library planning.

- The library timetable has vacant times which are designated for class research groups. The class teacher and teacher-librarian jointly plan the lessons. These timeslots are both popular and productive.
- Small groups of students are free to research in the library at any time during the day, although this is not possible for students housed on the junior campus which is two blocks away.
- Several teachers willingly give up their library RFF time to participate in library lessons.
- The teacher-librarian has to ensure that time is used effectively, so that administration time is kept to a minimum. This is done by using technology (SCIS online, SCIS RECON, SCIS 80, and obviously OASIS) and making the best use of parent helpers, clerical assistants and having a Skill share clerical assistant assigned to the library full time for six months to complete the retrospective addition of records onto OASIS.
- Take opportunities to inservice the staff on information skills. I had the opportunity to do this at a staff development day last year. Remember that class teachers are responsible for teaching information skills and by helping to refine their skills you are probably going to have a greater impact on students.
- Work in conjunction with the municipal library and other schools to assist with additional resources for those 'unexpected' (unplanned!) rushes on resources.
- Empower students to become independent workers able to use the library's resources, especially new technologies. South Grafton public school is committed to students using CD-ROMs, online data services (NEXUS, Pacific PowerNet etc) and we are currently investigating the use of satellites to deliver LOTE programs.

Although this year much of what is taught in the library does take place during RFF time there are opportunities to work with teachers in research times. It is imperative that teachers and the teacher-librarian plan units of work and especially assignments so that students gain the most from their library time. It is important to allow small groups of students to access resources and use the latest technology in the library at any time.

In term four we will be able to think about the level of RFF the teacher-librarian will be sup-

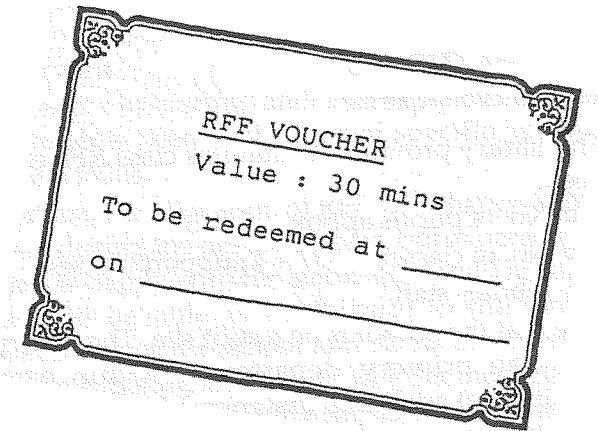
plying for 1994. Obviously a flexible timetable where teachers book in with their class is ideal, but this would be in the light of any additional programs that the school may run that require additional staffing.'

Banks Primary

Since 1991, teacher-librarian Geoff Matthews has had a voucher system in operation for provision of RFF in library time in his school. The voucher is illustrated here. The system applied to the whole school at first, but now only to Years 5 and 6, as Geoff has been successful in negotiating to have his RFF teaching load reduced. The voucher system was instigated for a number of reasons:

- To be in line with the **Libraries in New South Wales government schools** policy statement
- To give classroom teachers more say in planning library usage
- To integrate library and classroom programs
- To ensure children learn information skills in a meaningful context, and
- To allow greater flexibility of library usage.

The voucher system works like this: Teachers are issued with 30-minute vouchers according to the number of weeks in the term, at the beginning of



taught by the class teacher and some by the teacher-librarian; some parts may also use both class teacher and teacher-librarian at once to lessen the pupil-teacher ratio; sometimes the STLD and the ESL are also included. An example follows:

Classification of animals (3rd grade unit)

Responsibility	Content	Time
CT	Using children as sample try different methods of classification.	30 min
TL	Using wall charts of animals discuss criteria for classification that could be used.	30 min
CT	Children collect/draw pictures to make charts using classifications arrived at during the previous lesson.	45 min
TL	Slides - basic classification set. Create data bank of facts learnt from slides.	60 min
CT and TL	Children use library resources to investigate one animal and the way it is classified.	60 min
TL	Children present facts on cardboard in animal shape to hang in room and library.	60 min

each term. Each voucher is redeemable at any time during the term but cannot be carried over into the next term. If the teacher decides, for example, that a class needs an afternoon in the library to investigate a certain topic, then three 30-minute vouchers are used. Early each term (in RFF time, before school, after school, lunchtime or scripture) the class teacher and the teacher-librarian meet to decide the best way to use the library for that particular class. This will probably be a whole unit of work with some parts

When the classroom teacher and the teacher-librarian work together the time is not counted as RFF time.

Not all classes will operate in this way - some will not have the need in that particular term, and it is also constrained by the availability of Geoff's time. Geoff reports that the system operates well, but it does eat into his management time. However, this is less so this year, and he has only to apply it to Years 5 and 6.

Borrowing time in the school is before school, lunchtime and set blocks of time where 3 grades borrow together - so that borrowing does not use up class library time.

Grafton Primary

Ann Johnston reports:

'The library provides 40 minutes class RFF each week.

- No. of pupils approx. 805
- No. of classes 27 + 4 support classes
- Library staff 1.2

Note that the school is on a split site. The library is in the primary department within easy (5 minutes) walking distance of the infants department.

Our approach to providing effective library support lists:

- Try to approach as many teachers as possible to find out what is being done in class. We get excellent cooperation in this.
- Have teachers complete a 'resources required' sheet which gives the teacher-librarian plenty of notice. The class then assists the teacher-librarian to locate these resources as part of their library time.
- Ask the class children what they are doing in class as part of this exercise.

This does not work perfectly and thus quite a lot of the information skills work is done in isolation from the classroom.

With the library in the primary department it is also not so easy to visit the infants department to talk to teachers about their class work. They therefore write on their resource sheet, phone the library or have a quick chat when bringing their class to the library.

I agree with the research that shows that library information skills taught in isolation are not as effective but given the RFF complement we do the best we can. Extra time has been built in, particularly for senior classes but this is still insufficient.

I have operated CPT at a previous school when RFF was not part of the teacher-librarian's responsibility but this is not as possible with RFF. Nevertheless, like most, I do my best and where possible make acceptable compromises.

During term 4, I will be meeting with the senior school executive to try to improve the flexibility of the library timetable. I will propose:

That on the day the extra teacher-librarian works the infants classes will come to the library two at

a time for their 40 minute (RFF) period and the two teacher-librarians will team teach both classes.

This will 'free up' eight 40 minutes periods which will enable teachers of years 5 and 6 (total of eight teachers) to book their classes into the library apart from their RFF slot. This will enable an arrangement where by a class can have a 30 minute library slot half of which is RFF but the other half of which would enable the teacher-librarian and classroom teacher to work together with the class. This compromise should enable information skills teaching to be based on classroom work.'

Mulyan Primary

Edna Rollings reports on Compromise : or teaching information skills without losing your principles or your sanity.

Introduction

'Before I was appointed to Mulyan, the school had been fully involved in the Haycock-style of CPT for two to three years, but had reverted to non-flexible timetabling with the teacher-librarian providing RFF at the commencement of 1989.

There were three teachers who wanted to continue doing full CPT with no set library time, but the other thirteen wanted their set time for a variety of reasons. Three factors in particular caused me to compromise here and agree it was the most practical way for the time being:

- The rest of the RFF timetable,
- The arrival of OASIS library and the momentous task ahead,
- The fact that a form of CPT had been tried already and was not the way staff wanted to go.

I believe that whether you have flexible timetabling or not, you can always **teach cooperatively**, and can teach children to **follow the essential steps in an information process**.

Integrate the skills your students need in classroom-based work wherever practicable, but make certain skills are taught so that their application is a natural progression, just as algorithms are a natural progression from basic mathematical facts.

What do I actually do?

- **Never stop.** (There is no other way!)
- **Talk to teachers** about their units at every possible moment.
- Use **topic sheets**.

Class	Topics for month

- Take it to the teachers. Do not send or leave in pigeon holes.
- **Advertise resources** at staff meetings, in staff-room displays and in newsletters.
- **Take appropriate resources** to teachers whether requested or not. **You** know their value. **You** convince the teacher about how resources can fit into their plans.
- **Encourage** class use of library. Even when a whole class borrows encyclopedias and other reference material, while you are busy.
- **Remember** students are continuing their locating, selecting, organising, skimming, scanning skills under the auspices of their classroom teachers. You are all working towards the same goal. You cannot attain the same degree of success entirely on your own.
- Plan overall goals for the year.
- Plan general goals for the term and specific goals for each week working with classroom teachers on how and where you can contribute to their units, methodically covering information skills pertinent to the level of that class.
- Work hard on all committees so you stay abreast of recent curriculum documents and policies and can select appropriate resources accordingly.

- Read over and over, articles by Joyce Kirk, Gwen Gawith, Carol Ann Haycock, Merran Dawson, Judi Fischer etc., to ensure you are doing all that is possible for **you** in your school for **your** students and teachers in **your** particular area.

- Keep evaluating and assessing what your students need in the way of **specific** information skills.

Perhaps the allocation of RFF will change at Mulyan during the next few years, but at present the staff is happy with the status quo, and I am satisfied to be able to contribute to the overall wellbeing of the school and all its members, by **compromising** and taking RFF for most classes. The school **does** identify the library as an area of high priority, but does not concede that children's success in the attainment of information skills is being negated by my taking RFF.

I do consider that I maintain a high profile in the school, but at present my mid-course moderation is achieving harmony in the school and the implementation of the library policy regarding the learning of information skills is being accomplished.'

We hope that the compromises presented in this article inspire other teacher-librarians who may be feeling frustrated by the amount of RFF they are providing, which is at odds with cooperative planning and teaching as a successful model for teaching information skills. It is apparent that information skills are at least being cooperatively planned, if not taught, and that teacher-librarians are doing much to promote quality learning outcomes within the constraints of RFF. ■

THE POST ADOPTION RESOURCE CENTRE

The Post Adoption Resource Centre provides information, advice, support, and counselling to adopted people, birth parents, adoptive parents and other people affected by the Adoption Information ACT 1990. The Centre's Information Officer, Gabrielle Prendergast, has developed an information kit about adoption for students. The package costs \$5.00, which covers photocopying and postage expenses. Schools or individual students may purchase the package by forwarding a cheque or money order for this amount to:

The Post Adoption Centre,
PO Box 171 Paddington NSW 2021

There are other resources (books, articles, audio and video recordings) available for use within the Centre. Those wishing to use this service need to phone (02) 361 0033 to make an appointment. ■

'Big AL' helps make three heads better than one

Jackie C. Hawkes, teacher-librarian, at St. Clair High School, tells how Accelerated Learning worked for her.

The Accelerated Learning (AL) movement is assisting teachers to recognize and cater for the diversity of learning styles found in any group of students. It includes the recognizing and valuing of multiple intelligences and enables teachers to include a wide variety of learning activities in their classrooms. Most importantly, Accelerated Learning helps make learning a fun, positive, and rewarding experience for all concerned.

Both Accelerated Learning and Information Skills have been inservice priorities in Metropolitan West Region over the last 12 months. Both have great potential to make learning a more effective and positive experience.

It is no secret that organizing and running an inservice course can be quite a demanding undertaking. I found in applying aspects of Accelerated Learning to the planning of a recent inservice that 'Big AL' helped me not only to service the last minute organizational jitters but also to really enjoy the actual inservice day.

The course 'Three Heads Are Better Than One — Working Together For Learning' was designed to encourage more effective involvement of the teacher-librarian, ESL staff, and

support teachers learning difficulties (STLD) in the learning activities of the school. It was definitely a talk-and-learn day in which discussion groups ensured that many practical ideas were shared about the major topics of learning difficulties, specialist staff teaching roles, information skills, assignment guidelines, and cooperative planning. Guide questions for each workshop are included below:

Teaching roles

- What is your role in the school?
- How do you positively influence learning?
- How do you work with staff?

Information skills and assignments

- What problems arise in working through assignments?
- What influences the information skills process?
- What factors should be considered in planning assignments?

Cooperative planning and teaching

- What hints would help CPT?
- What interpersonal skills would help in CPT?

- How can we promote and keep track of cooperative planning?

The day before 'my' course was scheduled I attended a 'top-up' workshop on Accelerated Learning which was run by Eric Jensen at the Mt. Druitt ERC. I found that the AL refresher course was just that — a refreshing recharge. At the end of the course I really was 'AL refreshed' and feeling positive about staying up late that night to finalise planning of my own inservice course details. I tried to include some of this feeling into the next day's course.

Some of the AL-type ideas that were incorporated into the information skills inservice are included below. Some of course, were more effective than others but all may be of use for others to adapt to their own teaching.

Workshop groupings

I hated the thought of trying to make lists of who was in each workshop. Instead I set a few rules - no one from the same school, a balance of Primary and Secondary people, and a balance of ESL, STLD, and TLs within each group. This was aided by having people write their names clearly in large bright letters on their name tags and placing the tag near one shoulder or the other depend-

ing on whether they were from Primary or Secondary schools. Fairly even groupings were organized quickly by the participants themselves with no hassles at all for me.

Workshop discussion questions

Each person was asked before the workshops to decide whether they liked the colour red, green, or blue best. A reasonable balance of colour preferences ended up being represented in each workshop group. At the beginning of each workshop session, I had three questions for discussion. Each of these was colour coded onto a transparency. Each 'colour' person simply had to remember their colour's question and make sure their overall workshop group had time to discuss each question. By remembering their own colour's question each person had the potential to contribute not only their memory but also their ideas to the group. I did cheat and give colour coded copies of questions to any group that wanted them.

Time limits

Time limits are often used in AL groups to keep the groups on task while brainstorming. Perhaps a 'use with care' sign should be issued with all time limits. I felt like the Grim Reaper trying to get workshop groups to stick to their time limits. People simply had too many ideas to share to stick closely to their time limits. There really is **always** time to share good ideas. Music was used to signal the end of workshop sessions.

Group decisions when running late

When we were running a bit late for morning tea I asked the

whole group whether they would prefer to eat or continue thinking. The 'ideas' won by a large margin, even though it meant that morning tea ended up nearly a half hour later than planned.

Easter egg 'bribes'

These were offered to the first (and subsequent) volunteers to report back from workshop sessions. They were 'paid' in an egg which matched the colour of the question they were to remember for inclusion in their workshop's discussion. The reporters also took extra eggs back to the others in their group. Although AL encourages an atmosphere of students contributing to learning for the sake of learning rather than for 'bribes', our Easter eggs worked as an effective ice breaker to get the reporting-back process started.

Mind mapping

While not yet feeling very comfortable or confident with mind mapping as a means of storing information for myself, I was pleasantly surprised to see that one workshop group did present their suggestions in the form of a mind map for the factors that influence information skills and effective assignments. Most of it did make sense to me when accompanied by their explanation. While mind mapping is one means of depicting ideas, it doesn't allow for the detail of description I feel comfortable with. Score one for self-realization about my own 'comfort zone' and preferred learning styles.

Blank OHP screen

This was flashed up after a day full of overheads and varied activities. I said, 'If this shot reflects your mind at the moment, I think this course has a

serious problem!' A good contrast would have been to stack all the transparencies used on top of each other and said, 'Or is it like this?' This shot may have indicated chaos, confusion, and overload which does happen particularly when you are at a course and get so many good ideas from the many people around you. Later, of course, some of these do sift themselves into structures of ideas that have practical meaning and can be applied. Mind mapping could be an effective means of providing a way into such a variety of ideas.

Evaluation forms

How you can tactfully put a ranking from 'great' to 'horrible' on an evaluation form is beyond me. I did use a 1-4 number scale (plus space for comments) on the evaluation. The word 'ranking' was replaced with a happy vs. a sad face. (If you use this technique be sure the illustrations are clear). Some comments and rankings didn't quite coincide.

The trick unwritten question on the inservice day was 'Where do we get the **time** to cooperatively plan assignments for our students?' This could just as easily be adapted to 'Where do we get the **time** to use AL techniques?' Teaching is a demanding profession, and time is an issue. The importance of making time to use techniques and processes which positively influence learning has to remain a high priority. Because learning can be such an invigorating process, any means that keeps teaching and learning from being 'just another job' has to be worthwhile. I think that even using bits and pieces of AL techniques has to be a huge **plus** for 'job satisfaction' for both kids and teachers! ■

LEARNING WITH TECHNOLOGY

Technology and information skills — a case study

The *Scan* editor visited Peter Day, teacher-librarian and acting assistant principal at Fairfield Heights Public School and interviewed him on the uses of technology within the information skills program at his school.

Fairfield Heights is a DSP school, with 600 children. The library is a small demountable, not the home of technology, from its appearance! Peter is in the final stages of installing OASIS, has culled an out of date collection and has centralised all resources in the library. The phone rings incessantly with queries from other teacher-librarians in the area about technology — Peter is the OASIS Lighthouse contact person for the area.

Good planning has ensured that hardware, software and video equipment chosen for the school are put to the best uses, particularly in the area of teaching information skills in the context of classroom activities. The main aim of the information skills program is to mirror the relationship between information, the information process and the role of 'state of the art' technology, as inherent in our society, within the school. In other words, learning programs with technology should involve a real purpose. Projects and activities involve three main areas of technology:

- CD-ROMS
- Telecommunications
- Video.

Peter's basic stance is that technology and information are an integral part of the general community. He feels that schools are often lagging behind the rest of the community in the use of technology, and that it's time they caught up. He believes that many people do not have the expertise or support to make informed decisions about the application of technology. He stressed the following points:

- Too often in schools, our choice of software is swayed by such things as attractive simulations. Our choices must be grounded also in the software's information base.
- Schools should have a long term plan in installing technology, and begin in a small way.
- Children need to learn the specific language and structure common to all computers, and

not to be restricted to one brand. Fairfield Heights has purchased for the school and for the library, Apple 11Es, Apple 11GS, Macintosh and MSDOS computers over the years.

CD-ROMS

In choosing CD-ROMs for the library, Peter believes we should keep in mind the basic criterion of **real purpose**. He feels that people get confused by the hard sell of computer consultants and dazzled by the animations, sound effects etc, and that these may have little to do with the purpose for which a CD-ROM in a library should be used. Peter uses CD-ROM to ensure students achieve **initial success** in the enquiry process. This does not require exploding mountains or kangaroos hopping across the screen. For this reason, he chose World Book **Information finder** for the library. Some of the more visually spectacular CD-ROMs are found in the classroom, where their usage may be more appropriate. Children use World Book **Information finder** to initiate an information search, and Peter prints out an introductory page, which serves to start the students on a wider search. World Book **Information finder** CD-ROM can be downloaded to a student disk, and used in classrooms where children are encouraged to read full encyclopedia articles on screen (which he thinks should be part of normal reading activities), and where occasionally the whole article is printed out. Having a working information searching tool in a CD-ROM rather than an entertainment based one, cuts down the queues at lunchtime waiting to watch the graphics, and keeps the CD-ROM to being used with real learning outcomes in mind.

Peter also stressed the importance of planning and co-ordinating the purchase of equipment such as CD-ROM drives. Teacher-librarians should consider the advantage of having access to CD-ROMs from a menu on the OASIS termi-

nals. In this, hardware can be more versatile and cost effective.

Telecommunications

Fairfield Heights also has access to telecommunications, which are used in the school in two ways:

- (1) For electronic mail. Programs used include:
- **FrEdmail** to communicate within classes, with buddy classes, and with children from other schools
 - **Keylink** activities include:
 - Writing to book characters and authors and having them answer,
 - **Frog watch** which gathers scientific data around the world,
 - A local project, similar to **Where in the world is Carmen Sandiego?** where 80 schools put in information, and the children use clues to locate a criminal, and
 - **Newsdate** in which children have roles in newspapers, write articles, and produce a newspaper.

(2) NEXUS

To access **AAP** — (Australian Associated Press). The library has a dial up facility via NEXUS ('the cheapest by far' in Peter's opinion) to this database, which contains up-to-date unpublished articles and news sources that are used by TV stations, radio and newspapers. This facility is central to one of the main information skills thrusts of Fairfield Heights — the production of on-air live news broadcasts. (*A further article on NEXUS is in this issue of Scan.*)

The video program at Fairfield Heights

Peter has steadily built up the video equipment at the school. There is a studio with several video cameras, lights, and mixers. He advises gradual purchase of such equipment so that expertise can be built up slowly. He has inserviced staff in its use, running sessions on how to turn on all the equipment in the video room and to make a video; how to plug the cameras into the hall and still use the studio; editing and mixing of videos; and the use of computer graphics to enhance video productions.

Under the guidance of the classroom teachers and Peter, children at the school, from Years 3 to 6 are involved in the production of live on-air news broadcasts. They use the **Newscast : TV news simulation** kit available from Curriculum Resources Ryde, a program which gives students the opportunity to produce a live TV news program. There are 27 job roles in Newscast, with

five additional roles for larger classes and one for the teacher. There are six executive positions - presenter, studio director, floor manager, news editors, and the graphics supervisor; twelve reporters, three graphic artists, three technical crew, three interview subjects and the set manager (teacher). The twelve reporters gather their stories from TV, newspapers and from AAP and write them up; the news editors choose which stories to use. The children have a rehearsal, then a live broadcast. The children have a real outcome and audience for their work, which is most rewarding for them.

Fairfield Heights PS is a shining example of informed and creative use of technology which produces quality information skills learning outcomes, led by the teacher-librarian (who has not been limited by a far from perfect physical library.). ■



EDITH COWAN
UNIVERSITY
PERTH WESTERN AUSTRALIA
MOUNT LAWLEY CAMPUS

Teacher Librarianship by External Study

The Department of Library and Information Science at Edith Cowan University offers its graduate Diploma of Applied Science (Teacher Librarianship) by external study (no on-campus attendance required). Students throughout Australia and overseas may apply for admission.

This is a one-year full-time course which could be completed over two or more years of part-time external study. Applicants should have completed a three or four year teaching qualification and have at least one year of teaching experience in primary or secondary schools.

Graduates are eligible for full professional membership of the Australian Library and Information Association (A.L.I.A.)

*For further information and enrolment forms,
please contact:*

EXTERNAL STUDIES
EDITH COWAN UNIVERSITY
PO Box 830
CLAREMONT
WA 6010

OR TELEPHONE (09) 370 6302



Telecom NEXUS electronic information service

Brian Howse of NEXUS in South Australia sent this article to Scan appropriately enough electronically via NEXUS.

NEXUS is a powerful, online electronic information service originally designed specifically for the education community. It was developed within the South Australian Education Department to meet the growing need for telecommunications by educational organisations. Considerable effort has been made to ensure that it is a powerful, flexible and easy-to-use service allowing for varying degrees of expertise in communications.

During the original design phase of the project, a strong emphasis was placed on providing management functions so that a school working within a limited budget would be able to control the access of its users to the system. This has remained its great strength.

Accessible anywhere, anytime, NEXUS has recently been selected by Telecom as the best educational communications service in Australia and subsequently a joint marketing agreement has been signed which should ensure the long-term viability and continued expansion of the service.

NEXUS provides users with comprehensive features in the following areas:

- Management facilities
- Electronic mail
- Information databases

Account management features

Within a school or community environment where many people will tap into the services offered by NEXUS, it is important that there are secure controls over who uses it, for how long, and for what purpose.

NEXUS is especially designed so that it can be customised to suit a particular environment and ensure it is used efficiently within the

overall operating budget. Selected users, or 'Account managers', have secure control over NEXUS and these people can:

- add and remove users to meet the specific needs of library, classroom or administrative use of NEXUS, and
- tailor the service to control what an individual user may do, what access they have to different services, how much time they can spend and how much money they spend.

Electronic mail

AARNET

NEXUS has recently become a Mail affiliate of AARNet (Australian Academic Research Network) which in turn is connected to the Internet. This means that NEXUS users are now able to send and receive mail to and from users of the Internet. Many schools throughout the world have some form of connection to the Internet so that it is now possible to e-mail these schools directly through NEXUS mail. The great news for users is that this facility is not going to cost any more than for normal NEXUS usage. This contrasts strongly with some other systems. Contacts in other countries have been made and there are currently hundreds of schools in a number of countries all keen to correspond with schools in Australia.

The use of this facility offers a great opportunity for cultural exchange between nations and the range of suitable and rewarding activities is limited only by one's imagination.

Conference and chat

This service enables NEXUS users to 'teleconference' with others 'live' to discuss

particular educational issues. This facility has proved effective in building new skills among students with disabilities, such as students who are hearing impaired, enabling them to communicate on an equal basis with their peers.

Telecommunication activities

Teachers and students enjoy the learning opportunities offered by participating in organised curriculum projects available through NEXUS. They can contribute their own items and read views and ideas from educators and students beyond the local school.

Information database features

The powerful search capability of NEXUS allows selection from a range of information relevant to a particular project. Students can then view the information on the screen, print it or transfer information to a word processor or spreadsheet program to be incorporated into an assignment. NEXUS provides the opportunity for students to develop the information skills of the future.

Searching allows for a combination of field and word searches using the operators AND, OR, NOT and brackets.

NEXUS allows for a unique structuring of individual text fields so that large documents can be displayed as a 'table of contents' thus providing selective access to specific parts of the text rather than forcing the text to be read from beginning to end.

In addition, NEXUS has specially designed numerical databases such as the ABS census information for all areas of Australia and also an extensive database of historical meteorological data for every weather station in Australia.

Summary description of selected information services available

Australian studies, Economics, English, Geography, Health and Physical Education, Personal Development, Science, History, Mathematics, Social Science, Environmental Education and Media Studies are all supported by the range of databases available.

The Australian Associated Press News Service (AAP)

Australian schools find our Australian Associated Press (AAP) service among the most valuable information sources within NEXUS. It offers a research tool for teachers and students across a wide range of curriculum areas and

year levels, providing constant access to a very large variety of information topics.

Created by the Australian Associated Press from news and information gathered around the world, the information is edited by newspapers, radio and television stations for news reports. Our direct link to the AAP service means users gain news reports seconds after they are released by the AAP — some 600 bulletins per day or 200,000 a year.

AAP news bulletins are the original news information before it is edited for a particular media. Stored for future reference, teachers and students can either see the latest AAP news as it becomes available or search the vast AAP database for historical news information. Many of the bulletins are only available on AAP as they never see the light of day in a newspaper, radio or television report.

The CSIRO SAGE database

The CSIRO's Science and geography information database offers references from 1986 onwards to popular Australian general science and geography journals. SAGE provides a directory to information on topics including the environment, ecology, biology, geology, astronomy, agriculture, and technology. A special emphasis is centred on the Australian and Asian-Pacific regions.

Journals indexed include the **Australian Geographic, Chem matters, ECOS, Eyespy, Farm, Geo, Habitat Australia, Heritage Australia, New scientist, and Wildlife Australia.**

The Macquarie dictionary and Dictionary of people and places

Now the school can access these publications in ways other than the alphabetical searching order of printed books. **The Dictionary of people and places** provides fast access to over 20,000 people, places, institutions and events with: concise biographical entries of famous people; details of significant geographical landmarks; comprehensive coverage of the world's political and cultural organisations; and a reference for discovering the highest, largest, longest, and biggest as well as the events that have helped shape our history.

The Australian bureau of statistics

The ABS census of population & housing provides a collection of information about Australia's population. Information can be

examined either by local government area or by postcode across Australia.

Searching facilities allow easy access to information such as population trends, age ranges of people within particular areas, who lives where, family incomes in particular locations and more. Students and teachers can research, discuss and analyse social and demographic issues across the nation. Selected data can be taken from NEXUS and placed into a spreadsheet for closer examination, analysis or presentation in a report as a table or a graph.

The Australian meteorological database

NEXUS offers a comprehensive meteorological history of Australia which students can research as part of their science, technology, environmental or Australian studies. Mean temperatures, rainfalls, wind gusts, days of fog, highest temperatures and more can be graphed, analysed and discussed.

Meteorological information from all weather stations around Australia collected by the Australian Bureau of Meteorology enables the exploration of weather patterns and statistical information over the past 80 years. Students gain another tool to assist in the development of information processing and analysis.

The CES employment guide

The Commonwealth Employment Service information provides a guide for students to consider employment and career opportunities and explore what skills and qualifications are required for particular occupations. Schools have also found value in this service as part of school and industry link studies, work education and social studies.

Health, drugs and personal development

Fact sheets on drug information, personal and environmental health issues from the South Australian Drug and Alcohol Services Council and Western Australian Health Department provide informed and topical information to support a range of studies across the curriculum.

New features

Fax mail facility

It is now possible to send faxes from your computer anywhere, anytime through NEXUS to any fax number in Australia. Multiple copies of the same fax can also be sent.

New MS-DOS shareware programs

We now provide online access to more than 2,800 MS-DOS programs for your own use.

The 1991 census database

Data from the 1991 census is now online. The data features results arranged in 57 tables for all local government areas in Australia.

Guidelines

A subject guide for Australian libraries, **Guidelines** provides a subject guide to a range of Australian and overseas periodicals. It is now available online through NEXUS.

The Ideas Centre journal database

A unique index of journal references held in The Ideas Centre in New South Wales with information on third world development, tropical rainforests, nuclear disarmament and other related topics.

The Mabo judgement

The full text of the High Court's Mabo decision and the justice's individual judgements, including references, is now available.

Consumer affairs news

An information area relating to consumer affairs. The newsletter is produced by the Federal Bureau of Consumer Affairs.

Special education bulletin board

A bulletin board aimed to keep special education personnel up to date on the latest in hardware and software.

Tech-style news board

A bulletin board designed to provide information about the latest developments in technology which can help assist people with a visual impairment.

Novell users group

For users or managers of Novell networks. Pick up some tips, help on managing a Novell network and share ideas with other users.

General connection information

To gain access to the NEXUS information service *{as for SCIS online — editor}* all you need is:

- **A computer.** Any type will do provided it has a serial or communications port capable of accepting a modem.
- **A modem.** This allows your computer to communicate with another computer via a telephone line.

- **A communications program.** To allow your computer to operate with a modem.
- **Access to a telephone line.** A direct line is the best option although some people are able to use an existing extension off the switchboard.
- Your personal NEXUS **identity** and **password** to provide a secure gateway into NEXUS.

Further information about NEXUS can be obtained by contacting the NEXUS administrator, Henry Legedza, on phone (08) 243 5606 or fax (08) 347 1781.

Costs

NEXUS offers prepaid packages which makes budgeting easy. Each time you log off, a statement is given of costs for current connection and remaining credit. Schools outside South Australia pay 10c a minute plus Austpac charges of 7-12 cents per minute in peak time. While many of the services are free, some databases have additional charges. A generous budget estimate would be for a maximum of 30 cents per minute. ■

CD-ROM REVIEWS

Majorie Lobban, Peter Board High; Georgia Phillips, Smiths Hill High; Kerry Bennett, Bulli High; Martha Heeren, Kingsgrove High; and Tim Hand, Curriculum Directorate look at some quite different CD-ROMs.

○ Encarta.

[computer software] Microsoft, 1992 [030]

Introduction

Microsoft **Encarta** is a CD-ROM multimedia encyclopaedia based on the **Funk and Wagnells Encyclopedia**, running in a Windows environment. It is the equivalent of a 29 volume print version of a general encyclopaedia. It includes written articles, sound (for example, the national anthems of many countries, animal sounds and musical instruments), graphs and tables, maps, pictures and animations. **Encarta** also includes a dictionary and thesaurus (based on **Webster's electronic diary**, **Concise edition**, and **Webster's electronic thesaurus**), a simple atlas, a timeline, and a basic word processor. There is also a knowledge based game, **Mind maze**, which asks questions on differ-

ent themes and allows the player to move through a maze when correct responses are given. Updates will be available annually, at a price to be announced.

Hardware requirements and network access

A Multimedia PC with a 386 SX or higher processor, 2 MB of RAM (4 MB will give better performance), 30 MB hard disk, CD-ROM drive, audio-board, mouse, and VGA or VGA+ display (VGA+ for best performance), MS-DOS operating system 3.1 or later, Microsoft Windows 3.1 or later, MS-DOS CD-ROM extensions (MSCDEX) Version 2.2 or later (provided with your CD-ROM drive), headphones or speakers. It runs well on a multi-user network,

but your CD-ROM driver must be appropriate for networking.

Contents of package

One disk, one booklet, **To the finish line! : Research ideas and copyright responsibilities**, four page card, **Microsoft Encarta : starting and navigating**.

A great feature of this package is the lack of need for an extensive manual. The research guide is very clearly and attractively set out and easy to understand for upper primary through secondary levels. The four page card gives clear, simple instructions but these can also be learned through the use of the package. Most functions are merely point and click with the mouse to find what you want.

Curriculum relevance

Encarta has relevance to every curriculum area and is appropriate from upper primary through senior secondary. Articles often have bibliographic references to refer users needing more depth to other resources. It is a wonderful resource to use in the development of information skills.

Scope

There are over 25,000 articles in this general encyclopedia. The articles are very up-to-date and include high interest topics such as Michael Jordan and Magic Johnson (Basketball is the first topic most male students want to look up in my school). Most articles have at least one graphic, and longer articles often have graphics, sound, tables and animation.

This is an American based encyclopedia so the coverage of many Australian topics is limited. However, the article on Australia is quite good and Australia is mentioned in 428 articles.

Accuracy/authority

Encarta is based on **Funk and Wagnells encyclopedia** which has a strong reputation for accuracy and good authority.

Options for student use

Students can easily use this encyclopedia individually or in groups. The **Mind maze** game often attracts groups of four or five students. Students working in groups on assignment topics tend to all sit around the computer together and encourage the person at the keyboard to try different search strategies.

Screen design and program controls

The main window of **Encarta** has four parts: the main button

bar (which allows the user to move to different functions), the category frame (which classifies knowledge into nine main groups and more sub-divisions), a gallery frame (which contains pictures, sound, animations, maps, tables and graphs), and the article frame (which contains the text).

There are buttons to allow users to enlarge the text or gallery items across the whole screen, see the outline of an article, use *see also* references or also copy and print. There is a good basic word processor available and the booklet, **To the finish line!** encourages students to copy relevant sections of text and then paraphrase. Graphics and text can be printed.

The development of good search strategies is encouraged by the design of **Encarta**. Users can key in a specific topic, scan through the list of contents of each letter volume of the encyclopedia with buttons that quickly overlay an outline of a longer article or list *see also* references to other related articles. Hot text, highlighted in another colour, allows the user to point a finger icon at the Hot text and go directly to the article without closing the first article. It means checking a *see also* reference is incredibly easy and quick. If you don't understand a word it is also very easy to overlay the dictionary/thesaurus and then get straight back to your article. The program encourages further investigation as it is very easy to move around.

Graphics and sound are excellent, although graphics are much clearer with a VGA+ monitor. Many articles include several different graphics and sounds. Sounds can include word pronunciations, animals, birds, foreign language sounds

and music. Headphones are a must if you want to keep the library relatively quiet!

The atlas and timeline sections can also be useful tools and both include Hot text so users can point the finger icon and click the mouse to get more information on a particular place or an event on the timeline.

Encarta is very good at encouraging curiosity and further investigation with the ease of navigation and the multi entry points to information. Users can key terms into the Find window but they can also scan lists and never need to use the keyboard, just click the mouse.

Help functions are always available and easy to follow. There is also a 'Research Wizard' to help users refine their searches in a fun way. Boolean searches are also available through the 'Find' window.

Overall Evaluation

Microsoft's **Encarta** is a wonderful and economical resource. It is really exciting to see low ability readers finding success in their searches and then reading the articles! The ease, speed and fun of using the resource is a great motivator for students. **Encarta** is well-designed, very user friendly and very easy to use without ever looking at a manual. It works very well on a multi-user network of seven machines with no problems or major delays. Highly recommended. *M. Heeren*

LEV: Upper primary, Lower secondary, Middle secondary, Upper secondary
AVAIL: Education price \$359
SCIS 766942

○ Microsoft bookshelf 1993 windows edition.

[computer software] Microsoft, 1993 [030]

Microsoft Bookshelf is presented as a mini reference library, containing a selection of basic reference books. This edition has many improved and enhanced features from the 1992 version but it remains very American in orientation.

Hardware/software

For full multimedia (sounds, animations, text and graphics) basic requirements are: 386X or higher, 2 MB of RAM, 2 MB of available hard disk space, CD-ROM drive, audio board, mouse and VGA capable of 256 colours recommended or an equivalent PC with a Multimedia PC upgrade kit. MS-DOS 3.1 or later; Microsoft Windows 2.2 or later. MS-DOS CD-ROM extensions 2.2 or later (provided with CD drive). Headphones or speakers.

It is possible to use the disk displaying only text and graphics with a 286 without audio board or speakers. Despite meeting the requirements for full multimedia usage, on installing the disk I was warned that my CD player (Pioneer Mini-changer) would not give optimum performance and I did experience problems with the quality of some sound and animations.

Contents of package

One disk; one users' guide.

Content and scope

Bookshelf consists of seven 'books': **The American heritage dictionary; Bartlett's familiar quotations; The concise Columbia dictionary of quotations; The concise Columbia encyclopedia; The Hammond atlas; Roget's II electronic thesaurus; and The**

world almanac and Book of facts 1993.

Curriculum relevance

Just as general reference works do, this disk has across-the-curriculum relevance in providing fast access to facts, definitions, synonyms and recent statistics. Because it has the ability to play the national anthem of a country, or give a poet or statesman delivering some of their famous lines, faculty areas such as music, English or history may find it unexpectedly useful. Quality of data varies.

Style

The screen can often look crowded with the Toolbox and Index or Find screen sitting on top of the information requested. Spelling is American, which brought me undone when I sought information on Greek theatre. Style of text varies from book to book. For instance the almanac is clear, factual and fairly objective, whilst the encyclopedia is more literary.

Graphics and sound features

These are outstanding features of this edition. Sound is clear and includes poetry, quotations, world pronunciation, country pronunciation and music. Graphics are also excellent and many dictionary entries are illustrated by photographs, drawings or diagrams. The encyclopedia contains animated graphics which illustrate such topics as menstruation, as well as quite lengthy narrated animations which explain processes such as circulation of blood through the heart, mitosis, how an electric motor works and how a volcano is

formed and erupts. The narration is clear and pertinent. In the atlas, as well as giving brief information such as flag and national anthem for country selected, a topographical view may be obtained and a perspective view of the country in its continent or region. The American origin of the atlas means that greater numbers, and more detailed maps, of America are available than of countries such as Australia.

Arrangement and presentation

The screen is initially organised to look like a shelf of books. Each book when selected has a 'welcome screen' which explains the particular features of that text. Searching is conducted similarly in each title, and can be initiated through Find or Index tools in the Toolbox. All of the Toolbox functions can also be obtained through the keyboard or a pull down menu. Searches for terms can be made in one or a specified number of the books, or in all. This choice is made from the Find box by choosing book icons. When a list of references has been found, the books in which they occur are indicated by the same icons.

The Find option of searching allows Boolean searches to be made.

In each title it is also possible to browse, using a Toolbox tool, through its special features such as sound examples, animations and narrated animations.

When a topic is searched and a particular entry selected, the Index or Find screen remains sitting on top of the entry, as does the Toolbox. These can be

moved or closed, but I could not get back to the original list of articles once I had closed it. It is possible to return to any article actually looked at, but the list obtained in response to the Find request eluded me once I had closed it.

Software considerations

Once installed the program is easy to access, and installation was also straightforward. **Bookshelf** references such as the thesaurus can be accessed from other **Windows** software through **QuickKeys**.

Printing

Text, images, and audio presentations can be copied onto a clipboard and from there pasted into other **Windows** applications with a paste command. Topics can also be printed. Users copying or printing are reminded to include

○ The view from earth.

[computer software] Warner Burbank, 1991 [523.7]

Overview

The text of three Time-Life books from the 'Voyage through the universe' series is used to show how a solar eclipse occurs, using the example of 11th July, 1991.

Hardware/software requirements

Macintosh II series, with 4MB RAM, colour monitor, System 6.0.5 or later, and Apple compatible CD-ROM drive. No network access is available. Also available for Windows format.

Contents of package

One disk.

Installation

Although no instructions are provided, installation is quite

easy by loading from the CD-ROM drive.

Overall evaluation of package

This collection of texts employs some exciting examples of graphics and sound. The quality of information however varies. For instance the encyclopedia in its entry for Australia uses 1981 and 1984 figures, and the overall population is a 1987 estimate. Looking up Australia in the Almanac however yields 1991 census figures. The encyclopedia maintains that Australian aborigines are thought to have come from South East Asia about 20,000 years ago. The encyclopedia is a most exciting text from a multimedia viewpoint, but the information is much less acceptable. The atlas has a strong American bias, with maps being obtainable from re-

gions with the ability to zoom in on individual states whereas Australia and New Zealand rate a single map. The maps certainly do not match the size or detail obtainable in a large conventional atlas. American spelling is also a disadvantage of the dictionaries and thesaurus. **Bartlett's** is a fine dictionary of quotations, and quotations lend themselves to automated access. **Bartlett's** contains more than 22,000 'classic' quotations, supplemented by 6,000 in the **Concise Columbia**, from mainly contemporary sources. A library considering purchase would need to evaluate the use these tools receive in the library in their conventional print form. *M. Lobban*

Program content

The main menu has buttons for a Library, a Tour and Exit. The Library provides access to an Eclipse Tracker, a glossary, and an index, as well as the Sun, Moon, Earth, Eclipse chapters. A further eleven sub-chapters guide the user to the text. Eclipse Tracker gives a map of the path of all eclipses from 1940 to 2039, with Basic facts information. The glossary has easy-to-read definitions of approximately 300 astronomical terms. The index is comprehensive and gives quick access to relevant articles. The Tour gives a five minute overview of how to use the CD-ROM.

gions with the ability to zoom in on individual states whereas Australia and New Zealand rate a single map. The maps certainly do not match the size or detail obtainable in a large conventional atlas. American spelling is also a disadvantage of the dictionaries and thesaurus. **Bartlett's** is a fine dictionary of quotations, and quotations lend themselves to automated access. **Bartlett's** contains more than 22,000 'classic' quotations, supplemented by 6,000 in the **Concise Columbia**, from mainly contemporary sources. A library considering purchase would need to evaluate the use these tools receive in the library in their conventional print form. *M. Lobban*

LEV: Upper primary Lower secondary Middle secondary
AVAIL: Education price \$169.00

The articles themselves come straight from the text of three Time-Life books, with enlargeable colour photos and audio captions. They cover the formation of the sun, moon and earth, and how eclipses occur. Advanced terminology is used, even though information is fairly brief. The user can skim chapter by chapter or page by page. No animations are included.

Program useability

The layout and the menu options are very user friendly, with many user entry points. Marking of text is not a feature and text cannot be printed.

The colours are true, but graphics are disappointing and could have used animation to better effect. The sound comes

across well, but can break up if settings are not optimum.

Overall evaluation

It is disappointing to note that this CD-ROM is a reproduction of the books from the series 'Voyage through the universe', especially when there is so

○ A hard day's night.

[computer software] Voyages, 1993
ISBN 1559402652
[782.42166]

Introduction

This CD-ROM gives the user the complete movie of **A hard day's night** while covering the history of rock 'n' roll in both the United States and England as it pertains to this innovative movie. The user also has access to a lot of historical data on the music and film industry during this time. The whole program is in black and white.

Hardware/Software requirements

Macintosh running Quicktime CD drive with 4 Mb RAM, software of 6.0.7 or later and 3 Mb of hard disk space. 256 colour (13" or larger) or 256 grayscale (12" or larger) monitor. We used a Macintosh IIvi.

Contents of package

One disk, instructions for running the program, a cover with instructions for use of program.

Installation

Instructions give the user details of installation, including the installation of fonts, and the installation of the setup program on the hard disk in order to run the format options. Very easy to install.

Program content

A really great program for the Baby Boomers as they relive the

much scope to improve this program by the use of animation. The text needs to be either expanded to cater for secondary students or simplified for the junior students. Otherwise the concept is very good, with the feature of being able to zoom in and out of pic-

tures/text and listen to the audio-captions of great benefit. *G. Phillips and K. Bennett*

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$124.95 Firmware Design
KLA: ST; S
SCIS 761614



movie **A hard day's night** and read 166 pages of text covering the historical content of the movie and all the background information on the making of it. The CD-ROM would be very good for the senior Music Syllabus, 2 Unit course Rock topic. It would be appropriate for Media Studies. Many historians would find it a great adjunct to the history of the 60s while visual arts and drama could use it in their film-making courses. The program not only includes the movie and historical data but gives the user profiles of the cast and crew, all the songs and the original script (synchronized with the movie), theatrical trailer, interview with Richard Lester and still photo gallery of the Beatles. Some added extras include two of Richard Lester's previous films **It's Trad, Dad** and **The running, jumping and standing still film**. This is a very authoritative, well researched document.

Program useability

This is a highly useable and interactive CD-ROM. The program allows initial entry through the contents but once in the movie the user may access any other information by 'clicking' on underlined words, pull up contents box at the bottom of the screen and highlighting the appropriate section required, or tagging specific pages so as to access them at a later time. Movement through the film is by advancing the marker on the control panel, while the user may advance through the text page at a time or by typing in the page number required. The program is easy to quit out of with a 'quit' box always on the screen and help readily available. *G. Phillips and K. Bennett*

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$69.95 Firmware Design
KLA: CA; E; HSIE
SCIS 761561

○ The Journeyman project.

[computer software] Presto Studios, 1992 [793.93]

System requirements

A 256 colour screen, Macintosh with 8 Meg RAM and System 6.07 would be the minimum requirements to adequately cope with the sophisticated sound and visuals.

Syllabus relevance

I'd be stretching a point to say this was a mandatory purchase for any subject area. However if the faculty budget permits then buy it, especially if you are working in the Visual Arts area. The program would be excellent as an incentive for any student interested in graphic design, history, science fiction or computer studies (every staff room should have it as a stress reliever anyway).

Contents of Package

The package contains one CD-ROM, manual, poster and Pegasus badge!

Installation

Ensure virtual memory and 32 Bit addressing are off, otherwise the sound will fragment. Turn the sound up, turn off the lights and prepare to be transported.

Choose a rainy day, take the phone off the hook and bolt the doors — you're about to be indoctrinated into the ways of a Temporal Security Officer.

Security Officer 5 this is your mission to save history from a time distortion. The year is 2318 you are a member of the Temporal Protectorate; an elite group whose purpose it is to safeguard history from sabotage. During your shift an emergency is declared when a rip occurs in the

fabric of time. You are assigned to go back in history and prevent the corruption.

The game begins as an ordinary day might on Caldoria, the alarm radio goes off and you find yourself being called to the Temporal Security Annex. Two hours later however, I was still struggling to find my way out of the toilet (it flushes by the way). Such are the frustrations for the new player.

It doesn't take long though to get a feel for navigation and an instinct for survival in this new world. Many adventures await Officer 5 travelling through different eras to other worlds. Throughout all of this, the program's endearing feature is its attention to detail and sense of fun. For instance upon entering the Temporal Transport Pod a fly tries to accompany you — ZAP! — the transporter disposes of it (if only Geoff Goldblum had known).

This attention to detail extends to the screen designs as well. Using photorealistic graphics and over thirty minutes of video material, the environments are startlingly complex three dimensional representations, allowing players to explore their own space (can virtual reality be far away)?

Apart from the technical excellence of the programming and imaginative resourcing, the game's conceptual basis is also commendable: The world is at last experiencing an era of peace, when a time rip threatens the harmony of life on Caldoria. Your actions in restoring the fabric of time are rew-

arded by not resorting to violence (which can ultimately qualify you for the 'Gandhi' bonus). So here at last is a game for those of us lusting for some pacifism. My only complaint about the narrative structure was the inclusion of Sydney Australia as one of the last intergalactic Alien frontiers — who says Americans aren't parochial!

To the creators' credit the game requires a minimum amount of external explanation — only a small sixteen page manual fitting into the sleeve of the CD accompanies the package (and most of this is concerned with the project's creation). For such a complex program containing hours of play time, sophisticated user interactions — this is an achievement.

Nevertheless, at the time of writing this article I was still trying to work out how to restart from a previous game — having to go through the preliminaries every time certainly sharpened my arrival time at work (although it still claimed I was late) — but made each session tediously long. No doubt I'm over looking something obvious here...

So don't bother to hire **Blade Runner** for your next video night (or wet school sports day) — this CD offers much better entertainment value.

Tim Hand

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$160.00 Firmware Design
KLA: CA; HSIE; TAS
SCIS 76156 ■

The CLANN CD-CAT

The NSW Department of School Education Library is one of the founding members of UNILINC. They have had their holdings available on the CLANN CD-CAT since the first disk was released in 1989.

The name reflects the origins of this veritable veteran of CD-ROM databases. The CLANN CD-CAT was developed by CLANN Limited at the end of the eighties, when libraries were just starting to hear of the wonders of this fabulous new media that could store thousands of pages on one disk. It was the first library database on CD-ROM and the initial disk pressed in March of 1989 was an exciting event for CLANN, the former name of what is now UNILINC.

Since 1989, the CLANN CD-CAT is currently up to its 16th issue and the latest disk being replicated contains over 800,000 unique records, indexed and available via a variety of options — from standard title, author and subject search options through to keyword and advanced searching techniques using Boolean functions etc.

The most impressive figure however is probably the 2.2 million+ holdings that the disk contains — that is, there are over two million locations for items indexed. These locations reflect the wide diversity of the UNILINC membership in 1993 and includes the records from 19 institutions in addition to the NSW Dept of School Education Library — from the Australia Council, the Bankstown City Library and Information Serv-

ices through to the newest New South Wales universities, Charles Sturt and University of Western Sydney. The latest member is the NSW Department of Corrective Services.

The CLANN CD-CAT meanwhile, has retained all the features that made it a popular and easily accessed tool for both staff and students — particularly the latter. The user interface was designed and developed by CLANN in conjunction with Disctronics back in those early days and the over-riding design consideration was that students of all ages should be able to access the databases simply and easily to find library items. Over 85 quarterly subscriptions are sold each year, mainly to member libraries, but increasingly to libraries outside of UNILINC who need a good public access tool for their clients — a tool which not only gives call numbers and accurate bibliographical descriptions but also names the library locations in New South Wales (and now Victoria, ACT and Queensland) where the item is held. With the amount of mobility amongst students and staff in the 90's, the CLANN CD-CAT has become an invaluable resource for tracking down needed items — not only for the borrowers

themselves to access, but as importantly for interlibrary loans of library items. With library staff therefore having one access point for over 2 million holdings, it is easy to see why it is so popular.

Technically, the CLANN CD-CAT is currently available in MS-DOS format only. Demand so far has not been great for other operating system formats although in the future there may be demand for a Macintosh and perhaps a Windows version to be developed. Much will depend on the needs of users. At the moment the CLANN CD-CAT will run on the absolute minimum DOS/PC configuration available. Memory requirements are low yet it will run in colour with a VGA monitor and presents a clean consistent user interface that offers both highlight bar and command key options to move around and to perform searches, either in a stand-alone environment or in a small network.

Searchable fields include date and format, the latter being particularly useful if you are looking for a video or sound cassette. Date searching can take a while if the wrong symbol is included in the search expression, > rather than <, but the CLANN CD-CAT is forgiving in that

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

the ESC key will abort any search that is taking too long. Other features are the ability to print or download to disk, enabling the easy production of bibliographies and reading lists.

Below is an example of the Advanced Search feature showing how you can link keyword with material type to get very specific matches (see table 1)

The CLANN CD-CAT display is clean and consistent across all search types and displays. Particular library holding sites can be flagged to highlight in the list of locations.

TABLE 1

CLANN CD-CAT IN COLOUR					
Keyword: author = butler, dorothy and material = videorecording ____ Matches 0009 citations					
Author	Title	Year	Your Library	No. of Loc'ns	
1. Butler, Dorothy, 1925	Dorothy Butler presents Timele>	1986	-	1	
2. Butler, Dorothy, 1925	Farmyard stories [videorecordi>	1986	-	1	
3. Butler, Dorothy, 1925	Stories afloat [videorecording>	1986	-	1	
4. Butler, Dorothy, 1925	Stories at school [videorecord>	1986	-	1	
5. Butler, Dorothy, 1925	Stories for everyone [videorec>	1986	-	1	
6. Butler, Dorothy, 1925	Teatime stories [videorecordin>	1986	-	1	
7. Cath, Gerben	Get well stories [videorecordi>	1982	-	1	
8. Cath, Gerben	Stories on a train [videorecor>	1982	-	1	
9. La Hood, Stephen	Dorothy Butler's Babies need b>	1987	*	5	
Use the PgUp and PgDn keys to select a citation					
Data Date: Aug 93					
Screen Flagged Your library All Prints the screen as you see it now.					

TABLE 2

CLANN CD-CAT IN COLOUR			
Title:	Dorothy Butler's Babies need books : Cushla [videorecording] / Dorothy Butler.		
Imprint:	Hawthorn, Vic. : Video Bookshelf, c1982.		
Location	Call No.		Copies
Dept. of School Ed. - Library	V028.5/BUTL/1		1
Bamlstpwm - City	V028.5BAB		1
Macquarie Uni. Inst. of Early Childhood	V028.5/BUT/1		1
Uni. of W. Sydney, Macarthur - Milperra Notes: VHS format	VR 028.5 DORO		1
Uni. of W. Sydney, Nepean - Kingswood	AVVR/649/DORO/1		1
This is the only page of location details.			
Data Date: Aug 93			

Thus, in table 2 showing the selected citation and the related holdings, the CD-CAT has been configured to show the Department of School Education Resource Support Unit's holdings first and to highlight that entry.

The user can re-configure the disk to only show particular locations, to timeout after a certain period of inactivity, to limit/expand the number of citations found and in other ways modify the parameters of the disk. The ability to customise the CLANN CD-CAT makes it an extremely useful tool for public access, along with its on-screen and contextual help. It means that library staff, once the disk is installed, can virtually leave it in a

non-staffed area, knowing that its use will be maximised but the risk of abuse is low. This is important in a student environment as staff are not always available to monitor and maintain equipment and services at all times.

The CLANN CD-CAT is available on subscription at a quarterly rate, or a single disk is available. All users sign a license agreement with regard to duplication of data on the disk etc. but there is no extra fee for networking the disk, an option that many libraries have utilised, especially the smaller ones. Among the enhancements that are being planned is the ability to generate statistical reports on the numbers and types of searches performed. This will

be valuable for staff to get an idea of usage of the database and the areas of most or little success in searching. A User guide is included with all subscriptions to the CLANN CD-CAT. The Search software and User Interface is available separately to libraries who may wish to develop their own CD-ROM product. Single issues are available for \$900; and annual subscriptions (4 issues) for \$1,250. Enquire about bulk discounts for 20+ copies.

For more details contact:

Linda Rouse, Special Projects Manager, UNILINC Limited.
Level 9 University Centre
210 Clarence St.
SYDNEY NSW 2000
Tel: 02 370 6666
Fax: 02 370 6677 ■

MULTIMEDIA LIBRARY LINK (ISDN) PROJECT

Since 1991, the State Library of New South Wales has been developing a multimedia image transfer system, using ISDN (Integrated Services Digital Network) as the transmission tool. A pilot project using Wyong, Warringah, Tamworth and Cooma public libraries has been carried out to test public reaction to the new service, which will be of value to schools, and the business community. Currently, the library has stored some 300,000 photographs on videodisc, and vast amounts of electronic information on CD-ROM, to which ISDN users in the trial libraries have access. The object ultimately is to give off-site users access to the State Library's 1 million+ pictures, oral history recordings, music, CD-ROM databases, newspapers and manuscripts on microfilm, text in journals and books, video and film, all via a computer and ISDN telephone line installed in their local library.

The resource requested is captured onto an ISDN-equipped computer for transmission to the site requesting it, and a full screen compressed image file can then be transmitted down the ISDN to anywhere in Australia in approximately eleven seconds. It is then decompressed and viewed on the receiver's computer screen all for the cost of less than a postage stamp. At present, the system requires library staff to manually select, digitise and compress images, and then to transmit them: however, this will soon be replaced by a system allowing remote users direct access to the library's computer catalogue to identify and select the appropriate picture or text database to view the identified item.

There were no charges during the trial period of this project, and the State Library hopes to be able to keep the service free (except for establishment and connection fees).

For further information, please contact:

Lee Griffiths, Project Coordinator, State Library of NSW
Phone: (02) 230 1538, Fax: (02) 392 1820
from Wednesday afternoons to Fridays. ■



A word from SCIS

New headings added to the SCIS national education database

During July and August the Curriculum Corporation and the cataloguing agencies participated in two teleconferences on proposals for new subject headings. The following headings and references were accepted and are now in use.

BIOETHICS

See also **MEDICAL ETHICS**
xx **MEDICAL ETHICS**

CRITICAL INCIDENTS

Use for materials dealing with sudden and unexpected life events which have the potential to cause lasting emotional damage to a person e.g. death, divorce, job loss, natural disaster etc. Include here materials about preparing ways of responding and managing critical incidents and materials dealing with physical/emotional reactions to critical incidents.

See also **ACCIDENTS; CHILD ABUSE; DISASTERS; RAPE**

See also specific critical incidents, e.g. **CHILD ABUSE; DEATH; DIVORCE; RAPE**

x **Crisis intervention**

xx **ACCIDENTS; DISASTERS**

FEMINIST THEOLOGY

See also **WOMEN AND CHRISTIANITY; FEMINISM - MORAL AND RELIGIOUS ASPECTS**

xx **WOMEN AND RELIGION; WOMEN AND CHRISTIANITY; THEOLOGY**

LIBERATION THEOLOGY

See also **RELIGIOUS FREEDOM**

xx **CHRISTIANITY AND POLITICS; RELIGIOUS FREEDOM; THEOLOGY**

MAGIC

Use for works on the use of charms, spells, etc., believed to have supernatural power or to produce or to prevent a particular result considered unobtainable by natural means. For works dealing with modern 'parlour' magic as entertainment use **MAGIC TRICKS**.

See also **CHARMS; MAGICIANS; OCCULT SCIENCES; SYMBOLISM OF NUMBERS**
xx **HALLUCINATIONS AND ILLUSIONS; OCCULT SCIENCES**

MAGIC TRICKS

Use for works dealing with modern 'parlour' magic as entertainment

x **Conjuring; Legerdermain; Sleight of hand**
See also **CARD TRICKS; JUGGLING; MAGICIANS**
xx **JUGGLING; TRICKS**

REPUBLICANISM

x **Republics**
xx **CONSTITUTIONAL HISTORY; CONSTITUTIONAL LAW; POLITICAL SCIENCE**

References added to the database

Classroom environment
see **Classroom management**

Corporate sponsorship
see **Advertising; Publicity**

Everything old is new again

The original records downloaded to form the SCIS database were catalogued according to an earlier version of the Anglo-American cataloguing rules, hence there are some records that don't have the information recorded in a way you would expect. These records, entered before 1987 use 'illus' rather than 'ill' and there is no space between the number of pages and the abbreviation for pages. When the SCIS team find the books they are processing have records of this vintage a request is made to the Curriculum Corporation for an upgrading of the bibliographic record to today's standard.

The cataloguing team will also request amendments to records if inconsistencies in cataloguing and classification are discovered during the routine processing of material. At the same time the bibliographic records are being checked regularly by the other state cataloguing agencies

The Curriculum Corporation also contributes to the continuing high standard of the information on the database by scanning a different file each month. One month the names file is searched for inconsistencies and the next the titles and so on. The Curriculum Corporation, as managers of the database execute any necessary changes.

In a recent quality control project the New South Wales SCIS team requested amendments to the classification numbers for one hundred and eighty-nine bibliographic records in the literature area (800's). Some of the changes requested were to ensure that authors are consistently classified to the period in which they flourished; others were to ensure the period

numbers were consistent for each author. All works by a specific author should be given the same period sub-divisions, whether -9, -91, -912; works by an author should not be separated by allocating different period sub-divisions to different works e.g. some at -9, some at -91, some at -912. The inconsistencies in the literature numbers which may have caused confusion for SCIS users will be eliminated.

The SCIS team is keen to continue inputting high quality records onto SCIS. If you are concerned about something you have seen on the database please fax us on (02) 808 9413 or write to Anne Dowling, SCIS Cataloguing and Review Team, Private Bag 3, Ryde NSW 2112. ■

How to collect and preserve school archives with a minimum of effort and a maximum effect

Barbara Deece, teacher-librarian at Hornsby Girls' High School, presented this paper at a workshop at the Metropolitan North Regional Library Conference, Friday, 26 March 1993.

From early 1990 I've been teacher librarian at Hornsby Girls' High School. The date is significant, because HGHS opened in 1930 and hence 1990 was the 60th anniversary of the school. I'd transferred from a big co-ed high school in Met West and prior to that worked in the country and I was in a bit of culture shock at Hornsby Girls. A committee was formed to organise the 60th jubilee celebrations and immediately began requesting this and that from the Archives. For me, the timing could not have been worse. I had no idea about archives in general and the archives at Hornsby Girls in particular.

The committee's brief was (among other things) to write a history of the school and the archives, of course, were to provide the information.

And write a history they did—or in fact Mari Metzke did—then a parent with special interest in local history and things historical. Fortunately, she was able to do it with very little assistance from me because not only did my state of culture shock persist but an accident put me out of action for almost a term.

My interest in the Archives quickly increased—I had in fact done a lot of work on my family history and there is some correlation. Added to this I quite often get phone

calls from Old Girls (and others) seeking information—often to win a friendly argument. What year did such and such happen? Who was head prefect at the time? And a regular one—When did it cease being selective ...An interesting one because no old girl will admit it wasn't selective in her day!! A researcher working on a documentary on Ethel Turner rang to see if we could produce a photo of Ethel Turner when she was guest at speech day in the early fifties. One of our houses is Turner, named after the writer.

The Archives contain some absolute treasures and I'm delighted they've been

preserved. Having seen how important the information we have is, I see a vital role for me in providing appropriate storage for the collection to continue its preservation.

The subtitle of today's topic is how to collect and preserve school archives with a minimum of effort and maximum effect. We are all very busy people. Collecting and preserving archives is only one of the many tasks we perform. We don't have professional archivists to do it for us and we have limited assistance and time. However, like everything else we do, we fit it in somehow. And like many other things we must of necessity take shortcuts.

What should we collect?

The following are suggestions. Some or all should be considered.

- Newsletters.
- Class lists.
- Programs from special events:
 - Musical performances,
 - Speech Day.
- Daily bulletins.
- Any school publications.
- Information about excursions.
- Subjects taught.
- Photos from special events of the school and grounds:
 - Sporting groups,
 - Cultural groups,
 - Prefects/leaders.
- Student newspapers.
- Newspaper clippings:
 - Press releases,
 - Information about the school,
 - Information about student achievement,
 - Information about former students.
- Videos of performing arts productions:

- Sports days,
- Special events.
- Samples of work done by students and or teachers
- Minutes of meetings
- Annual reports, etc.

How to collect these items

An organised agenda is better than an ad hoc system. It is important therefore to actually initiate and implement a plan for the collection of materials for archives.

If printing or photocopying is done centrally in the school, commission the person responsible to allocate a copy of everything to the archives collection. Provide a box/container/tray to make it easier for him/her to drop in a copy of materials printed. Cull later if necessary. Provide a collection container near other photocopiers in the school also and request staff to drop in a copy of excursion information or other specific items.

Organise that the school distribution system allocates newsletters or other documents for Archives. Initiate the request for a student/staff printout to be deposited, and for any other documents—subject choices, staff return, to be dropped in the Archives tray. Approach any guest speaker for a copy of the speech to be deposited.

Organise photographs of special events, excursions, sports days etc. Don't just hope someone has a camera. Commission someone to do the photography. Similarly, commission someone reliable to film occasions requiring video recording. Specific guidelines may be appropriate so they film the relevant parts and not just their friends! Requests, through newsletters

or local networks for old photos could prove valuable.

Arrange for official correspondence to be released from the front office—maybe only every 3 or 5 years may be sufficient. Some department documents reflecting changes in education could also be considered.

If these systems are put into practice they can be maintained with minimum effort.

Preservation

Jim Fletcher (Scan, May 1991) suggests that the simplest archives storage facility for smaller schools is a large carton into which everything is placed. A large label SCHOOL ARCHIVES NEVER TO BE DESTROYED should be prominent. Store the carton out of harm's way, in a dry location where no one will be tempted to dispose of it.

However for most of us a more structured approach may be appropriate.

The use of permanent acid free materials are essential for long term preservation. Precious paper items need storage in acid free containers made from acid free papers or cardboard.

The use of document boxes whether purchased already assembled or made to measure from archival quality board is a very practical way of storing papers.

Before storing, remove all metal paper clips, fasteners, pins or staples and rubberbands. If they are not removed they will cause damage, be it rust or holes etc. There are alternatives: acid free paper bands, folders or linen thread ties. Store sheets of paper flat and handle as little as possible.

Newspaper cuttings are liable to discolouring or deterioration—they will be illegible with time unless duplicated. If in albums, the adhesive may add to acidity and destruction.

Photocopy newspaper clippings on to archival quality photocopy paper available from library suppliers. Then store in document boxes.

Photographs should be appropriately labelled with names, dates, location etc and should **never** be put into cheap adhesive type albums. Acid free archival albums are available at library suppliers and photographic outlets. They are not cheap but if photos are to be preserved for generations, the cost is well justified.

It is difficult to control light, temperature, and humidity in schools but these should be considered if possible. Dim lighting, cool constant temperature, dry atmosphere

are ideal. Of course no mice, silverfish or mould would be evident either. (Sounds like every school!)

Videos and audiocassettes should be stored upright in dust free conditions. Ideally, videos should be fast forwarded to the end and rewound again every year. Only allow copies to be used. Preserve the original. As technology changes, these should be copied on to updated medium. It is no use having a VHS video if in 50 years time VHS equipment is obsolete.

Someone in years to come will thank you for the care and consideration and effort in preserving School Archives.

Bibliography

FLETCHER, Jim **School archives : a personal lament.** In Scan, Vol. 10(2), May, 1991. pp 9-12.

PRICE, Helen **Stopping the rot : a handbook of**

preventive conservation for local studies collections. 2nd.ed. Australian Library and Information Association. New South Wales Branch, 1989.* SCIS 627291

* The price is usually \$12 for ALIA members, and \$16 for non-members. As a special offer, it is available to ALIA members for \$10 (plus \$1.50 postage), if a cheque accompanies your order. Please order through:

ALIA NSW
PO Box 246
ARTARMON NSW 2063
Attention: Jo Anne Fuller

Managing local studies collections / edited by Patricia Ward & Judy Washington. Local Studies Section, ALIA, 1990.

+SCIS 622885
+Available through ALIA, or through Anne Enderby, Mitchell Library at \$16 for ALIA members, and \$20 for non-members. ■

THE NEW REES-NOLAN LIBRARY — a successful campaign

Diane Naphthali is the teacher-librarian at Artarmon Primary School. Denise Wood, parent and convenor of the New Library Committee was awarded a Regional Certificate Of Appreciation for her work in August 1992.

Beginnings

In September 1989, Diane spoke at a monthly meeting of the *Artarmon School Association* outlining our concerns about the existing library. This single-purpose area with severe space restrictions was unable to meet the demands of resource-based learning and teaching. New technology and a large, diverse and growing collection had definitely reached the limit of the available space. The library's location on the extreme boundary of a split site school was also undesirable.

The committee

The immediate response to Diane's report to the meeting was to form a sub-committee of the *Association* to investigate the matters raised. In October, 1989, the first formal meeting of the *New Library Committee* was held.

An appropriate size for both effective communication and sharing the work load was decided upon. Membership consisted of a president, a secretary, three parents, the relieving principal and the teacher-librarian.

First action

The school community was informed through the school newsletter of the creation and purpose of the Committee: to campaign for a new library. The existing situation was outlined and parents were invited to visit the current library and write to local politicians and Department of School Education officials. A response from the latter alerted us to the official channels:

'...the prime initiator of any assessment of the accommodation needs of a school is the principal who is the Department's on-site representative. The principal may apply for a review of specialist accommodation such as a library. Annually, Regional Office requests principals to nominate projects of Major and Minor Capital Works. These are prioritised and funds allocated accordingly.'

In 1990, our new principal joined the Committee and gave his strong support for the campaign. Options such as a new building or extensions to the existing one were explored.

Research

Members of the Committee were given various investigative tasks which included: visiting other schools, obtaining demographic data, investigating other possible funding sources, locating and obtaining any library or building standards and finding out procedures and programs for Regional capital works projects.

During the early months of 1990, the research was collated and a detailed school profile and submission was produced.

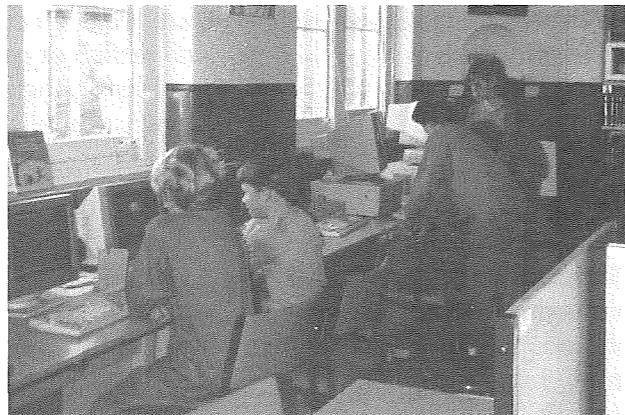
First visits

Regional officers, the Cluster Director and our local Member inspected the library. Our Cluster Director advised the Committee of procedures for inclusion in Major Works program funding. We received many compliments on the thoroughness and professionalism of our submission.

First results

The Principal received news that we were one of three schools nominated for Minor Capital Works funding in 1990/91 although it 'would appear unlikely' that we would be successful in the end. Another communication, this time from the ADG Region suggested that ours was a low priority. For this reason, and to alleviate accommodation problems, we were asked to consider a demountable library to be erected on a vacant block.

After lengthy discussions, the Committee, through the Principal, declined the ADG's offer



Students at OASIS terminals in Rees-Nolan Library.

because we believed it would serve no real purpose to relocate our collection to a temporary ten module demountable library. A subsequent letter from the ADG Region urging us to reconsider was received.

Developments

Because we were nominated by the Cluster Director, we received a visit from the Director, Administration and Finance who agreed that we had severe accommodation difficulties but warned that we were unlikely to be successful for at least three to five years. However we were told that some conversion might be possible from Regional Maintenance Funds. We were told that the Region's Senior Technical Officer would make an inspection visit.

Not allowing ourselves to be frustrated by a seeming lack of progress, we continued communication with the local Member and Regional Office in the ensuing months.

Breakthrough

During the promised follow up visit from the Regional officer a casual walk along a corridor revealed a previously unconsidered long corridor with four classrooms, some small rooms offset and a toilet. The suggestion was made that the four rooms be converted into a library, depending on monies received, the cost of the conversion and the agreement of the school.

Final approval

The *New Library Committee's* decision was to go ahead with this option given the economic climate. The school decision was overwhelmingly in favour. We were visited in December 1990 by the Assistant Director General, Region, our Cluster Director and other officials. The *Committee* expressed our delight at the final outcome.

The New Library Committee from the outset pursued a policy of doing our homework and being



prepared to answer all manner of questions from visiting politicians and Regional Officers. We were patient, determined but at all times conciliatory in negotiations.

In our case, when it was made clear that we would not be successful the first time, we decided that we would not give up and were determined to reapply. Our good news came with a totally unexpected solution for a new library at Artarmon Public School.

When completed the new library was named the Rees-Nolan library in acknowledgement of earlier generosity to the school by these two Australian artists. The proceeds of the sale of a painting donated by each were used for additional facilities within the library for the benefit of the school community

Artarmon now has a spacious and elegant multi-purpose library with pleasing style and ambience, with many features of its post-Federation style intact. It is the showpiece of the school. ■

Read-a-long at Kendall Central School

Lorraine Neill is AST and teacher-librarian at Kendall Central School,

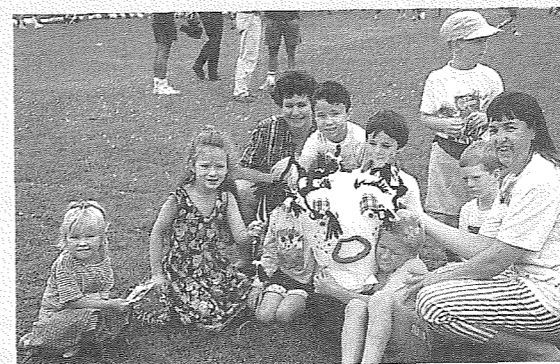


Kendall Central School is a reading school. With a student population of 550 from K-12, the range of books is varied and exciting. As an added focus to reading this year, the library committee decided to construct a giant bookworm as a library decoration. The suggestion that it could be a **Guinness book of records** attempt was made by the parent representative on the committee, Julia Lock. Contact was duly made with **The Guinness book of records** in London, and we were advised that the world record for a stuffed toy was 400 ft (122 metres).

So began the construction. This took months as it was a low-key, ongoing activity involving parents and students alike. Each student brought a piece of material, marked with their name, and if they wished, favourite book. These were sewn by parents into four metres lengths.

The worm was filled with plastic bags (good for recycling) and grew to a magnificent 675 ft (202.5 metres).

The head was designed and made by the Year 10 Textiles and Design class and a naming



Two committee members (note bookworm in background).

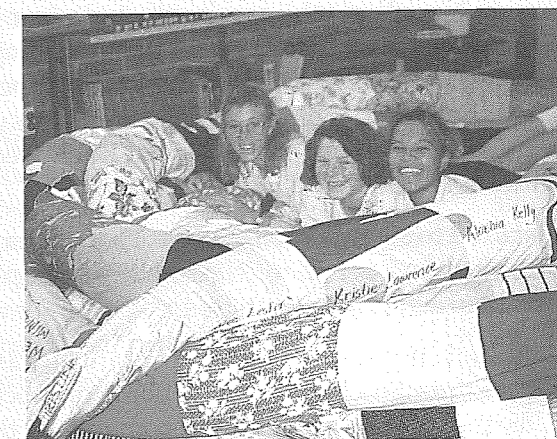
competition was held. This was won by a Year 5 student, Mitchell Edwards, with the very original name *Read-a-long*.

As a break-up day activity, *Read-a-long* was taken to the school oval for an official measuring ceremony as required by the **Guinness book of records** guidelines.

The previous record (122 metres) was well and truly broken and the students are looking forward to seeing the name of Kendall Central School in the 1994 edition. Here is the previous record:

Stuffed toy, longest A snake measuring 122 m 400ft was completed in November 1991 by the Grove School Knit and Natter Club of Newark, Notts.

As a project, the making of the bookworm was a wonderful exercise in cooperation, interest, and fun. All sections of the school community were involved, and the enthusiasm overflowed into all other library activities. ■



Year nine students and coiled worm.

How to do a stocktake on Oasis Version One and survive to tell the tale!

This heading with its nicely understated hint of impending doom reminded the Scan editor of her first whole library stocktake carried out in the last two weeks of 1992 in a metropolitan primary school. Memories of the process with its atmosphere of borderline hysteria makes the following article essential reading for those about to embark on the adventure of stocktaking. So, OK! What could go wrong?

- The rest of the staff, losing a week's RFF, eye you with suspicion. Are you and your library assistant relaxing with feet up behind closed library doors, having finished stocktaking using OASIS? This must be an easy process — computerised, isn't it??
- Children are bewildered by your change in role. Speculation runs rife ... 'Why can't we go in?' ... 'Mrs. F. has to count all the books and if there are any missing, she has to pay'. 'Serves her right, anyway'.
- Portable bar code readers are a mixed blessing. Ours had to be borrowed with a huge holding deposit from another school. Once it had arrived, getting it to work on our 286 computer required a visit from a technician. Then we discovered the process of downloading its contents onto the computer was much slower than the two of us taking the circulation terminal with its fixed bar code reader to the shelves and going through the shelves, with one of us opening a pile of books at the bar code, while the other wandered in another pile of books, and alternating the process right around the library!
- Christmas time and stocktaking! Private school kids on holidays long before government schools. Mrs F's children in the library to 'help'. Plaintive cry from the youngest who fell off a chair while drawing a face on the whiteboard. Complaints from her about the loudness of noise and brightness of light. Ignore her! Until it becomes apparent that the child has concussed herself, at just the same moment that the system crashes — 3pm, 17th December, 1992!

A much less traumatic experience of stocktaking is recounted by Jenny Quirk (teacher-librarian) and Kay Summers (library assistant) at Blaxcell Street Primary School. Follow their advice and all will be well.

After much soul searching as to the best time to close the library we decided to take the plunge and initialise our first whole of the library stocktake at the end of Term 2. This was a more convenient time as in Term 3 we had Book week activities and Education week.

We decided to stocktake the whole of our library rather than a part of our collection simply because our library is set up this way.

It was not necessary to return all library resources through OASIS prior to going on stocktake, as those items still on loan come up at the end of stocktake as 'Already on loan'. This is a great boon to teaching staff as they can continue

to use resources they already have out while the stocktake is in progress — a great advantage over the old manual system whereby teacher-librarians preferred that all items should be returned before stocktake could begin!

Here is our method for a successful stocktake!

1. Initialise the collection

Firstly, go into the Circulation menu (B2) and initialise stocktake (H1) on the backup terminal and then press (Enter) for All locations. Select (C) for (C)onfirm initialisation and press (ESC). This

involves leaving the backup terminal and fileserv on overnight. We turned off the monitors.

2. Wand in the barcodes

- Next morning remove the portable barcode reader from the computer. We used an ASP from ASP microcomputers. Before wandering in the resources, punch in the following codes on the barcode reader:

Press Function 15
Press ENTER to ignore the first two items:
Char Delay 000
Comma Delay 000
Set Cr Delay to 010
Press ENTER

- Wandering in the barcodes is the next task. We started in junior fiction at about 9.30 am and by 11.00 am had wandered in all of junior fiction! This was made an easier task because we have placed barcodes on the front of our resources horizontally. As books did not have to be removed from shelves, the wandering in of resources was time effective and RSI free.
- The barcode reader will come up 'Out of memory' during the wandering in process. When this message comes up it is necessary to turn off the barcode reader and reconnect it back into the computer. Next, turn on the computer (we used the circulation workstation), go into B2 H3, press Function 11 on the barcode reader and the computer will download barcodes. A list of all items wandered in will appear on the screen and the computer will 'beep' and say 'Invalid barcode' when it has reached the end. We had to implement this procedure several times during the stocktake.
- After downloading, turn off the barcode reader and log out (C2) of the computer. Press Function 19 on the barcode reader to clear the memory and go back to wandering in resources. Repeat the above process every time the barcode reader flashes 'Out of memory'.
- Continue to wand in all your resources — NB — should barcode reader not accept barcodes, try 'licking the end' — a highly technical approach! — as dust builds up on the tip of the barcode reader which needs to be wiped occasionally.
- After wandering in all your library resources you will be ready to start your Stocktake report. (To wand in all our resources, i.e. reading room resources, maths room resources, all of teacher reference and reference, computer software and videos — it took us 4.5 days.)

3. Stocktake report

Go to Circulation (B2) Report (H4) and Enter location and press ENTER.

Turn on your printer. A print out of all items missing 1, 2 or 3 stocktakes will be listed. (Have plenty of paper in your printer as this can take a lot of print-out!)

When print-out of H4 is complete, make an executive decision on what items are to be written off.

4. Decide what to write off

Go to Circulation (B2) Write off (H5). OASIS will give you the option of writing off items, and the option to write off all items previously Damaged beyond repair (DBR) or Culled in accordance with school policy (CSP). We chose the option to write off all items missing 3 stocktakes or more. We have been on OASIS in our school for four years so it was appropriate to choose 3 stocktakes, as that is the number that has been carried out.

Next press H5 (Write off). Please note that a print-out of all items written off (H5) is then produced. However this takes a very long time, as the printer only prints one full detailed entry per page. (If lucky sometimes 2 per page.)

Next, we worked out manually the usual stocktake configurations using opening stock, additions since previous stocktake, items recovered, items missing etc., and found our percentage loss rate. (We understand Version 2 will do this function for us.)

Remember, if using disk back up procedures, to have plenty of disks for back up during the stocktaking process. At the end of each day you still need to do your usual back up. However, a tip would be to back up fairly early — at least 1/2 hour before day closes — as at the end of our first stocktake day we needed 11 back up disks, which took quite some time to process. Be prepared!

We can now sit back and enjoy the rest of the year knowing that our stocktake is safely behind us. We both survived our whole library stocktake and have a few grey hairs to show as evidence of completion! Actually it was felt to be a bonus that we completed the whole library stocktake instead of just a few locations, as OASIS simplifies the process dramatically. ■

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.

ALLEN, Pamela **Mr McGee and the blackberry jam.** Viking, 1993

ISBN 0670844063

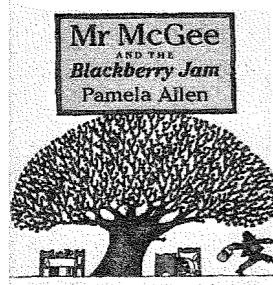
[A821]

Pamela Allen again strikes a balance between the ordinary and the ridiculous in this third adventure of Mr McGee. As whimsical as ever, he sets out to collect blackberries in order to make jam. The ensuing misadventures with the animals in the field provide lots of fun. The illustrations make extremely effective use of the white pages, displaying strong design. They are large and clear, making this picture book effective to share with groups. The rhyming text, for example, 'I think the lot of you are rotten! Then both his hands clutched at his bottom' is clearly arranged on the page and sure to please young readers. J. Buckley

LEV: Preschool Lower primary

AVAIL: \$18.95

SCIS 754601

CORNISH, Jane and DAVIES, Jo **Piccolo Pepperone's perfect pizza.** Ashton Scholastic, 1993

ISBN 1869432037

A tale of food, good cooks and villains, and a happy ending to boot. All these childhood favourites come together in a light-hearted tale of a pizza war between the virtuous Piccolo Pepperone and the rascal Malvolio Marinara. Bright double-page illustrations are full of lively kitchen and street scenes. The location of this tale is a mystery - is it Italy, Australia or even Spain with references to siestas? No multicultural masterpiece, this will appeal through its use of repetitive language and simple plot and characterisation. M. Williams

LEV: Middle primary

AVAIL: Paper \$8.95

SCIS 738147

DAVIS, Sue, EVELY, Christine, and DOWD, Annette **Possum post.** Collins Dove, 1992

ISBN 1863711406

An ongoing correspondence between Robyn and the veterinary surgeon, Dr Harold Burt, provides an excellent vehicle for telling a story, while simultaneously providing factual information about the possums that have taken up residence in Robyn's garden. As well as learning simple facts about possums, readers can follow, via the letters, the development of the relationship between Robyn and Dr Burt as it moves from a quite formal basis to a more friendly and relaxed one. Illustrations by Annette Dowd, although supporting the text, keep the reader at a distance rather than involved from the children's point of view. B. Richardson

LEV: Preschool Lower primary

AVAIL: Paper \$8.95

SCIS 729155

DE PAOLA, Tomie **Tom.** Ashton Scholastic, 1993

ISBN 1863880119

Tommy loved his grandfather whom he called Tom and was fascinated by his wonderful stories. When he visited his grandparents each week he spent most of his time with Tom and sometimes he helped in their shop. One day his grandfather gave him two chicken feet and showed him how the tendons made the feet move. After painting the claws with red nail polish, Tommy created havoc at school by scaring teachers and students. Although a little bizarre in theme, the warmth and intimacy of Tommy's relationship with his grandfather is effectively captured by Tomie De Paola's unique style of illustration. J. Anderson

LEV: Lower primary Middle primary

AVAIL: \$18.95

SCIS 735910

GOLDBERG, Whoopie and ROCCO, John **Alice.** Pavilion, 1993

ISBN 1857930371

This hip retelling of *Alice in Wonderland* loses the power of Lewis Carroll's language and mad events in catering to black street kids. A compulsive contest joiner, Alice finally wins the Wegonnagetcha Sweepstakes. With her two friends, Robin and Salvador De Rabbit, she heads to New York City to collect. Both uptown and downtown, strangers try to inveigle her winning ticket, which turns out to be a chance to buy swampland in Florida. Garishly illustrated in spray can art style by John Rocco, the story drags. Perhaps next time Whoopi should try a ghost writer. G. Phillips

LEV: Middle primary Upper primary

AVAIL: \$22.95

SCIS 752621

JAM, Teddy and FITZGERALD, Joanne **Doctor Kiss says yes.** Douglas & McIntyre, 1992 (A Groundwood book)

ISBN 088899141X

Doctor Kiss is a little girl who receives a request for help. Carrying her doctor's kit, she meets a young squire and together they gallop through the moonlight, until they reach a tent. Doctor Kiss helps a damsel to patch up a wounded knight's knees, returning home to have breakfast with her family in the morning. The delicately coloured illustrations by Joanne Fitzgerald which accompany this somewhat confusing story have a soft dreamlike quality and are the book's most attractive feature. Although Doctor Kiss is obviously a loved and caring character, the ambiguous storyline will discourage the readers for whom this book is intended. M. Buttenshaw

LEV: Lower primary

AVAIL: \$22.95

SCIS 729055

EVAL: Consider before buying

JUNGMAN, Ann and BIRCH, Linda **When the people are away.** HarperCollins, 1992 (Picture lions)

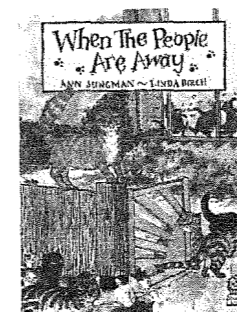
ISBN 0006642365

This delightful picture book takes the point of view that there is indeed a great deal more to cats than meets the eye. So, what do cats do when their people go away? They organise all the neighbourhood cats into a disco, an all-in wrestling competition, an all-night video session, a singing competition, and a midnight feast, partying all night and sleeping all day. However, they cover their tracks before the folks return, so that it appears at the end that nothing has been going on. Linda Birch's whimsical illustrations of the cats' wonderful holiday add greatly to the atmosphere. L. FitzGerald

LEV: Lower primary Middle primary

AVAIL: Paper \$7.95

SCIS 736060

KENNAWAY, Adrienne **Bushbaby.** Macmillan Children's, 1993 (Picturemac)

ISBN 0333572971

Bushbaby, always hungry, sets off to find some big mouth-watering figs. Leaving his forest he meets and seeks advice from the Colobus monkeys in the banana grove, Gennet in the hollow tree and Heron in the mangroves. Heron tells him that the juiciest figs are to be found on the island but warns him about the tide and Monitor. Bushbaby finds the fig tree and greedily eats far more than he should. Luckily he escapes the jaws of fierce Monitor and finds his way back home where, in the nature of the cautionary tale, he suffers terrible stomach-ache. The picture book is told through a combination of classic text and vibrant, glowing illustrations. Excellent for sharing. B. Richardson

LEV: Preschool Lower primary

AVAIL: Paper \$8.95

SCIS 737943

MATAIRA, Katerina, KEMP, Terewai and NGATA, Hone Ihi-o-te-rangi **Cry-baby moon.**

Ashton Scholastic, 1992

ISBN 1869431731

[398.26]

This modern Maori fable is simply told with soft coloured illustrations which highlight the text and create the mood for the story. Moon is upset because she can't see her face in the sea. Her friends Cloud, Rain, Thunder and Lightning try to help her by encouraging her to grow bigger, or brighter, or more dazzling but all is to no avail and she continues to cry. Finally Rainbow tells her the problem is that the sea is rough so Moon asks the spirit of the sea to calm the wind and waves and at last she can see her dazzling reflection in the sea. J. Anderson

LEV: Lower primary Middle primary

AVAIL: Paper \$6.00

SCIS 735730

MATTINGLEY, Christobel and ADAMS, Jeanie **Tucker's mob.** Omnibus, 1992

ISBN 1862910898

Written in 1979, *Tucker's mob* provides a glimpse into the daily life of children in the Aboriginal community at Burunga in the Northern Territory. Tucker is a honey-coloured cat who inspires Sam to learn to read. Jeanie Adams' distinctive wax crayon and water colour illustrations add to the simple appeal of the story. Speech balloons, using Kriol, the community's language, are included in some of the illustrations. The quality of the vocabulary and descriptive turns of phrases comprise rewarding reading in an attractive picture book in which success, acceptance and motivation are gently reinforced. B.S. Mitchell

LEV: Lower primary

AVAIL: Paper \$17.95

SCIS 728266

MORGAN, Palo **Cat Balloon.** Fremantle Arts Centre, 1992 (Sandcastle)

ISBN 1863680195

[821]

It is the bright and detailed artwork that draws children back to this picture book, where self confidence is promoted via a fable. Though small and shy, Cat Balloon follows his dream of flying to the moon and despite many setbacks, fulfils his ambition. The cats in this poem include lions and tigers and other cats of the animal kingdom, together with domestic cats. Useful for personal development classes. M. Williams

LEV: Lower primary Middle primary

AVAIL: Paper \$8.00

SCIS 735767



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

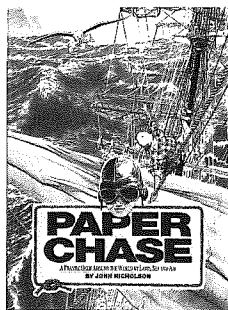
NICHOLSON, John Paper chase : a frantic dash around the world by land, sea and air.

Allen & Unwin, 1993

ISBN 1863734104

The shopping list leads Jack on an incredible journey to far distant and exotic lands and back again by means of - wait for it - paddle-steamer, coastal trader, steam train, river boat, junk, rickshaw, hot-air balloon, dhow, camel, elephant, horse, automobile, horse and cart, biplane, barge, steamer, flying boat, sailing ship, outrigger canoe, bullock cart, and harbour ferry. Children interested in travel and transport will be attracted to this picture book with its finely detailed and crafted drawings. The rather dry text seems almost unnecessary except to confirm the reader's identification of place and means of travel as Jack chases the elusive list. B. Richardson

LEV: Lower primary Middle primary
AVAIL: \$17.95 SCIS 746361



SADLER, Marilyn and BOLLEN, Roger Alistair in outer space. Pan Macmillan, 1992 (Picturemac)

ISBN 0333567269

Quirky, silly, absolutely incredible: and wonderfully entertaining for all the above reasons. Alistair's well-intentioned quest to return his library books on time transforms into the experience of a lifetime when he is captured by aliens and taken aboard their spaceship. Despite his plight Alistair maintains a calm demeanour and the action is reassuringly devoid of menace. A strong concluding page comprises a delightful finish which begs the book's audience to supply a continuation. Roger Bollen's full colour illustrations complement a spare, snappy text in this picture book. B.S. Mitchell

LEV: Lower primary
AVAIL: Paper \$8.95 SCIS 724427

VELK, Suzanne The animal kingdom ABC.

Hill of Content, 1992

ISBN 0855722207

[421]

Aimed at very young students, the minimal text in the book is complemented by full colour, glowing illustrations which fill every page. Cleverly designed, it incorporates an animal into the shape of each letter while the text takes the form of humorous alliterations focusing on both the letter of the alphabet and the animal used. The book will delight young students with its vibrant illustrations and its lilting text which is great for reading aloud. J. Anderson

LEV: Lower primary
AVAIL: \$15.95 SCIS 733878

WALLACE, Ian Chin Chiang and the dragon's dance. Groundwood, 1992 (A meadow mouse paperback)

ISBN 0888991673

Having trained to dance the part of the dragon's tail, Chin Chiang instead develops cold feet when the big day

arrives. A chance meeting with the elderly Pu Yee as Chin Chiang seeks to escape his responsibility is the first step in the re-building of his confidence but ultimately it is the child who gains control of himself and the situation. The quite extensive text is conversational and appropriate but it is the illustrations which are the lifeblood of this picture book: they are a stunning display of colour, design and detail which have brought the book 2 Canadian awards. F. Gardiner

LEV: Lower primary Middle primary
AVAIL: Paper \$9.95 SCIS 745806

WOOD, Jacki Animal parade : a wildlife alphabet. Hodder & Stoughton, 1993

ISBN 0340584629

An alphabetically arranged herd of animals parades across the pages of this picture book. Beneath the illustrations, the animal's names are listed. The numerous animals from the aardvark to the zebra, include species from all continents. The illustrations are appealing, flowing from page to page, with clear black outlines and effective watercolour. Although this is an attractive book, it neither emphasises the letters of the alphabet sufficiently, nor provides any information about the animals presented. J. Buckley

LEV: Lower primary
AVAIL: \$16.95 SCIS 746078

YEKTAI, Niki and DEGROAT, Diane Hi bears, bye bears. Penguin, 1993 (Picture Puffin)

ISBN 0140543546

Do young readers enjoy teddy bears as much as adult writers and illustrators seem to? Here is another picture book of anthropomorphised teddy bears, charmingly illustrated by Dianne deGroat. A minimal rhyming text, in which each descriptive phrase is illustrated, depicts bears of all types engaged in various occupations and activities. The book culminates when the teddy bears line up for selection at the toy shop. There is enough variety amongst the bears to sustain interest, and the text and illustrations work together well to provide a book which is fun and not too sweet. J. Buckley

LEV: Preschool Lower primary
AVAIL: Paper \$8.95

Fiction for younger readers

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

ALLAN, Eric Sally's new puppy. Hyland, 1992

ISBN 1875657002

Sally is given a puppy for her birthday. She learns to care for him as she follows wise advice from her parents, accepting responsibility for Charlie, and having fun doing so. Large, clear print takes up each left hand page, with each right hand page having a realistic pen and wash illustration by Jocelyn Bell. A double page at the end of the book contains a list of do's and don'ts which would be useful to parents. Written by a vet, this small book fulfils a need by emphasising the responsibilities of pet ownership to the young reader. M. Buttenshaw

LEV: Lower primary Middle primary
AVAIL: \$7.95 SCIS 728920

ANDERSON, Rachel Paper faces. Chivers, 1991 (A Lythway book)

ISBN 0745116833

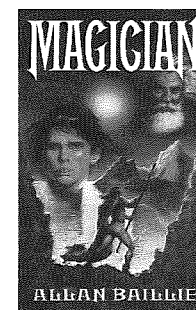
The resilience of childhood is really tested when the peace of 1945 brings a succession of significant events into young Dorothy's life. The deprivation of growing up in wartime London is hinted at, effective in the tone of simple acceptance, and told from a child's non-judgemental perspective. Dorothy fears, but cannot alter, the changes: the death of a baby brother hospitalised since birth; a severe bout of tonsillitis, exacerbated by malnourishment; and the imminent return of a father, barely remembered, who has suffered a war-related mental breakdown. Despite sombre events the atmosphere is not negative. Revealing and reflective writing indeed. B.S. Mitchell

LEV: Upper primary Lower secondary
AVAIL: \$23.95 SCIS 736354
EVAL: Highly recommended

BAILLIE, Allan Magician. Viking, 1992

ISBN 0670845574

Tasmania of a far distant future is populated by humans who have learned little in the intervening millenia: most are still incapable of independent thought, a factor which is fast leading to their demise. The beginning of this book was very bewildering to me, as if it were a sequel presupposing some knowledge on the part of the reader. Because this coloured my view overall I sought help from a young reader who rated it as one of the best books he's read, very exciting: 'the action kept coming and didn't stop until the end.' Clearly the age group for whom it is intended don't need to ask the questions posed (unfairly?) by older reviewers. F. Gardiner



LEV: Upper primary Lower secondary
AVAIL: \$18.95 SCIS 745817

BATES, Dianne Grandma Cadbury's bikie gang. Angus & Robertson, 1993 (Bluegum)

ISBN 0207179182

Readership already familiar with Grandma Cadbury as a truckie and bus driver will know what to expect now that Gran has a Harley motorbike in her sights. Comfortably predictable, Grandma, accompanied by grandson Steve, meets sleazy used-bike salesmen, a host of one-dimensional characters, (most of whom sport tattoos) and a gang of lovable bikies who help raise funds for senior citizens. Light entertainment for those who enjoy obvious humour, prefer a linear plot, and make little

demand regarding depth of characterisation. B.S. Mitchell

LEV: Middle primary
AVAIL: Paper \$8.95 SCIS 735728

BEAUMONT, Laura The tale of Christine Pristine. Penguin, 1992 (Puffin)

ISBN 0140348182

Christine Pristine is voted Queen Clean of her home town, Speen, and deservedly so. She has never in her whole life made any mess whatsoever. Annie hears about her from her grannie, who relates Christine's life story so that Annie will learn never to put her elbows on the table. Mary Rees' cartoon-style black and white pictures support and enhance the text. The speech balloons are witty additions to the slap-stick humour of this thoroughly modern cautionary tale. Episodic chapters make this fast-paced, good fun story ideal for reading aloud. M. Buttenshaw

LEV: Middle primary Upper primary
AVAIL: Paper \$7.95 SCIS 746403

BRANDRETH, Gyles The hullabaloo at no. 13. Penguin, 1992 (Viking kites)

ISBN 0670834114

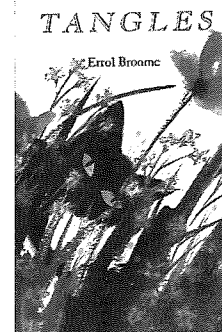
Close to Christmas, nine-year-old Hamlet Orlando Julius Caesar Brown is delighted by the arrival one morning of a small runaway beagle puppy in his bedroom. Despite Hamlet's wish to keep the puppy, it is returned to its owner Mrs McGinty. She later gets involved with the Cinderella pantomime in which the entire Brown family have parts. And, guess what Hamlet gets for Christmas? This child-centred story, told with gentle humour, is presented in small novel format, with short chapters, good size print and plenty of appealing line drawings. It is a good choice for young readers gaining confidence and fluency in reading alone. B. Richardson

LEV: Lower primary Middle primary
AVAIL: \$16.95 SCIS 735799

BROOME, Errol Tangles. Allen & Unwin, 1993 (Little Ark)

ISBN 1863734783

Here is a novel for young readers which is a powerful evocation of childhood emotions, set within a family story about losing an old pet and gaining a new one. Errol Broome is able to capture the anguish of a child with a guilty secret. Sophie struggles to forget her deception and enjoy her new kitten. The situation and its resolution are believable, and characters finely observed. Well



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

presented with uncrowded type and illustrations by Ann James, this is a meaty novel for newly independent readers which portrays an interesting dilemma. J. Buckley

LEV: Middle primary Upper primary
AVAIL: Paper \$9.95 SCIS 747162

CARPENTER, Humphrey **Mr Majeika and the haunted hotel & Mr Majeika and the school play.** [sound recording] Chivers, 1991 (Chivers children's audio books)

ISBN 0745144365

The British context does not detract from the entertaining stories on the two sound cassettes comprising this package. The author's narration is clear, well-paced and expressive. Elements of resourceful school children, magic, humour and trickery have wide appeal and chuckles will be heard as the adventures unfold. The target audience will enjoy the tables being turned on villains and the fun along the way as they hone listening skills in the absence of visual support. Optimum use would be as a serial, either for a class or smaller group, as each story takes approximately an hour. B.S. Mitchell.

LEV: Lower primary Middle primary
AVAIL: \$19.95 SCIS 736349

CHAPMAN, Jean **Grey cat magic.** Omnibus, 1993 (Omnibus dipper)

ISBN 1862911657

While his mum and dad are away, Kim goes to stay with his grandpa. They enjoy each other's company, but inevitably grandpa leads his own life and Kim feels lonely, until a little grey cat comes into his life. She has an uncanny ability to find things for people, even things that they didn't know were missing. There is a satisfying ending to this simple story, suitable for children having difficulties with reading as the print is clear, the vocabulary is restrained and there are no distracting speech balloons. Margaret Power's realistic line drawings are used in over half the available page space, giving the reader valuable visual clues to help interpret the text. M. Buttenshaw

LEV: Lower primary Middle primary
AVAIL: Paper \$5.00 SCIS 736582

CHAPMAN, Jean **Off to school! seven jumping-happy stories.** Omnibus, 1993

ISBN 1862911746

The title is right - these are indeed happy stories. They hone in on the emotional world of 6-year-olds, presenting some of the everyday events of the first year at school through their eyes. Lisa, Ben and Max are engaged in the glorious business of being old enough to catch the bus, lose a favourite marble, speculate about Santa Claus, and carry special things to school in a box. These simple inter-connected stories are clearly presented with large type and good line drawings by Pat Reynolds. They are suited to reading aloud, and are sure to provoke discussion. J. Buckley

LEV: Preschool Lower primary
AVAIL: Paper \$8.95 SCIS 752543

COLE, Joanna **The magical school bus on the ocean floor.** Ashton Scholastic, 1993

ISBN 0590727966

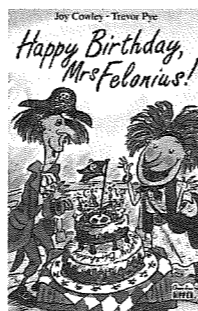
Presented in story format this amusing book provides a radical approach to the teaching of science. Ms Fizzle and her class are studying the ocean and so she takes them on an amazing tour. Through the magical transformations of the school bus they are able to study all facets of the ocean at first hand. The humorous cluttered pages, crowded with snippets of information will have great appeal for students and incidental learning will be high. Formal retrieval of information will however be difficult due to the lack of any structure. J. Anderson

LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 752842

COWLEY, Joy **Happy birthday Mrs Felonius!** Omnibus, 1993 (Omnibus dipper)

ISBN 1862911789

Mrs Felonius is a pirate with a simple birthday wish. She would like to visit her grandchildren. Her voyage is, however, fraught with difficulties due to poor navigation. The reader is never really in doubt about the story's resolution, and the birthday celebrations eventually take place. Lively black and white illustrations by Trevor Pye are well placed within the text, adding a great deal to the momentum of the story. Easy to read and a lot of fun, this should appeal to newly independent readers and is suitable for reading aloud. J. Buckley



LEV: Middle primary
AVAIL: Paper \$7.95 SCIS 752547

ETRA, Jonathan **Aliens for lunch.** Random House, 1993 (Red fox)

ISBN 0099174014

A bag of microwave popcorn produces a surprise for Richard and Henry when Aric, a tiny pink alien, appears. Aric needs help to solve an interplanetary problem, and a fast paced space adventure ensues. Food is a recurring theme with puddings and celery featuring strongly. Wacky, improbable and fun, this short novel cleverly combines high interest subjects with a simple writing style to produce a light-hearted, easy to read, science fiction style adventure. J. Buckley

LEV: Middle primary
AVAIL: Paper \$6.95 SCIS 750736

FISK, Nicholas **Broops! down the chimney.** [sound recording] Chivers Audio, 1991 (Chivers children's audio books)

ISBN 0745144373

Read by Andy Crane in an assortment of mildly to extremely irritating voices (which are admittedly consistent), **Broops! down the chimney** deals with the visit to earth of Broops, a small furry alien which James finds in the fireplace one night. He comes from Epsilon 3, and thank goodness he goes back at the end of the story, hopefully never to return. Adventures with James and

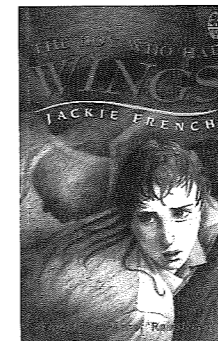
the unbelievably nauseating Pollysister (who says things like 'hamburglars', 'hanglebars', and 'tum tum') include a visit to school to sort out the school bully, misadventures with 'crummybike', and mildly funny encounters with cats, dogs, and old ladies. A reasonable cassette story spoiled by a patronising tone in the reading. L. FitzGerald

LEV: Lower primary Middle primary
AVAIL: \$29.95 SCIS 736339

FRENCH, Jackie **The boy who had wings.** Angus & Robertson, 1993 (Blue gum)

ISBN 0207178674

Mary learns the family secret: bird-like creatures called grunkwunks live in caves under the National Park. Their world is under threat. She helps the boy grunkwunk Grrree/Gary try to live as a human, and she and her friends, Roma and Bobby Cooper, are shown the secrets of the grunkwunks' society. After some initial misgivings about 'grunkwunks' and the heavy environmental theme, the reader suspends disbelief and becomes absorbed in this story of friendship between species, and responsibility for the environment and each other. The underworld of the grunkwunks has a compelling sense of wonder about it, worthy of the exciting attempt to save it. L. FitzGerald



LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 751467

FRENCH, Jackie **The city in the sand.** Aird, 1992 (Children of the valley)

ISBN 0947214283

This is the second in a planned series of five stories set in an Australia fundamentally changed by environmental disaster, where the people have returned to a simple subsistence existence, yet still carry the vague memories of an industrialised world. Two children, Possum and Mopoke, accompany one of the Collectors, Desert Wind, on a journey across the desert to see an inland lake. The three are allies in their restless interest in the past and the world beyond the Valley. Their hothouse world and their desire to know more would both be very recognizable to young readers. M. Lobban

LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 728728

GEBLER, Carlo **The witch that wasn't.** Penguin, 1993 (A young Puffin/Story book)

ISBN 0140361480

Connor helps his daughter, Rose, to overcome her fears of a witch-like old lady who lives nearby. He tells how he was terrified of a lonely disfigured man when he was a boy. The characters are well drawn, with sensitive Connor's compassion for the two outcasts providing a thoughtful look at overcoming fear of those who are different in society. An illustration by Valerie Littlewood is included on each double page, and her swirling cross hatched lines reinforce the feel of Irish mists and fog. This

well written story would give independent readers a fascinating glimpse of life in Ireland. M. Buttenshaw

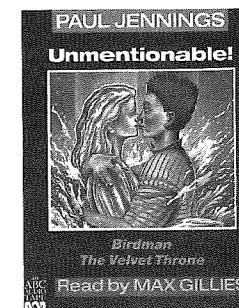
LEV: Middle primary Upper primary
AVAIL: Paper \$6.95 SCIS 737865

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

ISBN 0642129665

This story is brilliantly narrated by Max Gillies who adds a new dimension to these two bizarre tales from **Unmentionable** with their unpredictable endings. The first story **The velvet throne** tells of Mr Simpkin who works hard in a fertilizer factory all day and is terrorized by his fat and lazy brother. After being locked in a park toilet overnight where the graffiti comes true he finds a solution to this problem. **Birdman** features two friends trying desperately to win a flying competition. An unusual find of an enchanted cat hat on the beach creates some strange situations and brings them success. J. Anderson

LEV: Upper primary Lower secondary
AVAIL: \$16.95 SCIS 729718
EVAL: Highly recommended



JONES, Janine **Tales from the unfriendly forest.** Hodder & Stoughton, 1993

ISBN 034057853X

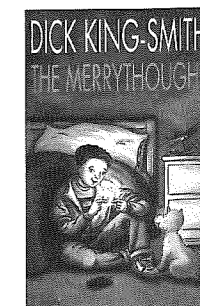
Befriended by Burley the grizzly bear when he was lost and abandoned, Little Chum, a fuzzy brown bear cub is taught the secrets of survival in a hostile environment. The 5 short stories in the book tell of his adventures and those of his new found friends. Written by an Anglican television presenter each story highlights a quotation from Scripture which is added at the end. Simple in presentation and language the stories will appeal to young students, although American animals could be unfamiliar to them. J. Anderson

LEV: Middle primary Upper primary
AVAIL: Paper \$6.95 SCIS 746079

KING-SMITH, Dick **The merrythought.** Viking, 1993

ISBN 0670836885

Is the merrythought (wishbone) really magic? Readers are left to draw their own conclusions. Certainly Nick, the vicar's son, finds that his wishbone appears to have immense powers. A dying parishioner gets a new lease on life, Nick's school work improves, Mum wins a new car, the church clock restarts mysteriously and Nick gets a tremendous surprise on his birthday. Told in King-Smith's warm easy style the story combines traditional English family life and activities with adventure and magic in a short novel form. Young readers will most likely vie for the next wishbone so that they can experiment with



trying to emulate Nick's success with magic. B. Richardson

LEV: Lower primary Middle primary
AVAIL: \$22.95 SCIS 749242

LINGARD, Joan Hands off our school.

Hamilton, 1992

ISBN 0241132614

The children of Glen Findie Primary School are determined to put up a good fight when their one-teacher school in the Scottish Highlands is threatened with closure. The school community wages a battle against bureaucracy which sounds familiar despite being located across the world. Told from the perspective of Kay McCree, one of the school's students, the language and style address children directly. By the end of the book the reader feels closely acquainted with the inhabitants of the village, and empathy with their concerns. B.S. Mitchell

LEV: Middle primary Upper primary
AVAIL: \$24.95 SCIS 734717

MCCALL-SMITH, Alex Marzipan Max.

Penguin, 1993 (Story book / Young Puffin)

ISBN 0140361316

Herr Gross the baker makes marzipan and Max moulds it into beautiful models of animals and fruit. The fame of the delicious marzipan spreads, and it is entered into a competition across the border in Italy. The baking duo lose the competition (not surprisingly, because the chapter is entitled 'A bitter disappointment'), and the future looks grim. But all is not lost! The setting in a Swiss village is something different for Australian children (who may also need initiation into the delights of marzipan). Pencil illustrations by Toni Goffe are lively and provide help with the text for the newly independent reader. L FitzGerald

LEV: Lower primary Middle primary
AVAIL: Paper \$6.95 SCIS 745513

MAHY, Margaret Underrunners. Chivers, 1992

(A Lythway book)

ISBN 074511671X

Tristan's alter ego, Selsey Firebone, helps him cope with everyday trials but it is not until he teams up with Winola, a resident of a local children's home, that events from the past threaten both children. The underrunners, tunnels beneath the hills around his isolated home, provide Tris with a unique setting for imaginative play. They also prove to be a refuge for Winola when drastic evasion is required. This is a captivating adventure with skilful development of menace, paced to increasingly involve the reader as the children deal with the consequences of adults' behaviour in disrupted family life. B.S. Mitchell.

LEV: Upper primary
AVAIL: \$23.95 SCIS 736335

MARRIOTT, Janice Brain drain. Ashton

Scholastic, 1993

ISBN 1869431545

Set in Wellington, New Zealand this hilarious sequel to *Letters to Lesley* describes Henry Jollifer's disastrous attempt at business success. After seeing on TV about the 'brain drain' of New Zealand's bright youth population

to overseas countries, Henry decides to earn the money to emigrate by Christmas. He is unhappy because his father has a new life and his mother is planning to move to the country with her boyfriend. Feeling rejected Henry becomes totally self-centred and disaster follows disaster. The language is simple and closely attuned to the experiences of its target audience while the dialogue is realistic and fast moving. J. Anderson

LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95 SCIS 752863
EVAL: Highly recommended

MILLS, Joyce C. Little Tree : a story for children with serious medical problems.

Magination, 1992

ISBN 0945354517

After a particularly violent storm, Little Tree loses some of her branches and leaves. With unwavering support and encouragement from her friend, Amanda, the squirrel, and two tree wizards, Little Tree regains her health and hope for the future. The book concludes with instructions for an exercise to aid relaxation: a magic happy breath. Michael Chesworth's black and white illustrations are charmingly expressive and support the text well, but the story would have benefited greatly by the use of colour. Written specifically to help children who feel overwhelmed and helpless by some serious medical disorder, the book conveys strong messages of hope and comfort to its reader. M. Buttenshaw

LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$16.00 SCIS 736894

NORTON, Mary Are all the giants dead?

Dent, 1987

ISBN 0460881582

Are all the giants dead? All but one, as James discovers when he enters a magical world inhabited by fairy tale characters. He becomes involved in the dilemma of Princess Dulcibel, setting off on a quest to slay the last giant in the world and save her from her promised marriage to a toad. This imaginative fantasy builds slowly, using gentle humour and understated writing. The old-fashioned atmosphere of the story is enhanced by detailed illustrations by Brian Froud. J. Buckley

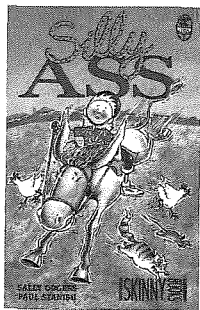
LEV: Middle primary Upper primary
AVAIL: Paper \$9.95 SCIS 750500

ODGERS, Sally Silly ass. Angus & Robertson, 1993

(Skinny books/Young bluegum)

ISBN 0207176809

This latest title in the popular Skinny book series will not disappoint. The storytelling skills of Sally Odgers and the lively, comic, drawing talent of Paul Standish combine to tell a story that has definite child appeal. Sam, settling into a new home and new school, yearns for a horse like her new friend Rachel. Instead she gets 'Silly ass' a scruffy-looking moth-eaten donkey. But Sam's initial disappointment changes when she discovers that horses have their disad-



vantages too, and that her donkey is truly lovable even if it is 'just a silly ass'. Told with warmth and humour this is a good choice for newly independent or young reluctant readers. B. Richardson

LEV: Lower primary Middle primary
AVAIL: Paper \$6.95 SCIS 748800

PEARCE, Colin Never trust a friend.

HarperCollins, 1993 (Fax pack 2)

ISBN 000674365X

A fax machine may seem an unlikely ally in beating a multinational plot to destroy an Australian tropical rainforest, but this series relies on a gang of intrepid teenagers using the ubiquitous fax to foil a succession of villains. Despite the rather contrived insistence on fax technology to save the day, strong characterisation and the airing of contentious issues such as anti-Japanese racism in Australia give this mystery some substance. The group experiences conflict and tensions arising from their different values, although tolerance and concern for the environment are clearly always going to win the day. M. Lobban

LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95 SCIS 737904

RIDLEY, Philip Krindlekrax. Random children's, 1992 (Red fox)

ISBN 0099979209

The real mystery of *Krindlekrax* is how two such irritating, ineffectual beings as Ruskin Splinter's parents managed to have a son as admirable as Ruskin proves to be. Obviously the judges of the 1991 Smarties Book Prize were well disposed to tolerate a mother's obsession with toast and a predilection for uttering vacuous expressions repetitively. *Krindlekrax*, a mutated crocodile, inhabits the sewers while Elvis, a stereotyped bully, struts his domain, openly terrorising the village. Both 'villains' have Ruskin to contend with. The story's concepts have wide appeal. B.S. Mitchell

LEV: Upper primary
AVAIL: Paper \$7.95 SCIS 732170

RISH, David Portrait of Dog. Angus & Robertson, 1993 (Bluegum)

ISBN 0207175438

Quietly engaging with its credible family interaction, characters who grow within the story, and an aspect of mystery for added appeal, this novel was a most pleasant reading experience. Rob's search for a house featured in a painting leads to his meeting Dog, a teenage girl who has taken both temporary refuge squatting in the abandoned house, and a temporary identity to suit the situation. The result is a satisfying mix of adventure, realism, optimism,



poignancy and exploration of self which leaves the reader with a sense of time well spent. B.S. Mitchell

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 734829

STEPHENS, Michael Eddy the great. Allen & Unwin, 1993

ISBN 1863733922

As his parents are separating, Eddy is sent away to a boarding school. Although the headmaster and his deputy are extremely nasty villains, the other boys are the normal friendly assortment. The exception is secretive Alex, who has mysterious powers which include being able to rescue a pet beetle from inside a live python. Kim Gamble's inimitable sketches are scattered throughout the book, and his cover showing Eddy being catapulted into the unknown on a flying fox sets the scene for the forthcoming exciting adventures. Well written, this book has everything: evil villains (unfortunately teachers), good friends, unusual pets, wild adventure, a likeable hero and a happy ending. Don't miss it! M. Buttenshaw

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 745669
EVAL: Highly recommended

STRONG, Jeremy The karate princess to the rescue. Penguin, 1993 (Puffin)

ISBN 0140361324

The irrepressible Karate Princess is involved in a third adventure as she sets off to rescue her karate teacher from an evil warlord in Japan. Sumo wrestlers make life difficult, but the princess and her companions triumph through a combination of luck, skill and coincidence. The story is told with a good sense of fun, complemented by line drawings by Simone Abel which capture the high points of the action. J. Buckley

LEV: Middle primary
AVAIL: Paper \$7.95 SCIS 751678

TAYLOR, Pat Free trees. CollinsDove, 1992

ISBN 1863711481

Many people in Bunyip Bend take advantage of the council's offer of free trees, which they collect from outside the general store. An old manna gum tree growing nearby houses different creatures. Underneath the narrative text on each right hand page are pictures of the manna tree, boobook owl, huntsman spider, caterpillar, koala, eastern rosella and the Christmas beetle. Each is accompanied by brief notes, containing concise information. The facing pages contain attractive full-page coloured illustrations by Leanne Fleming. All the creatures can be found in the double-page spread at the end of the book and ideas for positions for planting are offered. Scientific names as well as common names are included in the index. Although the story is bland, the book is well set out, readable and informative. M. Buttenshaw

LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 729228

WILDE, Oscar The fairy tales of Oscar Wilde. O'Mara, 1993

ISBN 1854791184

This collection of Oscar Wilde's nine literary fairy tales written for his sons reflects the strong moral and relig-



ious elements present in his stories. Although supernatural characters feature in the tales his main concern is with good and evil rather than magic and wonder for their own sake. Beautifully presented, the collection features illustrations by Michael Hague who captures the essence of the tales with dramatic full page illustrations which are splendid examples of line and colour. J. Anderson

LEV: Middle primary Upper primary
AVAIL: \$29.95 SCIS 752834

WILSON, Jacqueline **The suitcase kid.** Chivers, 1992

ISBN 0745117031

It would be difficult to read Andrea's story and not become involved. As she recounts the problems experienced since her parents' divorce - moving house each week, coping with step-parents and stepsiblings - the reader wants desperately for Andrea to get her happy ending, that is, to live again as a family in Mulberry cottage. This, however, is a realistic novel and Andrea's situation remains the same, but, with one important difference, Andrea manages to get it under control. The story, told in the first person, is a well-balanced blend of humour and pathos which never becomes overly sentimental. Reads aloud well. B. Richardson

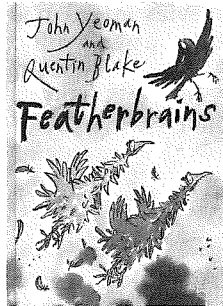
LEV: Middle primary Upper primary
AVAIL: \$23.95 SCIS 736336

YEOMAN, John **Featherbrains.** Hamilton, 1993

ISBN 0241133173

Flossie and Betsy are battery hens who live with 20 000 others in crowded, unnatural conditions which they accept as life. One day an inquisitive jackdaw sets them free and they emerge into a world which terrifies them. Gradually they learn to find their own food and come to terms with their fear of the unknown only after attempting to return to the security of the only life they knew. This delightfully humorous tale with its strong message for humans is enhanced by the evocative drawings of Quentin Blake. It provides a valuable resource for emerging readers and is great for reading aloud. J. Anderson

LEV: Middle primary Upper primary
AVAIL: \$24.95 SCIS 746406



characters, most of whom get their come-uppance, though sometimes they take others with them. All of these features, plus the slenderness of the volume should make it a popular choice for reluctant readers. It was first published in 1989. F. Gardiner

LEV: Lower secondary
AVAIL: Paper \$ 12.95



SCIS 746400

BANKS, Lynne Reid **The mystery of the cupboard.** HarperCollins, 1993

ISBN 0006746403

Banks' famous domestic fantasy of **The Indian in the cupboard** now goes into the past to trace the history of the cupboard and explain how it gained its magical qualities. Omri and his family move to the country to an old house left to Omri's mother by an unknown second cousin. There Omri discovers a diary, an account left by his Great Aunt Charlotte, and a box containing more little people. This time it is not the little people who are significant, but the real people from Omri's family whose passions created the box and shaped the lives of future generations. M. Lobban

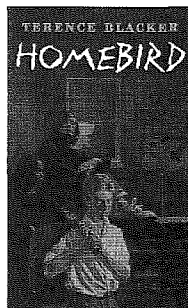
LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95 SCIS 737351

BLACKER, Terence **Homebird.** Pan MacMillan, 1993 (Pan piper)

ISBN 0330319981

This compassionate story from the author of the Ms Wiz series has the same warm humour, integrity and a very different cast of characters. Thirteen-year-old Nicky recounts a difficult time in his life with a lively style and language. Due to problems at home and school, Nicky feels forced to spend time 'on the streets'. Real social issues are dealt with sensitively and maturely. Problems related to belonging, family relations, friendship, homelessness, social outcasts, love and the school bully are some of the themes. Nicky's experience and encounters with an interesting array of characters provide insight and a gripping read. C. Foley

LEV: Lower secondary Middle secondary
AVAIL: Paper \$8.95 SCIS 746266



BRANSCUM, Robbie **Never Pa's girl.** Penguin, 1993 (Plus)

ISBN 014034361X

Set in a poor, rural American community, this story is narrated by strong-willed, fifteen-year-old Mo. She is the central character struggling to be independent despite a strict, over protective father. We experience the choices Mo makes and the dramatic repercussions when a secret date with the boy she loves goes painfully wrong. This would make an excellent middle secondary class novel. Characterisation and style have strength and integrity.



Issues raised include sex role stereotypes, expectations and peer pressure on adolescent females and males, family relations, love and romance, adolescent sexuality, and self-perception. It is a sensitive and powerful story dealing with real and complex adolescent concerns and social pressures. C. Foley

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$9.95 SCIS 746145

COURTIER, S.H. **Ligny's lake.** Wakefield, 1992 (Wakefield crime classics)

ISBN 1862542864

First published over two decades ago, this book has lost none of its appeal. From the opening sentence the reader is captivated by drama, action and intrigue. Tightly written with deft interleaving of past and present events, interest never wanes. At the core of this engrossing mystery is a small band of specially trained World War II Australian soldiers whose role is shrouded in secrecy. B.S. Mitchell

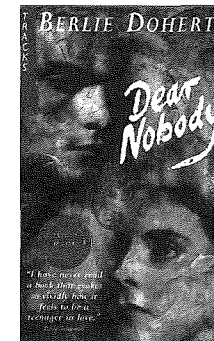
LEV: Middle secondary Upper secondary
AVAIL: Paper \$12.95 SCIS 732317

DOHERTY, Berlie **Dear Nobody.** Lions Tracks, 1992

ISBN 0006746187

The last days of Chris and Helen in year 12 are overshadowed by Helen's pregnancy. Through Chris's flashback and then Helen's own letters to the unborn child, we share the love and agony in their changing relationship. On the way to their inescapable decisions, each discovers the truth of their own parents' lovelorn days. 'There's lots of things about parents that kids never imagine,' Grandpa tells Helen. 'People will get wed. They think it's going to open up the world for them. But it doesn't, you see. It closes all the doors.' A splendid book, richly deserving the 1991 Carnegie Medal. G. Phillips

LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.95 SCIS 751450



FARMER, Beverley **The seal woman.** University of Queensland Press, 1993

ISBN 0702225223

Richly descriptive scenes echo the emotions of the protagonist of this story. A Danish woman, Dagmar, grieving the death of her husband, returns to an Australian coastal village, the scene of their honeymoon 20 years previously. An unexpected resolution to her anxieties results from her relationships with new friends as well as a mystical journey she pursues through various myths and occult writings, including those of the Aborigines. This book is one for mature and persistent readers. While its explicit sexual scenes may make it inappropriate for school libraries, its acutely beautiful descriptions of natural environments make it a commendable piece of writing. C. Sly

LEV: Upper secondary
AVAIL: Paper \$16.95 SCIS 746312
EVAL: Consider before buying

Fatal twists: confronting short stories / edited by Suzette Boyd. Angus & Robertson, 1993 (Bluegum) ISBN 0207181136

True to its title these finely-crafted stories by well known writers are very thought provoking. All rely on human psychology for their effect, some by shocking, some by bringing tears. The mind of a rapist is explored in **A woman with black hair** by Beverly Farmer. The fear it evokes is tangible. Contrastingly sympathy and respect are engendered by the stories **My father's hands**, by Calvin Worthington, **The moustache**, by Robert Cormier and **The day of the dog**, by Jean Thornton. This is a controversial but powerful collection with much to discuss should it be used to explore the depth of the human psyche. M. Hamlyn

LEV: Middle secondary Upper secondary
AVAIL: \$9.95 SCIS 752501

First loves / compiled by John Malone. Angus & Robertson, 1993 (Bluegum)

ISBN 0207180520

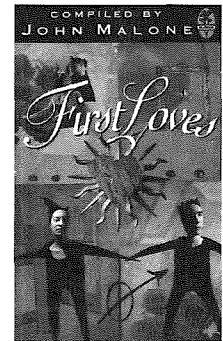
The title reflects the theme which binds this variable collection of short stories, with contributions from Colin Theile, Thurley Fowler, and Tim Winton among others. Aspects of first love - the crush, love of a grandparent, stirrings of romance, love of an animal, a couple of sexual encounters - are recounted realistically. Generally the stories reflect stereotypes though homosexuality, and the sensitivity or adolescent awkwardness of otherwise standard male characters are also included. Selected stories could stimulate discussion on theme and style at the senior level. One of the better stories deals stingingly with racism. There are also some biting insights into family relations. Self-esteem, self-perception and death are other incorporated themes. Overall, the collection is reasonable, with some outstanding stories. C. Foley

LEV: Middle secondary Upper secondary
AVAIL: Paper \$9.95 SCIS 745535

GERAS, Adele **Watching the roses.** HarperCollins, 1992 (Lions)

ISBN 0006743838

It isn't often that the cover blurb so accurately purveys the essence of the work: 'poisoned by dark memories...unable to speak to a single soul...will love wake her from her dreams...!' Alice, one of the three girls who appeared in the book's predecessor, **The tower room**, mute and unwilling to leave her bed, gradually reveals the source of this trauma-induced state. The tale is interwoven with fairy tale references to **Little Red Riding Hood** and **Sleeping Beauty** à la Mills & Boon melodrama. There is just one brief moment when, following





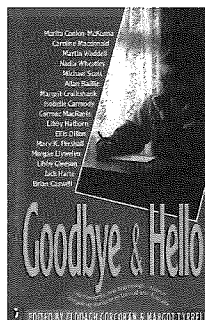
the rape, Alice describes the way such silences develop; this paragraph is telling and powerful. F. Gardiner

LEV: Middle secondary
AVAIL: Paper \$7.95 SCIS 737906

Goodbye and hello : sixteen compelling stories about leaving and arriving, from Irish and Australian authors / edited by Clodagh Corcoran. Penguin, 1993 (Puffin)

ISBN 0140360573

This outstanding collection features stories from proven authors like Wheatley, Caswell, Pershall, Carmody and Baillie. The reader is readily involved and often left with questions and challenges. The stories tease and twist, dealing qualitatively with human feelings, responses and relationships, reflecting some exciting developments in fiction style. Many stories invite a second reading. Interwoven



themes include family relations, self-perception, fantasy and love. Many stories could be useful in examining character, style and purpose in middle and senior English. This superb collection can only add to any reader's wealth of human experience. C. Foley

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$9.95 SCIS 751101
EVAL: Highly recommended

HALL, Penny Contact. Angus & Robertson, 1993 (Bluegum)

ISBN 0207178941

Following the crash of her craft in strange territory Mahla is cared for by the gentle young Zel who is on the verge of initiation into womanhood. Though Mahla is from a culture similar to ours, Zel's is very different; the setting is presumably the future. There are worthwhile aspects to this novel not least of which are the pivotal female characters who are strong without having surrendered their womanliness. Although it tapers off a bit at the end, essentially the plot has a freshness which is rare in books of this genre. It is well written in a straightforward, accessible way. F. Gardiner

LEV: Lower secondary
AVAIL: Paper \$9.95 SCIS 745536

HORWOOD, William Duncton rising. Fontana, 1993 (The book of silence v. 2)

ISBN 0006473024

One of several books about the moles of Duncton Woods this involves Privet, a most unusual female who as a scribe, scholar and librarian is greatly respected in the Duncton system which values its renowned library. Their freedom loving culture is threatened by a new order of moles, the Newborns, who practise religious persecution. Privet, her adoptive son and colleagues are forced into an eventful and arduous quest to save their culture and faith in the worship of the Stone. Once entered this is an engrossing, magical world where its unusual protagonists develop as colourful friends whose concerns are ours. M. Hamlyn

LEV: Upper secondary
AVAIL: \$12.95 SCIS 753962

JORDAN, Sherryl Winter fire. Ashton Scholastic, 1993 (Scholastic hardcover)

ISBN 1869430948

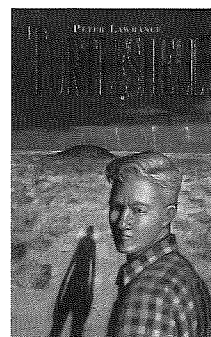
Elsha is an unusually inspiring heroine. Born a Quelled (the exploited race) five centuries after the onset of nuclear winter, her life as a child involves long hours crawling in damp tunnels mining firestones for the Chosen. Quelled are considered to be subhuman, untouchable. Elsha however has hidden powers. When she is chosen to assist the Firelord (the most respected diviner of firestones) the established order is threatened and Elsha sees how to improve the lot of the Quelled. Engagingly told, the story sweeps the reader along as well as presenting many ideas for further thought about the human condition. M. Hamlyn

LEV: Middle secondary Upper secondary
AVAIL: \$16.95 SCIS 752507

LAWRANCE, Peter Turtleshell. Albatross, 1992

ISBN 0732410002

The strength of this book lies in its powerful evocation of the vast, rugged inland landscape where Shaun has lived all his life. He is facing a time of change as he prepares to leave Turtleshell and go to Adelaide to boarding school. Into his last precious few weeks at home comes Sam. Sam is Aboriginal and, despite being a city boy, feels an affinity with the landscape that overcomes Shaun's hostility. Together they foil a plot to rob an old geological prospector of his rich mineral discoveries, and Shaun comes to terms with leaving Turtleshell. M. Lobban



LEV: Upper primary Lower secondary
AVAIL: Paper \$6.95 SCIS 725135

MARA, Carol Eva's crossing. Allen & Unwin, 1993

ISBN 1863734422

Eva is a middle-aged woman, who to the confusion of her newly retired husband, goes mad. When she is institutionalised, his hurt and incomprehension take him away from the real world also. In the same town other families play out the drama of their lives and sometimes their lives touch Eva's. In limpid prose the author captures the despair of failed love, and the powerful urge for survival in the human spirit. M. Lobban

LEV: Upper secondary
AVAIL: Paper \$14.95 SCIS 750524

McFARLANE, Peter Lovebird. Penguin, 1993 (Puffin)

ISBN 0140363718

This is another strong collection of stories from this author, strong not only in their writing, but also in subject matter. The title story is the bleak and haunting account of the exploitative sexual relationship between a lonely young girl and her neighbour; **Wildstyle** is about an alienated graffiti artist who identifies with Oscar Wilde and **Swastika** about a girl's infatuation with her



brother's self-destructing, drug-dealing mate. The stories taking love, family relationships and growing up as their themes offer some balance to the collection, yet lack the vitality and intensity of the tougher stories. M. Lobban

LEV: Upper secondary
AVAIL: Paper \$9.95 SCIS 751095

MCMEEKIN, Jo-ann The autumn tree. Random House, 1993 (A Mark Mcleod book)

ISBN 0091826403

The need to choose what to save from her home when it is consumed by fire triggers Meg's reminiscences of being a promising hockey player 'pressured' by her parents to become an Olympic representative. She, too, was obsessed with that need but she's the player who just misses out. So when she becomes part of a theatre group she is surprised to find herself feeling at home. Through her experiences in both fields she reaches an equilibrium with herself, her 'failure', her relationship with her parents, her place as a woman. Subtly written this is a novel of emancipation. M. Hamlyn



LEV: Upper secondary
AVAIL: Paper \$9.95 SCIS 752624

MEEHAN, Maurilia Fury. Penguin, 1993

ISBN 0140178619

Set in Paris months before the French revolution, this thoughtful novel links the past and present in a rich and compelling narrative. Fury is Olympe de Gouges, an independent French woman who expresses her criticisms of the men of the revolution through her plays and pamphlets. Alice is a woman of the 1990's playing the role of Olympe and facing change in her own life. Women's roles in society, personal growth, politics and freedom underpin this timeslip novel which provides a fascinating insight into a turbulent historical period. The politics of revolution clash with personal idealism in this demanding novel for competent readers. J. Buckley

LEV: Upper secondary
AVAIL: Paper \$14.95 SCIS 754590

MOORE, Brian No other life. Bloomsbury, 1993

ISBN 0747514747

On the night of his retirement, priest Father Paul Michel reflects on his life in the poverty stricken Caribbean nation of Ganae and on the man known as its Messiah, Jeannot. Jeannot was a gifted black youth given into Paul's care, who went on to become a priest and then the popularly elected but revolutionary President. Was Jeannot heretic or saint, saviour or consummate politician? This is an intelligent and compassionate book which is more about morality and faith than established religion. Above all, it is an intriguing and compelling story, gracefully told. M. Lobban

LEV: Upper secondary
AVAIL: \$32.95 SCIS 751041

MUDROOROO The kwinkan. Angus & Robertson, 1993

ISBN 0207179441

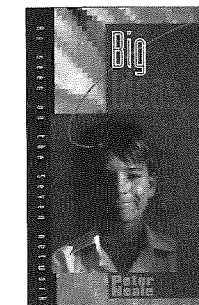
The deliberate style of this clever satirical parable is well-suited to the self-conceited, mysterious narrator. His recollections of experiences in politics, property development and the Asia-Pacific region trigger contemporary parallels for the reader. Little escapes the author's wry commentary: black-white race relations, politics and politicians, ocker culture and its chauvinism, property developers, colonial legacies, fame, money and power. There are allusions to known political figures (Queensland especially). The reader discovers the ironic symbolism and humour in the title. This work will offer a challenge to better students at the senior level. C. Foley

LEV: Upper secondary
AVAIL: Paper \$14.95 SCIS 748770

NEALE, Peter Big ideas. Mammoth Australia, 1993

ISBN 186330224

Jimmy Kovak is an inventor and adolescent who lives with his mother. Jimmy's anxieties include growing up, not enough money, and too much work. More immediately pressing is his poor school report and interfering neighbours who want the new Australian Kovak family to move. The neighbours persecute Jimmy and his mother through false allegations to various government departments. Eventually one of Jimmy's inventions, a compost system, saves the day. Themes of teenage experience, illiteracy (Jimmy's mother can't read English), multiculturalism, pollution and recycling, are essential to the novel. D. Lane



LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 756258

PAULSEN, Gary Tasting the thunder. Pan MacMillan, 1993

ISBN 0330327054

Set against the harsh landscape of North and South Dakota, this is the story of a 16-year-old boy searching for adulthood. Neglecting the easy way of taking over a farm provided by his uncle, he decides to run away and seek his own fame and fortune. His experiences range from the disturbing nightmare horrors of his first job on a beet farm to the joys and love he finds travelling with carnival folk. This fast moving narrative is expressed in the colloquial language of the young protagonist. While it is somewhat bizarre, it is likely to capture the interest of reluctant readers. C. Sly

LEV: Middle secondary
AVAIL: Paper \$8.95 SCIS 737936

PEARCE, Colin People can be animals. HarperCollins, 1993 (Lions/Fax pack 3)

ISBN 0006743668

For those who crave action, action and action - this is it! Aitch, Tas and Freebie, on an outback camping trip with Freebie's parents, encounter a frightening and violent group of poachers running an illicit trade in Australian

wildlife. After a few pages of a deceptively slow start the drama and suspense begins. There are some interesting outback characters, a few stereotypes (gender, 'baddies') and a strong, independent female teenager with principles. While not outstanding in style, this is a thoroughly readable book with a strong environmental message. It will certainly appeal to readers with a craving for action bordering on horror without harmful side-effects! C. Foley

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: Paper \$7.95 SCIS 737909

PERSHALL, Mary Stormy. Penguin, 1993 (Puffin)
ISBN 0140363653

Eleven-year-old head-strong, temperamental Stormy searches for memories of her dead mother and yearns for the times when her truckie father returns from his long hauls. Sick and tired of being left with neighbours, who are hard-working, sparse talking, remarkably patient and caring hill folk, Stormy spitefully ruins their chances of winning in the local centenary parade. Stormy finally realises a dream of living with her own, though half, sister. I couldn't help feeling that a powerful story lies hidden in this book, which could have had all the emotional involvement of **You take the high road**. G. Phillips

LEV: Upper primary Lower secondary
Middle Secondary
AVAIL: Paper \$8.95 SCIS 751189

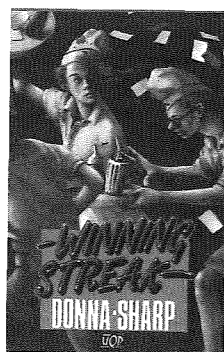
PIERCE, Tamora Wild magic. Scholastic children's, 1992 (Point fiction)
ISBN 0590551795

Daine is a 13-year-old orphan overwhelmed by her strange abilities. Her affinity with horses allows her to work with Onua the Horsemistress of the Queen's riders. Most of the characters have magical abilities of one kind or another. Evil has let loose immortals (Griffins, etc.) into the world. The mages must unite to fight this threat. There are elements of romance, pagan beliefs and horsiness in this tale. It is simply written, concentrating on the action rather than developing either character or setting but it may be an introduction to fantasy for young Point readers. M. Hamlyn

LEV: Lower secondary Middle secondary
AVAIL: Paper \$7.95 SCIS 752861

SHARP, Donna Winning streak. University of Queensland Press, 1993 (UQP young adult fiction)
ISBN 0702225002

Winning is the loose thread running through 13 stories of adolescents coming to terms with their families, work, life, love and the opposite sex. Stories range across life in a fast food restaurant, an environmental campaign to save a schoolyard tree, the embarrassment of shopping with your mother and unrequited love. The last story, **Eulogy for Matthew**, about teenage suicide, is quietly moving and recognises the pain of the parents as vividly as that of Matthew. The confusing world of the adolescent is glimpsed through a variety of



situations and incidents, making this a useful and accessible collection. M. Lobban

LEV: Middle secondary Upper secondary
AVAIL: Paper \$10.95 SCIS 746313

WESTALL, Robert The wheatstone pond. Viking, 1993

ISBN 0670848980

The narrator is an antique dealer interested in Victoriana and other current trends in an area of London which was once full of stately homes now developed into flats and bedsits. His cooperation with an archaeological search of the local pond, which is being drained because so many suicides have occurred there, is sought. He is caught up. The reader becomes involved, too, with the finds, including skeletons, which arouse more and more mystery. Evil becomes insidiously apparent. The storytelling is fluent and convincing in this exciting tale. M. Hamlyn

LEV: Middle secondary Upper secondary
AVAIL: \$24.95 SCIS 751199

Folklore, poetry and drama

Resources are in Dewey order.

BACKSTEIN, Karen The blind men and the elephant. Ashton Scholastic, 1992 (Hello reader! Level 3)

ISBN 0590458139 [398.2]

Part of a graded series of stories, tested for vocabulary and sentence length, this simple retelling of a folktale would have strong appeal for beginning readers. Six blind men feel an elephant for the first time and all have different perspectives on what it looks like. A wise prince, to quell their arguments, points out that they are all correct, but must put all their ideas together to gain a true picture. There is a strong link between the text and the brightly coloured illustrations which relate the tale to its Middle Eastern origins. J. Anderson

LEV: Lower primary Middle primary
AVAIL: Paper \$5.95 SCIS 745824

Connexions. / edited by Nola Cavallaro. Salisbury Public Library Service, 1992

ISBN 0909386854 [398.2]

In a very worthy undertaking, Salisbury City Library has collected 25 tales from the local community, which, judging from the story groupings, comprises people of Mediterranean, European and South East Asian origins. Preceding the tales proper is a clever account of the origin of the work. Each tale appears in its language of origin as well as English and is accompanied by children's illustrations in black and red text. The A4, double-spaced unprofessional format won't assist its student appeal nor will the over simplistic style, but it could be marginally useful in multicultural units. F. Gardiner

LEV: Upper primary
AVAIL: Paper \$17.00 SCIS 737629

Irish folk and fairy tales. / edited by Gordon Jarvie. Penguin, 1992 (Puffin classics)

ISBN 0140351418 [398.209415]

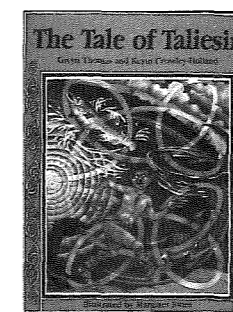
Devotees of folklore will delight in this classic well-chosen compilation of folktales and legends with their unique Irish flavour. The book is divided into seven parts with the first six dealing with tales in the European folklore tradition, while the final section looks at the Celtic sagas and those from earlier times. Although illustrations are sparse this in no way detracts from the magic and mystery of the tales as the language is sufficiently evocative to extend the reader's imagination. A valuable addition to folklore collections. J. Anderson

LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95 SCIS 736673

THOMAS, Gwyn The tale of Taliesin. Gollancz Children's Paperbacks, 1992

ISBN 0575053399 [398.21]

This satirical interpretation of the Welsh legend of Taliesin will not please the devotees of British folklore who will feel this portrayal robs the original story of its heroic and chivalrous qualities. However, those who enjoy satirical humour will find it clever and witty if at times a little obscure due to the mixture of literary metaphors. The muted, detailed illustrations by Kevin Crossley-Holland extend the satirical portrayal through the use of caricatures and at times are almost grotesque. The Celtic designs, however, add colour and atmosphere to the text in the tradition of illuminated manuscripts. J. Anderson



LEV: Lower secondary Middle secondary
AVAIL: \$14.95 SCIS 755967

ROSEN, Michael How the animals got their colours. Studio Editions, 1991

ISBN 1851709312 [398.24]

Retold by Michael Rosen this collection of nine animal myths from around the world has universal appeal for young readers. Told with humour the lyrical text combines narration with dialogue and is excellent for reading aloud. The brilliance of the collage style full colour double-page illustrations with their stylised drawings could inspire some creative art work. The origins and background of each story are explained at the end of the book. The richness of the book's presentation, both in the vibrant illustrations and text will ensure its wide appeal. J. Anderson

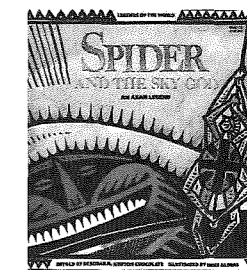
Scan examines developments in information technology. Do you have experiences, viewpoints or insights to share? If so please contact the editor.

LEV: Lower primary Middle primary
AVAIL: Paper \$9.95 SCIS 735724

CHOCOLATE, Deborah M. Newton Spider and the sky god. Troll Associates, 1993 (Legends of the world)

ISBN 0816728127 [398.245]

Part of West African folklore, this story tells how Ananse the spider, through cunning and trickery, became the teller of tales given him by the sky god and how these traditional tales became known as spider stories. Part of the tradition of trickster stories in folklore, like the American tales of Brer Rabbit, the story highlights the universality of folktale themes. The striking illustrations complement the text and through their originality portray the colours and perspective of West Africa. J. Anderson



LEV: Middle primary Upper primary
AVAIL: Paper \$5.95 SCIS 750383

MCLEAN, David Right of reply. Longman Cheshire, 1993

ISBN 0582876710 [808.1]

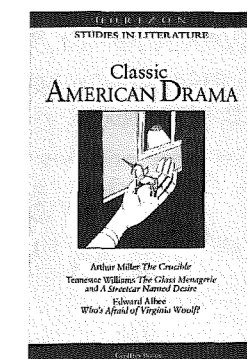
This poetry text offers some positive classroom activities in two parts. Part one's theme is 'Exploring the world around us' and incorporates poems and activities in groups such as: impressions, parody, fairy tales, performance and translation. Translation, for example, explores changes in and experimentation with language. Part two, 'Responding to the world around us', investigates story, senses, movement and imagery. There are some useful applications of group work with accompanying guides for observers and participants. The glossary is brief but helpful. Basically the book provides guided response to a reasonable variety of poetry from mostly well-known Australian, traditional and other poets. Many teachers may feel capable of more creativity than the book provides. C. Foley

LEV: Middle secondary
AVAIL: Paper \$12.99 SCIS 749269
KLA: E

BORNY, Geoffrey Classic American drama. Sydney University Press, 1993 (Horizon studies in literature)

ISBN 0424001926 [812]

Four American plays which are frequently set for senior study and examination are given close scrutiny. The book offers interesting commentaries on Arthur Miller's **The crucible**; Tennessee Williams' **The glass menagerie** and **A streetcar named Desire**; and Edward Albee's **Who's afraid of Virginia Woolf?** These plays and their themes are considered from a modern perspective. Appropriately the author stresses that any literary study



of plays should also have performance in mind and he notes the inherent theatricality of each work. These brief appraisals provide useful starting points while further reading lists are included for students who wish to extend their knowledge of these 'classics'. C. Sly

LEV: Upper secondary
AVAIL: Paper \$9.95 SCIS 736177
KLA: E; CA

GROVE, Robin *Early poetry of T.S. Eliot.*

Sydney University Press, 1993 (Horizon studies in literature)

ISBN 0424001934 [821]

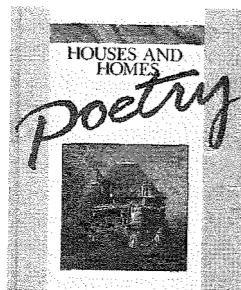
This concise literary critique is aimed at senior students. It focuses on 10 of T.S. Eliot's better known and often examined poems. Thematically divided into three broad areas, the commentaries provide modern interpretations of such poems as: *The love song of J. Alfred Prufrock*; *Preludes*; *Rhapsody on a windy night*; *Gerontion* and *The wasteland*. Being a short, readable volume, this publication is clearly a useful reference for English teachers as well as students. Additional notes and lists for further reading are included at the conclusion of the book. C. Sly

LEV: Upper secondary
AVAIL: Paper \$9.95 SCIS 737174
KLA: E

Houses and homes poetry. / selected by Robert Hull. Wayland, 1992 (Thematic poetry)

ISBN 0750206187 [821.008]

Presented in an attractive volume, one of a thematic poetry series, are 22 very different poems from around the world connected by their focus on the home or house. The poems are illustrated with superb colour photographs and small line drawings by Annabel Spencely. The selection is not condescending to children; included are poems that are serious and grim as well as those that are funny, thoughtful, gentle, and beautiful. The book includes a contents page, an introduction, brief biographies of contributing poets and a first line index. Quality is the most apt word to describe this collection. B. Richardson



LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$26.95 SCIS 746154
KLA: HSIE; E
EVAL: Highly recommended

SHAKESPEARE, William *The merchant of Venice.* Charnwood, Leicester, 1991

ISBN 0708945015 [822.3]

This large print version of the text, one of a series, is complete and unabridged. It also includes a synopsis of the action of the play at the beginning of the book. The play text is followed by a biography of Shakespeare, an outline of his works with the dates they were written and a glossary. The print is very clear which is useful for those who are vision impaired. With the current policy of integration of handicapped students this would make a useful parallel text for their studies. M. Hamlyn

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$21.95 SCIS 752050
KLA: E

I love a sunburnt country : poems from the Dorothea Mackellar Memorial Poetry Competition for Schools 1984-1992.

ABC, 1993

Book ISBN 0733302564 [A821]
Cassette ISBN 0642178003

There is much to inspire young poets in this book/audio cassette set. The best poems over eight years of national competition include works by students K-12, and TAFE, and topics as diverse as war and friendship. Judges include writers of the calibre of Rosemary Dobson, Kate Llewellyn and Barbara Ker Wilson. Their comments, compiled by competition coordinator Mikie Maas, give useful tips and an insight into the topics that inspire our youth. There seems to be a disproportionate number with rural themes, possibly reflecting Mackellar's poem that inspired this competition, and many Correspondence and country school entrants. However Vietnamese migrants and city girls despairing of their boyfriends added balance to the outback stations. This is a 'user friendly' guide to poetry with photographs of participants, border illustrations and a complete index of poets and titles. Children of all ages were chosen to read the taped selection following Ruth Cracknell's introduction, and soft music and sound effects give added interest to the listener. Tape and book can be purchased separately and stand alone, but used together they clearly show the great talent of our youth. M Williams

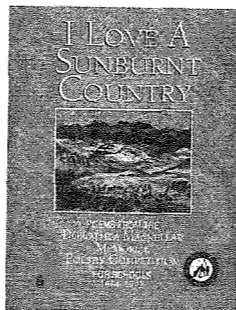
AVAIL: Paper \$16.95 SCIS 735212
KLA: E
EVAL: Highly recommended

DUGAN, Michael *Unbalanced poems.* Angus & Robertson, 1993 (Bluegum poetry)

ISBN 0207179859 [A821]

Conveniently organised into groups under the headings 'My life', 'Family life', 'Animal life', 'Odd people', 'In the air', 'Nursery rhymes', and 'Tongue twisting couplets' are sixty nonsense rhymes by popular author Michael Dugan. The winning combination of child-centred subject matter, off-beat humour, regular rhyme, and catchy rhythm should ensure that children will not be disappointed with the offering. Although some of the verse may be familiar, having been previously published in other collections, there are many new rhymes to tickle children's fancy. The collection is aptly illustrated with humorous line drawings by Mark David. B. Richardson

LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 748203
KLA: E



GOLDSWORTHY, Peter *After the ball.* National Library of Australia, 1992 (Pamphlet poets)
ISBN 0642105367 [A821]

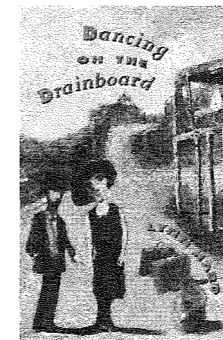
A glimpse at some of this poet's work is offered in this booklet. *A statistician to his love*, *Other shames*, *Piano stool*, *After the ball* and the four parts of *Mass for the middle-aged* are included. These poems tend towards a sardonic comment on life in a readable style. Although it is the work of an award-winning modern Australian poet, the readership of this very specific and selective type of publication would no doubt be limited to senior students and academics who actively pursue the reading of a range of contemporary poetry. C. Sly

LEV: Upper secondary
AVAIL: Paper \$25.00 (set of 6) SCIS 737849
KLA: E

HARD, Lynn *Dancing on the drainboard.*

Collins Angus & Robertson, 1993
ISBN 0207179506 [A821]

This fascinating collection of poetry reflects the diverse influences on the author: his American background and experience, musical forms including jazz and blues, people and places. The musical influence is clear in the mostly rhyming verse with the occasional haiku and some free verse. Tone and subject matter vary considerably: romance, satire, sarcasm, wit, humour, wistfulness, memories of places and events, political and social commentary. There is some beautiful and creative use of language and devices. The collection could certainly complement poetry and language study at the senior level. There is plenty here to dip into, ponder and enjoy. C. Foley



AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$14.95 SCIS 736462
KLA: E

HARWOOD, Gwen *Night thoughts.* National Library of Australia, 1992 (Pamphlet poets)

ISBN 0642105316 [A821]

This publication offers a selection of 8 poems including: *Night thoughts*, *To music*, *Voices*, *Beyond all words*, *Songs of Eve*, *Wittgenstein's shoebox*, *Absence* and *A birthday party for Jan Sedivka*. Harwood herself hoped her poems would be read as 'objects of delight' and through this brief publication the casual reader can enjoy the qualities of her verse. A fusion of colloquial language with musical and philosophical allusions create unique, memorable, delightful images. The style of this pamphlet of poems without introduction and critical notes seems to imply reading for pleasure. C. Sly

LEV: Upper secondary
AVAIL: Paper \$25.00 (set of 6) SCIS 737848
KLA: E

POWELL, Craig *Minga Street.* Hale and Iremonger, 1993 (Contemporary Australian poets)
ISBN 0868064882 [A821]

An insight into the development of a modern Australian poet, this volume spans 25 years of writing. A practising psychiatrist as well as poet, Powell has the ability to create unique images which charge his writings with a depth of emotion. The pathos is broken by moments of humour. While most poems are brief and quite readable they are not always easily comprehensible and require careful thought and reflection. Thus this book may have limited use in school libraries as it is not likely to appeal to casual browsers but it certainly has value for the serious student of contemporary poetry. C. Sly

LEV: Upper secondary
AVAIL: Paper \$14.95 SCIS 747111
KLA: E

TSALOUMAS, Dimitris *The barge.* University of Queensland Press, 1993 (Contemporary Australian poets)

ISBN 0702224650 [A821]

This collection presents the richness of multiculturalism through a unique blend of Greek and Australian images. From the Adriatic to St. Kilda, experiences, events and people are keenly portrayed. A recent publication by this acclaimed poet, it offers a new dimension to contemporary Australian poetry. His pensive, yet highly readable works expose an intense perception of modern suburban life with the awareness of one who has truly experienced life. Avid readers of poetry will find this volume enjoyable and thought provoking. C. Sly

LEV: Upper secondary
AVAIL: Paper \$16.95 SCIS 745821
KLA: E

THOMPSON, Katherine *Diving for pearls.*

Currency, 1992 (Currency plays)
ISBN 0868193232 [A822]

Australia's economic problems of the past decade, including recession and job retrenchments, are the focal issues of this play. Its steel industry town setting is the backdrop for socioeconomic and interpersonal conflict as the characters struggle to maintain their individual worth in a society which finds them redundant. Den's pessimism is balanced by Barbara's hope for a new life-style. This playwright clearly portrays the industrial mood of the eighties and nineties. Many sociological questions are raised in this realistic play which recaptures the style of classic Australian dramatists like Ray Lawler. C. Sly

LEV: Upper secondary
AVAIL: Paper \$13.95 SCIS 734517
KLA: E; CA

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

Information

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

The following symbols 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).

WATSON, Carol **My first encyclopedia**. RD, 1993 (A Dorling Kindersley book)

ISBN 0864382936

[030]

My first encyclopedia is a sturdy, one volume introduction to the encyclopedia. It is easily accessed by an excellent index. Themes covered move from the immediate daily world of the child to the wider world of towns and cities, the countryside, plants, animals, the sea, children of the world, different parts of the world, travelling and space. The illustrations are a mixture of bright and appealing photographs and colour drawings. Children could be confused about the scale of some drawings in relation to the pictures. However attention is drawn to this in the note to parents and teachers. L. FitzGerald

LEV: Middle primary Upper primary

AVAIL: \$25.00 SCIS 754307

KLA: HSIE

MCNALLY, David **Even eagles need a push : learning to soar in a changing world**.

Thorsons, 1993

ISBN 0722527594

[158]

This work book of self-analysis and goal setting requires you to search beyond worldly success for your true purpose in life. The author is responsible for a film on the achievement of the Canadian cancer sufferer Terry Fox who ran across Canada to raise money for cancer research. He is one of several inspiring examples described in the book.

The honest personal style of the author is convincing and realistic. Although the words and deeds of many great achievers are quoted in the margins of this attractively presented book the appeal is to the ordinary person for personal development. M. Hamlyn

AUD: Professional

LEV: Upper secondary

AVAIL: Paper \$14.95

SCIS 752007

KLA: PE/H/PD

DAVID McNALLY
EVEN EAGLES
NEED A
PUSH

LEARNING
TO SOAR IN A
CHANGING WORLD

WILLIAMS, Brian **Mining communities**.

Cherrytree, 1992 (Ways of life)

ISBN 0745151604

[307.7]

This is one in a series of British origin investigating communities around the world that are dependent on natural resources. This is an easily readable account of the history, location, techniques, trends, and ecological problems of mining. There are graphic illustrations, photographs, maps on each page, and an index where Australia gets a somewhat brief mention. A two page glossary lists terms from asbestosis to welfare insurance. The many moving accounts of life in mining communities would be useful in social science programs. M. Williams

LEV: Upper primary Lower secondary

AVAIL: \$27.95 SCIS 736489

KLA: HSIE

WILLIAMS, Brian **Farming communities**.

Cherrytree, 1992 (Ways of life)

ISBN 0745151574

[307.72]

Brian Williams provides an overview of the historical, social and economic aspects of farming as an international activity fundamental to most human societies. The tone is neutral and does not shy away from the 'hard' issues such as environmental damage, use of chemicals and the implications of the quest for modern efficiency. 'Every farming community shapes the land and is shaped by it.' This key quote epitomises the theme of this title in the series. Detailed illustrations, by Gwen Green, and colour photographs support the text. B.S. Mitchell

LEV: Upper primary Lower secondary

AVAIL: \$27.95 SCIS 736359

KLA: HSIE

DESCARY, Therese **Droits au coeur**.

[videorecording] National Film Board of Canada, 1991 (Rights from the heart : part 1)

ISBN 0772204764

[323.3]

Produced by the National Film Board of Canada, this 36 minute video covers themes from the United Nations Convention on the rights of children. Designed for students 5-8 years it consists of six 4 minute films which cover different themes. A nine minute film **To see the world** ties together the understandings developed. The animated films, without dialogue, are visually very appealing and conclude with the specific right addressed by each film written in the six official languages of the United Nations. The accompanying booklet provides detailed suggestions for using the films. J. Anderson

LEV: Lower primary Middle primary

AVAIL: \$49.00 from Heathcliff Distribution, ph/fax (02) 560 2404 SCIS 737993

KLA: HSIE

CALANDRA, Angelo **Justice, money and markets : an inquiry approach to middle school commerce**. Longman Cheshire, 1992

ISBN 0582875005

[330]

A comprehensive commerce text aimed at year 10 students. Economics, financial studies and the law are the major themes. A glossary, outcomes, revision questions, students' activities and case studies are presented for

each chapter. Language and presentation are accessible. Topics covered include: contemporary economics issues; working of the Australian economy; business practice and record keeping; and the nature and function of laws. There is a balance of description and analysis. A detailed index and suggested course outline over a year or semester are provided. Although designed for Victoria, the book has direct application for NSW secondary school commerce. D. Lane

LEV: Middle secondary Upper secondary

AVAIL: \$25.99 SCIS 734741

KLA: HSIE

COWIE, Judy **Reading between the lines**.

Addison Wesley, 1993

ISBN 0201539454

[330]

This book written for undergraduates but has great relevance for HSC Economics students. Newspaper, journal articles and statistics are presented as examples of concepts and principles covered in micro- and macro-economics. Some articles are followed by analysis from the Australian authors; others have questions for students. Noteworthy are the articles with questions and sample answers by students with author comments. Themes are Australian and raw data is given for student analysis. The 49 articles include themes on price mechanism, industrial disputes, market structures, public policy, business cycles, micro reforms, and employment and the accord. The approach fills an urgent need for HSC Economics students. D. Lane

LEV: Upper secondary

AVAIL: Paper \$14.95 SCIS 751941

KLA: HSIE

BELL, Garry **Australian economic policy : selections from Ecodate series**. Warringal, 1993

ISBN 1875118179

[330.994]

Themes include the 1993 Australian economy, budgetary policy, monetary policy, incomes policy, macro-economic policy and external policy. Authors are professional economists, academics and commentators in the media. A blend of description and analysis is given, with focus on contemporary problems and recent policy. Statistics are current and relevant. Information is particularly suitable for current HSC Economics students. Headings and subheadings guide readers and text is accessible. Very useful for macro-economic management. D. Lane

LEV: Upper secondary

AVAIL: Paper \$12.95 SCIS 752444

KLA: HSIE

FORSYTH, Anita **Australia's economic objectives : evaluating a decade of performance**. Warringal, 1993

ISBN 1875118160

[330.994]

Directly relevant to year 12 HSC Economics core topic 'Macro-economic management', five macro-economic

objectives are covered in depth and Australia's record of achievement in each area is covered. Tables, statistics and other source material provide a platform for analysis. Very noteworthy is the section on the relationships between objectives. International comparisons are provided. Applied economics exercises requiring short and extended answers and interpretation of data are given in each chapter. Format and language are accessible. D. Lane

LEV: Upper secondary

AVAIL: Paper \$7.95 SCIS 752441

KLA: HSIE

FISHER, Thomas **Making sense of economics : objectives and management**. Nelson, 1993

ISBN 017007921X

[330.994]

Designed for the VCE (Victoria) but relevant for 2 and 3 unit NSW HSC students, particularly on macro-economic management (2U) and distribution of wealth and income (3U). Language and format ensure high readability. Learning aids include big concepts, outcomes, conclusions and exercises for each chapter. This text complements book 1 **Issues & systems** and would be a very useful teacher reference and source for serious HSC students. Objectives covered include: price stability; employment; distribution of income and wealth; external stability; and economic growth. Aims of government economic policy are comprehensively organised. Thorough index of abbreviations, concepts, tables, and figures are covered. D. Lane

LEV: Upper secondary

AVAIL: Paper \$29.00 SCIS 746747

KLA: HSIE

BRUCE, Jill B. **Money of Australia**. Kangaroo, 1992

ISBN 0864174640

[332.4]

The history of money in Australia from pre-First Fleet days to the present is reviewed in this up-to-date resource which also provides details of each unit of currency currently in use. These notes and coins are given single page presentations with detailed and clear explanations of their design. Information is provided about the animals, historical events and famous people who are featured on the currency and the book concludes with a look at future trends. The clarity of design and simple text ensure its readability to a wide audience. J. Anderson

LEV: Middle primary Upper primary Lower secondary

AVAIL: Paper \$8.00 SCIS 732298

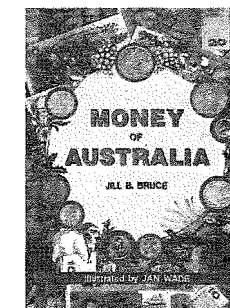
KLA: HSIE

ARNOTT, Geoff **The macro economy : a business economics approach**. 2nd ed. VCTA, 1993

ISBN 0868593745

[339.5]

Specifically written for Victorian TAFE students for the Associate Diploma in Business, this text comprehensively covers macro topics in economics, such as the



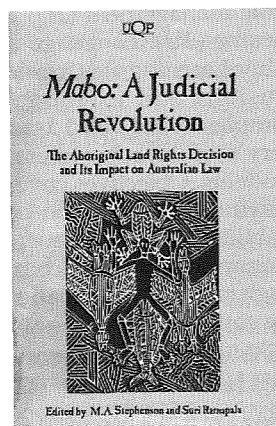
business cycle, macro management, financial system, trade, taxation and distribution, natural income, and economic growth and development. NSW HSC Economics students would find the analysis and description helpful. Commendable learning aids include each chapter's synopsis, checklist by points, glossary, multiple choice, true/false questions, and current case studies. Format and language are friendly for the learner. D. Lane

LEV: Upper secondary
 AVAIL: \$33.00 SCIS 756170
 KLA: HSIE

Mabo : a judicial revolution : the Aboriginal land rights decision and its impact on Australian law. / edited by M.A. Stephenson.

University of Queensland Press, 1993
 ISBN 0702225460 [346.9404]

As a special edition of the University of Queensland Law journal this book examines the decade-long battle between the recently deceased Eddie Mabo and Queensland. Dominated by the contributions of lawyers, this is difficult reading for the less able student; yet the chapters by Father Brennan and Land Council members help redress the balance. Such topics as 'terra nullius', compensation and future mining rights are considered, yet



no index assists any specific searches. Useful for senior students and teachers of legal studies, general studies and Aboriginal studies programs. M. Williams

AUD: Parents Professionals
 LEV: Upper secondary
 AVAIL: Paper \$29.95 SCIS 746073
 KLA: HSIE

ALDOUS, Joules Investigating environmental issues. VCTA, 1993 (Living in society)

ISBN 0868592226 [363.7]

This is one in a series designed for Victorian school students, years 7-10, and based around the core book **A framework for living**. In each of the 6 topics covered (from home environment to global problems) activities are designed to foster group work and student-centred activities. On each page there are numerous cartoons and/or charts, maps, and black and white photographs. The latter are of varying quality, being printed on recycled paper. A detailed index takes students to topics from blue-green algae to wood chipping. A useful textbook or reference for students of environmental studies. M. Williams

LEV: Lower secondary Middle secondary
 AVAIL: Paper \$17.00 SCIS 736903
 KLA: HSIE

BONAR, Veronica Paper rubbish! Heinemann, 1992 (Rubbish / A Zoe book)

ISBN 0431006776 [363.7]

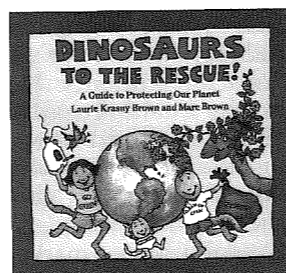
With its focus on the uses, manufacture, disposal and recycling possibilities of paper, this title is one of 6 in a series. Illustrated with a combination of anthropomorphised animals and well-captioned colour photographs, the presentation of visual and textual information is attractive. The tone of the text is one of respect for its readership in that it does not 'talk down' to the audience. Bold type indicates words included in a helpful glossary. A strong recycling message is sensibly accompanied by the notion of reducing paper consumption initially; a strategy which invites discussion. B.S. Mitchell

LEV: Middle primary Upper primary
 AVAIL: \$17.95 SCIS 727756
 KLA: HSIE; ST

BROWN, Laurie Krasny Dinosaurs to the rescue! : a guide to protecting our planet.

Little, Brown, 1992
 ISBN 0316889172 [363.7]

A simple yet practical book of ideas for encouraging children to be environmentally aware. Using dinosaur characters including Slobosaurus, the book concentrates on three themes: using less; recycling; and giving something back. Full colour illustrations with lots of activity add a humorous note and provide scope for discussion. Easy conversational text and carefully designed pages make it a useful resource for a wide range of reading abilities while at the same time delivering some important environmental messages. J. Anderson



LEV: Lower primary Middle primary
 AVAIL: Paper \$9.95 SCIS 733768
 KLA: HSIE; ST

BRENNAN, John Free stuff for kids! 10th ed. Periscope, 1993

ISBN 0949714283 [371.3]

Clearly set out for easy retrieval this simple text provides access to valuable resources for primary and secondary students. Divided into four sections - 'Primary', 'Secondary', 'Great stuff for teachers' and 'For sticker collectors' it gives specific and detailed instructions on how to obtain the resources listed. J. Anderson

LEV: Middle primary Upper primary
 Lower secondary Middle secondary
 AVAIL: Paper \$6.95 SCIS 751781

It's our ABC / edited by Lyell Wells. Wells, 1993

[384.55]

This publication is a self-published collection of reprints from the Friends of the ABC's newsletter, **News and views**, and related articles. The articles range non-sequentially over 16 years and represent a history of ABC supporters' concerns with such issues as sponsorship,

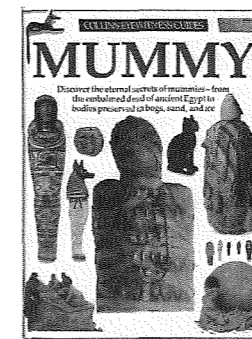
cuts to funding and to schools programs, and media manipulation. The newsletter itself is available from the Friends at PO Box 1391, North Sydney 2060, and it and these articles would provide a frankly biased and fresh introduction to issues facing the media today. An index would have greatly facilitated school use. G. Phillips

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$12.00 SCIS 752849
 KLA: HSIE

PUTNAM, James Mummy. HarperCollins, 1993 (Collins eyewitness guides)

ISBN 0732249554 [393]

More than a fascinating exploration of the process and types of mummification, **Mummy** is full of information on Egyptian, Greek and Roman burial customs and beliefs. It looks at the types of mummies - those occurring naturally (e.g. in wet, marshy places or in extremely cold regions), and those preserved deliberately. The processes of making mummies are examined minutely. Scientific ways of examining mummies are presented, with recent finds such as the Iceman, Rameses the Great and Tutankhamun illustrating them. Each page is a feast of information, illustrated with superb, graphic photographs, sometimes macabre, often moving and always fascinating. L. FitzGerald



LEV: Upper primary Lower secondary
 Middle secondary
 AVAIL: \$24.95 SCIS 751558
 KLA: HSIE; ST; S
 EVAL: Highly recommended

BURNS, Marilyn Math for smarty pants. Little, Brown, 1982

ISBN 0316117390 [510.76]

This is a fascinating book for young mathematicians with extension activities for those who enjoy mathematical challenges. A high level reading ability is required to comprehend and interpret the text but the scope of the activities is very broad: stories, games, problems, tricks, logic, statistics and many others. Interesting historical facts are added. Humorous, cartoon style illustrations are featured on every page which increases the book's appeal and makes it look like loads of fun. Excellent for student use or as programming ideas for teachers. J. Anderson

LEV: Upper primary Lower secondary
 AVAIL: Paper \$16.95 SCIS 607967
 KLA: M

MAURY, Jean-Pierre Newton : understanding the cosmos. Thames & Hudson, 1990 (New horizons)

ISBN 0500300232 [530.092]

My formal acquaintance with science ended with my secondary years so it is not with the background of a buff that I thoroughly enjoyed this enlightening and fascinating work. The facts speak for themselves, conveying a

tribute to Newton's genius. The insights and information, palatably presented in the glossy, colourful format, provide a wealth of detail far beyond the caricature image of Newton being pounded by a falling apple and 'discovering' gravity. The theories, discoveries, calculations and intellectual debates of Newton's era come to life through transcripts of correspondence, historical description and confirmation and application of the ideas propounded. B.S. Mitchell

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$19.95 SCIS 730768
 KLA: S

BAILEY, Donna Investigating blue. Cherrytree, 1993 (The science of colour)

ISBN 0745151868 [535.6]

In this unusual approach to the study of science, diverse subjects are looked at in relation to the common element of their colour. Divided into three sections the contents cover 'the science of blue', 'blue in the natural world' and 'humans and blue'. With half-page illustrations and text, activities are interspersed through the book to highlight the information given, while a glossary and index provide easy access. Attractively presented with full colour photographs, the series could provide the basis for an interesting science project. J. Anderson

LEV: Middle primary Upper primary
 AVAIL: \$19.95 SCIS 753853
 KLA: ST

JEUNESSE, Gallimard Dinosaurs. Moonlight, 1992 (First discovery)

ISBN 1851031502 [567.9]

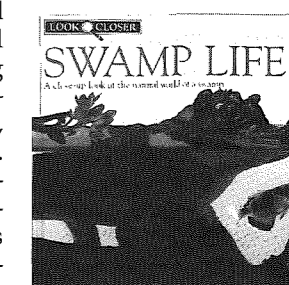
The innovative format together with its popular subject matter will ensure the appeal of this text. Double-sided transparent overlays which change the illustrations will delight young children as will its 15 x 18 cm size. It provides a fascinating yet simple introduction to dinosaurs and the brilliant colours used in the glossy, laminated illustrations enhance its unique style of presentation. The book is spiral bound and presents its interesting facts in a simple, clear manner. J. Anderson

LEV: Lower primary Middle primary
 AVAIL: \$14.95 SCIS 745829
 KLA: ST

GREENAWAY, Theresa Swamp life. Angus & Robertson, 1993 (Look closer)

ISBN 0207178747 [574.5]

This book looks at unusual animals and plants found in swamps, including crabs, iguanas, mudskippers, mangrove snakes, caimans and gallinules. Their geographical location is given in the first illustration. Each page is photographed in cross section, so that one sees the animal sideways and/or under and over the water. Unusual features of the animals are indicated, as is their size (in relation to a child or a pair of gumboots); and there is a 'Guess what?' / amazing fact about each animal. It is visually stunning, the text



sparse and informative. A table of contents, index and glossary are included. L. FitzGerald

LEV: Middle primary Upper primary
 AVAIL: \$16.95 SCIS 752503
 KLA: ST

GUNZI, Christiane **Cave life**. HarperCollins, 1993
 (Look closer)

ISBN 0207178720 [574.5]

Larger than life photography make this concise treatment of various aspects of cave life an engrossing resource. Beginning with the formation of caves, it looks at the evolution of the wildlife that inhabits them and concludes with the ferns and plants that grow around their entrances. Strong graphic design with double-page spreads and the extensive use of well-captioned smaller photographs contribute to a clear understanding of the text. The book will appeal to casual browsers as well as providing easily accessible information through the inclusion of an index and glossary. J. Anderson

LEV: Lower primary Middle primary
 Upper primary
 AVAIL: \$16.95 SCIS 752500
 KLA: ST

HOOPER, Rosanne **Life in the islands**. Puffin, 1992 (Picture Puffin)

ISBN 0140548041 [574.5]

Part of a series that looks at different environments around the world, this book focuses on how island environments are being damaged and how the damage can be redressed. Spectacular colour photographs and diagrams give life to the text which looks at the people, animals and plants living on islands. The information is current, relevant and easy to find with a simple index, glossary and contents. Each double-page format is attractively presented with important and interesting facts being boxed to highlight them. The book concludes with a Maori legend which tells how their islands were created. J. Anderson

LEV: Middle primary Upper primary
 AVAIL: Paper \$9.95 SCIS 719500
 KLA: HSIE; ST

KLIPPEL, Ken **Wildlife data search : threatened animal species of New South Wales**. Total Environment Centre, 1992

ISBN 0646090208 [591.5209944]

Numerous science and social science classes seek information on endangered animals. Here is a detailed listing of extinct, endangered and threatened wildlife in New South Wales including birds, fish and invertebrates. For each animal there is a location map and details on habitat, population trends and threats. Short articles discuss such issues as zoos, ozone and introduced carnivores. The detailed index lists fauna by both Latin and common names. M. Williams

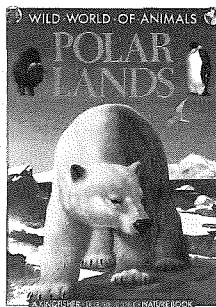
LEV: Middle secondary Upper secondary
 AVAIL: Paper \$14.95 SCIS 728672
 KLA: S; HSIE

CHINERY, Michael **Polar lands**. Kingfisher, 1992
 (Wild world of animals / A kingfisher tell me about book)

ISBN 0862728851 [591.998]

With a personal fascination for the Arctic and Antarctic, I was attracted by the front cover illustration of a magnificent polar bear. The contents within lived up to the cover's promise. The fauna of these extreme regions is beautifully depicted in coloured illustrations by John Butler and Brian McIntyre. In addition to its high visual appeal this well-designed resource also meets criteria of clarity, organisation and accuracy. Interesting facts are highlighted in various useful ways. A glossary, index, contents page and exceptionally efficient layout combine to facilitate information retrieval. B.S. Mitchell

LEV: Upper primary Lower secondary
 AVAIL: Paper \$12.95 SCIS 728986
 KLA: HSIE; ST; S
 EVAL: Highly recommended



LOVES, June **Operation insectwatch : how to observe and keep records of insects**.

CollinsDove, 1992
 ISBN 1863711740 [595.7]

The information for this book was drawn from the research of a nine-year-old Australian student and her friends. Although the black and white presentation is not striking the information is presented in a clear and concise format which makes it very useful for younger students. The drawings are easily understood and often humorous and the chatty style of writing with its anecdotal tales will enable students to relate well to the text. Bold headings are used for the main headings while important facts are boxed for easy referral. J. Anderson

LEV: Middle primary Upper primary
 AVAIL: Paper \$8.95 SCIS 738149
 KLA: ST

MAESTRO, Betsy **Take a look at snakes**.

Scholastic, 1992
 ISBN 0590449354 [597.96]

An excellent visual coverage of the distinguishing characteristics of snakes is found in this attractively presented book for younger students. Designed to take away the fear that snakes usually engender, the text makes fascinating reading and is excellent for reading aloud. The colour illustrations are well labelled giving the book strong appeal for the casual browser. Unfortunately, although the book is very informative there is no structure to the presentation of the information and extracting specific facts is difficult as neither a contents nor an index are provided. J. Anderson

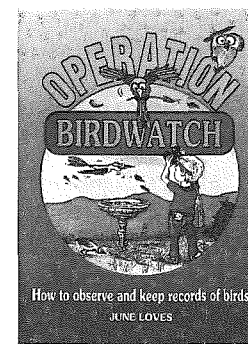
LEV: Middle primary Upper primary
 AVAIL: \$16.95 SCIS 736590
 KLA: ST

LOVES, June **Operation birdwatch**.

CollinsDove, 1992
 ISBN 1863711066 [598.07]

Everything you could possibly want to know about bird watching is included in this book - and it is Australian. Equipment, methods of observation, record keeping, useful resources and a multitude of handy hints are contained in this slim volume, which also includes bird silhouettes, glossary and index. Text is varied, with instructions in heavy print, facts in enclosed boxes and hints in italics. Tom Kurema's humorous black and white sketches complement the text, and the vivid cover is inviting. The real life experiences of a young boy and a group of enthusiasts who have lent their support, have resulted in this bright and breezy practical guide to bird watching. M. Buttenshaw

LEV: Middle primary Upper primary
 AVAIL: Paper \$8.95 SCIS 743218
 KLA: ST



DAVIES, Sophie **Tigers**. Penguin, 1992 (Picture Puffin fact book)

ISBN 0140544887 [599.74]

Trying to provide young children with non-fiction books that they can read can cause frustration when teaching information skills. The short, simple text in this book will enable beginning readers to discover facts for themselves. Print is large and clear, and the accompanying strikingly coloured illustrations by Karen Johnson support the text well. Close scrutiny of the well-designed double-page spreads would reward the beginning researcher with lots of additional pictorial information. This book should give the young reader an exciting introduction to the natural world and promote confidence in using non-fiction books. M. Buttenshaw

LEV: Preschool Lower primary
 AVAIL: Paper \$7.95 SCIS 737332
 KLA: ST

DAVIES, Sophie **Monkeys**. Penguin, 1992 (Picture Puffin fact books)

ISBN 0140544879 [599.8]

Simple facts, presented clearly and logically, provide the answers that the very young investigator is most likely to ask about monkeys; that is, types, locations and habitat, individual characteristics and behaviour, food, reproduction and threats to survival. Bold, vivid illustrations by Karen Johnson support and extend the text by depicting different types of monkeys engaged in varying groups and activities against different settings. Vocabulary is appropriate for the intended audience, as is the print which is clear and of a good size. A useful resource for early readers and investigators. B. Richardson

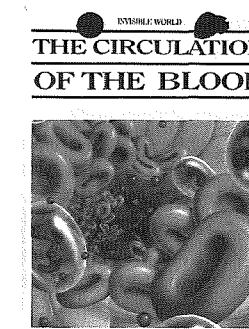
LEV: Preschool Lower primary
 AVAIL: Paper \$7.95 SCIS 737330
 KLA: ST

HALTON, Frances **The circulation of the blood**. Cherrytree, 1993 (Invisible world)

ISBN 074515204X [612.1]

Through the use of detailed diagrams which contribute greatly to the clarity of the text, the book provides a comprehensive overview of the topic. Although the explanations are clear and concise and the text is accompanied by an excellent index/glossary, the information is quite technical. The large, coloured diagrams are well labelled but very intricate and clearly show the complexity of this system of the body. The information is organised as a double-page spread for each topic. J. Anderson

LEV: Upper primary Lower secondary
 AVAIL: \$19.95 SCIS 753854
 KLA: ST; S



SHIPTON, Paul **Science with batteries**.

Usborne, 1992 (Usborne science activities)
 ISBN 0746014236 [621.31]

A simple activity book which assists young students develop an understanding of batteries and electricity through active participation. The equipment needed is simple and easy to find with examples of the use of batteries and electricity in everyday life included. The activities themselves are clearly set out and within the scope of most primary students while a section at the end assists parents and teachers in answering questions that arise from the suggested activities. Careful presentation, simple text and bright colours make it an attractive resource. J. Anderson.

LEV: Lower primary Middle primary
 Upper primary
 AVAIL: Paper \$6.95 SCIS 738081
 KLA: ST

DAVIDSON, Rob **Bushland on farms : do you have a choice?** AGPS, 1992

ISBN 0644144440 [634.90994]

Father and son ecologists provide much to inspire senior students of agriculture, geography and environmental studies; they combine extensive scientific knowledge and CSIRO experience with a collection of humorous anecdotes. Chapters such as 'Parasites', 'Ecosystems', and 'Birds' are accompanied by detailed case studies of successful landcarers throughout Australia. No index, but there is however a nine page glossary, a detailed listing of flora and fauna by both common and scientific name, many photographs and charts, and an extensive bibliography. This is not a work that could be dipped into for brief information. It requires readers to follow the discoveries from cover to cover to fully understand the ramifications of the ecologists' plea. M. Williams

LEV: Upper secondary
 AVAIL: Paper \$19.95 SCIS 737037
 KLA: S; HSIE



CHENG, Christopher Banks Ginger Meggs and friends : pet care book. Ashton Scholastic, 1992

ISBN 086896865X

[636]

Ginger Meggs is being sent an unknown pet by his eccentric uncle so he decides to seek advice about different pets from his friends and acquaintances. The humorous narrative presentation with its chatty conversational text will appeal to students although the only easily accessible information comes from the summary at the end of each section. No contents or index are included and while the black and white illustrations of Ginger and his friends are amusing they are not informative and add nothing to the factual information contained in the text. J. Anderson

LEV: Upper primary Lower secondary
 AVAIL: Paper \$8.95 SCIS 735725
 KLA: ST; TAS

GALERON, Henri The horse. Moonlight, 1991 (First discovery)

ISBN 1851031529

[636.1]

The horse uses transparent overlays to illustrate and progress the text. While this is appealing, it is sometimes pointless and inaccurate (e.g. the horse shoe being forged on one page does not quite fit the horse's hoof on the other page). The information on horses is of mixed value, some of it obvious, some quite detailed, covering breeds, reproduction, resting and eating habits, riding and its history and species related to horses. Because the information is pitched at different levels, some easy, some more detailed, the intended audience is unclear. There is no index or table of contents. L. FitzGerald

LEV: Lower primary Middle primary
 AVAIL: \$14.95 SCIS 735600
 KLA: HSIE

FERGUS, Mary Pat Kids' microwave step-by-step recipes. Murdoch, 1992 (Family Circle cookery collection)

ISBN 0864112580

[641.5]

An excellent resource for students of all ages which the whole family will be able to share. Beautifully presented with decorative borders and bright coloured illustrations and diagrams, each recipe provides clear step-by-step directions and photographs of the completed dish. The recipes are graded from easy to advanced and a section on 'getting started' gives useful information on important safety points, equipment and cooking terms. This well chosen compilation of recipes is well designed, easy to read and attractive in presentation. J. Anderson

LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: Paper \$7.00 SCIS 727863
 KLA: ST; TAS

BOJR, Daniele Babies. Moonlight, 1992 (First discovery)

ISBN 1851031561

[649]

The transparent overlay technique, common to this series, takes for example the baby inside the mother to the bassinette on the next page. This presentation has hands-on appeal, illustrates effectively breast and bottle

feeding, and single and twin birth. However, it stops halfway through the book for no apparent reason. The text is imprecise, (babies inside mummy's 'tummies'); irritatingly cute ('Bath time is lots of fun'), uninformative ('Babies have to wear a nappy') and when it moves on to other animals and their babies (e.g. the great-crested grebe, the frog, the spider and the giraffe), it is too difficult for its intended audience.

L. FitzGerald
 LEV: Preschool Lower primary
 AVAIL: \$14.95 SCIS 745816
 KLA: PD/H/PE



HARPER, Graham Introducing business studies. Book 2. Heinemann Education, 1992

ISBN 0858596474

[650.0994]

Specifically written as a text for HSC Business Studies year 12 students by teachers and specialists, the book covers the year 12 core topic and the possible options. Case studies, glossaries, multiple choice questions and questions to guide notetaking and discussion are given for each chapter. A detailed index is given. Information is provided under headings and subheadings. Tables, flow charts, diagrams and statistics are current and relevant. Expected outcomes are provided at the start of each chapter. D. Lane

LEV: Upper secondary
 AVAIL: Paper \$30.95 SCIS 742367
 KLA: HSIE

BREEN, Peter The book of letters : how to write a letter for every occasion. Allen & Unwin, 1993

ISBN 1863734368

[651.7]

There are many titles on this topic more appropriate for school students. A book of sample letters from a lawyer for his clients is not the standard fare for teenage readers. Their parents and teachers could make better use of suggestions for buying houses, sending condolences and returning defective goods. Dominated by a light-hearted approach to the topic, Breen is unable to fulfil the claim in his subtitle. There are no letters with suggestions for potential employee's job applications and the extensive index refers instead to such employer's concerns as business conferences, defamation and employee dismissal. Possible uses for senior English and legal studies students. M. Williams.

LEV: Upper secondary
 AVAIL: Paper \$16.95 SCIS 750509
 KLA: E; HSIE
 EVAL: Consider before buying

The Australian dream : design of the fifties.

/ edited by Judith O'Callaghan. Powerhouse Publishing, 1993

ISBN 1863170359

[745.4]

A series of articles on various aspects of Australian living in the 1950's with numerous illustrations makes this a book useful for many areas of the school curriculum. History, Society and culture, design and art students will find interest in this book. Although it mainly deals with design it also looks at dress and housing for both black and white Australians, photography, advertising, and architecture with the prevailing lifestyle and attitudes of that period. M. Hamlyn

LEV: Lower secondary Middle secondary
 Upper secondary
 AVAIL: Paper \$49.95 SCIS 750839
 KLA: HSIE; CA; TAS

CARUANA, Wally Aboriginal art. Thames and Hudson, 1993 (Word of art)

ISBN 0500202648

[759.994]

The Aboriginal approach to art as a continuing tradition, an essential expression of the spirituality of the people, is shown in this concise survey of varied works from many parts of Australia. Examples of traditional works and more modern personal expressions (some embracing European traditions) are illustrated with some in colour. The author, who is the curator of the Aboriginal collection at the National Gallery, explains the symbols of the more 'abstract' works and how the Dreaming nourishes each generation in its relationship to the spiritual past, present and future. The book gives wonderful insight into Aboriginal art. M. Hamlyn

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$22.95 SCIS 751108
 KLA: CA; HSIE

GOSGINNY, R. Asterix against all odds.

[game] Hodder & Stoughton, 1992

ISBN 0340548746

[793]

Competent readers who are Asterix fans will love embarking on this new adventure with Asterix and Obelisk. It's different from other stories because their fate is in the reader's hands. The kit includes everything needed to make the necessary decisions regarding the route they take and the risks involved. Each time the game is played the reader's skill improves by choosing different options. A challenging game which will have great appeal to older students. Its main problem will lie in keeping all the necessary pieces intact in a borrowing situation. J. Anderson

LEV: Upper primary Lower secondary
 AVAIL: Paper \$14.95 SCIS 733076
 KLA: E

HARLAND, John The Australian bicycle book : maintenance and riding skills.

Penguin, 1993 (A Penguin CAE book)

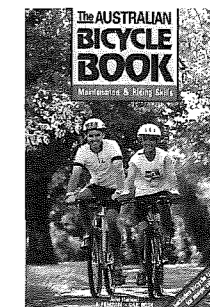
ISBN 0140165207

[796.6]

Written by an expert in a style readily accessible to the novice but still with plenty on offer for the experienced cyclist. I wish John Harland could be persuaded to apply his skills to computer manuals. This book is comprehens-

ive in coverage, relevant to Australian conditions, with maps of bicycle tracks for major cities included, and designed with simplicity and efficiency to the fore. Well-labelled diagrams abound, supporting clear, concise text. The author's background in education is evident. A worthwhile resource compiled with care and consideration for its audience. B.S. Mitchell

AUD: Parents Professional
 LEV: Upper primary Lower secondary
 Middle secondary
 AVAIL: Paper \$17.95 SCIS 734680
 KLA: PD/H/PE; ST; TAS



MANCINI, Anne Think or sink : responses to issues (year 11) : presentation of issues (year 12). 2nd ed. Longman Cheshire, 1992

ISBN 0582875935

[808.53076]

While designed as a student workbook (tear-out worksheets) and directed at students, this resource would make an excellent teacher reference. Written as a support for VCE English, the workbook is useful as a teaching/learning tool for language and media aspects of HSC English. A comprehensive range of the language of argument is incorporated in a well-structured format. There are also mastheads to guide newspaper writing activities. These could be readily used for middle secondary media activities. This is a practical teaching/learning resource which supports a range of language activities at the senior level. C. Foley

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$15.99 SCIS 749251
 KLA: E

PARK, Ruth A fence around the cuckoo.

Penguin, 1993

ISBN 0140173331

[A823]

From the author's earliest experiences in the New Zealand bush through to city life during the Depression and World War II, this is a captivating autobiography. A skilful writer with an eye for detail and a pen for vivid description, Ruth Park shares her own sorrows and joys. Her often eccentric relations, her mentors and her friends are portrayed with love and admiration. This is a story of achievement as she struggles against the odds of poverty, limited schooling and being a female, to attain her life-long desire to become a writer. It is a moving and enjoyable book. C. Sly

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$14.95 SCIS 746310
 KLA: E

BOYS, Philip Children's illustrated world atlas. Kingfisher, 1992

ISBN 0862729386

[912]

Although more a general reference than an atlas this text would be a useful primary resource. Designed using a double-page format for specific areas of the world it provides a map of the region, some general information, relevant flags and other photographs of interest. As a result neither the maps nor the information are very

detailed. The information is however attractively presented, clearly set out and the simple language appropriate for a wide range of ability levels. The inclusion of a map index and general index enhances its value for information retrieval. J. Anderson

LEV: Middle primary Upper primary
 AVAIL: \$16.95 SCIS 752564
 KLA: HSIE

FLINT, David **Caribbean.** Simon & Schuster

Young, 1993 (On the map)

ISBN 0750012765 [917.29]

A descriptive approach to the physical, human and environmental geography of the Caribbean regions is presented. Useful for student assignments. Print is large and glossy, colour photos supplement the simple language. Format and printed text are highly accessible. A 'thumbnail' profile of Caribbean countries' facts and figures with a workable index are provided. Chapters include: 'mountains'; 'volcanoes and beaches'; 'weather'; 'work'; 'natural riches'; 'farming and fishing'. A regional map is clear and informative. D. Lane

LEV: Middle primary Upper primary
 AVAIL: \$17.95 SCIS 756234
 KLA: HSIE

APPLETON, Richard **The Cambridge dictionary of Australian places.** Cambridge

University Press, 1992

ISBN 0521395062 [919.4003]

With over 4 700 entries providing pronunciation guides and etymological, geographical, historical and economic information, the applications of this comprehensive reference work will be as diverse as its users. Browsing through its pages triggers trains of thought and soon the reader is diverted along different paths of discovery. Over 20 pages of maps augment the geographical content of the entries.

Reading the succinct, user-friendly preface is recommended for optimum use of the resource. The Appletons, whose reference credentials are well established, have accomplished their work with scholarship, integrity and candour. B.S. Mitchell

LEV: Upper primary Lower secondary
 Middle secondary Upper secondary
 AVAIL: \$59.95 SCIS 730652
 KLA: HSIE

BONINGTON, Chris **Sea, ice and rock : sailing and climbing above the Arctic Circle.** Hodder & Stoughton, 1992

ISBN 0340576197 [919.8]

With a team of four others, adventurers Chris Bonnington and Robin Knox-Johnston sail the 32 ft. Suhaili toward Greenland and a mountain called the Cathedral.

Robin will teach Chris to sail and Chris will teach Robin to climb. Each tells his section with diary excerpts from the other. Glossaries help with the sailing and climbing jargon; Robin's climb would be almost indecipherable without it. Moments of possible excitement, when endurance has been exceeded, are down played by matter-of-fact narration. This tone and the male bonding, complete with frequent Happy Hours, will prevent most teens from relating to the adventures of these mid-life English gentlemen. Although the black and white and colour photos entice, a better map of Greenland at the beginning of the book and more about life there may have broadened the interest. For a select few. G. Phillips

LEV: Upper secondary
 AVAIL: \$49.95 SCIS 751713
 KLA: HSIE; PD/H/PE

CLARE, John D. **Roman empire.** Bodley Head,

1992 (I was there)

ISBN 0370317475 [937]

Glossy, colour photographs depicting authentic dress, artefacts and re-enactments endow everyday life in the Roman Empire with fresh vitality for modern students. Maps, time lines, useful headings to divide information and index combine to make the contents of this volume both appealing and easily accessible. As indicated by the series title the treatment is an eye witness examination of the historical period. The depth of research is evident in the detail and credibility of the material. B.S. Mitchell

LEV: Lower secondary Middle secondary
 AVAIL: \$19.95 SCIS 734541
 KLA: HSIE

KROK, Lois **Letters from Gallipoli.** Jacaranda,

1992 (Jacaranda young inquirers II)

ISBN 0701630493 [940.4]

Spanning April 14 to December 21, 1915, the story of the ANZACs at Gallipoli is told through the format of letters from Arthur, a young Australian soldier, writing home to his sister, Mabel. Interspersed with captioned photographs, the letters provide insight into conditions at Gallipoli and pay tribute to the courage, resourcefulness and sacrifice of the personnel involved. Inclusion of headings, bold type, glossary, bibliography, information retrieval exercises and index enhance the educational value of the resource. B.S. Mitchell

LEV: Upper primary Lower secondary
 AVAIL: Paper \$7.50 SCIS 728780
 KLA: HSIE

LEITNER, Isabella **The big lie : a true story.**

Ashton Scholastic, 1992

ISBN 0590455699 [940.53]

Isabella Leitner, a survivor of Auschwitz concentration camp relates her experiences after the German invasion of Hungary in 1944. After surviving a horrific march to Bergen Belsen, Isabella and two of her sisters were liberated by the Russians and finally united with their father and brother in America. Her mother and two sisters died. The horrors they endured are graphically described but perhaps lose a little of their emotional impact due to the simple and almost sparse language designed for young readers. The soft black and white illustrations create the atmosphere for the story rather than the de-

tails. The last chapter provides a historical overview of the period. J. Anderson

LEV: Upper primary Lower secondary
 AVAIL: \$16.95 SCIS 745808
 KLA: HSIE

SAUVAIN, Philip **El Alamein.** Macmillan

Education, 1992 (Great battles and sieges / A Zoe book)

ISBN 0732914493 [940.54]

Personalities, weaponry, equipment, crucial strategy decisions and harsh climactic conditions of the desert campaign are recounted in this readable, informative title in this series. El Alamein is the most modern battle treated and the emphasis is on analysis and consequences of actions. Through logical arrangement of contents the reader is made aware of events leading up to the battle, the personnel involved and the inherent difficulties of its location. Enlivened by insights, photographs and illustrations which maintain human reality, the story of the battle at El Alamein reaches across the decades. B.S. Mitchell

LEV: Lower secondary Middle secondary
 AVAIL: \$16.95 SCIS 729410
 KLA: HSIE

Professional reading

Resources are in Dewey order.

BENEVOL, Dina **School stories : how to create and enjoy your archive : a book of ways, means, ideas and activities for schools.** Maris, 1993

ISBN 0646120379 [025.17]

This loose leaf ring binder in two sections includes some excellent, very practical ideas on collecting and preserving school archives, particularly useful for the beginner or lay person in this field. It includes policy decisions, what and how to collect and importantly, how to preserve the collection. Archival safe product descriptions are concise and suppliers of these essential conservation items are included. Practical activities for oral history projects, time capsules and interviewing techniques are included. New schools are given guidelines for building an archival collection from the school's foundation. A practical addition for primary and secondary school libraries. B. Deece

AUD: Professional
 AVAIL: \$49.95 from Leo Maris Publishing
 ph/fax (043) 41 3149 SCIS 760089

Literacy in contexts : Australian perspectives and issues. / edited by Allan Luke.

Allen & Unwin, 1993

ISBN 186373340X [302.20994]

The common belief of the authors of these nine very different viewpoints on literacy is that literacy is a political as well as a linguistic or social concept. In their introduction the editors state 'literacy is about equity'. Many of the writers examine the significance of gender, socio-economic background, cultural hegemony and second language status in the acquisition and mastery of literacy in Australia. This is an academic collection, aiming to further debate in the area and provide theoretical frame-

works for developing practical programs, rather than offering such programs. M. Lobban

AUD: Professional
 AVAIL: Paper \$14.95 SCIS 750494

KRONICK, Doreen **All children are exceptional : learning as connecting.** Scholastic

Educational, 1993

ISBN 0590743880 [371.9]

Written by Doreen Kronick, co-founder of the Ontario and Canadian Learning Disabilities Group, this book provides a practical, down-to-earth approach to assisting students with 'learning disabilities'. Objecting to the labelling of students, the author puts forward the view that everyone has deficits in some areas of functioning some of the time and that 'connecting' all learners and learning as part of a continuum rather than in isolated learning areas would solve many students' problems. Unfortunately the book becomes more an analysis of students she has taught rather than the development of specific strategies. J. Anderson

AUD: Professional
 AVAIL: Paper \$14.95 SCIS 753786

DEREWIANKA, Beverly **Language assessment in primary classrooms.** Harcourt

Brace Jovanovich, 1992

ISBN 0729512339 [428.2076]

One of the obstacles to wholehearted and universal acceptance of the whole language approach has been assessment: with the student taking much of the control of her learning many teachers have understandably been intimidated by assessment when traditional methods clearly no longer apply. This is a handbook which provides some theory, lots of practical advice, classroom examples, approaches to various aspects: forms of language; early and more accomplished literacy learners; students with special needs; the curriculum itself. Each chapter is the output of a different, highly respected member of the literacy community. F. Gardiner

AUD: Professional
 AVAIL: Paper \$29.95 SCIS 728878
 EVAL: Highly recommended

DOONAN, Jane **Looking at picture books.**

Thimble, 1993

ISBN 090335540X [741.6]

No longer are picture books the province of the small child: many adults appreciate their poetic simplicity and aesthetic appeal; they are also being increasingly incorporated into the secondary school. All of these factors are a part of this most useful handbook on reaping the greatest benefit from using picture books in the classroom. The initial section deals with the theory, how to look at the illustrations; the second section is practical, classroom practice including detailed background and lesson notes. Those experienced in the use of picture books will find this a splendid additional resource; newcomers will welcome it as a trusty, invaluable guide. F. Gardiner

AUD: Professional
 AVAIL: Paper SCIS 752492



McNEILL, Pearlie **Because you want to write : a workbook for women.** Allen & Unwin, 1992

ISBN 1863734686 [808]

This interesting and informative book would be a helpful tool for any keen writer. A comprehensive range of relevant topics is covered including: genre, technique, language and devices, gender equity and language, style, plot, characterisation, writers' work styles, getting published, and historical development of the novel. Teachers, talented students and enthusiastic senior students would find this book inspiring. Teachers and HSC students could also gain valuable teaching/learning assistance among the comfortably written pages. While not the sort of book to attract a wide readership, teachers and interested students could well find it invaluable. C. Foley

AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$17.95 SCIS 750566
KLA: E

GRENVILLE, Kate and WOOLFE, Sue **Making stories : how ten Australian novels were written.** Allen & Unwin, 1993

ISBN 1863733167 [808.3]

Through interviews and transcription of notes and manuscripts in various stages of revision, Grenville and Woolfe provide a fascinating insight into the quite chaotic process of creative writing. **Oscar and Lucinda, Lilian's story, The chant of Jimmie Blacksmith**, etc. were all written **without** a process writing formula. Elizabeth Jolley, Helen Garner, and others had to find their own way into the stories they had to tell. An appendix of teacher's notes illustrates how this book can be used in secondary and tertiary courses. A must for any high school teacher of creative writing, and excellent for HSC English, where the teacher really wishes for some in depth exploration of the text's evolution. G. Phillips

LEV: Upper secondary Professional
AVAIL: Paper \$19.95 SCIS 752581
KLA: E

WILLIAMS, Claire Louise and DILLON, Ken **Brought to book : censorship and school libraries in Australia.** ALIA Thorpe, 1993

ISBN 1875589287 [808.3]

Extremely well researched, with extensive citations and original survey data, this publication brings some fresh insights and thorny questions to the censorship debate. How are censorship and selection different? What are the

WHO REVIEWS?

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 Primary School
Jill Buckley, ex *Scan* editor, ex primary teacher-librarian
Margaret Buttenshaw, Nelson Bay Primary School
Barbara Deece, Hornsby Girls' High School
Lee FitzGerald, *Scan* editor
Colleen Foley, Cranebrook High School
Catherine Frew, Tumbarumba High School
Fay Gardiner, ex *Scan* editor, *Scan* literary segment provider, casual primary teacher-librarian

current relevant laws? The **Forever** and **Street wise** comics controversies are covered. Who censors and how do we respond to it? With the 8 appendix policy statements and a thirteen page bibliography, this is a must for all school librarians who should consider and be prepared. G. Phillips

LEV: Professional
AVAIL: Paper \$30.00 SCIS 752581
KLA: E

HAZELL, Anne M. **Well read! authors for young Australians.** Auslib, 1993

ISBN 1875145192 [820.9]

Some 209 Australian, British, American, Canadian, African and Japanese authors are listed in this work which differs from the plethora of companions in its focus. Rather than concentrating on the personal history of its subjects, this work lists information according to the headings: Born (when and where); Died; Educated; Career; Books; Genre; Awards; and Further reading (which omits *Scan* articles). In some cases there is an additional short personal comment, simply a quote from a book or article, from the author. Writers for older readers, including writers such as Agatha Christie and John Steinbeck, are most in evidence though we also find Mem Fox and Ted Greenwood: a very idiosyncratic list. F. Gardiner

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: \$30 + \$5 postage from Auslib Press, PO Box 622, Blackwood SA 5051 SCIS 749415

SAXBY, Maurice **The proof of the puddin' Australian children's literature 1970-1990.**

Ashton Scholastic, 1993

ISBN 0868966053 [A820.9]

All of those who work in the field or who simply love children's literature will want this third volume from Saxby on their shelves. The comprehensive list of works is examined from all angles - authorship, genre, level, perspective, theme and context. It is in short a mammoth undertaking brought to fine fruition. The repetition that results from such detail is obvious only when reading the book through for review purposes; it would not be so, would even be useful when being used for research. Its only flaw of course is related to the speedy passage of time. Finishing in 1990 (with a few more recent references) it is already 3 years out of date but it is none the less a must have reference. F. Gardiner

AUD: Professional
AVAIL: Paper \$39.95 SCIS 736521

Marion Hamlyn, Wollongong High School
David Lane, Economics teacher, and STLD Balgowlah Boys' High School
Marjorie Lobban, Peter Board High School
Bronwen Mitchell, Cromer High School
Georgia Phillips, Smiths Hill High School
Beverly Richardson, primary teacher-librarian on leave
Cathy Sly, English teacher, Barrenjoey High School
Maryanne Williams, Moss Vale High School

COLUMNS



Around the awards

1. Children's Book Council of Australia awards

(Full citations for these books can be found in *Scan* 12, No. 2)

Book of the year: older readers

Winner
Marchetta, Melina **Looking for Alibrandi.**

Honour books
Gough, Sue **A long way to Tipperary.**
Rubinstein, Gillian **Galax-Arena.**

Book of the year: younger readers

Winner
Disher, Garry **The bamboo flute.**

Honour books
Gleitzman, Morris **Blabber mouth.**
Hilton, Nette **The web** / illus. Kerry Millard.

Picture book of the year

Winner
Graham, Bob **Rose meets Mr Wintergarden.**

Honour books
Allen, Pamela **Belinda.**
Gleeson, Libby **Where's mum?** / illus. Craig Smith.

The Eve Pownall award: information books

Winner
Greene, Gracie, and Tramacchi, Joe **Tjarany Roughtail: the dreaming of the roughtail lizard and other stories told by the Kukatja** / illus. Lucille Gill.

2. 1993 NSW literary awards

The outstanding **Tjarany Roughtail** by Gracie Greene and Joe Tramacchi has won the 1993 Book of the Year as well as being the Children's Book Award winner.

3. British awards

The Library Association 1993 Carnegie Medal:
Fine Anne **Flour babies.** Hamish Hamilton, 1992 SCIS 734664

The Greenaway Medal:
Browne, Anthony **Zoo.** Julia Macrae, 1992 SCIS 728984

The Children's Book Award:
Wilson, Jacqueline **The suitcase kid.** Doubleday, 1993 SCIS 711195

The Macmillan prize for a children's picture book:
Kouyoumdfian, Joanne **Look out, look out, mad animals about.** Macmillan, not released yet.

The Signal Poetry Award:
Kay, Jackie **Two's company.** Blackie, 1992

The Copus Science Book Prize (Junior Category):
Yardley, Thompson **Mighty microbes.** Cassell, 1992

4. New Zealand Children's Book Awards

Senior Fiction: Duder, Tessa **Songs for Alex.** Oxford, 1992 SCIS 726156

Junior Fiction: Mahy, Margaret **Underrunners.** Hamish Hamilton, 1992 SCIS 713446

Picture Book: Ross, Christine **Lily and the present.** Methuen, 1992 SCIS 746561

Non-fiction: Gasken, Chris **Picture magic.** Ashton Scholastic, 1992 SCIS 720065

Best First Book: Kerr, Bob **The optimist.** Mallinson Rendell, 1992 SCIS 735778

Book week 1994

Book week next year will be from the 20th-26th August, with the Children's Book Council awards being announced on the 19th August. The theme is — **Carnival of books.**

AORA children's literature research collection

A dedicated group of librarians is organising this collection which comprises approximately 10 000 books culled from the boxes sent by public libraries to the University of NSW in the 1960s. Support has been received from the Public Libraries Section of ALIA and the Metropolitan Chief Librarian's Committee. SCIS has commenced cataloguing the collection onto the database. (Online users will locate them by searching abstracts for AORA.)

If you would like to visit the collection or help with the continuing work of sorting and arranging, you are welcome. Working bees are held every second Saturday of the month from about 10.30 am to 4 pm at St Peters School, St Peters Street, St Peters. Committee members are Margaret Torrens (Stanton Library); Sue Parkinson; Miranda Harrowell, Elizabeth Maher, Carol McKee, Cath Baldock, Julie Barkman and Susan Campbell.

Robert Westall 1929-1993

Scan was sad to learn of the death of Robert Westall. Winning the Carnegie Medal for his first book **The machine gunners** (1979) he also won it for **The scarecrows** (1981). **Blitzcat** (1989) won the Smarties Prize and he was given The Guardian Award for **The kingdom by the sea** (1991) as well as a number of other major prizes. Recurring themes of the supernatural and cats envelop his work which is typically gripping, uncompromising and totally individual.

There are many editions of Westall's works on the SCIS database (91 entries!). Following is a list of titles in chronological order of first publication: **The machine gunners** (1976), **The wind eye** (1976), **The watch house** (1977), **The devil on the road** (1978), **Fathom five** (1979), **The scarecrows** (1981), **Break of**

dark (1982), *Futuretrack 5* (1983), *The haunting of Chas McGill and other stories* (1983), *The cats of Seroster* (1984), *Children of the Blitz: memories of wartime childhood* (1985), *The witness* (1986), *Urn burial* (1987), *Ghost abbey* (1988), *The creature in the dark* (1988), *Ghosts and journeys* (1988), *Echoes of war* (1989), *Old man on a horse* (1989), *A walk on the wild side* (1989), *Blitzcat* (1989), *The call and other stories* (1989), *Antique dust ghost* (1989), *The kingdom by the sea* (1990), *The promise* (1990), *If cats could fly* (1990), *Stormsearch* (1990), *The stories of Muncaster Cathedral* (1991), *The Christmas cat* (1991), *The fearful lovers* (1992), *The Christmas ghost* (1992), *Yaxley's cat* (1992), *Gulf* (1992), *The Wheatstone Pond* (1993), *Falling into glory* (1993), *A place for me* (1993).

Canadian exchange

A primary (Elementary K-Gr 7) teacher-librarian in a very good school in Vancouver, BC, Canada wishes to exchange with a teacher-librarian in Australia Fall 1994 or January 1995. Please contact:

Donna Doerksen
4108 Edinburgh Street
Burnaby BC, Canada V5C 1R9
ph: (064) 294 8523

Top CD-ROMs from Macworld

The US journal Macworld in its March 1993 issue gave its view of top recent CD-ROMs. While its selection was obviously not made on educational grounds nor to Australian perceptions, Scan readers might be interested in its choice. The full reviews can be read in the article available on request from the Department of School Education Library.

The Macworld choice

Arts: **The orchestra.** Warner New Media
Reference: **New Grolier multimedia encyclopedia.** Grolier
Literature: **Poetry in motion.** Voyager
Entertainment: **Rodney's wonder window.** Voyager Education
Ages 4-7: **World tales.** Warner New Media
Ages 6-10: **Arthur's teacher trouble.** Broderbund
Travel: **Great cities of the world, Vol. 2.** InterOptica
Interactive: **From Alice to Ocean.** Against all odds
Autobiographical: **I photograph to remember.** Voyager

Talking books ARE accessible!

It's been over a year now since the Royal Blind Society (RBS) and the Department of School Education entered an agreement by which RBS will provide, free of cost to individual schools and students, audio resources for pupils with print disabilities, and still the message has not got through to most teacher-librarians and classroom teachers. It's a simple enough procedure; if a pupil has a print disability, whether

through a vision impairment, an intellectual disability such as dyslexia, or a physical impairment which makes handling print material very difficult or impossible, then the school simply has to contact RBS to arrange for audio resources to be made available. Both primary and secondary are covered and not merely literary materials but all subject areas. Further, should the teacher-librarian require a resource that is not already available, RBS will have it recorded by one of the narrators working for our Student and Special Transcriptions section.

The cooperation between RBS and the Department is very good. Take the primary school magazines, for example. Each month RBS gets final proof copies of the magazines so that they can be recorded and available to schools to coincide with the arrival of the print copies, yet only a tiny handful of teachers around the state request them. What a waste!

Teacher-librarians or resource teachers wanting more information about audio resources, or those wishing to check the availability of an RBS guest speaker at your next professional meeting, should contact:

Student and special transcriptions
Royal Blind Society, PO Box 176, Burwood NSW 2134
ph: (02) 334 2134
ph: (008) 424 359
fax: (02) 334 3557

Streamwatch

Streamwatch is an environmental education project of the Water Board covering an area around local Sydney. This entails around four million people in a 70 km diameter. Starting in 1990, the project uses action research methodology involving quality data gathering by regular monitoring of a local waterway. Two other essential elements are establishing good community links and regular communication of test results through the online network.

Funding for the program comes from the special environmental levy. More than 80 schools and community groups have been provided with training, testing equipment and modems. Telecom also provides support.

Streamwatch staff: Keri Ventham, Phil Glan and Renato Ramsay

Streamwatch ph: (02) 269 5393
Water Board fax: (02) 269 5543
PO Box A53, Sydney South NSW 2000

Keylink: Stream.watch.
Bulletin Board: Stream.chat.
Pegasus: wbemu.

The national curriculum

The States, Territories and the Commonwealth have since 1989 worked together on a major national educational initiative to produce statements and profiles in eight broad areas of learning. Copies of the draft statements and profiles are available in all NSW State Education Resource Centres (ERCs) and will be printed in final form by the Curriculum Corporation in late 1993 or early 1994.

Department of School Education Library

The Department of School Education Library, now located in Parramatta, has a range of services to make information about education more accessible.

Library staff are always delighted to have clients visit the library and will spend time showing you the online catalogue and CD-ROM databases like ERIC and Australian Education Index on AUSTROM. DSE Library subscribes to the ERIC documents on microfiche so you can easily find the actual papers cited in an ERIC search.

Library hours are 8.30 am to 5 pm Monday to Friday, and all of our services are available by fax, mail or phone. Reader Services staff can search databases world-wide on your behalf and journal articles and books are either supplied from our own collection or by inter-library loan at no charge to you.

Membership of the library is available to all DSE staff whether permanent or casual. After you have completed a registration form we will send your UNILINC card which you can then use at other UNILINC libraries like UWS, UTS, Australian Catholic University, Northern Rivers and Charles Sturt University (a complete list will be sent with your card).

Several collections have been amalgamated to form the DSE Library - the former Head Office and In-Service libraries, and collections from the Multi-Cultural, Aboriginal and Non-Sexist units. The Library collects in all areas of educational policy including teaching, curriculum development, administration and management, marketing, assessment, special education and counselling.

The Library's collection is currently around 85 000 books and videos and 400 journal titles. We also have a complete set of ERIC microfiche documents and a Curriculum section containing syllabuses, support documents, exemplary units of work, HSC exam papers, and so on.

If you are interested in learning more about the resources available, groups can arrange to spend a few hours with the library staff as part of an in-service activity. These library tours have been run very successfully this year but we would love to meet more of you in 1994. Ring:

Alison Billing on (02) 561 1158 for more information and bookings. ■

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

Join The Periodical Centre for Schools

Gain access to a large collection of periodical articles to enhance the learning and teaching process.

- . Access to a wide range of periodicals suitable for schools
- . Over 85% of titles in *Guidelines* available (eg. Asia Week, Business Review Weekly, Economist, Far East Economic Review, Geographical Magazine, New Scientist, New Statesman, Times Literary Supplement)
- . Fast 24 hour turnaround photocopying service
- . Over 250 schools and educational institutions across Queensland and interstate regularly use the service
- . Annual membership fee of \$150 plus a minimum service fee

For further information contact:

The Periodical Centre for Schools
Open Access Support Centre
C/- Mt. Cootha School Support Centre
PO Box 200
Ferny Hills Q 4055
Phone: (07) 354 3200 Fax (07) 354 2831
Department of Education, Queensland

THREE PUBLICATIONS FOR TEACHER-LIBRARIANS

Promoting learning: challenges in teacher-librarianship edited by Maureen Nimmon and Anne Hazell

Seminal papers by Australian and New Zealand practitioners, educational administrators and academics \$28.00 + \$4.00p&p

Well read! Authors for young Australians edited by Anne Hazell

Biographical and bibliographical information on 209 Australian, British, American, Canadian, African and Japanese writers and illustrators whose works are currently read and enjoyed by young Australians \$30.00 + \$5.00p&p

Reflections of reality? Females roles in Australian adolescent fiction since World War II by Anne Hazell

'... changes in Australian society since World War II, particularly in relation to women, were reflected in the novels for adolescents.' \$20.00 + \$3.00p&p

Orders, with payment if possible, to
Auslib Press
PO Box 622 Blackwood SA 5051
Tel (08)2784363 Fax (08)2784000

Books to be reviewed 1994

Interest Level 8-9 years old

1. *All Pigs Are Beautiful*, Dick King-Smith, illust. Anita Jeram (Walker Books 1993)
2. *Enzo the Wonderfish*, Cathy Wilcox (Angus & Robertson 1993)
3. *Spirit of Hope*, Bob Graham (Lothian 1993)
4. *The Toymaker*, Martin Waddell, illust. Terry Milne (Walker Books 1991)
5. *All Those Secrets of the World*, Jane Yolen, illust. Leslie Baker (Little Brown & Co 1991)
6. *Is it True Grandfather?*, Wendy Lohse, illust. Jenny Sands (Ashton Scholastic 1993)
7. *The Paw*, Natalie Jane Prior, illust. Terry Denton (Allen & Unwin 1993)
8. *Roxaboxen*, Alice McLerran, illust. Barbara Cooney (Puffin 1992)
9. *My Farm*, Alison Lester (Allen & Unwin 1992)
10. *Jingle the Christmas Clown*, Tomie dePaola (Ashton Scholastic 1992)

Interest Level 9-10 years old

1. *The Hottest Boy Who Ever Lived*, Anna Fienberg, illust. Kim Gamble (Allen & Unwin 1993)
2. *Rats on the Roof and other Stories*, James Marshall (Hamish Hamilton 1991)
3. *As I Grew Older*, Ian Abdullah (Omnibus 199x)
4. *For Laughing Out Loud: Poems to Tickle Your Funnybone*, selected by Jack Prelutsky, illust. Marjorie Priceman (Hutchinson 1991)
5. *Fantastic Stories*, Terry Jones, illust. Michael Foreman (Pavilion 1992)
6. *Featherbrains*, John Yeoman, illust. Quentin Blake (Hamish Hamilton 1993)
7. *The Dearest Boy in all the World*, Ted Van Lieshout, trans. Lance Salway (Puffin)
8. *The Attic Mice*, Ethel Pochocki, illust. David Catrow (Young Piper 1992)
9. *Sticky Beak*, Morris Gleitzman (Piper 1993)
10. *The Children of Lir*, Sheila MacGill-Callahan, illust. Gennady Spirin (Dial Books 1993)

Interest Level 10-11 years old

1. *The Stinky Cheese Man and Other Fairly Stupid Tales*, Jon Scieszka, illust. Lane Smith (Viking 1992)
2. *Something Big Has Been Here*, Jack Prelutsky, illust. James Stevenson (Mammoth 1990)
3. *Rowan of Rin*, Emily Rodda (Omnibus 1993)
4. *Mr Popper's Penguins*, Richard and Florence Atwater, illust. Robert Lawson (©1938, 1966; Little, Brown & Co)
5. *Best Girl*, Doris Buchanan Smith (Viking 1993)
6. *Minnie*, Annie M. G. Schmidt, trans. Lance Salway, illust. Peter Vos (©1970, Turton & Chambers 1992)
7. *The Opera Club*, Sophie Masson (Mammoth 1993)
8. *Journey*, Patricia MacLachlan (©1991, Red Fox 1993)
9. *Daughter of the Mountains*, Louise Rankin (1948, Puffin 1993)
10. *The Last Week in December*, Ursula Dubosarsky (Puffin 1993)

For Advanced Readers

1. *Incredible Cross-sections*, Richard Platt, illust. Stephen Biesty (Viking 1992)
2. *Flour Babies*, Anne Fine (Hamish Hamilton 1992)
3. *Dakota of the White Flats*, Philip Ridley, illust. Damon Burnard (Lions 1990)
4. *The Giver*, Lois Lowry (HarperCollins 1993)
5. *Redwall*, Brian Jacques (Red Fox)
6. *After the Puce Princess*, Geoffrey McSkimming (Hodder & Stoughton 1993)
7. *Tjarany/Roughtail*, Gracie Greene, Joe Tramacchi, Lucille Gill (Magabala Books 1992)
8. *The Magicians of Caprona*, Diana Wynne Jones
9. *Beautiful Noise*, Paul Fleischman
10. *The Pigman & Me*, Paul Zindel (*The Bodley Head* 1991)

School Magazine is produced by staff of the Curriculum Directorate, NSW Department of School Education:
Jonathan Shaw (Editor), Cassandra Golds, Karen Jameyson, Jenny Bonello.

Please address correspondence to: Private Bag 3, Ryde NSW 2112. Phone: 02 808 9598. Fax: 02 808 9588

INDEX TO ARTICLES VOL. 12: TITLE

- After the fire 1: 39
 AUSTLIT The Australian Literary Database 2: 38
 Australian Reading Association conference 4: 16
 Author to author 3: 9
 'Big Al' helps make three heads better than one 4: 22
 Book club organisation made easy 3: 45
 Books and the reluctant reader 3: 27
 Caught NAP-ing 1: 51
 CD-ROM reviews 1: 35
 CD-ROM reviews 4: 29
 CD-ROM the wave begins to form 3: 30
 Cheltenham Girls' High School Library Committee 2: 45
 Children's Book of the year, The 2: 6
 Children's Book of the year judges 2: 14
 Circulating resources at Heathcote High School 2: 47
 CLANN CD-CAT, The 4: 35
 computer as a socialising agent?, The 1: 28
 Computerising the vertical file 3: 42
 Cooperative efforts at Pennant Hills 3: 46
 Early childhood 2: 55
 Education for teacher-librarianship 2: 25
 Evaluating factual texts 2: 33
 'Famous' scientists and mathematicians: Lovelace or Galileo? 1: 18
 From the SCIS Cataloguing Unit 3: 40
 Going online to SCIS 2: 41
 Going under cover 3: 12
 Good GGRR-RFF! or How to live with RFF 4: 17
 Have you read...? Some Australian children's fiction with star quality 4: 7
 How to collect and preserve school archives with a minimum of effort and a maximum effect 4: 39
 How to do a stocktake on Oasis Version One and survive to tell the tale! 4: 44
 human body: team teaching an integrated unit, The 2: 31
 Initiatives and resources in the education of gifted and talented students 1: 13
 Jones, Diana Wynne 1: 6
 Journals in demand 2: 49
 Kim Gamble travels west 2: 12
 Kits as resource boxes 1: 29
 Learning with technology 4: 24
 Library services for students with special needs 3: 25
 Lifelong learning and information skills 3: 17
 Marchetta on Alibrandi 4: 4
 Maths, the library and students' information skills development 3: 23
 Multimedia—evolution or revolution 3: 38
 NCEC/SCIS Cataloguing Agency 3: 41
 new challenge for Victorian teacher-librarians, A 1: 22
 new Rees-Nolan library, The — a successful campaign 4: 41
 OASIS Library version 2 trial 2: 46
 Ozone 1: 31
 Ozone databases, The 1: 33
 Paul Jennings goes round the twist again! 3: 14
 PressCom — Not just another database 2: 39
 Primary teacher-librarians and release from face to face teaching 3: 4
 Read-a-long at Kendall Central School 4: 43
 Religious education materials on SCIS 2: 44
 Resources, stories, racism and stereotypes 2: 3
 SCIS headings and references 1: 44
 Spreading cultural seeds 2: 7
 Subject references in OASIS—how important are they? 3: 34
 teacher as author, the author as teacher, The 2: 27
 Teacher-librarians and censorship 4: 14
 Teaching Genre 1: 47
 Telecom NEXUS electronic information services 4: 26
 Ticking your funnybone 2: 11
 Tools for schools 2: 43
 Unlocking the bolts 1: 10
 Update on the film and video collection 1: 42
 VIEWPOINTS 1: 24
 Virtual reality: a learning medium of the future 4: 12
 Which technology? 3: 29
 Who's afraid of the horror novel? 2: 9
 Whose award is it anyway? 3: 10
 word from SCIS, A 4: 38
 Year two review 2: 15

INDEX TO ARTICLES VOL. 12: AUTHORS

- Baillie, Heather 3: 46
 Baillie, Allan 3: 9
 Ball, Duncan 3: 10
 Bastian, Greg 2: 27
 Bennett, Kerry 4: 32
 Brown, Catherine 3: 27
 Buchanan, Ruth 4: 14
 Buckley, Jill 2: 15
 Bugg, Barbara 1: 22
 Caswell, Brian 2: 27
 Dawson, Doreen 3: 46
 Day, Peter 4: 24
 de Vries, David 3: 14
 Deece, Barbara 4: 39
 Drayton, Paul 2: 46
 Ellis, Allan 3: 30
 Fewell, Barbara 3: 25
 FitzGerald, Lee 4: 4
 Forster, Jill 1: 13
 Gamble, Kim 2: 14
 Gardiner, Fay 2: 11, 12 3: 10
 Gordon, Helen 1: 28
 Hall, Lynne 2: 3
 Hand, Tim 4: 34
 Hawkes, Jackie C. 4: 22
 Heeren, Martha 4: 29
 Howse, Brian 4: 26
 Hutchinson, Mandy 1: 39
 Jennings, Paul 3: 14
 Johnston, Ann 4: 20
 Jones, Diana Wynne 1: 6
 Lander, Nancy 2: 31
 Lee, John H. 3: 42
 Lindgren, Margot 4: 17
 Lloyd, Karen 3: 25
 Lobban, Marjorie 2: 9 4: 31
 Lowe, Virginia 1: 18
 Lumsden, Glenn 3: 14
 Maddick, Patricia 3: 41
 Marchetta, Melina 4: 4
 Masson, Sophie 3: 9
 Matthews, Geoff 4: 19
 McLaren, Beth 3: 34
 McLean, Ian 3: 14
 McSkimming, Geoffrey 1: 10
 Moloney, Fran 2: 25
 Morrison, Norman 1: 10
 Naphthali, Diane 4: 41
 Neill, Lorraine 4: 43
 Novak, Matti 3: 23
 Paull, Nigel 4: 18
 Phillips, Georgia 4: 32
 Poston-Anderson, Barbara 4: 12
 Quirk, Jenny 4: 44
 Rawlins, Donna 1: 24
 Reid, Ian 2: 39
 Ridge, Judith 1: 6
 Rollings, Edna 4: 21
 Rouse, Linda 4: 35
 Ryan, Denise 4: 16
 Scott, Peter 3: 38
 Sheppard, Laureen 1: 29
 Sim, Margaret 2: 45
 Stuckey, Sue 1: 31
 Summers, Kay 4: 44
 Todd, Ross J 3: 17
 Unsworth, Len 2: 33
 van den Ven, Pieta 2: 47
 White, Kerry 4: 7
 Wood, Denise 4: 41

CUMULATIVE INDEX VOL. 12: RESOURCES – TITLE

- Aboriginal art 4: 69
 Active answers: practical ideas for integrating the curriculum 1: 76
 After the ball 4: 61
 Al Capella on holidays 1: 60
 Alan Snow's wacky guide to tricks and illusions 2: 75
 Alessandra Alex in Rome 2: 63
 Alfred mouse 1: 56
 Alice in Wonderland 2: 60
 Alice 4: 46
 Aliens for lunch 4: 50
 Alistair in outer space 4: 48
 All children are exceptional: learning as connecting 4: 71
 All my love: the lost romance of Mary Gilmore and Henry Lawson 1: 60
 All the better to see you with! 1: 56
 Amazing birds of rey 1: 67
 Amazing landforms 1: 66
 American Journal of Education 2: 49
 American School Board Journal, The 2: 49
 Amy's bed. 1: 53
 Andrew Jessup 1: 53
 Animal behaviour 3: 67
 Animal camouflage 1: 66
 animal kingdom ABC, The 4: 48
 Animal parade: a wildlife alphabet 4: 48
 Animal talk 1: 66
 animation book, The 3: 70
 Anzacs, The 2: 76
 Apartheid: a history 3: 63
 apprentice devil, The 3: 54
 ardon my garden: verses for young children 1: 64
 Are all the giants dead? 4: 52
 arguing edibles, The 3: 47
 Arguments 1: 77
 As I grew older: the life and times of a Nunga growing up along the River Murray 2: 56
 As the mirror burns 1: 75
 Ashe of the outback 1: 54
 Asia since 1945 1: 75
 Assessing writing scientific reports. Metropolitan East Region DSP, 1990 1: 49
 Asterix against all odds 4: 69
 Astronomy 2: 70
 At least they're reading! 2: 76
 atlas of the ancient world, The 1: 74
 AUSMAP atlas of Australia, The 1: 74
 Australia's economic objectives: evaluating a decade of performance 4: 63
 Australian bicycle book: maintenance and riding skills, The 4: 69
 Australian dream: design of the fifties, The 4: 69
 Australian economic policy: selections from Ecodate series 4: 63
 Australian schoolmate thesaurus, The 2: 69
 Australian women at the Olympic games 1912-92 1: 73
 autumn tree, The 4: 57
 aye-aye and I: a rescue expedition in Madagascar, The 3: 68
 Aztecs, The 3: 74
 Babies 4: 68
 baby rap and other poems, The 3: 60
 Barbed wire and bamboo: Australian POWs in Europe, North Africa, Singapore, Thailand and Japan 3: 73
 barge, The 4: 61
 Barosaurus 3: 67
 Basic vocabulary builder: blackline masters 1: 51
 Battle of Britain, The 1: 74
 BBC English dictionary 2: 69
 Bears and koalas 2: 72
 Because you want to write: a workbook for women 4: 72
 Beginning composition through pictures 1: 51
 Behind the beat 3: 61
 Behind the veil: an Australian nurse in Saudi Arabia 3: 68
 Belinda 2: 56
 Big ideas 4: 57
 big lie: a true story, The 4: 70
 Biology 3: 67
 Birdstone summer 1: 59
 Blabber mouth 1: 57
 Black dogs 3: 57
 blaze of summer, A 2: 64
 blind men and the elephant, The 4: 58
 blitz, The 1: 75
 blue boy, The 1: 52
 Blue skies, green days 1: 56
 Bolton Road spycatchers 3: 53
 Bonanza: 77 English language games for young learners 1: 51
 book of letters: how to write a letter for every occasion, The 4: 68
 Boris the bat 2: 57
 Boundary conditions: the poetry of Gwen Harwood 2: 66
 boy who had wings, The 4: 51
 Brain drain 4: 52
 bride price, The 3: 55
 Bridget was bored 2: 59
 Broops! down the chimney 4: 50
 Brother eagle, sister sky: a message from Chief Seattle 2: 59
 Brothers in arms 1: 61
 Brought to book: censorship and school libraries in Australia 4: 72
 Bruce Beresford: instincts of the heart 3: 75
 Buried in the ice 3: 75
 Bush walk 2: 59
 Bushbaby 4: 47
 Bushland on farms: do you have a choice? 4: 67
 Business in Australia. Book 2 2: 73
 Cairo Jim on the trail to Chacha Muchos: an epic tale of rhythm 1: 58
 Calculator activities 1: 65
 Cambridge dictionary of Australian places, The 4: 70
 Canada 3: 74
 Candy Floss and Impunity Jane 2: 61
 Caribbean 4: 70
 Carnegie's excuse 3: 49
 Cat Balloon 4: 47
 Catch me if you can 1: 66
 Cats 2: 73
 Cave life 4: 66
 Central America 3: 74
 Charlie's dragon 1: 57
 chef's guide to nutrition, A 1: 72
 Child's dreaming 1: 63
 Childcraft encyclopedias 2: 55
 Children at lay: creative games and activities for six to nine-year-olds 1: 76
 Children of the great lake 1: 55
 Children's illustrated world atlas 4: 69
 Chin Chiang and the dragon's dance 4: 48

Using a good library supplier makes you a better librarian.

Some people think The University Co-op Bookshop only sells books. Or that it only stocks books for university students. This couldn't be further from the truth. The Co-op Bookshop operates the second biggest chain of bookshops in Australia and has specialist schools, subscriptions and library services divisions.

**How can it make you a better librarian?
Because utilising OUR services gives you more time to
concentrate on YOUR users and YOUR service.**

Co-op's specialist divisions mean you choose. We can tailor services directly to your needs from an array of options.

No stranger in schools...

The Co-op Bookshop has a proven commitment to school libraries – for starters there are the Seven Little Australians and Temple bookshops, school-based bookrooms throughout Sydney, and additional support services like distributing Acorn computers, competitive subscription rates with a range of possible delivery systems, and guaranteed prompt and personal customer service from every division.

**Phone us. Tell us your story and let us show you how our services
can give you time to do a better job .**



ARBN 009 937 160

C O - O P S U B S C R I P T I O N S

80 Bay Street (PO Box 54) Broadway New South Wales 2007
Telephone: (02) 281 9011 • Facsimile: (02) 281 9100 • Toll-free: 008 222 762 • ILANET: MLN208200

Information Literacy — the most important issue for all Teacher-Librarians and Teachers!

“ Information literacy is a means of personal and national empowerment in today's information-rich environment. It allows people to verify or refute expert opinion and to become independent seekers of truth. It provides them with the ability to build their own arguments and to experience the excitement of the search for knowledge. It not only prepares them for lifelong learning; but, by experiencing the excitement of their own successful quests for knowledge, it creates in people the motivation for pursuing learning throughout their lives. Information literacy is, therefore, the next logical step in all current programs to combat illiteracy. After we teach people to read, we must teach them how to locate and use the information they need. Leaders in current literacy programs should be encouraged to respond to this greater challenge.”

Patricia Senn Breivik

HERE'S HOW TO ORDER

INFORMATION LITERACY — AUSTRALIA'S AGENDA

Proceedings of the national conference December 1992

Edited by Di Booker

Just fill this out, attach your payment and send to
Library Publications University of South Australia Library Holbrooks Road Underdale SA 5032

Name.....Address.....
.....Postcode.....

PLEASE ENCLOSE PAYMENT WITH ORDER

Please send me copies of *Information Literacy — Australia's agenda* @ \$30 including p&p

I have enclosed payment to the University of South Australia Library to the amount of \$