

# SCAN

Curriculum Resources and Information Services

ENQUIRY

INFORMATION

REVIEWS

Defining  
Locating  
Selecting  
Organising  
Presenting  
Assessing

- SELECTING FICTION
- JOHN MARSDEN ON WRITING
- 'PATHWAYS' AND 'DIRECTIONS'
- OPEN LEARNING CENTRES
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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 9501 Fax (02) 808 9413. Views expressed in Scan are not necessarily those of the editors or the Department of School Education.

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## FROM THE EDITOR

In the quiet of January at Ryde (where the roads blister in the heat, the sky is heavy with smoke from bushfires) plans for **Scan** 1994 have been developed.

Articles and reviews will reflect the Department's five priorities:

- Quality teaching
- Quality learning
- Regular reporting
- Community participation
- Happy and safe schools.

Articles on children's literature and information literacy have been commissioned from writers with an international perspective.

I hope the first issue of **Scan** for 1994 informs and entertains you. There is a large literature content, including Kerry White's selection criteria for fiction, John Marsden on the qualities of good writing, and Part 1 of a survey of the reading habits and preferences of Year 7 students at Mulwaree High School.

Are you managing your management? Our round-up of advice on management from teacher-librarians in primary and secondary, government and non-government schools should be of use to you.

Alison Atkin considers the potential impact of the **Pathways** and **Directions** discussion papers on information services in schools. Our state-wide team of reviewers continue to review many more books than appear in the Resources section of **Scan**. Additional NSW and interstate reviews are available online through SCIS.

Happy Scanning and welcome back to school.

Lee FitzGerald

Editor



## CURRENTS

*Beth McLaren is Senior Curriculum Adviser — Library and Information Literacy*

### Happy New Year to all **Scan** readers.

The beginning of a school year is a time of enthusiasm and planning. It is an opportunity to set priorities and consider new directions and challenges before becoming absorbed in day to day teaching and management. Perhaps this year, among the many matters for consideration, you might give some thought to your membership of a professional association.

Professional associations give teacher-librarians the contact with fellow professionals which many other teachers find among their colleagues on the staff. In addition professional associations provide contact with current ideas and issues and deliver a variety of professional

development activities (usually at a lower cost to members than to non-members).

Professional associations are often consulted by governments and other organisations when developing policy. An association's advice is based on the opinions of its membership. Such advice will reflect the specific interests of teacher-librarianship only if we have an active membership within the association.

There are three national associations which teacher-librarians might consider joining: The Australian Library and Information Association (ALIA), The Australian Council of Library and Information Services (ACLIS) and the

Australian School Library Association (ASLA). Although there are differences in the role and organisation of each of these associations there is also considerable cooperation, particularly in the provision of advice. Membership forms for each of these associations are included as flyers in this issue of **Scan**. Membership of professional associations may be claimed as a tax deduction.

### The Australian Library and Information Association (ALIA)

The objects of ALIA are to:

- promote and improve services of libraries and other information agencies
- improve the standard of library and information personnel and foster their professional interests and aspirations
- represent the interests of members to governments, other organisations and the community
- encourage people to contribute to the improvement of library and information services by supporting the Association.

The Association welcomes as members any individual or institution interested in promoting its objects. Membership is not restricted to those with recognised qualifications in librarianship.

Members of ALIA may elect to join one or more of its sections. School Libraries and Children's and Youth Services are two sections of particular relevance for teacher-librarians. Members receive a monthly publication, **InCite**.

The New South Wales committee of the School Libraries Section has a professional development and publishing program and provides advice on issues associated with teacher-librarianship to the government and other organisations.

### The Australian Council of Library and Information Services (ACLIS)

ACLIS is a national organisation whose stated role is to offer advice to governments and other authorities responsible for libraries and to facilitate cooperation and coordination of library services in the national interest. Only institutions may belong to ACLIS. Its membership is drawn from all types of libraries including State Libraries, public libraries, research libraries and school libraries.

ACLIS speaks for libraries and information services as institutions, not for individual librari-

ans. Policy is determined by the National Council, which comprises one representative elected by each State and Territory, four members at large (elected by the total membership) and the Director-General of the National Library as an ex-officio member.

Each State and Territory has a committee and these carry out much of the work of ACLIS. School libraries are represented on the NSW Committee by a representative of the Department of School Education (myself) and an elected representative from the school library membership (Pat Lyndon, teacher-librarian of Sydney Grammar School)

The unique interests of school libraries will be best represented in ACLIS if there are sufficient members to elect school library representatives on the State and National Committees.

### Australian School Library Association (ASLA)

ASLA is a federation of State and Territory Associations. It is 'committed to maximising opportunities for students to obtain independent lifelong learning and decision making skills, through ASLA's commitment to high professional standards and effective, cooperative use of school library resource services by the whole school community. It supports school library resource centres that are staffed by qualified teacher-librarians with an image of excellence. ASLA provides them with avenues for their ongoing professional development and opportunities to use the dual skills of teacher-librarianship.'

ASLA holds a national biennial conference for teacher librarians.

Membership of ASLA is through the relevant State or Territory Associations. For NSW teacher-librarians this is the School Library Association of New South Wales (SLANSW). NSW members receive the quarterly journal, **Access**, and the quarterly newsletter, **Teacher and Librarian**. SLANSW also organises a number of professional development activities.

### Location of Library and Information Literacy Team in 1994

From the beginning of February I will be located at Ryde. My address will be 3A Smalls Road, Ryde 2112

(Phone: (02) 808 9488 Fax: (02) 808 9413).

SCIS and **Scan** are remaining in their present location at Ryde. ■



# Selecting fiction for school libraries

Dr Kerry White is NSW Judge for the 1994 and 1995 Children's Book Council 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.

'And then one day I found a book.' For Rosemary Sutcliffe, a sick girl spending months in hospital and many years away from fame as a writer, finding *Emily of new moon* was a turning point in her life, 'It was just magic, and magic is always an unaccountable thing.'<sup>1</sup>

As adults trying to bring children and books together we all hope for this special kind of meeting but stocking libraries often seems prosaic and somewhat lacking in magic. We want libraries full of good books that represent value for money and are read with enjoyment by children.<sup>2</sup> Good books that reflect, contort, divert, reward and entertain, entertain, entertain. But how does one choose when there is so much choice, so many demands from a variety of readers, only 24 hours in a day, a budget rather than a pot of gold? I've got ten practical suggestions here — well, one rule followed by nine suggestions — that might help you select fiction.

## Teacher-librarians in schools must be readers

They must be not just occasional when-on-holiday readers but passionate, informed, wide-ranging, dedicated readers. The librarians I talked to about selection of fiction all began and ended with that rule.<sup>3</sup> There is no other way to develop your own taste and critical faculties and make an informed choice for your library. You need to read children's books, adult books, critical theory, critical essays, biographies, history, poetry, fiction, non-fiction, every other genre, review journals, newspapers, newspaper reviews, movie reviews, publicity from publishers, the TV program, ... but do not panic because there is help ...

## Seek out good selection guides

These are the books and journals you need when you have to make selections but don't have the time to read everything.<sup>4</sup> Selection guides will help map out a basic buying guide for the library. As with any purchase it is best to know what you want before you go looking. If you are fortunate to have a well-informed bookseller then you will have one selection guide that is always up-to-date. You will need journals for reviews, critical essays and general book news. Consider a school subscription to some journals - *Australian book review* (which included a splendid free supplement on children's books in 1992), *Reading time*, *Scan*, *Literature base*, *Magpies*, *Horn book magazine* are the ones I would spend on first and encourage staff to read them too.

## Provide a balance

Seek a balance between prestige titles and 'good reads', look for gaps in age groups, gaps in genres that could be filled. Don't just buy from award lists, real readers have a varied diet (*Emily of new moon* didn't ever win any awards). Consider the range of abilities of your readers and provide a choice for everyone. Libraries need books that will be grabbed off the shelves by eager readers and others you might need to introduce. In Australia we have access to the best from all over the world so, although a school library here should have a bias towards Australian books, we can pick and choose the best American, English and European books too. Also there is no need to restrict yourself to children's books — there are good things to be found everywhere.

## Compile a wish list

This list would be a changeable thing because hopefully some of your wishes will be granted and of course there will be additions. Make several lists — for poetry collections, picture books, younger readers, older readers etc. Don't think about the budget at all but list all those special books that you desperately want, like a special illustrated edition of *The Hobbit* or gaps to be filled in a favourite author's works. For example on my wish list would be first editions of all Rumer Godden's books for children and I would use these as read alouds for groups. Equipped with your list you will be ready when the P & C mentions an unspent \$500, or you find a pristine edition of Walter de la Mare's *Come hither* for \$2 at the Salvation Army Store, or a book-loving parent wins Lotto and gives you some money (fantasy I know, but this is a wish list!).

## Review the budget

Reading schemes are expensive so try and ensure that these items are separated from the library budget. Are there other 'educational' items that could be moved from the library budget thereby preserving your precious funds?

## Consider library users' opinions

Encourage readers to show you books from home they particularly enjoy and have a suggestion box.

## Buy hardcovers when you can

Hardcover children's books are becoming something of a rarity — picture books are an exception — but even with picture books it is tempting to wait for the paperback and save money. But the physical and aesthetic experience of reading needs to be encouraged too. (David Marr's biography of Patrick White — what a beautiful object the first edition was and how disappointing the paperback by comparison!)

## Think carefully about discards

Are the books languishing on shelves just poorly promoted? Older hardcover novels tend to sit on shelves because of their unappealing appearance but there are strategies for reawakening interest in them from special author

studies to 'history' weeks when books of a certain vintage are lent. Also first editions of our earlier writers are increasing in value. For example, think twice before discarding a Patricia Wrightson first edition!

## Libraries should reflect the personality of the compiler

Be passionate about the books you love. Revel in diversity, promote your own favourites and encourage library users to do the same. Libraries shouldn't be bland book serveries just augmenting the curriculum.

## Librarians in schools must be readers.

You've heard this before but this is the only way you can become confident in your own judgement and make your own choices. Guides, reviews and lists are only useful in the light of your own knowledge.

1. Sutcliffe, Rosemary *Blue remembered hills: a recollection*. Bodley Head, 1983, p96. SCIS 146102
2. What is a 'good' book is another (big) topic, but for me this could be a new Libby Gleeson novel or the latest *Hot Pursuit* paperback.
3. Special thanks to Beverley Richardson and Georgia Phillips for their suggestions.
4. Finding guides is a job in itself. *My own Australian children's fiction: the subject guide*, Jacaranda Wiley, 1993 SCIS 746983, will help fill gaps in subjects, age levels, genres and possibly reawaken interest in some older books. The following are some guides that combine information with inspiration:
  - Children's Book Council *Notable Australian children's books list*. Yearly: 1991 - SCIS 697808; 1992 - SCIS 722336
  - McMurtrie, Gai *Real books for the (less) successful reader*. Macquarie University Special Ed. Centre, 1990 SCIS 651171
  - Alderman, Belle *Best books for children*. Ashton Scholastic 2nd ed., 1992 SCIS 476733
  - Nieuwenhuizen, Agnes *Good books for teenagers*. Mandarin, 1992 SCIS 714941
  - Richardson, Beverley and Ratcliffe, Beverley *Being and belonging*. Longman Cheshire, 1991 SCIS 700760
  - Landsberg, Michele *The world of children's books*. Simon and Schuster, 1988 SCIS 482700 ■

# DREAMS AND DYNAMICS

ASLA XIII/IASL 22 Conference round-up

Ross Todd from the School of Information Studies, University of Technology, Sydney (Kuringai) and teacher-librarians Niki Kallenberger (Cherrybrook Technology High School); Elizabeth Hughes (St. Francis Xavier's School, Croydon Park and Blessed Sacrament School, Clifton Gardens) and Di Simpson (Monte Sant' Angelo Mercy College) attended the recent joint ASLA (Australian School Libraries Association)/IASL (International Association of School Librarianship) conference in Adelaide. They share their experiences with us — Ross and Niki giving an overview, while Elizabeth and Di look at specific workshops.

## Ross Todd, School of Information Studies, University of Technology, Sydney reflects:

The joint ASLA/IASL 22 conference brought together teacher-librarians from over twenty countries around the world. The scope of the papers focussed analytically and reflectively on the globally recognised components of the teacher-librarian's role: curriculum, information literacy, facilities and resources management, and information technology within the enabling framework of 'Dreams and dynamics'. Dr Diane Oberg, in her opening address, set the context for the exchange of ideas by highlighting the interplay between vision and action as a core concern for teacher-librarians. She concluded that dreams with dynamics in the school library program can change the world of teaching and learning.

The conference affirmed my belief that teacher-librarians in Australia are leaders in these respects, an impression reinforced when I attended the reception for IASL members at the Adelaide City Hall, hosted by the Lord Mayor, and had the opportunity to chat with many international visitors to the conference. The conference also affirmed by belief that the profession, made up of individual teacher-librarians, needs to think more globally, and not merely locally. While it is important to address

local school needs and find solutions to immediate problems and concerns, the time and energy spent in local 'dynamics' needs to be transferred more effectively into the profession at large so that principles and strategies of local action are shared and built on to realise the 'dreams'. Conferences indeed are motivational, but I believe that such motivation can only be effectively maintained when individual teacher-librarians actively participate in local and regional professional association meetings that address the larger, and often long term visions rather than the localised concerns.

The conference also highlighted the shift in education and educational philosophy from an educator to a student-centred focus. This has important implications for our future practice and dreams. Rather than defining our vision as what we professionals should be doing, we should be defining our vision and our roles in terms of what our students will be able to do as a result of us having done our jobs. In essence, we need to develop a model of professional practice that is not compartmentalised into discrete units of 'doing' literature and reading, curriculum, information literacy, management and information technology. Rather, we need to be aiming for a holistic model of information practice that integrates these components to

enable the 'being' of our students. Such dynamics will make the dream a reality.

## Niki Kallenberger writes:

A few days in Adelaide is always a treat. Having had the previous weeks on long service leave (and thus feeling very distant from anything related to school libraries), the prospect of renewing my acquaintance with a city I really like held more appeal as I headed to the airport than did the thought of attending the ASLA XIII conference. It wasn't that I didn't want to go to the conference, it just wasn't the focus of my expectations. I wasn't disappointed: a visit by tram to Glenelg, a sample of the futuristic Adelaide Busway, and some delicious meals on the footpaths of Rundle Street, as well as a visit to the shops in Rundle Mall, were some of the touristy things I managed to squeeze into the busy week that developed as ASLA XIII unfolded.

Attending a conference is hard work. There are people you haven't seen for some time to catch up with, new ones to meet, morning teas to be consumed (and lunch and then it's time to decide where to go for dinner) — and amongst it all, keynote addresses, workshops and panels to attend, as well as a trade exhibit to inspect. We were progressively slower to get started each day (the walk from the motel was eventually replaced by a taxi ride), but we packed a lot into the hours before returning to the motel each evening. Oddly enough, some of the people I enjoyed spending time with the most were colleagues from New South Wales whom I see regularly, but usually at meetings or seminars, where we're all so busy we don't have time to talk. It was great not to be responsible for organising anything more daunting than where to hail a taxi!

Like most conferences, ASLA XIII had its high points and its flat spots, but there isn't space here to go through the program session by session. Two things stand out. The first is a session I attended run by Mary West and Gail Dous, library consultants from the Northern Territory Library Service. I'd spoken to both on the phone during my time seconded to Library Services, but had never met these enthusiastic ambassadors for Northern Territory school libraries. Their session introduced me to a

whole new world: small, remote schools in Aboriginal communities in the Top End, some government run and some Catholic, with a staggering array of technology and students for whom a computer feels more comfortable than a book. Managing a library, even a small one, presents some unique challenges in these schools, not least because there isn't a teacher-librarian, not even a part-time one. Gail and Mary demonstrated **Agama**, the beautifully simple automated system they've developed to manage resources in these schools. **Agama** is four linked Hypercard stacks and is a great example of how small can be beautiful and of how technology doesn't have to be whiz-bang to be valuable. If you'd like to know more, ring Gail or Mary on (089) 99 5915. I found the session more stimulating because I was able to see things I deal with everyday from a very different perspective. (It was also great to meet Gail and Mary!)

The second thing I came away from the conference with was a renewed belief in the strength of the profession in New South Wales. We stand up very well when compared with both our national and international counterparts. Take a bow, New South Wales teacher-librarians!

PS: I also came away with renewed enthusiasm for Adelaide and am lobbying my nearest and dearest for a holiday there very soon.

## Elizabeth Hughes writes on

### Children's book publishing and services in England

Dr Jean Webb, from the Worcester College of Higher Education, gave a sobering workshop on the state of children's book publishing and services in the United Kingdom. The market-driven policies of the large publishing houses, the removal of public libraries and the effect of government cuts to education on the maintenance of primary school libraries, have resulted in the speedy production of often poorer quality books and a general lack of informed comment on children's books. This must surely be a warning to us all.'

*Di Simpson writes on*

### The workshop on networking CD-ROM

Tom Denison, Systems Manager at the Royal Melbourne Institute of Technology (RMIT) who, as part of the job, runs the CD-ROM network in that institution as well as being the production manager for the Informat products led this workshop. Tom discussed the basic hardware and software requirements and the choices available to run a CD-ROM network. The systems he discussed are designed to run text based, MS-DOS CD-ROMs, not the multimedia, interactive systems which require more software, and the most up-to-date equipment to run successfully across a network.

The basic elements for networks are a text-based MS-DOS operated CD-ROM, LAN server and software, CD-ROM networking software, CD-ROM drives (and servers), workstations and menu/management software. After discussing the various choices for each of these elements, Tom gave us a number of basic questions that should be asked when choosing a CD-ROM networking system, which was good practical advice as we often don't know all the questions we should be asking when deciding on a major new project such as this.

### CD-ROM networking software: basic questions

- Does the CD-ROM networking software require a dedicated application server for the CD-ROM drives?
- Can (or must) drives be assigned to the network file server?
- How many CD-ROM drives per server?
- How many CD-ROM servers per network?
- Which CD-ROM drives are supported?
- How many simultaneous users will each server (network) support?
- Which computer hardware is recommended, for both servers and workstations?
- Does the system require Microsoft Extensions on each work station?

- How much RAM does each computer require?
- What network operating systems does the CD-ROM networking software support?
- Does the CD-ROM LAN software support cross platforms?
- Which CD-ROM applications are supported? Are there any CD-ROM applications which are known to be incompatible with the network?
- Does the CD-ROM networking software allow applications to perform direct calls to Microsoft Extensions?

### CD-ROM networking software: additional features

- What menu software is available?
- Can the number of users be limited by product or licensing agreements?
- Can the network provide a common exit key for all CD-ROM products?
- Can session times be limited?
- Can an automatic time-out be defined, returning the system to the menu, after a user-defined period of time?
- Can the number of accesses, and session times, be recorded by product?
- How can activity on the network be monitored? What sort of information is available?
- Can dial-in access to CD-ROMs be provided? What additional hardware and software is required?

Tom finished by listing some common CD-ROM networking packages, as follows:

- CD connection (CBIS)
- CD NET (Meridian Data)
- OPTI-NET
- SCSI Express

This was a very useful workshop, which could have been longer, and clarified many issues about CD-ROM networking for me. ■

# O F F T H E S H E L F

## A GUIDE FOR LIBRARIES IN SMALL SCHOOLS

### launched in Dubbo

The Western Region and the Curriculum Directorate have recently combined resources to publish **Off the shelf: a guide for libraries in small schools**. This much needed document was launched by Beth McLaren in Dubbo on 5th November at the Western Region Teacher-librarians' Conference and is a revision of two publications of the NSW Department of School Education, **Off the shelf: the library policy in small schools** (1989) and **Library services in small schools** (1986). Both of these publications are no longer available.

There was an urgent need to provide both an up to date professional support document and a practical guide for the large number of teachers in small schools, who, in a small amount of time, provide a school's library services and systems in many cases without training or experience in teacher-librarianship.

In recognition of this need the Curriculum Directorate and the Western Region Library



Maureen Nichol and Sue Piggott.

Task Force undertook the preparation of **Off the shelf** (1993) as a joint project, the former body funding the printing and the latter region providing relief for the writers.

The format of **Off the shelf: a guide for libraries in small schools** is also a departure from the 1980s' version. It was decided that, given the frequent educational and social changes which confront us, **Off the shelf** (1993) would be published in a booklet form which because of its minimal

binding and the holes punched in its spine could be easily placed in a ring binder folder. In this way information which becomes dated, can be easily removed; a school's library policy and procedure decisions can be inserted in the appropriate places and other relevant articles, proformas, inservice handouts etc. can be added as appendices for future reference.

The preparation of this 1993 document, also relied on a number of other publications

for information, graphics and appendices:

- ❑ Two departmental publications — **A course for school assistants working in the library** (198-) and **The school based support course for teacher-librarians** (1991/93 editions), and
- ❑ **Graphics for teacher librarians 3** ALIA, School Libraries Section (NSW Group), 1991.

Appropriately enough the cover photograph is of the 'whole' of Coolabah Primary School (all ten students and their teacher).

**Off the shelf : a guide for libraries in small schools** was compiled by Sue Piggott (Wellington Primary School) and Maureen Nicol, (Dubbo School of Distance Education) on behalf of the Western Region teacher-librarians' task force. Input was also received from Mary Smith, Raglan Primary School; Margot Lindgren, Coerwull Primary School; Anne West, Bribbaree Primary School; Trisha Elliot, Nashdale Primary School; Sandra Lucas, Riverina Region and many other teachers in small schools of the Western Region and throughout New South Wales.

Invaluable support, for this project was also provided by Beth McLaren, Senior Curriculum Advisor, Library and Information Literacy and Trevor Short, Director, Cowra Cluster. Without these people this revision of **Off the shelf** would not have been possible.

**Off the shelf : a guide for libraries in small schools** (SCIS No. 771796) is available for purchase from the Orana Education Centre, 212 Darling Street, Dubbo NSW 2830, ph. (068) 82 9968 or fax (068) 82 5655 at \$15.00 for government schools and \$18.00 for non-government schools. Payment must accompany orders. ■

### THREE PUBLICATIONS FOR TEACHER-LIBRARIANS

**Promoting learning: challenges in teacher-librarianship** edited by Maureen Nimon 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

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Department of Education, Queensland

# Everything I know about writing

John Marsden is a well known and very popular children's author and former teacher of English. Amongst his books are *Tomorrow when the war began* (1993); *Looking for trouble* (1993); *Letters from the inside* (1992); *Take my word for it* (1992) which was short listed for this year's Children's Book Council book of the year award (older readers); and the phenomenally successful *So much to tell you* (1988), winner of the Children's Book Council book of the year award (older readers) — 1988; the Victorian Premier's literary award — 1988; the Alan Marshall prize for children's literature — 1988; the KOALA award — 1989; the American Library Association Best Book — 1989 and the Christopher Medal (USA) — 1990. John Marsden's new book *Everything I know about writing* expands and develops some of the points made in this article. (*Looking for trouble* and *Everything I know about writing* are reviewed in this Scan)

If we teach children the skills and pleasure of reading just so that they can spend their adult lives reading Mills and Boon or Wilbur Smith, then what have we achieved? Not much. We've merely given them another leisure-time activity that's on the same level as beach volleyball or going shopping or watching TV. Of course there are other important functional reasons for teaching children to read, but if you're a creative and literate person you might want more justification than that for spending your working life promoting literacy.

The great rewards for teachers and teacher-librarians come when we are able to convince young people of the rich rewards to be derived from reading complex, subtle books that use language memorably, so that words and scenes and ideas from the book resonate in the readers' minds for week or years afterwards. We may not bring all our students to this level of appreciation, but we should aim to. It's also a way of helping students to gain wisdom, to raise their aesthetic awareness, to understand themselves and others. It's also a way of transmitting the important elements of our culture; of helping to preserve it.

Despite recent ideological trends away from the notion of 'literature' versus 'the rest', I still feel perfectly relaxed in describing some books as 'good' and others as 'poor'. There's a lot of third rate stuff being dumped onto the teenage

fiction market, often promoted with snappy covers, hyperbolic blurbs, and even undeservedly sympathetic reviews. If a student only reads two or three novels during the whole of his or her schooling — and that's a common enough statistic — then we should do everything we can to ensure that these two or three experiences will be memorable ones. (And of course it'll be less likely than that they'll stop at two or three.)

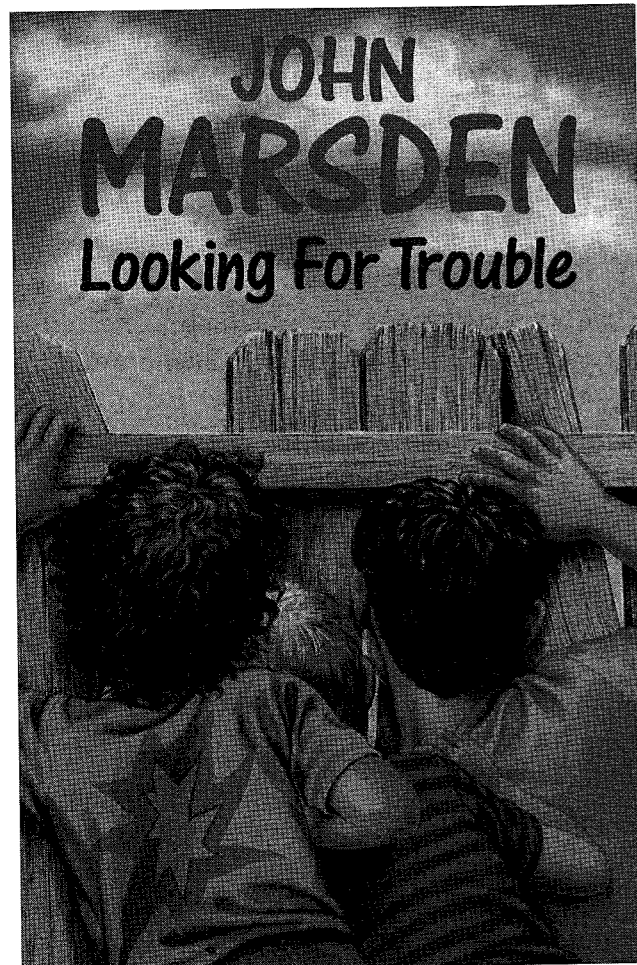
In this article I want to nominate some of my criteria for identifying writing that I admire: not just for selecting books to buy for a library or a class, but also for helping students to improve their own writing.

### Depiction of the inner landscape

Males, in particular, often don't concern themselves with this when they write. To me, an author has three choices: To describe what's happening on the outside of the character, to describe what's happening on the inside, or to do both. I think the second and third are acceptable but the first is boring.

In real life people have emotions, and the writer who fails to so endow fictional characters is failing her readers.

Typically a poor writer deals with the inner landscape perfunctorily. Children write like this: 'This huge monster appeared in front of us.



We screamed and ran. It followed us through the trees.'

We're meant to infer from the second sentence that the characters are frightened, but we need more than this fleeting reference if we are going to engage emotionally with the story.

### Authentic voice

In writing for the young this is hard to achieve, because we're writing for a group to which we do not belong. Nevertheless, as a reader I cringe whenever I come across a false voice. To some extent I grade books according to the number of times I cringe: too many cringes and it's not worth persevering. It's the flip-side of Vladimir Nabokov's tingle test: 'It's the tingle up the spine that's the true barometer of art .... Maybe reviewers could quantify tingles and cringes: 'This is a five tingle book.'

Anyway, getting the voice right is, to me, the novelist's biggest challenge. People talk in certain rhythms and patterns; the writer has to give each character her own tempo, vocabulary, idiosyncrasies. And when you give a character an unusual voice you have to justify it:

*"Oh golly." Fi was the only person I knew under sixty who used words like 'golly' and 'gosh'. 'Who else is coming?'"*  
(*Tomorrow when the war began*)

Sometimes the voice is quite wrong, even in works by accomplished and admired novelists. Here's the voice of an English schoolboy in Anne Fine's *A pack of liars*. He seems to be in the 11 to 13 year range, but despite Fine's efforts to convince us that he's precocious, we can't believe that this, an extract from one of his letters to his pen-pal, could be authentic:

*'Nobody has the right to force you to pretend to be someone you are not by nature. If you are a clumsy, fidgety, awkward, fibbing truant, then it is a great shame for your mother if that is not exactly what she wanted. But she should have another whisky and leave you alone, not try to get you changed into a calm and confident amateur photographer. If parents don't want surprises, and possibly very nasty ones, they shouldn't have babies of their own.'*

That is the voice of the middle-aged author, not of her character.

In a recent newspaper interview Sue Townsend spoke of her obsession with getting the voice of the character right, but in *The secret diary of Adrian Mole* on March 17, we find this:

*'Measured my 'thing.' It was eleven centimetres.'*

No boy would ever put 'thing' in inverted commas in this context.

Alec Guinness, in describing his approach to acting, said that he had to get the walk of the character before he could play the part — and once he had the walk, everything else followed. The walk was all he needed. It's the same for a writer, with voice. Once I have the voice of the character, he or she comes to life for me, and the story begins to flow.

### Credibility

I read my first Christopher Pike recently. It was *Witch* (and the title got me into an amusing 'Who's on first?' routine with a student who asked 'Which Christopher Pike book did you read?' and I replied 'Witch,' and she said 'Yes, which?' and I said... It went on for quite some time.)

It was not a satisfying or even interesting read, despite a couple of moments of good dialogue, and one of the reasons it failed for me was its indifference to credibility. For example, the teenagers go to a burning liquor store, where they can see 'nothing but black smoke.' Amy 'moved to the door and risked putting her head inside.' She goes inside anyway and as the store blazes around her, has a long conversation with her dying boy-friend, then finds her friend Julia holding a gun to the head of a man called Frank. 'The wall Julia had Frank shoved up against was cindering around the edges.' Nevertheless they have a five page conversation. Towards the end, this exchange takes place:

*"Tell me," Julia insisted, but it was in a gentle voice.*  
*Frank lowered his head.*  
*'I was drunk,' he mumbled. 'I hit a tree.'*

Julia has time to give Frank a little counselling at this point:

*"Julia nodded, appreciating the truth. 'It's hard to say some things.'"*

There's only one thing anyone should have been saying, and that's 'Help!'

Students often ignore the motivations of their characters when they write. If a character sees a ghost at the head of the stairs in the haunted house, then we would normally expect the character to run. If she doesn't, that's fine — it'll probably be a more interesting story because she doesn't — but we have to have a reason, a credible reason, for her not running.

### Complexity

A book should show the complexity and subtlety of humans, of the situations they get into, of life itself. This doesn't mean that the language has to be complex. Thus, a story like

*The busker* by Paul Jennings easily satisfies this criterion, as does *The Indian in the cupboard* (Banks), and for that matter *The old man and the sea*.

In teaching English I always looked for a book that worked on more than one level, on the principle that if the student could get as much from reading it on his own as he could when I taught it, then it was a waste of time to 'do it' in class. Of course there are a number of great books that operate on only one level: *A fortunate life*; *Hitchhikers guide to the galaxy* and *Misery guts*. But outside biography and comedy there aren't too many.

In real life, people are unpredictable, multi-faceted and multi-skilled; issues cannot be divided into right and wrong; and even a single leaf is remarkably elaborate. Fiction that deals with two-dimensional characters, that pretends complex issues are simple, and that suggests all life's dilemmas can be easily resolved, encourages shallow thinking and makes it more likely that unsophisticated readers will become angry and frustrated in trying to cope with the realities of their own lives.

Of the books for young people that I've read in recent years there are plenty that meet this criteria, and I'd like to list them here:

**MOWRY Way past cool:** the voice of black American street gangs is perfectly rendered, in a moving, frightening and understated novel.

**Jack and the bear:** again memorable for the voice, and also for the heartbreaking account of a teenage boy trying to live his life as best he can.

**PAULSEN Hatchet:** a teenage boy who can't connect with this novel may well be a lost cause. It's *My side of the mountain* in a contemporary setting.

**DUDER Alex:** Alex, a New Zealand teenager aiming for swimming glory at the Olympics is one of the most memorable teenage girls yet created by a young people's writer. Smell the chlorine on every page.

**CARMODY The gathering:** Tough novel of Australian suburban life, where ugly adults — reminiscent of those in *The chocolate war* — are locked in struggle with the positivism of the young.



**WINTON Lockie Leonard : human torpedo:** A lighter novel of adolescent growth, search for identity, and love, that's written with an attractive sweetness.

**LE VERT Flight of the cassowary:** walks an astonishing tight-rope in depicting a teenager's relationship with his father — and everything and everyone else in his life. A novel that other novelists admire.

**SCOTT Why weeps the Brogan? :** An unusual, beautiful masterpiece. Perhaps — with **Cassowary** — the best book I've read in the last five years.

**MARCHETTA Looking for Alibrandi:** At last, a book that shows what it's like to live simultaneously in two different cultures in modern Australia. Josephine is another strong and memorable female character.

**HOLKNER Aviva gold:** Makes an interesting comparison to **Alibrandi**, as it tells the story of a family trapped between two cultures. Aviva, her family, and her friends, are drawn with such intimacy and honesty that the book's painful to read at times.

**RUBENSTEIN Answers to Brut:** In some ways this is the 'youngest' book on this list, but I'd happily give it to teenagers because of its tough, gritty subject matter: pet dogs kidnapped in Adelaide and turned into fighting dogs for gamblers to bet on. It and **Space demons** are my favourite books from Rubenstein, our best contemporary novelist for teenagers.

As I said at the start, I had a twofold purpose in the comments I've made in this article. Suggesting criteria to be employed in assessing fiction for the young is one. But the other, helping young people to become better writers themselves, is just as important. Teacher-librarians are often in a position to give — at least — informal feedback to student writers. So often a well-intentioned teacher comments on a student's piece of writing in these terms: 'Well written' or 'I enjoyed this,' or 'Terrific! You've done a great job on this!' At least these comments are better than the ones often used by previous generations, like 'good', 'fair', and 'better'. But the only way we can really help student writers is to be specific in our responses. I hope that some of the points I've made in

this article might help adults in assessing and guiding young people's work.

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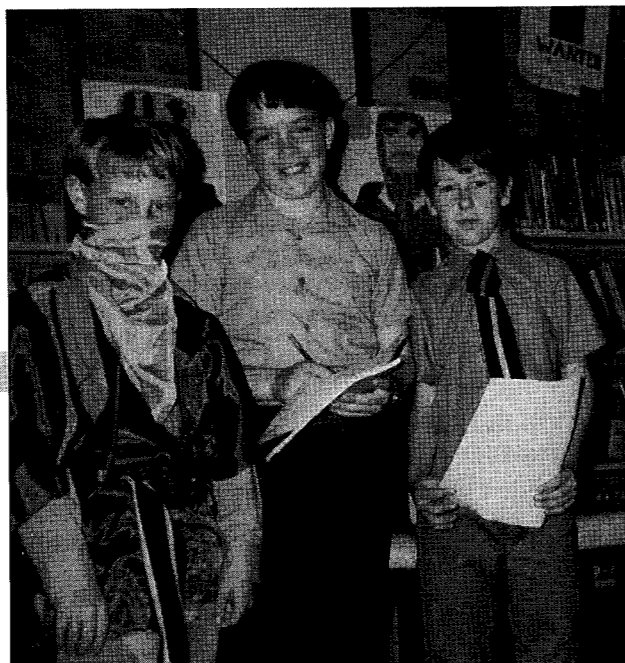
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# Bushrangers at Baulkham Hills North

Marion Giddy, teacher-librarian at Baulkham Hills North Primary School, agreed to allow her library to be the venue for *Scan* to report on the planning, teaching and student presentation of a cooperative unit on Bushrangers. It was carried out in cooperation with Maxine Moore, a Year 5 teacher at the school.



The library was an ideal setting for this exercise as it is new, well-equipped, and more importantly, there is a history of CPT (Co-operative Planning and Teaching) at the school, thanks to the efforts of the previous teacher-librarian. Marion is new to the school and said that she feels as if she died and woke up in heaven! The planning session for the unit was attended by Marion Giddy and Maxine Moore, and the *Scan* editor. It resulted in the bibliography, program plan, and worksheet which accompany this report. The anticipated results of the program were communication of the findings of an investigation into the life of a chosen bushranger; increased familiarity with the enquiry process via this investigation; and participation in a presentation to be carried out, in groups of three, at the end of six weeks. The children began by brainstorming the topic to determine what they already knew, then, with the help of an explosion chart, to define what they wanted to find out. They defined their information task as:

**Choose a bushranger. Find out the following information:**

- date and place of birth
- alias
- crimes committed
- where and how captured
- death
- colourful facts.

Using the attached program, Marion and Maxine took the children successfully through all the other stages of the information process (**Locate, Select, Organise, Present and Assess**). The presentations were great fun to attend, with the children showing initiative and enthusiasm in their varied approaches. Marion evaluated each group as it performed, using a checklist to determine that all the required information was included. Working in groups of three, the children presented the following bushrangers:

Ned Kelly  
Frank Gardiner  
Frederick Ward  
Daniel Morgan  
Andrew Scott  
Ben Hall  
Matthew Brady  
Martin Cash.

Each presentation included some form of dressing up and role playing. Ned Kelly himself appeared in his traditional headpiece to tell the audience how he met his demise, and that his last words were 'Such is life!' Two contemporary lady reporters interviewed Frederick Ward ('Me mates call me Fred!') extracting from him the facts of his life, which he presented with great aplomb. Two reporters from the Telegraph of today interviewed Andrew Scott, (thanking him for coming down from heaven

or was it up from hell? for the interview) communicating all the interesting facts of alias Captain Moonlight's life and death. Ben Hall was presented as a play, and Matthew Brady, with admiring lady fans, was entertaining to watch, while including all the necessary facts. Every presentation also included a written form, either on a sheet of cardboard, or more inventively, as a Wanted! poster.

The objectives for the children of this cooperative unit were quite clearly achieved. The children had:

- Become more familiar with the enquiry process, by going through the steps, with the topic of bushrangers in mind
- Created a product as a result of this process
- Extended student understanding of modes of presentation. The children displayed considerable ingenuity in this, and obviously enjoyed the experience.

The *Scan* editor spoke to both Marion and Maxine to find out how they evaluated their cooperative effort. Neither teacher nor teacher-librarian needed any convincing that cooperative work is successful — they began from that premise. Both evaluations were positive, agreeing that the children had achieved the intended results, and that their own cooperative planning and teaching had gone well. They both cited time for planning as extremely difficult to find, and that this unit had been planned in a lunch hour. Marion felt that the unit could have been longer, that next time she would spend more time planning, and that she would like the background information (in this case a video — *Bushrangers*) to be given jointly. Maxine was also very positive about the unit, about the success of the joint planning and teaching, and the length of the process. Added input came from the computer teacher who



helped children access the *Bushrangers* database. The visual arts teacher helped the children with their presentations, and with creating life-size figures of their chosen bushrangers. These were displayed around the presentation area of the library, and were most effective. Maxine felt that each group of children had achieved a much greater knowledge of their particular bushranger by being encouraged to present their information in novel ways. They will use the unit again next year, and it was recorded for that purpose. The records follow:

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### Teacher-librarian and Classroom Teacher Cooperative Program Planning

<b>Class:</b> 5M	<b>Teacher:</b> Mrs M Moore	<b>Date:</b>	
<b>Topic:</b> What part did BUSHRANGERS play in Australia's history?		<b>KLA:</b> HSIE	
<b>Duration:</b> 6 weeks (6 sessions in the library)			
<b>Aim:</b> Children in groups of three undertake research to find facts about specific bushrangers:			
<ul style="list-style-type: none"> <li>• Matthew Brady • Ned Kelly • Ben Hall • Frederick Ward</li> <li>• Martin Cash • Andrew Scott • Dan Morgan • Frank Gardiner</li> </ul>			
<b>Product/Outcomes:</b>			
<ol style="list-style-type: none"> <li>1. Communication of the findings of an investigation into the life of a chosen bushranger.</li> <li>2. Increased familiarity with the steps in the enquiry process.</li> <li>3. Presentation of a report (written and oral).</li> </ol>			
<b>Resources:</b>			
Australian encyclopedias.			
<b>Non-fiction books:</b>			
Australian history, bushrangers, Australian history charts			
<b>Video:</b>			
Australian bushrangers.			
<b>Teaching/learning activities</b>	<b>Skills</b>	<b>Location &amp; Responsibility</b>	<b>Evaluation</b>
Topic introduced. Children allocated to groups.  Brainstorming session: <ul style="list-style-type: none"> <li>• What do we know already?</li> <li>• What do we need to find out?</li> <li>• Where do we find information?</li> </ul> Worksheets distributed to aid research — and to record sources of information  Locating information — <ul style="list-style-type: none"> <li>• Australian encyclopaedia</li> <li>• Non-fiction — call nos located in subject index.</li> </ul> Children record titles of books which contain information on topic.  Discuss possible presentations.	Defining the topic.  Keywords.  Explosion chart  Locating, choosing and using encyclopedia.  Using subject index.  Finding non fiction books.	CT— classroom  CT/TL — library  CT/TL — library	

<b>Topic:</b> Bushrangers		<b>Class:</b> 5M	
<b>Teaching/learning activities</b>	<b>Skills</b>	<b>Location/ responsibility</b>	<b>Evaluation</b>
Reading from information sources. Recording key words. Selecting appropriate information.  Organising facts to form a report. Organising maps and illustrations.  Children encouraged to discuss with members of group, some interesting and original ideas for presentation.  <b>Presentation</b> Group report/project to be completed. Additional oral or dramatic displays to be presented.	Selecting information  Organising facts. Recording facts.  Presenting findings.	CT/TL library  CT classroom  CT/TL library	

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Information skills (Locating information)

Area of study \_\_\_\_\_

My topic

Key words \_\_\_\_\_

Call numbers for books which may contain information

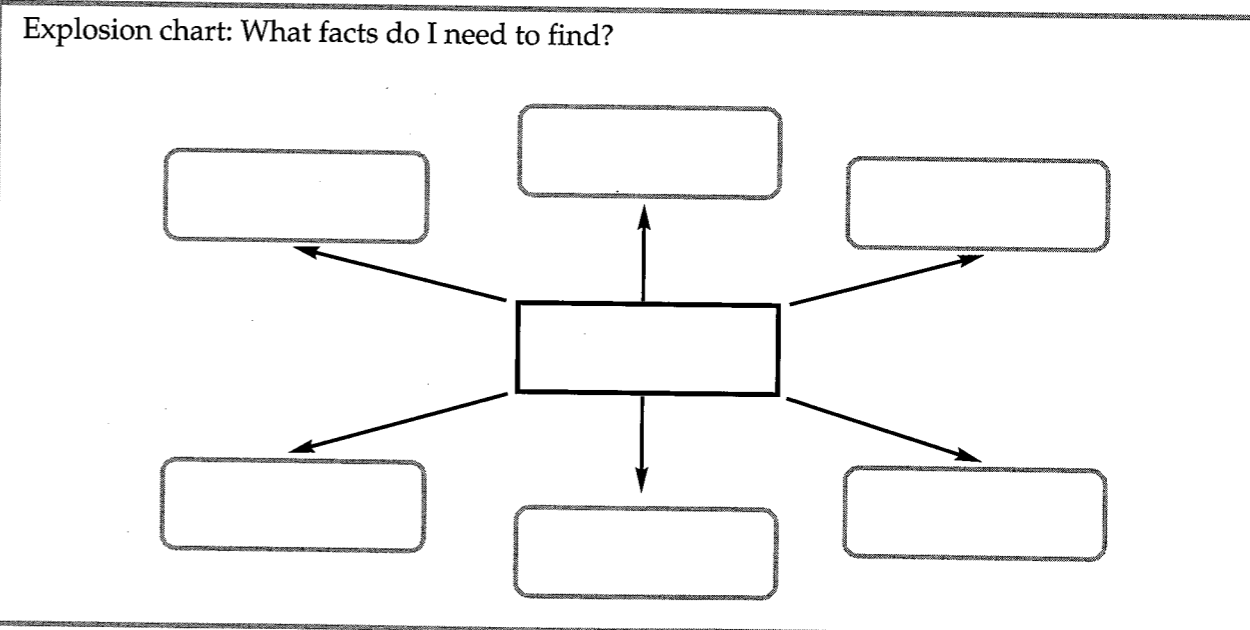
I found information about my topic in the following non fiction books:

Title of book	Author	Call no.	Pages

I found information about my topic in the following encyclopedias:

Title of encyclopedia	Volume no.	Pages

Explosion chart:



# YEAR 7 REVIEW

## part 1

*Scan* Vol 13 No 2 carried an article, *Year 2 Review*, in which Year 2 students reviewed books for newly independent readers. Following is a companion article in which Year 7 students from Mulwaree High School examine a wide range of books. The task was coordinated and the article written by Lynne Coulton, Support Teacher Learning Difficulties (STLD) at Mulwaree High School. *Scan* wishes to thank Lynne, the students, the Principal, Mr Neville Street, and the publishers who supplied books: Ashton, Penguin, Omnibus, and HarperCollins.

### Introduction

Mulwaree High School is a comprehensive high school catering for 617 students Years 7-12 at Goulburn in the Southern Highlands of NSW. The principal, Mr Neville Street, leads his staff in providing a stimulating and supportive learning environment for students with a broad range of abilities. The school places particular emphasis on academic achievement in the core subject areas.

The 124 Year 7 students are divided into five graded classes. Mulwaree is especially proud of its efforts to improve the literacy skills of its students and the apparent success of its programs. The school is trialling a Silent Sustained Reading Program with full staff and student involvement; each faculty has a policy on reading and writing; and all Year 7 students are involved in a modified RIBIT (Read in Bed - It's Terrific!) program for one period each week.

As STLD I find the RIBIT program particularly appropriate to my own philosophy about reading. I believe that reading is just as vital a skill for all students in this technological age as it ever was, that all students improve their skill by reading and that everyone has the right and potential to gain great pleasure from reading.

RIBIT is purely reading for pleasure. The students are encouraged to read books of their own choosing and at their own pace. Supervising teachers help the students in their selection, and model good reading habits. Sometimes brief book discussions and recommendation sessions are held but the main priority is to allow maximum time for reading at school and to encourage extensive follow-up at home. Each term the students submit reading

folders listing all the books they have read according to various theme areas, for comment by myself and parents. Twice a year special assemblies are held in which the principal presents all students with awards recognising their RIBIT reading efforts and achievements.

In May, the Year 7 readers of all ability levels began reading the books supplied from a variety of publishers for this article. Eight weeks later 117 students took a 40-minute period to fill out an evaluation and I spent my holidays collating their comments and writing the following report, to be presented in two parts. The children ranked themselves as excellent, average or not so good readers. The first part of this report looks at:

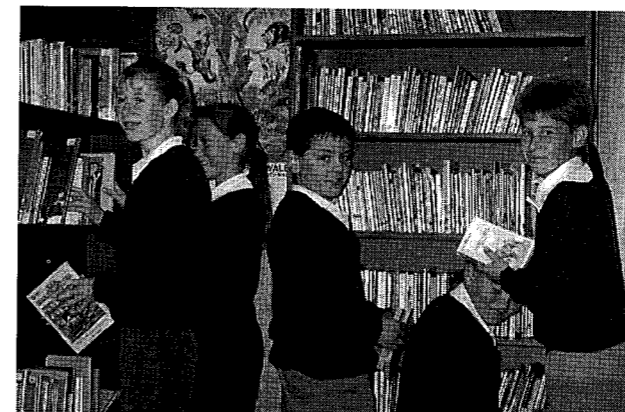
- Reading ability of each group in more detail
- RIBIT theme areas
- Favourites
- Choosing a book
- Characters, and
- Plot

across the three groups.

### Reading ability

#### Excellent readers

Many of the nineteen students who saw themselves as excellent readers ranked themselves so because they read a lot and enjoyed reading, but also seen as relevant was an early (preschool) start to reading. Most significant of all however was the perception of others – peers, parents and teachers – that they were



Year 7 readers at Mulwaree High School.

better than average readers. This response emphasises the importance of high self esteem and positive reinforcement of reading, even if, as one girl wrote, *'I know I'm a good reader because I read a book every day and Mum says she gets broke with all the books she buys me'*.

These excellent readers had averaged 50 books since the beginning of the year, with one student reading an exceptional 150 books, and the least being 21. Since six of these respondents classed reading as *'my favourite recreation'* with the rest finding it *'very enjoyable'*, these statistics were not surprising.

#### Average readers

Eighty two of the surveyed students included themselves in the very good to low average range of readers. Close inspection of these self-assessments revealed that quite a few of the students were borderline and could have gone into the upper or lower groups; but unless the discrepancies were obvious the self evaluations were allowed to stand.

Some could not explain their own assessment, but many others were very honest and accurate. It was obvious that this group had not received the same positive recognition of their reading skills as the previous group; in fact the three who did use an external reference for their status usually said *'my mum /teacher thinks so'*. Five students related it to lack of speed; eleven said they were average because they didn't spend much time reading and five felt they had improved and moved up into the average group.

The majority were aware of strengths and weaknesses: *'I can read some [books] but not others'*; *'I'm all right at reading and I like reading but sometimes I have some trouble'*.

This group had read an average of eleven books, the range being from 7 to 68.

Asked how they felt about reading, the responses were: favourite recreation: 2; very enjoyable: 3; OK: 40; boring: 3; because I have to: 6. The two who described it as their favourite recreation are very talented and keen readers who had underrated themselves; those who saw it as a chore were all from low ability classes.

#### The not-so-good readers

Sixteen students placed themselves in this category, placements that were confirmed by teachers' objective and subjective assessments. The majority have great problems with decoding even very simple texts and are very reluctant readers. Interpretation of many of the written evaluations was difficult because of poor spelling and expression skills so it was often necessary to use information from interviews.

Various explanations were given for the students' assessments: *'I can't pronounce most words'*; *'I haven't got the time for it and some books are interesting but most are boring'*; *'I hate it'*; and *'because I get stuck on big long words.'*

An average of eight books was claimed to have been read this year with a range 1-20; it is however likely that many of these books were not completed. Twelve members of the group described reading as OK, one as boring and three as something they did only because they had to.

It is always difficult to find books which will appeal to this group and many of the slim,

modern books supplied by publishers were seen as initially attractive, especially as they often fitted into the humour category. Books from the **Skinny** series looked especially appealing, but poor self esteem, preconceived notions, lack of basic skills and time for extra reading tuition make it almost impossible for this group to gain real pleasure from reading

### Theme areas

#### Excellent readers

The majority nominated **family** as their favourite theme area: *'in most cases I can relate to something similar that has happened in my life'; 'helps me deal with friends' problems'; and 'it's about people my age in different situations'*. **Humour** was also popular as it: *'gives me a good laugh when I'm down'*. **Fantasy** appealed to four of these students because *'I like to compare my views and the author's views of the future'*.

#### Average readers

By far the most popular was **humour**, many nominating specific authors, notably Paul Jennings and Matt Goulding, or books, specifically **Garfield**.

**Action** was second favourite. Many translated their own preference for less sedentary activities to their reading: *'I like to read action and I do karate on the weekends'; 'because I like doing things that have got a lot of action in them like racing motor bikes and riding horses'*.

Close behind were **family** and **fantasy**. Justification for the choice of fantasy included *'they are girly (sic) and I like real life'; and 'most family books I can identify with because there are lots of people my age'*. Fantasy fans like the genre because *'I like make believe'; 'it lets my imagination have something different than the real world'; 'a change from reality'; and 'never boring or dull'*.

Fourteen girls voted for the **animal** theme because they *'just loved animals'*, especially horses. The other areas of **survival**, **other times Australia**, and **other places** were clearly also-rans.

#### The not-so-good readers

Only four areas were mentioned. Eight students favoured **action**; four chose **humour**; ani-

mals were popular with two because of a love of horses; and **fantasy** appealed to two because it is *'like a play when you read it.'*

### Favourites

#### Excellent readers

When asked to nominate a favourite series of books a strong preference was shown for the **Point** series. Although there were not many of these books available through the school, the students owned many of the titles and often swapped them. Also popular were Maureen Stewart's **Henry and Voula** series and Cynthia Voigt's **Tillerman** family. One student was adamant that the **Degrassi High** series was the best ever.

The favourite authors were almost as varied as the students, ranging from Roald Dahl and Maureen Stewart with three votes each, Morris Gleitzman, Colin Thiele, Lois Lowry and RL Stein with two votes each, and Judy Blume, Frances Hodgkinson Burnett, Simon French, Paul Jennings, Robin Klein, CS Lewis, Ian Livingstone, Ian Sutcliffe, JRR Tolkien, TH White and Cynthia Voigt each chosen by one student.

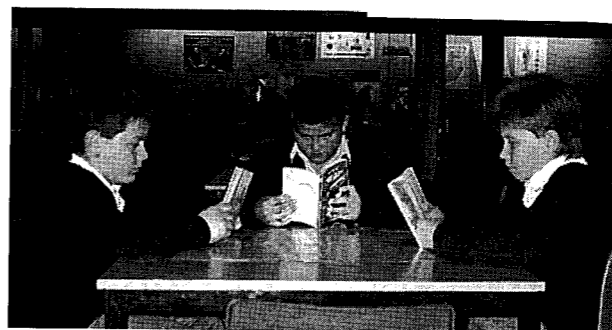
There was an almost unanimous demand for a high standard of writing and books that were varied and different.

#### Average readers

As Paul Jennings' books do not even hit the shelves before being snapped up by keen borrowers who often admit to having read each title several times, it was no surprise that 47% chose him as their favourite author, with unanimous praise for his humour, originality and creativity. *'I like how they are disgusting'; 'people don't usually talk about this'; and 'not predictable'*.

Roald Dahl captured 23% of the vote. Morris Gleitzman, Robin Klein and Judy Blume each scored 5%, and individual mention was made of Enid Blyton, Ivy Baker, Ian Fleming (abridged), Ronald Welch, Randolph Stow, Francine Pascal, JRR Tolkien, Tim Winton, Robert Westall and Murray Ball.

These readers were also keen to follow through a number of different series, particularly **Pick-a-path/choose your ownadventure**, Bonnie



Rapt in reading.



Lynne Coulton of Mulwaree High School.

Bryant's **Saddle club**, Patricia Leitch's **Jinny** series and Ann M Martin's **Baby sitter club**.

Slightly more than half of the group favoured particular authors or series because they felt the writing was always varied and different; a quarter because of the high standard of the writing, and the rest were most impressed by the fact that they knew what to expect from the writer or because they were keen to find out more about a particular character or set of events.

#### The not-so-good readers

Paul Jennings and Roald Dahl were the only authors mentioned. Many of these authors' works had been read aloud and the students therefore came to their texts with considerable foreknowledge.

Four of the boys mentioned **Pick-a-paths** because *'you just have to read what you want'*. Students who had been encouraged to read books from the **Ring** and **Inner Ring** series liked the brevity and range of action though the characters and settings are rather out-of-date.

The **frog prince** cont'd had two fans because *'it was cool'* and easy to understand.

In general the majority wanted their books to be varied and different and quick and easy to read as in **Shadows on the barn** – *'quick and easy; I read it in one period'*.

### Choosing a book:

#### Excellent readers

Following peer recommendation, the next most important criteria for selection were a catchy title and attractive cover illustration. Books cited as fulfilling these requirements included **Blabbermouth**, **The lion, the witch and the wardrobe**, **The haunted school**, **The lake at the end of the world**, and particularly several of the books in the **Point** series. Cover illustrations which *'matched the book'* as in **Bree and friends** and **Matilda** appealed. The author was also significant and many of the students were keen to devour all works by favourite authors. The blurb was seen as a possible indicator, though *'they often get it wrong – it's different in the real book'*.

Colourful drawings and cartoons on covers attracted these readers more than those *'false photos of trendy stars'* on books such as **Sweet valley high** or **Sweet dreams** series.

#### Average readers

This group found both the title and the cover illustration the best guides in selecting books. They cited a large number of titles which they found appealing – as one would expect, all the Paul Jennings – but additional titles included **There's no escape**, **Hit and run**, **House of fear**, **Blubber**, **Freckled and fourteen**, and **Beyond the labyrinth**. Enticing cover illustrations included all the Jennings **'Un\_'** books, several Roald Dahls' and **So much to tell you**.

Twenty five of this group indicated that they looked for specific authors, Jennings, Dahl, Blume Gleitzman and Tolkien being specifically mentioned. Size and hard/softcover were not significant issues.

#### The not-so-good readers

Only one student admitted to being influenced by size when selecting a book. Nine said they

chose exciting titles: **Dracula**, **Ghost house**, **Unmentionable**, **Survival at sea**.

Cover illustration was the next most important factor, **Pink fluffy slippers** receiving special mention, along with **Piggot Place**, although here it was noted that you couldn't judge a book by its cover as the book 'changed from one person to another inside'; similarly **Elmer goes wild** was 'harder inside'. **Uncanny**, **The frog prince cont'd**, and **Degrassi High** series were seen as good examples of covers.

## Characters

### Excellent readers

Characters 'just like me and my friends' were the most popular choice closely followed by those seen as humorous. Tragic or star-crossed figures also had a following, but there was no interest at all in crooks or baddies, real life heroes or in famous people. Nominated favourite characters included Matilda, Emily from **Dear Emily** and Peter from **Peter and Pompey**, Katin from **Quest beyond time** and Lucy from the **Degrassi High** series.

The main reason given for choosing favourite characters was the desire for empathy; next important was being amused, with very few wanting to feel sad about characters. None of these respondents showed any interest in seeing the goodies winning or in characters who would help them prepare for the future.

A large number of authors and books were listed as containing excellent characterisations: **Thunderwith**; the **Tillerman** series; **Everyone else's parents said yes**; **Two weeks with the queen** and **Blabbermouth**; **Hating Alison Ashley**; **The outside child**; **The night swimmers**; and Louisa M Alcott's **Little women** series.

### Average readers

Again expressed was a need for their fictional characters to be similar to themselves and their friends; they really enjoyed the characters in **Boss of the pool** and **Danny the champion of the world**, stating that these books 'make you a part of them.' Henry from **Henry's leg** also appealed as did Lockie Leonard. Both the **Saddle Club** and **Jinny** series had favourite

characters that students had been told were similar to themselves: 'everyone says Carole is just like me'.

Compared however with the excellent readers there was a much stronger interest in characters who were tragic, particularly **Black Beauty**, **Charlotte (of Charlotte's web)**, **Sif (My sister Sif)** and the 'heart touching' **Red Pony**.

If these readers wanted to escape or dream they chose characters from the past as found in **The knights of the round table**, **The endless steppe** and **Tug of war**. Characters from **Let sleeping vets lie** (abridged), **The demon headmaster** and **Top enders** were also popular.

Nevertheless, predominating all these needs and preferences was the wish to be amused, to read 'fun books', and those with 'weird characters that make me laugh' with Paul Jennings again being nominated as 'best'.

### The not-so-good readers

This group chose a wider range of characters than the other groups. Their first choice was humorous characters, but they also voted quite strongly for crooks, and then equally for real heroes, animals, famous, talented and beautiful people and those similar to themselves and their friends.

They were also the only group who saw characters as being most important in helping them prepare for their future. In novels about crooks and murders, they wanted to see the goodies win in the end. The chance to dream and escape with characters appealed to two students but only one felt she could put herself in that character's shoes.

In the next *Scan*, we will conclude this review of reading preferences by examining the three groups' tastes and differences in the following areas:

- Setting
- Language
- Themes
- Illustrations
- 'Boring' books, and
- Books and films ■

Many years ago, before the world of teacher-librarianship beckoned, I was a Montessori teacher. Montessori education was in its infancy in NSW, with a few overseas trained teachers and others like me obtaining qualifications by correspondence from England and rapid acquisition of skills in the workplace. At that stage only five or six Montessori schools existed in NSW, all of them except ours in the Blue Mountains, in Sydney. Our once-a-term workshops for the teachers at those few schools consisted of a knowledge and techniques sharing session: concentrating on one area of the classroom, those with the knowledge and techniques would demonstrate ideas which worked. I have been to no inservices before or since which have equalled these; peer sharing is invaluable because all teachers have so many splendid ideas which deserve wider dissemination.

Metropolitan west teacher-librarians recently had the opportunity to attend an inservice in which participants visited four libraries at schools in the region. It was generally agreed that this day of sharing ideas with teacher-librarian colleagues was a great experience.

Fay Gardiner

# LIBRARIES ON THE MOVE

Leonie Dixon, who organised the inservice, is Deputy Principal at Samuel Gilbert Primary School. Photographs were supplied by another participant, Lyndall Higgins, teacher-librarian at Walters Road Primary School.

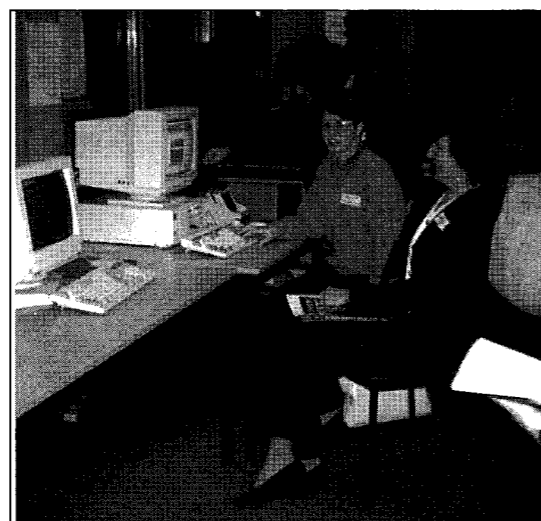
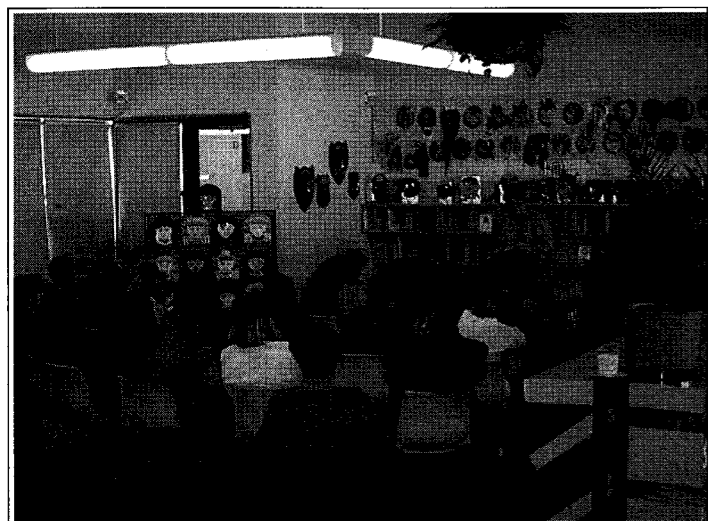
An interesting concept of library inservicing was trialed in Metropolitan West this semester: participants were taken to four different venues to soak up as many ideas as possible by close observation of the libraries and to obtain, by friendly interrogation of the teacher-librarians, their special tips.

The day began at **Northmead Primary** where Anne-Marie Morrison is in the beginning stages of OASIS. Many participants could identify with the types of difficulties she has been experiencing and the dialogue flowed freely as strategies for overcoming the problems were discussed. Although Northmead is a two-room demountable library, it was noted how effectively the available space has been used and there were plenty of ideas in displays for teacher-librarians to take back to their own libraries.

On to **Carlingford West Primary**! We fought our way through a most attractive jungle entrance and sat entranced by the humour and outstanding ideas which Mirjiana Verisan had to offer. Assisting Mirjiana is a team of mothers, trained in library procedures; Mirjiana provides them with references which, with their experience, they can often use as a stepping stone to full time employment.

All teachers' reference material was separated into Key Learning Areas, and then shelved by classification. KLAs are tagged in Review Notes in OASIS for location and budget requirements, as well as for committee meetings when print-outs can easily be obtained.

At **Muirfield High School** the wonders of technology were on display; participants learned how to load and work through CD-ROM pro-



grams. Ailsa Homes-Walker described the teething problems she had in setting up a bank of CD-ROMs and the importance of security and organisation in keeping the system operational. Students can now access the information they need quickly and obtain a printout. Less able students have found CD-ROM particularly motivating as they are not confronted with multiple pages of information; instead several key words narrow the data to manageable amounts of reading.

Information skills using technology as well as print resources are taught at the point of need at Muirfield, for example, by the year 7 History assignment planned and taught by Ailsa and the History teacher each year. In the course of their assignment, students practice using OASIS enquiry and learn to access CD-ROM encyclopedias using proper search strategies and cross references which are an inherent part of the program software.

The final port of call was **Samuel Gilbert Primary** where Terry Bruce explained the systems and routines which, after much honing,

work so effectively. Terry has systems for everything including space, personnel, circulation, communication and processing. It is obvious how much emphasis is placed on constant evaluation of the systems so that they are modified until they work perfectly. Once systems are working efficiently and effectively, extra time is gained.

The ideas gained both from the participants and those teacher-librarians whose libraries we visited were of immense value; evaluations on the inservice were all highly positive with many requests to use the same inservice method again. At the beginning of the day it was pointed out that not all libraries have the budget or physical environment of some of those we visited, but it was hoped that participants would see these aspects as something to aspire to. A visit to libraries which are disadvantaged to see how teacher-librarians have overcome, or are dealing with, problems was however proposed as possible future inservice.

Overall our impressions were of an inspirational course which was also extremely practical. ■

# Pathways and Directions

## New roles for teacher-librarians?

*Alison Atkin, of Killarney Heights High School, investigates the implications for teacher-librarians of the implementation of the **Pathways and Directions** documents.*

Whether we like it or not, change seems to be our constant companion in education. Changes in schools in the past ten years have been many and various, and nowhere more so than in school libraries. The priorities have moved to cooperative planning and teaching (CPT) with the focus on information skills. Teacher-librarians have also absorbed knowledge of new technologies as both educational and management tools.

More change now confronts us with the implementation of the **Pathways and Directions** documents. Teacher-librarians need to be at the forefront of planning for the inevitable changes which will impact on the post-compulsory structure in many schools. In essence, there will be various options for students to undertake their senior school studies, including:

- studying towards a Higher School Certificate over an extended period of time
- integration of part-time employment and education
- programs including vocational courses requiring on the job training
- combinations of Board Developed Courses with Content Endorsed Courses or Other Endorsed Studies.<sup>1</sup>
- studying for a Higher School Certificate delivered by schools that includes both general education and recognised vocational education and training components.

'The rapid increase in retention rates in our schools makes the provision of a co-ordinated

policy and flexible learning system all the more urgent if we are to meet the needs of a burgeoning school population.

This requires the removal of existing barriers between our schools, education and training providers and universities; elimination of unnecessary differences that continue to keep institutions and sectors apart; and agreement on new policies and procedures to create a high-quality, flexible education system offering a broader and more equitable range of choices to young people through schools, the TAFE system and private training provision.<sup>2</sup>

The implications for teacher-librarians from the implementation of this policy needs to be thought through and discussed by all of us who are likely to experience change of organization in our schools. We must express our interest and our concerns, if any, right from the moment that changes are mooted. We must maintain a high level of awareness so that we maximise the opportunities to give our students and staff the best possible service.

### Co-operation

One area we need to examine is the extent of co-operation with other institutions. It seems that whilst most teacher-librarians have always shared a close professional relationship through both formal and informal networks, co-operation with other libraries (public, tertiary or special) generally has not been developed to the same degree.

With an increasingly large number of students participating in JSST and TRAC courses, teacher-librarians should probably be looking at ways of networking with TAFE librarians. Margaret Carn, teacher-librarian at Illawarra Senior College operates on an informal cooperative basis with two local TAFE branches who supply her with bibliographies. She also has the entire TAFE libraries' catalogue on CD-ROM for both student and staff use.

In my own cluster, a proposal has been initiated for discussions on the establishment of a multi-site senior college, running outside school hours, targeting re-entry and mature age students. The implications of such proposals are quite dramatic for teacher-librarians. Will school libraries be expected to open in the evenings to accommodate these part-time students? Will school libraries receive extra funding to expand their collections for these students? What will be the educational role of the teacher-librarians for these students? Certainly the teacher-librarian needs to be a part of the planning committee (or a sub-committee) to resolve such questions.

No one school library can possibly hope to provide all the resources required for all the senior courses available for post-compulsory students. Is it possible to establish a local inter-library loan system between schools, TAFE college libraries and perhaps public libraries? Should this operate on a 'user-pays' basis? Are teacher-librarians prepared to spend a portion of their budget to pay the normal 'inter-library loan costs'? Can school libraries allocate sufficient ancillary staff time to ensure such a system works efficiently? When/how can planning sessions be organized so that guidelines can be drafted?

### Organization and operation

Most high school libraries currently open only for the traditional school day. With increased flexibility of time for post-compulsory students, libraries may find that opening hours will have to be extended. Possible solutions to staffing for proposed longer hours include: timetabling of teaching staff to supervise the library whilst the teacher-librarian has some time off; closing the library for part of each day (this would disadvantage at least some of the school population), or employing a part-time teacher-librarian to work the flexible hours.

In my school, year 11 students begin their school day at 8.00 am three mornings per fortnight. Their school day finishes at lunchtime each Tuesday, making the afternoon free for students' private study or to attend JSST courses without missing school lessons. As I normally open the library at around 8.00 am there is no problem if teachers wish to book the library for class use. Other schools may need to negotiate a similar situation.

### Loans

Another area which certainly requires consideration is that of loans to senior students. Will part-time students, for example, be limited to borrowing resources applicable only to those subjects being studied? (Consider that the 'traditional' full-time student usually has free access to any material in the library. Won't the needs of the part-time students be just as great?)

Another consideration is how to ensure equitable distribution of resources, particularly in areas of high demand. In my library, certain books are placed on overnight loan, as are videos and periodicals. Can I expect the return of items the following day when a student has classes only once or twice a week? Do overnight loans become, for example, three-day loans for part-time students, giving them an advantage over full-time students?

### Staffing

With the increased emphasis on student centred learning, it can be anticipated that our libraries will become even busier places catering for a large number of senior students doing individual private research. Whilst students need to accept responsibility for their own learning, many will not be sufficiently mature to do this without fairly close supervision. Teacher-librarians may need to negotiate with school executives to obtain extra staff in the library for this purpose. As many of us team teach, particularly in the junior school, it is extremely difficult, if not impossible, to supervise and help other students at the same time.

Some schools have established learning centres, mentor programs etc to cope with senior students with 'free' periods. 'A learning centre is a base within the school where one or more staff members are available to negotiate learning contracts designed to meet the learning needs

of the individuals or groups which are not being met through the mainstream program. It is as much an idea as a place. It provides schools with a way to piloting new ideas in a controlled fashion without making wholesale and irreversible commitments.<sup>3</sup>

If learning centres are based in/around the library, then schools need to develop a structure which allows the provision of adequate and worthwhile professional support for the students involved, whilst allowing teacher-librarians time to work in their educative capacity.

### Collection Development

With various options available to mature-age and re-entry students to study at senior high schools, the clientele of our libraries could range from ages 15 to 50. Indeed, at Bankstown Senior College, the oldest student is 69 years of age. Many of us will anticipate an increase in the number of NESB students who will be working as well as studying part-time. Most school libraries provide a wide range of recreational material. Are we prepared to spend money on recreational materials for a wide clientele in terms of ages and backgrounds? Our budgets will still be finite but will have to cater for the needs of a wide variety of students studying a broad range of courses.

Accreditation of vocational courses by outside professional groups may require schools to provide an adequate level of resources specific to a particular course.

After speaking to quite a few teacher-librarians who are presently working in senior college or joint-use libraries, my impression is that their advice on collection building is to proceed cautiously and carefully. Priority planning is essential. Look at the existing collection, new courses, new technology and then decide where your priorities lie. If the resources and finances are limited then loans from other institutions would provide useful supplementation, bearing in mind that reciprocal borrowing arrangements from school may well be expected.

Carol Blashke, teacher-librarian at Bankstown Senior College reports that 98 percent of that school population is NESB, mostly Asian and Arabic speaking background. Her main focus for collection building has been to increase student literacy. Thus she has established a 'talking book' collection and a picture book collec-

tion, and has brought graded readers and bilingual books.

Advances in technology have meant that many school libraries now provide individual PCs for student use, as well as using a computer-based management system. Many also have CD-ROM machines plus online facilities so that students can access large databases. Use of this equipment will enhance the individual learning of students, so we need to ensure that as many students as possible have access to this information technology.

### Educative role of the teacher-librarian

Whilst most of us are proud of our management and administrative skills, it seems to me that most teacher-librarians see their major focus as an educator. Our teaching role is of paramount importance. Throughout all secondary years we cooperatively plan and teach with others, as well as teaching on an individual or small group basis both students and staff.

With the emphasis on senior students moving to increasingly individual learning opportunities, the teaching role of the teacher-librarian becomes even more important. Information skills are an important component of what some call 'study skills', all too frequently addressed in the senior years in an ad-hoc fashion, for example, a one hour session at a year 11 camp. This approach to teaching information skills is obviously insufficient, so we need to develop courses or lessons to ensure that learning outcomes will be achieved. Perhaps we will need to develop self-instruction packages for all types of media. Malcolm Peisker, teacher-librarian at Gloucester High School is planning to run an advanced skills course next year for all year 11 students. This compulsory course will involve student attendance at three seminars (for 6/8 students at a time) to learn such skills as advanced searching on OASIS, using Guidelines on CD-ROM and accessing the NEXUS database. If the outcomes of our information skills program for senior years are achieved, then students could perhaps be issued with a certificate of competency.

These, then, are some of the issues and implications of the **Pathways** and **Directions** documents. I would urge all secondary school teacher-librarians to read these documents and think through the possible changes in their own



schools. Better still, talk to colleagues about these documents and be involved, right from the time of initial discussions and planning.

- 1 WARNER, Neville **Student services : learning centres and beyond.**
- 2 Directions: vocational education for the **Higher School Certificate through schools and TAFE colleges in New South Wales.** pp5-6.
- 3 MIDDLETON, Mike **Education in a post third wave world.** 1993

The documents referred to are:

- Higher School Certificate pathways.** Board of Studies, 1992, SCIS 723081
- Higher School Certificate pathways — implementation guidelines.** Board of Studies, 1993, SCIS 754217
- Ministry of Education and Youth Affairs.  
**Directions, vocational education for the Higher School Certificate through schools and TAFE colleges in New South Wales.** New South Wales Government, 1993, SCIS 761869 ■

## 1994 SCIS subscriptions

In 1994 the cost of a subscription for dial-up access to SCIS is \$100 plus \$25 for each hour of connect time. The subscription period has been changed to cover the school year. The option of paying a higher charge for the connect time and no registration fee is not now available.

The cost of other products remains at the 1993 level:

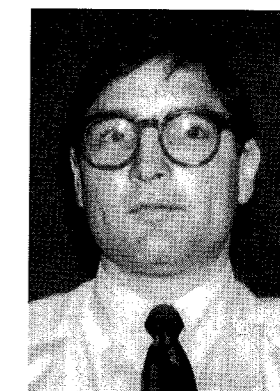
- \$0.65 per card set
- \$0.60 per machine readable record
- \$0.15 per machine readable record if the SCISRECON program is used for ordering (although it is possible to order fewer than 100 you will be charged for a minimum of 100)
- \$140 for the purchase of the SCISRECON program
- \$150 for annual subscription to the microfiche service for full catalogue records
- \$110 for the microfiche service for the abbreviated records
- \$30 for the subject authority on microfiche if purchased separately from the full or abbreviated microfiche. ■

## CHILDREN'S BOOK COUNCIL NEWS

- 26th March Clayton's Short List at the Harold Park Hotel, at 3 pm.
- 18th April Book of the Year Short List announcement.
- 5th-8th May The Second National Conference of the CBC will be held at the Melbourne Hilton. It is entitled *Ways of seeing*.  
Contact: Kate Smith Ph.: (03) 429 4322 Fax: (03) 427 0715
- 22nd-26th June Negotiations are under way between the CBC and the Australian Book Publishers Association to incorporate the annual Children's Book Fair, usually held during Book Week, into the Australian Book Publishers Fair, to be held at the Darling Harbour Exhibition Centre. This should help raise the profile of children's books amongst the general public, and allow the CBC to organise a greater variety of activities for children during the Fair. More details as they are available.
- 19th August Announcement of the Book of the Year Awards.
- 20th-26th August Book Week, *Carnival of books*. ■

## INFORMATION TECHNOLOGY

# ILANET



Howard Amos, Network Manager for ILANET, provides an insight into a powerful library network.

ILANET, the Information and Libraries Access Network, is a national and international electronic mail and database access network managed by the State Library of New South Wales. The network operates on a dial-up store-and-forward basis using the public packet switched network services (X.25) offered by Austpac and OTC SprintNet. Using Austpac, all types of libraries can communicate with other services at reduced telecommunication charges independent of distances involved. This means that a library in the outback pays the same telecommunication charges as a library in a major metropolitan area. The main aim of ILANET as developed by the State Library is to offer a fast cost-effective national electronic network for the library community and for information professionals. Librarians use ILANET to transmit Inter Library Loan (ILL) requests as well as using it to access databases and library public access terminals.

ILANET began life in 1985 as the Minerva International Loan Service (MILS). It was developed from a need for faster placement of loan and copy requests both within Australia and to the rest of the world. The State Library of NSW took over the management of the original Minerva service in 1988 in order to tailor the service specifically for libraries and to offer more effective training and support. The current user base consists of over 650 mailboxes servicing a wide range of Australian and overseas libraries and information agencies. ILANET has developed links with international electronic mail services to 25 countries, and special cooperative arrangements with networks throughout the world, including LA-Net, the Library Association network in the UK, and bibliographic utilities in North America.

From the beginning the emphasis was on end user services that could be provided as cost effectively as possible. Costs have remained low, with a minimum monthly fee for the provision of the support and training infrastructure needed to ensure that the network remains relevant and well used.

As information agencies, libraries have a need (long recognised) to interact with each other and with other information service providers. ILANET's mission is to concentrate on providing the services and facilities to maximise and build on those links, using telecommunication and technological developments to minimise costs and broaden accessibility.

As the service has matured, this has grown from simple ILL communications to include database access gateways and general electronic communications. ILANET now provides for inter-library loans and general library correspondence via electronic mail, fax and telex links; ordering and claiming of books and journals from popular suppliers' database and network gateways to a host of service providers for information retrieval and delivery; and a customised library bulletin board for news and general online messaging and conferencing. Most of ILANET's messaging can be performed off line and uploaded through the network.

Australian users include all of the 90 public libraries of New South Wales, most of the university libraries throughout Australia, and a significant number of other educational, medical, corporate and government agency libraries. The breakdown of users by state is approximately 50% in New South Wales, 21% in Victoria and the remainder are spread across the other states and territories.

ILANET provides gateways to many online database services including Ausinet, Dialog, PressCom and Pegasus. Both Australian and international database services can be accessed from ILANET menus. ILANET also offers access to a range of library online catalogues.

## MAJOR ILANET SERVICES

### Mail

The mailbox menu is where all incoming mail is read and actioned and where comprehensive directories are located.

### Fax

The fax option enables the rapid delivery of facsimile messages even if the recipient is not an ILANET user or is temporarily unable to receive mail electronically.

### Bulletin board

A library bulletin board has been created on ILANET to allow for network-wide messaging and conferencing.

### Database and network gateways

The database gateways enable the user with passwords to access quickly and easily a number of different host services, without the need to log off and log on to each service separately. ILANET handles the billing and subscription for many of these services so that the management of all communications costs and database services may be more easily controlled.

### ILL and orders forms

The inter-library loan form (ACLIS approved) has been programmed into the ILANET service to allow for one-off entering of request information online for instant delivery to a recipient's mailbox or fax machine.

ILANET has succeeded as a nation-wide library network mainly because of the quality and consistency of customer support and training. ILANET is managed by library staff who understand the needs and information requirements of libraries, who offer quality customer support for all technical problems, who can assist with adding services on the network,

who can represent the library community in dealing with carriers and service providers, and who can lobby for improved services to libraries. A national training schedule for introductory and advanced training is maintained and comprehensive documentation is available for all aspects of the service. The ILANET staff are all familiar with the problems encountered by using technology in libraries, and have been trained in techniques to trouble shoot problems over the phone as well as on-site. The ILANET office provides toll free 008 access for interstate technical support. All new users of ILANET receive a User Guide that explains, step-by-step, each function and facility. There are a series of Information sheets provided to users on particular aspects of the service and to highlight recommended procedures. A newsletter is published to help users keep up-to-date with developments. On-line help is available on the use of commands and to give details of services and facilities available.

Free training in ILANET is provided as part of the subscription for each new principal mailbox. All courses include 'hands-on' components and exercises as well as the use of classroom instruction to maximize ease of learning.

ILANET has grown and developed to meet the diverse needs of libraries across Australia and we expect our development path to closely match the future needs of our users. The State Library trials of Telecom's Microlink ISDN service offers the promise of full document delivery of image and text and all forms of voice mail. The future inter-connection with the ILANET service will ensure that the management and standards for ILL and messaging remains with the library community.

The aim of broader access for all library types to wide (and growing) information types and services means that ILANET must maintain, and where possible anticipate, the needs and requirements of information service providers and users. Any development path that ILANET follows will include the ability for all types of libraries, especially those with minimum technical resources or capital, to have access to as broad a range of information services as possible. Allowing access to a wider pool of knowledge should include facilities to provide broad access to information services or databases,

both commercial and non-commercial, to strengthen information access both nationally and internationally.

### Costs

There is a monthly charge of \$25.00 to belong to ILANET. As well, from 1994, users will pay 10 cents per minute connect time to the system and 11 cents per minute dial-up charges. While there are no ILANET imposed charges to access databases, database provider access charges at the

rate of 9 cents per thousand characters do apply and appear additionally on the ILANET bill.

For more information contact:

ILANET  
State Library of NSW  
Macquarie Street  
Sydney  
NSW 2000  
ph: (02) 230 1424  
fax: (02) 232 4816 ■

# CD-ROM REVIEWS



## ○ Dictionary of the living world.

Comptons, 1992

### Introduction

This interactive multimedia program claims to have information on over 5,000 species of animals. An alternative title is also given — **Multimedia encyclopedia of life on earth** suggesting that comprehensive information will be provided on the 5,000 species.

### Hardware/software

MS-DOS: 386 or 486 processor; 4Mb RAM; Enhanced VGA display, Super VGA card and monitor; Windows 3.1

CD-ROM drive; Sound card; Mouse; Speakers or headphones

Networkable

Macintosh: any Macintosh II series or Performa 400 or 600 series; 4Mb RAM minimum (8 Mb RAM recommended); CD-ROM drive.

### Contents of package

1 CD-ROM disk; 1 user's manual. The user's manual is quickly and easily read. On occasions, the instructions are not comprehensive enough or need to be read in conjunction with knowledge acquired through use of the program and the examples from the multimedia presented in the manual.

### Curriculum relevance

Science and technology 4-6; Environmental education; Science 7-10; Information literacy

### Content and scope

Information on some 5,000 different species of animals is provided, but the term **Dictionary** in the title is much more apt than encyclopedia. The information is for the most part not comprehensive, often lacking basics such as descriptive information on

size and habitat thus restricting its curriculum relevance. Distribution maps, colourful photographs, animations, movies and sounds in various combinations are provided to accompany the text.

Whilst information is provided on popular animals such as the lion, tiger and the elephant, information on Australian animals is confined to the well known species such as the koala. There are few choices for Australian animals and the amount of data is limited.

### Style

Information is presented in short, easily read blocks of text and may be accompanied by pictures, sounds, maps and animations. However, whilst the lack of comprehensive information makes the **Dictionary of the living world** unsuitable for secondary curricula, the language

level and scientific terms are often beyond the primary student. Definitions which would alleviate this problem are not provided either in context or elsewhere in the program.

### Arrangement and navigability

There are two principal ways of accessing information either through the main index or search facility. The main index is arranged alphabetically with icons indicating whether a picture, map, sound, movie or animation accompanies the text.

The search facility offers simple Boolean searching using 'and', 'or', or 'not' accompanied by a choice of information format such as map or sound. The 'search results' index produces a list with icons to indicate what formats are available.

Whilst searches use simple Boolean operators there are a number of problems which would make it difficult for students. A term such as 'polar bear' cannot be entered into one box but needs to be separated into two with operators between the two words. If students are used to more sophisticated search facilities such as Microsoft Encarta they may find this frustrating, particular-

ly as the manual's written instructions do not make this point clear (though once you have made the mistake and you return to the manual you may notice that the picture accompanying the instructions shows only one word per box).

There are a number of inconsistencies in exiting from screens. The maps and animations require a different mode from the other screens. If students were used to other CD-ROMs where you need to close each file after use they might be confused by **Living world** as shutting a file in this CD-ROM takes you out of the program (though you are asked for confirmation of your intentions).

### Accuracy and authority

There were a number of inaccuracies in information on various animals particularly the Australian animals. The koala, for example, was placed in the wrong family. As well there were inconsistencies in the distribution maps. The koala was shown as inhabiting the whole continent of Australia, yet other animals had much more precise distribution. This inconsistency could certainly lead to confusion. Some animals had their vital statistics given in imperial measure-

ment, others had both imperial and metric, whilst still others had only metric. The term 'habitat' for the most part was confined to the concept of distribution rather than the broader interpretation which requires information on the type of environment the animal needs to survive.

### Overall evaluation

The first glance at the manual suggested that this might be a really useful resource. There were a large number of species of animals, and an introduction to Boolean searching in a very simple form that would be useful in teaching search strategies, and would provide a platform upon which more sophisticated searching skills could be taught at a later stage. Unfortunately the lack of comprehensive information, the inaccuracies in information both in the text and in maps, the lack of Australian content and problems in searching for information make this a disappointing resource limited in its curriculum relevance. M. Ellis

LEV: Middle primary Upper primary Lower secondary

AVAIL: \$220 Dataflow (02) 310 2020

KLA: ST; S; HSIE

### Hardware requirements

This reviewer used a Macintosh. At least 1Mb of RAM is required to run the program and a 256-colour

display is recommended. It is also available for MS-DOS.

### Contents of package

1 disk, 1 booklet (gives a 1 page synopsis of each story and 1 page of 'Teaching strategies').

### Curriculum relevance

This program is designed to be used in the area of reading reinforcement and it states that it could also be used as a stimulus for writing and artwork, but I have some doubts about the last two areas.

### Presentation/style

This is very disappointing. The screen is divided (roughly) into thirds with 1/3 for the picture, 1/3 for the text and 1/3 for the controls. The overall screen background colour is black with loud, garish colours such as purples and orange often being used. The characters themselves all have pointy chins and look like something out of a Dick Tracy cartoon. The overall appearance is most unappealing and it is very frustrating to see such a small picture with at times half a head or part of an object. I can't see young children being very impressed.

### Accuracy/authority

Although there are many different versions of fairytales, the ones in this package are not my favourite. For example, **Puss in boots** in which the young man finds that he is to receive only the cat and so considers eating the cat and making a 'muff' of its fur.

### Options for student use

Best use would be for an individual or couple. Children can read at their own pace, clicking the mouse to turn the page. It is unsuitable for large group or whole class use, because the picture is too small.

### Program controls

The program is very easy to use with a colourful opening menu containing each of the five tales which can be opened with a click of the mouse. (You can also adjust the volume or quit from this menu.) Once you select a story you can click on 'Read' at the top of the menu bar and select if you would like to read the entire story, read page-by-page or click to read when ready. On the bottom 1/3 of the screen are the main user controls where you can go forward, back, stop or quit. There is also an 'Action' button which can be pressed for animation, but as each story has only a few scenes of animation it is only used now and again.

### Graphics, sound

The program package itself talks about 'superb animation and creative sound effects.' The animation is very rare and incredibly unimpressive e.g. two gumboots lying sideways which move slightly to the right (supposed to be the cat putting them on.) The sound effects are also rare and unimpressive. The reader has a boring monotonous American male voice with equally boring

music playing as a background.

It does contain a glossary which is a very good feature. When reading page-by-page, difficult words are highlighted, which when accessed with the mouse, provide a definition with the facility for pronunciation and reading by the computer. However, while many of the definitions were helpful, some were just as difficult as the original word e.g. 'fared' — 'succeeded or progressed' and 'muff' — 'a cylindrical covering of fur for keeping the hands warm'.

### Overall evaluation

This program does not fulfil all of its objectives. It may hold a child's interest for a short time, but the graphics are so garish and the voice so monotonous a child would not bother with it for very long. I certainly would not inflict it on upper primary remedial as is suggested and in fact wouldn't use it past infants level, if I used it at all. There are much better 'Talking book' CD-ROM programs around such as **Grandma and me** which is not only much cheaper, but is superbly animated and far more appealing. J. Eade

LEV: Lower primary

AVAIL: \$179.95 Dataflow (02) 310 2020 SCIS 777852

KLA: E

## ○ Talking classic tales

New Media Schoolhouse, 1992

[398.2]

### Introduction

As the name implies this is a selection of five classic tales: **The elves and the shoemaker, Rumpelstiltsken, The queen bee, The frog prince and Puss**

**in boots.** Each entire story can be read from beginning to end or the user can elect to read page by page at their own pace. The text is highlighted as it is read by the computer.

## ○ Bob Libby's Australian walkabout

Enville Holdings, 1993

[919.4]

### Introduction

This CD-ROM contains a wealth of information on Australian history, flora, fauna and scenery. It is all presented through the use of colourful photographs, graphics and printable text.

### Hardware/software requirements

Minimum requirements are a 256 colour screen Macintosh with at least 4 Mb of RAM and HyperCard version 2.0 or later.

### Contents of package

A three page leaflet and disk

### Installation

This is a bit tricky as a number of things have to be done to ensure that it has enough memory. Although it all sounds like a lot of hard work just to get it installed, believe me, it is well worth it! Specific instructions on installation are included in the package. Despite these, I still needed to call Dataflow to have them talk me through memory problems and even after that I still had problems with some of the movies, and system errors occurred.

### Curriculum relevance

This program would have most relevance obviously in the area of Human Society and its Environment, but would also be useful in the fields of Science and Technology with its excellent information and photographs of mammals,

birds, reptiles, fish, insects and flora. It could also be used for English as it provides information picture cards which can be printed out as story starters.

### Presentation/style

The presentation and style of the program are absolutely outstanding. The program uses colourful graphics combined with photographs and wonderful Australian songs such as *G'day, G'day* and *Old man emu* etc to present coloured Macromind movies about states, wildlife and specific areas such as the Great Barrier Reef and Kakadu. Information on the First Settlement, Aborigines, wildlife, famous people such as Lachlan Macquarie etc is all easily accessible and can be printed when required. Databases for example on explorers, bushrangers are also available. As if all of this wasn't enough, it even provides lesson plans with suggestions for all of these areas! The plans very sensibly suggest that the CD-ROM is not the only place where children should be getting information, but that they should also be using other resources as well.

### Options for student use

The program would be ideal for individual, group and whole class use. Some of the movies with excellent songs would even hold the attention of kindergarten and some of the photographs would be a great stimulus for picture talks.

### Program controls

The program begins with a very colourful map of Australia containing a different colour for each state. The text on the screen says to click on any state. Users should also access information through the other buttons 'Welcome' and 'Sun'.

Once you have clicked on a state you go to a map of that state. The information options are presented in a consistent way for each state and this assists users to navigate through the program.

The instruction leaflet says that the program encourages experimentation with the various buttons but I would have welcomed a few explanations of what results from using them, as it would have saved a lot of time. For students, however, perhaps the experimentation would be worthwhile.

Each screen contains the 'To map' icon, so if you are unsure where to go, you can always click on that and go back to the 'Home' map.

### Graphics and sound

The graphics are superb as are the 1,100 coloured photographs and 750 black and white graphics.

The music is excellent and there are some delightful sounds for some creatures, especially the birds.

### Overall evaluation

I think this program is really fabulous. It not only presents Australian history, geography and wildlife in a truly delightful style, but also instils a real Australian atmosphere with its wonderful 'Aussie' songs. The information it contains is particularly relevant to the

primary curriculum and no primary school with a Macintosh CD-ROM should be without it. My only reservation about the program is the inadequate installation instructions particularly with regard to memory. This led to problems with some of the movie displays. J. Eade

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

AVAIL: \$89.95 Dataflow (03) 310 2020 SCIS 777860

KLA: HSIE; ST; S; E

## ○ Phonics alive!!

Metropolitan West Region, NSW Department of School Education, 1993 ISBN 07031011384 [414]

### Introduction

This is an integrated computer program designed to increase phonemic awareness and phonological knowledge for children with learning difficulties in the area of reading.

### Hardware/software requirements

Macintosh system 6.04 or higher

MS-DOS — 386 minimum with Windows 3.1, SVGA, 1 Mb RAM and DOS 5.

### Contents of package

1 CD-ROM disk, 1 program guide, stickers of lower case letters for keyboard

### Installation

No problems were encountered. A 'student result' disk must be loaded before commencing the program.

### Curriculum relevance

This program would fit into the reading Early Stage One section of the K-6 English syllabus.

### Presentation/style

Knowing the incredible graph-

ic and musical capabilities of CD-ROMs this is a very ordinary program. It contains very basic line drawings with the only vague animation occurring when a drawing or letter moves across the screen. The voice accompaniment is very slow and uninspiring with some sounds for some of the letters being exaggerated to the point where they are distorted.

### Scope

Only the most common sound for each letter and lower case letters are treated. Letters such as 'b' and 'd' which are visually or audibly similar are not used together and only one vowel in any group of letters is introduced at any one time.

### Accuracy/authority

The program guide quotes results of research carried out at Rooty Hill Primary School showing gains by children involved with some of the computer modules (1a, 1b and 1c only) as opposed to a control group who did not use the program. Results drawn from such a small sample using only

parts of the program are by no means conclusive. A number of reading and computing references are also listed.

### Options for student use

As it is an interactive program which involves hands on pressing keys and using the mouse, I think it would really only be suitable for individual use.

### Program controls

The program is very easy to use with the child being asked to type in their first and last name (I assume a teacher would do this for a child who can't read the request). It also asks for a disk to be inserted as it keeps records of the child's progress. (Again, I assume the teacher would do this.) My first real problem occurred when asked to press the key on the computer for the letter 'f' and realised that the keyboard contained the upper case 'F'. Stickers of lower case letters to be attached to the keys are included in the package but I wonder how long they would

remain on after constant use. Children are also asked to drag pictures with the mouse and place them in boxes. At one point my picture went back to its box when I didn't click it in correctly and I was marked incorrect. I wonder if this might happen to children with small fingers who are just learning to use a mouse. At other times they are asked to point to letters and sounds with the mouse which is quite straightforward.

### Overall evaluation

Apart from some of the problems I have already mentioned, I have quite a few other reservations about this program. Firstly, I wonder what happens to these children when they have been told that 'g' sounds 'g' as in 'girl' and

they then come across a word with the soft 'g' as in 'giraffe' or in fact any of the vowel sounds a, e, i, o, u which are only given their short and not their long sounds. Secondly, although I have no problem with showing the children the 'a' form of the 'a' as they are likely to come across it in books, I do think that the 'a' form should be used in the actual reading/identification activities as this is the 'a' they are taught to write. Reading and writing do go together, don't they?

Thirdly, and most importantly, if it is felt necessary for some children to be taught phonics in isolation it should be made interesting and enjoyable with as much meaning as possible. Surely some of the identification of letters and

sounds could have been done within stories with interesting animations to illustrate them. Finally, I was not impressed with the response given for an incorrect answer. This was not only an unhappy face, but it was accompanied by a very unpleasant noise (great for self-esteem!).

In order to determine whether or not my feelings about this program would be similar to other teachers, I showed the program (without comment) to the infants staff at my school. Within one or two minutes, all of the concerns I have raised here were expressed by the staff. J. Eade

**LEV:** Lower primary

**AVAIL:** \$225.00 Key Book Services (02) 997 7977

**KLA:** E

## ○ The new Grolier multimedia encyclopedia

Grolier, 1992

[030]

### Introduction

This encyclopedia consists of 21 volumes of **Groliers Academic American encyclopedia** containing over 3,000 pictures, 250 maps, 50 movies, 30 animations and 30 minutes of sound.

### Hardware/software requirements

**Macintosh:** Minimum System 6.0.5 (won't be able to access movies or animation). System 6.0.7 with Quicktime is better. Optimum would be System 7.0 or higher where balloon help is available. 4 Mb

RAM; Mac colour (68020 CPU)

**MS-DOS:** Version 3.1 or higher. Microsoft extensions, version 2.1 or higher. Hard disk with at least 1 Mb free.

**Windows/MPC** platform also supported.

Network versions are available.

### Contents of package

1 CD-ROM disk; 1 user's guide

### Installation

Instructions in user's guide. No problems were encountered.

### Curriculum relevance

This encyclopedia has relevance to most areas of the curriculum. It is an excellent resource in the development of information skills.

### Presentation/style

The opening screen presents a 'Tool' palette and 'Title' index window. The 'Tool' palette contains icons which can be accessed to take the user quickly to a selection of movies, animations, sound or world maps, timeline or knowledge tree. The 'Title' index is used for typing in a specific term. The screen is

clear and easy to use, but it is well worth reading the accompanying user's guide in order to fully explore each feature. The knowledge tree is especially interesting as it allows for searches to be accessed from six major branches of knowledge (the arts, geography, history, science, society and technology). The many different ways of searching, including the use of linked articles and Boolean searches, make this a very useful information skills tool.

### Scope

This encyclopedia, however, remains very American in its orientation and, while there is much information on American topics, information on Australia is not very detailed.

### Accuracy/authority

Statistics on Australia were quite old, being mainly from 1986-88 figures and in reading through Australian history I found the glaring mistake of our first white settlement being founded in 1778.

### Options for student use

I can see this program being extensively used in secondary

schools from years 7-12 on individual, group and even a class basis. In primary school, 5th/6th grades would be capable of using it independently, 3rd/4th grades with assistance and K-2 could be shown aspects of it on a group or class basis. (They would particularly enjoy the photographs, animation and movies.) Printing of articles, maps and selected pictures is possible.

### Program controls

The program is fairly user friendly, but as mentioned earlier, the user's guide is a must. Access is mainly on the principle of opening and closing windows, but I did find myself stuck a couple of times unable to work out how to close a particular window. I think this would improve with familiarity. Most main articles contain icons at the top of the window and other possible features related to it such as factboxes, outlines, pictures, tables, sounds, animations, maps or movies.

### Graphics

The photographs are very good and the animation is excellent. The only improvement would be to add sound

so that the explanation was read as you watched as it is hard to keep track of the writing while watching the animation. The movies are quite impressive too and can be made larger by dragging at the right-hand corner.

### Sound

There are quite a few animal sounds and speeches, which are very impressive.

### Overall evaluation

As a general encyclopedia, this would be a very useful addition, particularly for secondary schools and for those primary schools which felt the expense was warranted. Its best features lie in the impressive animations and movies, and in the many different access points available for searching. J. Eade

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

**AVAIL:** Price has recently been reduced and is available on application to Grolier Educational  
ph: (02) 427 4922,  
fax: (02) 418 6935  
SCIS 751945 ■

## KINGFISHER CASSETTES

An original new series of educational tapes of historic Australian sounds has been produced by Kingfisher Cassettes which may be of interest for your audiovisual collection. The series includes Greetings from Australia which is a sound souvenir of classic Australian music and verse, reflecting Australia as it was between the 1920's and 1940's. Performers include Peter Dawson, Tex Morton, Dame Mary Gilmore, Dame Nellie Melba, Dorothea Mackellar and Chips Rafferty. Copies of the Kingfisher cassette catalogue are available free to all NSW school libraries, upon request.

Enquiries to: Kingfisher Cassettes, PO Box 1660 Port Macquarie NSW 2444 Ph: (065) 81 0576

# Open Learning Centres in NSW TAFE

Keir Kirkby is assistant manager, Library policy, Open Training and Education Network (OTEN).

## Overview

Open Learning Centres (OLCs) are not new, they have been functioning for many years, both in Australia and overseas.

### What are they?

By definition, a centre to cater for open learning, which itself is a student-centred approach to learning, focussing on the needs of individual learners with the object of empowering them to take control of the when, where, how, why, and with whom he/she studies.

### How is this achieved in the OLC?

The OLC provides a physical environment in which to provide services to students, such as tutorial support and advice, appropriate educational technology, resources for self-paced learning, computer and communication facilities. The OLC combines these services with the flexibility to access the services 24 hours a day.

## OLC developments in NSW TAFE

In response to the national developments in technical and vocational education, particularly the focus on open learning and flexible delivery, the Open Training and Education Network (OTEN) in cooperation with NSW TAFE institutes is establishing a network of OLCs to provide a flexible and responsive approach to student-centred learning.

A significant difference between OLCs in NSW TAFE, and those elsewhere, is the NSW TAFE strategy to integrate the OLCs into the NSW TAFE library network. In this way the OLC utilises the strengths of the NSW TAFE library resource sharing network with its state wide library computer system, CD-ROM catalogue and professional library staff to provide a flexible and responsive approach to student-centred learning.

The NSW TAFE OLC model extends the traditional concepts of library service provision and links these concepts with other education support services such as open access to computer facilities, Individual Learning Centres, Adult Study Centres, Instructional Design Centres, course information and educational counselling to provide a dynamic focus for student-centred learning. It also has the potential to improve the delivery of other student services including course information enquiries, study skills, educational counselling and tutorial support.

## OLCs and the NSW TAFE institutes

The Commonwealth has provided funds to establish an OLC in each NSW TAFE institute. Each OLC will provide:

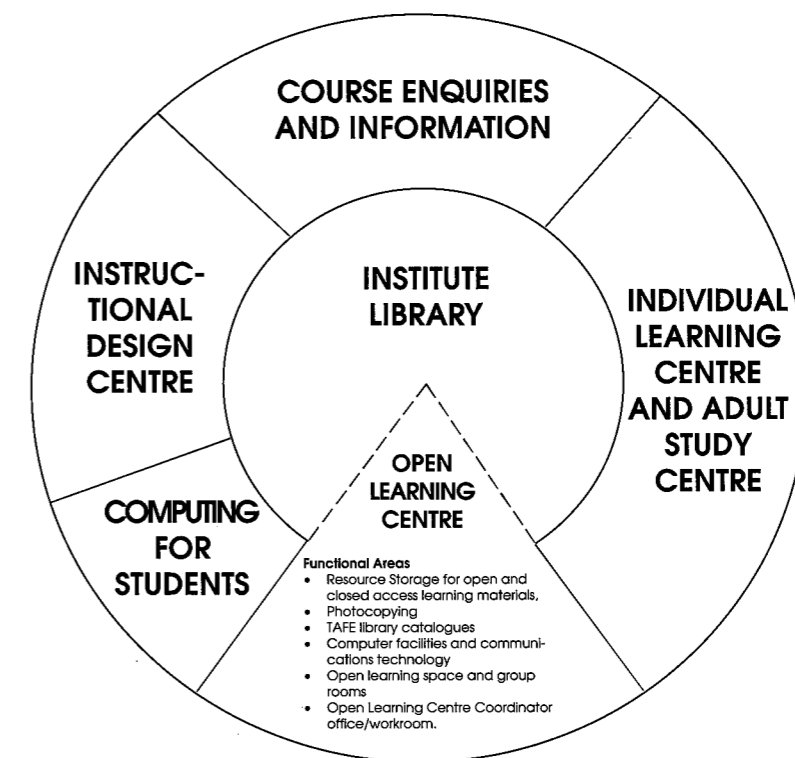
- An Institute focus for open learning and flexible delivery with the emphasis being a student-centred approach.
- Tutorial support.
- Multimedia platforms to provide access to learning materials in machine readable forms (including CD-ROMs).
- Study space for students.
- Access to computers and other technology for student use, including adaptive technology for sight and hearing impaired students.

- Access to educational support services such as facsimile, photocopying and E-mail.
- Access to the TAFE Library catalogue via CD-ROM.
- An Open Learning Coordinator's office in the larger OLCs.
- 24 hour access.

Plans are in advanced stages for the following colleges:

Wagga Wagga	(Riverina Institute of TAFE)
Taree	(North Coast Institute of TAFE)
Newcastle	(Hunter Institute of Technology)
Orange	(Western Institute of TAFE)
Blacktown	(Western Sydney Institute of TAFE)
St. George	(South Western Sydney)
Wollongong	(Illawarra Institute of Technology)
Ultimo	(Sydney Institute of Technology)
Tamworth	(New England Institute of TAFE)

## The Open Learning Centre Model



## OLCs and the NSW TAFE institutes

The Commonwealth has provided support for the initial implementation of eleven OLCs, one in each Institute, proposed in the Educational Brief of November 1992. As a second phase of OLC implementation in NSW TAFE, it is proposed that another eleven OLCs, one in each Institute, be planned for implementation in 1994/1995, as part of the NSW TAFE Capital Works Program.

In the future it is recommended that all 'Greenfield' site planning and new TAFE facilities will include an OLC facility as part of the Purpose Built Library. OLC provision in new colleges and new facilities is seen as a way of integrating Open Learning into the first stages of a College and affirming the growing significance of flexible delivery in NSW TAFE. ■



# Managing management

Effective management is crucial if information services in schools are to support the teaching/learning program. To ensure that adequate time is available for management tasks, the teacher-librarian may need to negotiate with the Principal to establish a workable timetable which includes both teaching and management time. The Department's policy statement **Libraries in New South Wales government schools** can be used as a guide to the role of the teacher-librarian. Hunter Region has recently issued the following guideline statement to all primary schools in the region:

*'Teacher-librarians will have at least 20 percent of their time not engaged in teaching and for some this could be as much as 30 percent. With further negotiation and use of the part-time allocation, this figure could be increased to facilitate cooperative planning with teachers, classroom/library preparation, and management of the library. Whereas release from face to face (RFF) teaching time is provided for all classroom teachers by another teacher, teacher-librarians have a different arrangement. The two-hour per week RFF for librarians, or pro-rata if less than full time, is to be taken from their own total work time fraction as it is argued they do not have a class of their own to necessitate RFF. Simply put, classes should not be scheduled during the teacher-librarian's release time.'* (NSW Department of School Education, Hunter region, 7 September, 1993)

In negotiating management time it is important to distinguish between professional and administrative tasks. Professional tasks include management (planning, formulating policy, developing systems), teaching and original cataloguing, and cannot be delegated to others. Administrative tasks such as searching SCIS, accessioning and copy cataloguing can be delegated to others.

Five teacher-librarians have written their thoughts on management. They are from diverse schools:

- Willyama High School, Broken Hill
- Barker College, Hornsby
- Hume Primary School, Lavington
- Putney Primary School, and
- Corowa Primary School.

*Nikki Adams of Willyama High School writes on Time management:*

*'I'm going to start time management — as soon as I get the time.'  
'A clean desk is a sign of a sick mind or someone isn't working hard.'*

These attitudes belong to the past. The rules of the game have changed for the modern teacher-librarian. Once, effective **time management** was something we **should** be doing — like visiting the dentist regularly. In the 1990s the professional demands placed on teacher-librarians have made the habit of effective time management essential for survival.

Arguably the most significant change impacting on teacher-librarians in recent times has been the explosion in technology. I can remember when **technology** was promoted as labour saving and was assured it would make life easier. I was looking forward to my increased leisure time. The reality is that advances in technology have provided teacher-librarians with the enormous challenge of being proficient and current in a wide and increasing range of information technology. More and more we are expected to be experts in CD-ROMs, on-line databases, bulletin boards, OASIS, etc. The very nature of library resources has changed dramatically as we become multi-

media centres. We are also expected to promote resource based learning in schools by collaboratively programming and teaching with staff. The competition for limited school funds has escalated so that teacher-librarians are also involved in making funding submissions and elaborate budget reports. Teacher-librarians are expected to promote greater community involvement in the library and must always be aware of their accountability. The increased complexity of library systems requires unparalleled professionalism in the management of support staff. Effective **time management** has become **essential** if this is to be achieved.

I consider time management as a habit. It is a good habit to get into and once you have started it becomes easier. However, if you have ever tried to break a bad habit, smoking, not sticking to diets or drinking too much coffee you will know what difficult things habits are. The key is to **make a start**, even if it is a small start, stick to it and built on that start. Like exercise — it gets easier.

**To start — define your role** within the school community. Use the **Libraries in New South Wales government schools** policy statement and amend it to become site specific to the individual needs of your particular school. You can't implement any time management strategies until you, and everyone else in the school, are perfectly clear about what exactly you are expected to do. Everyone will know what is your 'job' and what **isn't**. This also applies to all library staff.

Knowing our duties should not limit our creativity. Teacher-librarians are not merely caretakers dominated by the need to maintain. The nature of education is changing and we must implement programs to cater for changing needs. Therefore, the next stage in effective time management is **setting goals**. Some examples of my goals this year have been: introducing CD-ROM technology to staff and students, evaluating appropriate software and establishing resource based learning across the curriculum.

Once goals have been set they should be **prioritised** and assigned an appropriate **time frame**. Goals can be long-term (this year) or short-term (this week). Realise that when we prioritise tasks we often 'lie' to ourselves. We tend to place tasks we like first e.g. 'I know I should chase up teach-

ers with overdue loans but I must test the new computer software first.' Use the more pleasant tasks as a reward **after** the unpleasant tasks have been completed. When prioritising tasks the following categories may help:

- Important and urgent
- Important but not urgent
- Urgent but not important
- Busy work
- Wasted time

The process of prioritising tasks may also enable you to see the potential to plan tasks. (If you have five things to do at the front office don't make five trips.) Have you had days like I have where you have done a lot of 'running around' but achieved very little? Phone people, make sure they are there, that they aren't just about to leave, that they have the document you wish to see **before** you go to see them. Prioritising tasks also enables you to answer the questions: Do I need to do this task **now**? Can it **wait**? and is there something more important I **should** be doing?

As the responsibilities of a teacher-librarian increase it is imperative to **delegate** effectively. Have the courage to assign tasks to assistants once you have confirmed that:

- they are capable of performing the task. Otherwise you will spend precious time fixing their mistakes. You should also implement staff development programs to increase your assistants' capabilities.
- the task falls within the assistants' statement of duties. Don't assume if you want something done properly you have to do it yourself. You don't have the time or the energy to do someone else's job and your own effectively and martyrs burn out.

**Know when to say 'NO'**. People tend to 'work the willing horse'. They may not intentionally use and abuse you — but they will form a reliance upon you that will lead to unintentional abuse of your good nature. You cannot protect your priorities unless you learn to decline, tactfully but firmly, requests which do not contribute to the achievement of your goals.

Some other good time management habits include:

- keeping a daily calendar of specific meet-

ings, appointments and tasks as well as a list of long term tasks. The long term tasks should always be visible. Displaying them on a whiteboard is a good idea as they can be erased when completed and, being visible, they will never be 'out of sight out of mind.'

- making proper use of the **waste paper bin**. The amount of material crossing our desks seems to be multiplying. Part of the time management process is deciding what you will **not read**.
- conducting meetings which are properly planned and managed.
- keeping communications open with your clerical staff. Involve them in the processes so they share ownership of the library's goals.

*'Time management and fun can go together. Work is only fun when you have it under control, leisure is fun only when you can relax knowing that you have control over time and you have no feeling of guilt about your performance.'*

*Quote taken from a paper delivered by Queensland Institute for Educational Administration on Time management.*

**WARNING: Medical authorities advise that time management is habit forming and good for your health! Good luck!**

*Barbara Yates, Coordinating teacher-librarian at Barker College, writes of her management role:*

'Mrs Yates, can I get some periodical articles on pollution?'

'When do you need it by?'

'Now — for Biology.'

'Have you checked the periodical indexes?'

'What are they?'

'Do you do General Studies?'

'No.'

'So you haven't had the introductory lesson on the CD-ROM?'

How many times has such an incident happened in your library? You have spent many hours going over quotes, buttonholing computer salesmen, sweet talking the people who hold the purse-strings in your school and installing the latest technology and you miss the mark with staff and students!

Teacher-librarians are both administrators and managers as well as teachers. Very often all the

training in postgraduate schools of information science has not adequately prepared us for the **actual day-to-day management** of resources, teaching staff, students, the Principal, maintenance staff, photocopy service staff, parents, computer repair people, all of whom might converge on the library during a 50 minute school period.

Barker College is unusual in that it has two libraries for the secondary school. One library of approximately 25,000 items services years 7-10 and another library of 30,000 resources services years 11-12 including the audiovisual collection for the whole school. To make such a library service work for all teaching staff and students, some very structured management methods have been put in place. This took a great deal of reading of general management journals, attending seminars at the Australian Institute of Management and trial and error. In all the 'management books' emphasis was placed on team effort, communication, setting goals etc. After a couple of years, I have distilled the following functions managers perform in school libraries. They:

- set objectives
- organise
- motivate and communicate
- measure
- develop people, including themselves.

I set **objectives** on three levels — **yearly, termly, weekly** and let **all** the library staff know. We usually have meetings every 2-3 weeks to discuss current and long-term objectives. The two teacher-librarians on staff inform the non-teaching staff of the coming teaching units and the support that will be needed. All staff are encouraged to feel part of the learning experience of the students.

In **organising** the two libraries, I rely heavily on the library technician for day-to-day operations. Systems concerning automation of the catalogue, acquisitions, loan procedures, topic areas for teaching and the resourcing of these are constantly discussed and the library technician coordinates the daily tasks. The systems for cataloguing via SCIS and some original cataloguing are shared by the library professional staff.

**Motivation and communication** are the most important functions in running a good team. I regularly attend subjects co-ordinators' meet-

ings and as many subject meetings as time allows. I 'communicate' with the library staff to give them a whole perspective on the school, e.g. K.L.A.'s, new HSC requirements etc.

**Measuring performance** is an area that needs to be handled diplomatically. Our library computer system (MetaMarc) can give us regular statistics on loans by general materials description and Dewey number. The Principal expects a statistics report every term. But what about the immeasurables — use of the CD-ROM database, the dips into the vertical file, the number of times someone answers the telephone? Such occurrences are not easily tabulated but make up a very important part of the daily routine.

But the most valuable resource in the library is the people — the team. Library staff are encouraged to participate in in-services and personal development programs, both in-house and as external workshops. The teams are identified within the school as part of the library team and they have developed ownership in providing the service.

But 'the buck stops' with the teacher-librarian — so situational management is an important factor in daily life in Barker College Library.

When the final bell goes for the day and one sneaks a cup of coffee out of sight behind the stacks, a plaintive voice often finds me.

'Miss, is tennis practice on today — it looks like rain?' Yes, situational management is needed again — tennis team manager is my other management hat!

#### **Bibliography:**

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Blanchard, Kenneth & Spencer Johnson. **The one minute manager**, Morrow, 1984. SCIS No. 199303

Bruce, Terry G. Dillon, Ken and Fisher, Judi. **Survival strategies for teacher-librarians**. CSU, 1991. SCIS No. 690100

*Turning next to Country NSW: Alan Bowater of Hume Primary School uses the enquiry process to achieve effective management. He writes:*

#### **To manage or not to manage — a role description**

As teacher-librarian at Hume Primary School, Lavington (a permanent position which inclu-

des 4 days library, 1 day RFF) my responsibilities are twofold. First, I am a partner in cooperatively planned teaching programs Second, I am the manager of information services in the school. As my title implies, I consider that I am a teacher first and a librarian second, but I need to strike a balance between the two roles.

My timetable reflects this dual partnership and responsibility to provide program and instruction (approximately 66 percent of my time) coupled with library management and administration (approximately 34 percent of my time).

To achieve effective management in fairly limited time I use a simple management plan which is synonomous with the series of steps involved in the enquiry process. The steps in the process are worth applying to management problem-solving.

#### **STEP 1 — DEFINING.**

I consider:

- what is my purpose? or What is management?
 

A possible definition is: acquiring, organising and overseeing library materials and operations.

#### **STEP 2 — LOCATING**

I consider:

- what do I do? What are my management tasks?
- I reflect upon the school objectives and my own library plans.
- I set limits on proposed tasks and where possible, streamline those tasks, e.g. acquisition, cataloguing (SCIS), culling.

#### **STEP 3 — SELECTING**

I consider:

- how important are the tasks?
- what can I omit or postpone?
- how will I document them?
- how to set priorities and decisions on appropriate management strategies, e.g. OASIS implementation, resource requests, class bulk loans, theme boxes.

#### **STEP 4 — ORGANISING**

I consider:

- how will I best use my time?
- who will assist me?
- how will I record?



A displayed timetable is a must in this organisation, as is delegation of tasks to the library clerical assistant, student monitors and parent helpers. An important management tool here is a policy and procedures manual which documents my organisation.

#### STEP 5 — PRESENTING

I consider:

- what will I do with my ideas?
- how can I present my decisions?
- with whom shall I share my decisions?

I continually communicate and instil library procedures, routines and practices to all library users by discussion, bulletins, displays and signs.

#### STEP 6 — ASSESSING

I consider:

- how did I go?
- what did I learn?

I continually evaluate the library services by surveying all users, listening to others' opinions and ideas. I assess my own performance and initiate change where needed. My role as manager is enhanced by a very supportive Principal and staff. Together we concern ourselves with providing the best possible service for all our library users (staff, twelve primary classes, two pre-school groups, two special education classes) and we concentrate on what we have achieved in the library and not what we have not and cannot. We are positive but practical.

*Kate Walsh of Putney Primary School writes about her management practice, which she sees as an essential foundation for all library activities:*

The most important management practice I undertake each year is the **timetable**. I think this is important to establish good organisation. My timetable shows the times that are scheduled for me to provide RFF, the allocation of time for management (usually first thing in the morning) and my own RFF time. The remaining time is available as needed for co-operative planning and teaching.

Weekly and daily management is arranged around the advice I received at an inservice: "Organise, don't agonise, then prioritise" I

make lots of lists and notes to help me remember the thousand and one things that are requested and need to be done. At the end of each day I try to review the list and hopefully cross a few things off. It's pleasant to leave in the afternoon with some sort of order in the office and workroom by finishing off a few things. This is not always possible and I find I sometimes spend my RFF working through the list.

My clerical assistant makes an invaluable contribution to the library's administrative practices. Sally is with me only one day a week but manages to accomplish a huge amount in that time. I have groups of what needs to be done arranged on shelves, or the floor, or the table, with notes attached. Sally methodically works through the day completing each task. What is not finished is left in another pile with a note attached telling me what is needed. We do talk to each other as well, but the notes are great. Sally is at five schools and we would lose track of what was happening without our notes. We like them!

**Library monitors** assist me for two days a week. They are with me from 10.00 am until 3.00 pm. A different child comes each day from year 6 and receives a 'Library Work Experience' certificate. The children are made responsible to cover any class work they have missed. The jobs they perform include returning, borrowing, shelving, to checking new resources as they arrive, stamping resources, adding supplier and cost, answering the phone and tidying. The children all work very hard when they are in the library and I no longer have power plays with monitors only wanting to run circulation.

**Parents** are another invaluable help. Two mothers come each Thursday afternoon and work very efficiently. I found there was a need to have a task that carried on each week to give continuity and solve the problem of long explanations of what to do. The mothers have just completed adding all the pictures to the database and are now working on tidying the database. Another group of mothers take home books to be covered.

I like to keep on top of the management side of my role. The major part of the time I spend at school should be involved in teaching, but I know that without an organised, efficient management base this would be impossible.

*Sue Macauley of Corowa Primary School writes about management in the context of computerising the library, and of her 'P' Management Plan.*

Two years ago I had never turned on a computer and felt intimidated at the mere mention of the word 'computer'. After attending an OASIS in-service day, ably conducted by Sandra Lucas, I felt the weight of our decision to computerise the library pressing in upon me. How would I maintain the library service for staff and students? How would I fit in CPT? When would I have time in my already jam-packed day to include computerising the library? I needed to stop, consider and carefully map out a management plan to cope with the many new demands I would be faced with.

After consulting with my Principal and lengthy discussions with my assistant, I settled on a management plan that proved to be not only successful but saved my sanity at the same time. I didn't know it at the time but in hindsight I could call it my **'P' Management Plan - Principal, Peers, Pupils, Parents** and above all, **Patience**.

For such a great change in the system, I found it essential to have the full support of my **Principal**. My Principal and I developed management strategies before the project began. We looked at what could be deleted or streamlined in my day to day running of the library. We decided on a financial plan for further purchases for the computer system. We discussed my teaching load, and decided that rostered RFF lessons of a half an hour per week would continue as would the 'open' library times that were my on timetable. However, my Principal suggested I take time for computers during this open time. I then took my plan to my peers.

I spoke to my **peers** at a staff meeting when I outlined my two year plan for computerising the library, which would need their assistance and patience. CPT and action research would continue while data was entered and automat-

ed circulation begun. Communication has been the key to peer support for our project.

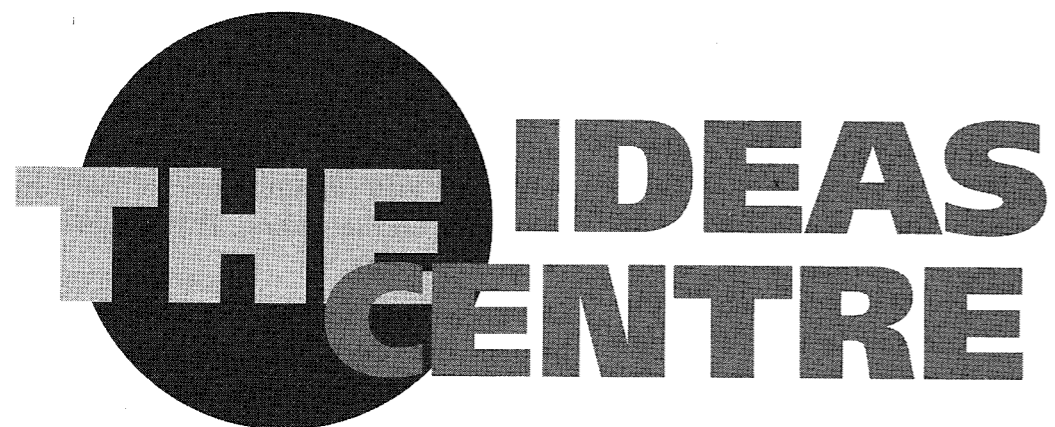
After discussion with my assistant, I decided to relieve her of all her library duties except data entering. I took responsibility for tasks such as reshelving and recarding. This, however, meant I needed **parents**.

Our library has always been open to parents as helpers and users. Now, parents were trained in covering and repairing, shelving books, etc. When necessary teams of parents were formed to do major tasks. For example, when offered a free down-load of SCIS records, a team of parents spent a day recording all the ISBN numbers of all library resources, which led to us receiving records for over 70% of the collection.

**Pupils** also played a vital role in library management decisions over the last two years. This was mainly in the form of fund raising. The first year we held a 'Marathon' for the infants and an 'Olympathon Researchathon' for the primary students. Within a month we had raised over \$4,000. After consultation with the children it was decided to spend \$1,000 on extra typing time, approximately \$1,000 on a portable bar code reader and \$2,000 to replace the many books that had been culled early in the first year. In the second year, the children raised over \$3,000 by taking part in a 'Walkathon' and a 'Researchathon' on Federation. This money was spent on the purchase of two more diskless workstations. Keeping the pupils informed of our progress and involving them in decision making has led to a heightened feeling of ownership of the system by the students.

The transition to computerised management of the library has been made so much easier for me by our deliberate management plan and the interest and support given by my Principal, Peers, Parents and Pupils. The key to our success has been honest, open communication and a genuine user ownership of the library and its new systems of management. ■

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



# THE IDEAS CENTRE

The Ideas Centre is a non-profit independent library and resource centre concerned with global issues and current information on developing countries which is managed by a board of non-government aid and development organisations, such as Austcare, Community Aid Abroad/Freedom from Hunger, NSW Teachers Federation, Overseas Services Bureau and Action for World Development. It is located on 8th. Floor, 8-24 Kippax Street, Surry Hills. It has three main enterprises:

- The Ideas Centre Library.
- **Global Agenda** journal.
- Book sales and marketing.

The Ideas Centre Library is open five and a half days per week and was visited by some 1,500 secondary and tertiary students and teachers, lecturers and others interested in global issues, between January and September 1993.

During term time, an average of two schools per week were booked in to use the library to research a focus issue. During their visit, students watched a video relevant to their studies, attended a seminar addressing development issues, and used the computer terminals in the library to access the library database and profiles on developing countries through the PC Globe computer program. The Ideas Database holds some 12,000 records, and is being made available on-line to schools through the Computer Library Link Project. This is currently at the trial stage and has been very successful thus far. It is available on NEXUS which is developed and managed by the South Australian Department of Education. It will be available to public libraries through ILANET from December, 1993.

The database is a unique index to journal references and abstracts found in journals that are kept by the Ideas Centre Library. Journals subscribed to include:

Population:	<b>Populi; Quality; Studies in family planning; Population today; World health forum; Essential drugs monitor; Pacific aids alert</b>
Business & Trade:	<b>Transnational corporations; Insight; Multinational monitor</b>
Environment:	<b>Tropical forest update; Permaculture international</b>
Aid & Development:	<b>CCA news; Horizons; IDRC report; UNESCO sources; UNEP newsletter</b>
Countries & areas:	<b>Africa report; AMPO review; Beijing review; Middle East report; Thai development newsletter; Contemporary South East Asia; NACLA report on the Americas; New internationalist; Pacific news bulletin</b>

All journal articles can be obtained from the Ideas Centre for \$2.50 per article and a total postal charge of \$1.50 applies to the order. Articles of more than 15 pages attract a cost of 25 cents per page. Alternatively interlibrary loans vouchers can be used: \$6 for up to 30 pages and \$3 vouchers for each additional 10 pages or less. As mentioned above, the Ideas Database is becoming available on-line.

**Global Agenda** is a bi-monthly magazine produced by the Ideas Centre which supplies about 100 abstracts per issue of articles found in the 200 journals it subscribes to. The magazine focusses on current issues such as greenhouse, logging of tropical rainforests, women in developing countries, famine, GATT and trade etc. Full copies of articles abstracted are available from the Ideas Centre within 7 days. Subscription to **Global Agenda** costs \$40 per annum. Subscribers include high schools, universities and education departments, media outlets, members of parliament and government departments and all major Australian aid organisations.

The Ideas Centre's Publications department stocks a wide range of books, maps, videos and computer programs for sale, covering a wide range of current themes, such as technology and the environment, society and nature, sustainable agriculture, Eastern Europe and the Commonwealth of Independent States etc. Many of these resources are designed for active learning and are both multi-media and cross-curricular in their approach. A Development Education Education catalogue, listing all the available teaching materials on the Environment and Third World Development issues is available from the Ideas Centre .

Any enquiries can be addressed to:

Kate Lyons-Dawson — Project Officer  
 Ideas Centre  
 PO Box A100  
 SYDNEY SOUTH NSW 2000  
 ph: (02) 281 8099  
 fax: (02) 281 9639 ■

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Enquiries to Robyn Stroud, The Arnold Library, SCECGS Redlands Cremorne Campus, Murdoch Street, Cremorne, New South Wales, 2090. Tel: (02) 953 6022.

# PREPARING FOR OASIS VERSION 2

*The following information has been provided by officers in Management Information Services Directorate to assist schools to prepare for the installation of OASIS Version 2.*

OASIS Version 2 is now being prepared for release to schools. This entails selecting a systems integrator to perform the technical tasks associated with transferring the data from Version 1 to 2 and reconditioning the school's file servers to enable them to run Version 2.

Information about the upgrade will be provided through the Regional Information Technology Units who will also provide schools with training in changed areas of Version 2 and will schedule schools for the upgrade.

At the time of printing this edition of **Scan**, the conversion process should commence during term 2 and be completed by the end of this year.

OASIS Library is in its fifth year of use by some schools. The quality of the data can vary because of changes in policy, personnel and the experience of growing with the software. There are some checks that you can make on both your school's hardware and data prior to converting to Version 2. These checks are outlined in this article to assist you in your preparation for Version 2. Further information will be made available through your region following the completion of the tender process.

## Hardware

If you have a 40 or 80 Mb hard disk, and it is

more than 50% full, you may need to include funding in your budget for upgrading the hard disk when Version 2 is installed. Find out how much disk space you have by selecting Show Disk Space (R4) from the second page of the Main Menu.

If an upgrade of the hard disk seems necessary before installation of Version 2, consult your Regional Support Office before going ahead. It will probably cost less to have the upgrade done by the contractor at the time of installation.

## Data

Check the correctness of the library data before installing Version 2. To do this run Check Files (B1/C5) and print out any errors detected. Contact your Regional Support Office and discuss the results. There may be a Head Office floppy or Diagnostic disk that can be used to correct identified problems.

## Authority Files

Amending multiple entries of the same term will assist the transfer from Version 1 to Version 2. If you have not recently run Data Validation reports (B4/F1 to F4) for the Authority Files do so now. Check these carefully.

With manual data entry, particularly when done by a variety of operators, there may be multiple entries for the same subject, author, series or publisher. This is a good time to ensure that only one version of each authority is included in the library catalogue by changing incorrect, or duplicate headings, to the preferred heading. Check the **ASCIS Subject Headings List** and/or the SCIS database to verify the correct form of terms. Use the Global Change option (B1/D2) to change multiple entries to the preferred one.

Warning: Where there is only one entry but it has not been typed correctly, note the changes necessary and make them after Version 2 is installed.

## Classification Suffixes

When initialising stocktake and performing some global change functions OASIS Version 2 will only recognise upper case suffixes. When Version 2 is installed, data entered in the Suffix field will default to upper case.

To check if there are records in the current data that have lower case suffixes run a Shelf List Report (B4/G4). If there are suffixes either wholly, or partially in lower case contact your Regional Support Office to obtain a Head Office floppy to change all suffixes to upper case.

Where there are entries with an author, but no suffix, leave these until Version 2 is installed, then run Check Files (B1/C2) and the suffixes will be added automatically.

## Missing/Disposed Dates

OASIS Version 2 checks the Status and Missing/Disp fields when writing off resources, printing a Current Stock Statement or printing a Stock Report. Many teacher-librarians have been waiting for Version 2 to write off missing and disposed items. OASIS requires a date in the Missing/Disp field to be able to do this. If you have changed the status of any resources

to M or D make sure that you have included a date in the Missing/Disp field.

## Acquisitions

Just before converting to Version 2 it will be necessary to cancel any outstanding orders. Information will be provided in the changeover documentation as to how to re-order any items still required.

To identify late orders print out Late Orders (B3/I1). Cancel each item identified in Receive Orders (B3/C1) by entering 0 (zero) copies received.

Items not received but not in the Late Orders may be found by selecting Receive Orders and pressing enter on the order number field for each supplier with whom you have current orders. Cancel these orders and reorder as per the changeover document. A list of these cancelled orders will need to be retained. ■

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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, Linda and McRAE, Rodney The horrible gorrible with a hole in its head.**

Moondrake Australia, 1993 (Picture moons)  
ISBN 1863912177

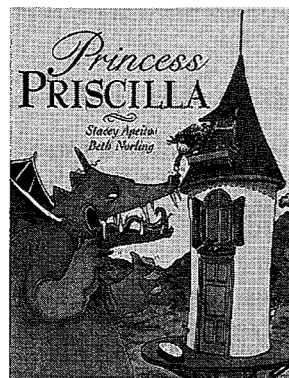
What exactly is a horrible gorrible? And where is it going? The suspense is well maintained throughout this picture book which has tight and mysterious text supported by exciting illustrations. These gradually reveal the horrible gorrible in its scary setting. The climax is worth the wait, as its ordinariness provokes a smile. Rodney McRae's artwork is successful in tantalising the reader. The illustrations employ strong pattern, colour and detail to embellish the simple text and build atmosphere. J. Buckley

LEV: Preschool Lower primary Middle primary  
AVAIL: Paper \$8.00 SCIS 758600

**APIETOS, Stacey and NORLING, Beth Princess Priscilla.** Angus & Robertson, 1993

ISBN 0207179255

This princess presides over an endearingly child oriented castle. She is an active heroine, responding to the challenge of thwarting the ferocious dragon on the doorstep with great style. Humour abounds in this picture book, where careful integration of text and illustrations produce a story in which wit and absurdity sit comfortably as Priscilla organises the adults to help outsmart the dragon. Illustrations by Beth Norling feature effective use of line and much detail of interest to young readers. They enrich this zesty story. J. Buckley



LEV: Preschool Lower primary Middle primary  
AVAIL: \$18.95 SCIS 756653

**BRIGGS, Raymond The snowman.**

[videorecording] Video Distributors, 1992

This is a simply gorgeous video version of the Raymond Briggs wordless story which is not new, but well worth seeing for new generations of students. The original illus-

trations are worked into an exciting presentation of the story about the boy who builds a snowman which comes to life. Their adventures begin with exploring the house while the adults sleep, and culminate with a visit to the North Pole. The soundtrack is excellent. This format suits the original work admirably. This is a pleasure to watch for a wide age group. The humour, whimsy and tight construction of the picture book are enhanced by this format. J. Buckley

LEV: Preschool Lower primary Middle primary Upper primary  
AVAIL: VHS \$14.95 Video Distributors International SCIS 763414  
EVAL: Highly recommended

**BUTLER, M. Christina and RUTHERFORD, Meg Mole in a hole (and bear in a lair).** Simon & Schuster Young, 1993

ISBN 0750013842

Winter is over so mole and bear are moving house. Unfortunately they both choose the same spot by the river and when bear finds molehills in his floor he angrily stamps on every one he can find. Mole plans revenge — a trap, but bear has made a trap too and the results are quite unexpected. The two animals, who have a rather unreal, almost toylike quality about them, are set against backgrounds painted in soft delicate hues and brushstrokes. The whole effect is one of warm gentleness even when the characters' emotions and actions are not of the gentle kind. The picture book offers opportunities for prediction and discussion and will appeal particularly to the very young. B. Richardson

LEV: Preschool Lower primary  
AVAIL: Paper \$8.95 SCIS 758963

**Doctor De Soto and 5 other funny stories.**

[videorecording] Weston Woods, 1990

The six books presented here in animated form use the original illustrations effectively, in combination with music and narration. These animated versions are not new, having been produced between the 1960s and 1984. William Steig's subtle, ironic *Dr De Soto* works best. Quentin Blake's *Patrick* is a word free presentation with an excellent soundtrack. The other stories: *The hat* by Tomi Ungerer; *Smile for auntie* by Diane Paterson; *The foolish frog* by Pete Seeger and *Leopold the see-through crumb picker* by James Flora are lively and entertaining. The stories have retained their impact, even though they seem a little dated in their style. J. Buckley

LEV: Middle primary Upper primary  
AVAIL: VHS \$13.13 Video Distributors International SCIS 731800

**DUMBLETON, Mike and COX, David Granny O'Brien and the diamonds of Selmore.**

Omnibus, 1993  
ISBN 1862911711

Granny O'Brien takes two trips in this picture book. She travels between the reality of a trip to the supermarket and her dashing imaginary exploits in the jungle. The story and illustrations move continually from reality and

fantasy resulting in a disjointed story. Readers need to work hard to sort out the story in its initial stages, however once that is done, the story is full of fun. David Cox uses humour well in his informal pen and ink and acrylic illustrations, which flow easily across the pages and provide much humorous detail. J. Buckley

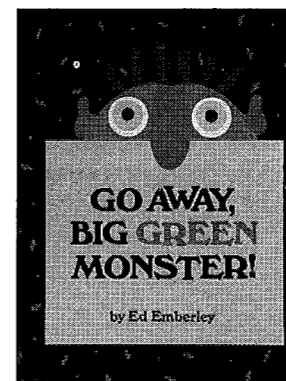
LEV: Middle primary Upper primary  
AVAIL: \$18.95 SCIS 755573

**EMBERLEY, Ed Go away, big green monster.**

Little, Brown, 1992  
ISBN 0316236535

Here is a stunningly designed and executed picture book which is sure to be popular. It takes the simple concept of using overlaid cut-out pages, to build up a composite picture of a scary monster. The resulting monster is then banished by the reader as the text asserts that the monster isn't so scary. Successive pages see the monster dismantled and its scariness reduced. The book works cleverly to give young readers power over the monster. Outstanding in its use of colour, this work begs to be picked up. It will be a sure fire favourite with the very young. J. Buckley

LEV: Preschool Lower primary Middle primary  
AVAIL: \$18.95 SCIS 762833  
EVAL: Highly recommended



**FLEMING, Denise Count!** Bodley Head, 1993

ISBN 0370315642 [513.2]

Distinctive artwork, in bright, almost garish colours is a feature of this most energetic picture book. The images of zebras, kangaroos, cranes, frogs and other wildlife, created by a paper-making technique called pulp painting, seem to leap off the pages inviting children to participate in their activities while they count. The book provides the opportunity of counting by ones from one to ten then accepting a challenge after ten to count by tens to fifty. The very minimal text is bold and clear but the choice of verbs describing the animals' activity is quite odd in a couple of instances, e.g., 'Share [?] toucans!' B. Richardson

LEV: Preschool Lower primary  
AVAIL: \$19.95 SCIS 750749  
KLA: M

**GRINDLEY, Sally and GALVANI, Maureen A day with Alice and Sam.** Kingfisher, 1993

ISBN 0862729459

Ten stories about everyday events in the lives of two young children are attractively presented in this large, anthology style picture book. The stories capture the joy and fascination of ordinary family activities. Alice and Sam play games, plant a tree, paint, go to a fair, deal with a mouse in the house and find a lost cuddly rug. Almost capturing the perceptive richness of Shirley Hughes, these stories provide much material for discussion. Copiously illustrated by Maureen Galvani, with comfort-

able, splendidly detailed drawings which enhance the text. J. Buckley

LEV: Preschool Lower primary  
AVAIL: \$19.95 SCIS 759152

**LEWIS, C.S. The lion the witch and the wardrobe / abridged and illustrated by Robin Lawrie.** HarperCollins, 1993

ISBN 0001854747

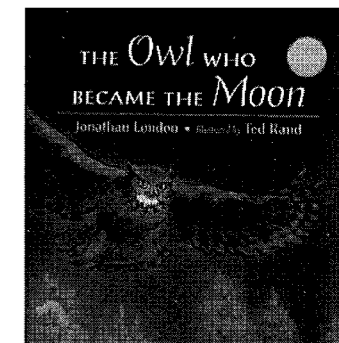
I am wary of abridgments of classic works, but this picture book version of Lewis' classic won me over. It is a handsome volume which combines detailed captioned illustrations with short passages from the original text. The colour illustrations convey an old fashioned feeling in keeping with the atmosphere of the story. Colour and page layout are enhanced by the cream background of the paper. Characters are developed within the illustrations and by careful selection and organisation of the text. The essence of the story is captured, and repackaged in an appealing and accessible form. J. Buckley

LEV: Lower primary Middle primary Upper primary  
AVAIL: \$19.95 SCIS 762475

**LONDON, Jonathan and RAND, Ted The owl who became the moon.** Viking, 1993

ISBN 0670848964

Simply beautiful in presentation and artwork, this is a polished picture book. It is a celebration of a steam train journey on a snowy night, passing through a dark forest. Evocative and powerful, the story builds momentum as the journey continues. It is one of those books which draws the reader into an unfamiliar experience. Ted Rand's exquisite watercolours are dramatic, varying in focus and employing a beautiful range of deep colours. Jonathan London's careful text is the essence of simplicity and begs to be read aloud. This is a picture book to be appreciated at many levels. J. Buckley



LEV: Preschool Lower primary Middle primary Upper primary  
AVAIL: \$19.95 SCIS 757015  
EVAL: Highly recommended

**MAHY, Margaret and ALLEN, Jonathon The three-legged cat.** Hamilton, 1993

ISBN 0241133904

Good humour abounds in this picture book, which combines Margaret Mahy's usual zest for a good story with Jonathon Allen's wonderful colour illustrations. Text and illustration interact well, to provide an engaging romp about a three-legged cat which becomes confused with a furry hat. This works out well for all involved. Despite character stereotypes, this is a funny story where Mahy's zaniness is well extended by Allen's lively illustrations. J. Buckley

LEV: Preschool Lower primary Middle primary  
AVAIL: \$19.95 SCIS 752462

**MARRONE, Robert and DALE, Rae Wilma the wonderful whistler.** Moonrake Australia, 1993

(Picture moons)

ISBN 1863912150

The title suggests a happy story, and so it is, albeit somewhat predictable. Its theme is the need for practice and perseverance in acquiring a new skill. Wilma is a dolphin with many skills, but whistling isn't one of them. It is Grandma's wise advice which allows Wilma to finally succeed. Pretty illustrations by Rae Dale use soft colours and decorative borders. They enhance the impact of this harmonious and simple picture book. J. Buckley

LEV: Preschool Lower primary

AVAIL: Paper \$8.00 SCIS 758601

**MOSEL, Arlene Tikki Tikki Tembo.**

[videorecording] Weston Woods, 1974

[398.20951 MOS]

A classic picture book is faithfully reproduced in this short video. It is a Chinese fable which explains why children should have short names. The original illustrations by Blair Lent in muted brown, blue and grey are complemented by an excellent soundtrack. First produced in 1974, the story retains its charm in this format. J. Buckley

LEV: Preschool Lower primary Middle primary

AVAIL: VHS \$90.00 Video Distributors International SCIS 677987

**NOONUCCAL, Oodgeroo Stradbroke**

**dreamtime.** Angus & Robertson, 1993

ISBN 0207179387

Reminiscences by Oodgeroo of her childhood on Stradbroke Island are reissued in this handsome volume illustrated by Bronwyn Bancroft. Bancroft's illustrations are wonderful, providing a dramatically patterned and coloured focus to the text. The first half of the picture book is stories from Oodgeroo's childhood, the second half is Dreamtime stories. Together the work of these two Aboriginal artists has produced an immensely readable, pleasurable and beautiful volume. It is a worthwhile addition to library collections, will bring the stories to a much wider audience and introduce contemporary Aboriginal artwork. J. Buckley

LEV: Middle primary Upper primary

Lower secondary

AVAIL: \$29.95 SCIS 764109

EVAL: Highly recommended



**OLIVER, Narelle The best beak in Boonaroo Bay.** Lothian, 1993

ISBN 0850915597

Boonaroo Bay is home to a variety of birdlife. The usual tranquillity of the bay is spoiled by argument amongst the birds. Who has the best beak? A wise pelican proposes a competition to find the answer. This is a fable with great charm and style. It features hand coloured linocut illustrations. Beautifully designed and composed, their strong line and composition reveal careful detail of the types of birds. This is a pleasing picture book which demonstrates that everyone has different strengths. J. Buckley

LEV: Preschool Lower primary Middle primary

AVAIL: \$18.95 SCIS 761574

**PALACIOS, Argentina The hummingbird king: a Guatemalan legend.** Troll, 1993

(Legends of the world)

ISBN 0816730520

[398.2]

Striking colour illustrations create an atmospheric depiction of the Mayan civilization in this picture book retelling of the legend of the Quetzal, the national bird of Guatemala. In ancient times the chief's wife gave birth to a son who grew into a strong and fearless warrior. Omens at his birth predicted he would be extraordinary and protected by a charmed feather. Kukul became chief and brought peace and prosperity to the people. Betrayed and killed by his jealous uncle he changed into the beautiful bird which has become the symbol of freedom for the people of Guatemala. J. Anderson

LEV: Middle primary Upper primary

AVAIL: Paper \$5.95 SCIS 763399

**PEPPE, Rodney The mice and the travel machine.** Viking, 1993

ISBN 0670845795

This picture book provides another adventure in the series of a family of mice who live in a shoe. In this episode, they leave their home to travel the globe in a multi-purpose hat. They discover such delights as France, Egypt and America, complete with large and colourful illustrations of the Eiffel Tower, Sphinx and Statue of Liberty. A light-hearted introduction to world geography, this is however very English in its use of bowler hats, British scenery and no mention of the Southern Hemisphere. M. Williams

LEV: Lower primary Middle primary

AVAIL: \$22.95 SCIS 756486

**RODGERS, Frank Millie's letter.** Simon & Schuster Young, 1993

ISBN 0750012749

*Millie's letter* touches on so many themes and issues discussed in primary schools — the family, the sea, pirates, letter writing, birthdays and dreams. The text is brief, and enlivened by full page crayon and ink illustrations. The tale of Millie's life on the coast, waiting for her nautical father to return home, is a moving and entertaining picture book. M. Williams

LEV: Lower primary Middle primary

AVAIL: Paper \$8.95 SCIS 757562

**SELINA, Li Duke and WONG, Stanley In the year of the tiger.** JamRoll, 1993

ISBN 1875491201

[398.23]

The cycle of farm life over good and bad years is depicted in this well designed and integrated picture book.

Simple yet evocative text and splendidly luxuriant illustrations combine in this hopeful story which explains the origin of the Chinese lion dance. Ching Ming witnesses the lion dance as a child. He keeps the spirit of the dance alive through the difficult years until the time comes to perform it once again. Colour illustrations by Stanley Wong are beautifully executed, conveying the emotion of this well crafted story. J. Buckley

LEV: Lower primary Middle primary Upper primary

AVAIL: Paper \$7.50 SCIS 761900

**SENDAK, Maurice We are all in the dumps with Jack and Guy.** HarperCollins, 1993

ISBN 0062050141

You'd never expect a conventional picture book from Sendak — and you certainly don't get it on this occasion. Plenty of warnings are given on the cover which depict some ragged or newspaper-clad children about to step off into the yawning abyss of a giant mouth, belonging, we learn later, to the moon. The content comprises a late twentieth century interpretation of two old nursery rhymes, a bleak world full of homeless children, evil rats who steal children, a lean, mean version of the luck dragon, a vigilant, compassionate moon — and many allusions. No it is not for your kinders but it could be a very useful vehicle for discussions with older students about social ethics. F. Gardiner

LEV: Upper primary Lower secondary

AVAIL: \$24.95 SCIS 769805

**SENDAK, Maurice Where the wild things are and 5 other stories.** [videorecording] Weston

Woods, 1990

The title story, which is a reissue of the well known Weston Woods presentation, and *In the night kitchen*, are effectively presented in this video. Animation is subtle and effective, following the books exactly. Music

and voice are well used. The Nutshell tales (*Pierre, One was Johnny, Chicken and soup with rice and Alligators all around*) are presented in musical form, sung by Carole King. The American accent and a sameness about the music make them less successful. A short interview with Sendak completes the video which overall is very successful in representing his work. It captures the resonance and power of the picture books. J. Buckley

LEV: Lower primary Middle primary Upper primary

AVAIL: VHS \$13.13 Video Distributors International SCIS 706713

**SWEAT, Lynn and PHILLIPS, Louis**

**The smallest stegosaurus.** Penguin, 1993 (Viking)

ISBN 0670838659

A somewhat routine story charmingly presented, this picture book explores the feelings of the smallest member of the stegosaurus family. He has to cope with the hazards presented by larger, predatory dinosaurs. Their behaviours are at odds with the loving care exhibited in the stegosaurus family of mum, dad and the two offspring. The illustrations by Lynn Sweat are good, unpretentious but effective. This is a pleasant picture book which concludes with information on stegosaurus, unfortunately using imperial measurements only. J. Buckley

LEV: Preschool Lower primary

AVAIL: \$17.95

**THIELE, Colin and MILTON, Mary The march of the mother duck.** McVitty, 1993

ISBN 0949183431

Colin Thiele's affinity with and enthusiasm for the natural world shine through this modest story of the duck who nests in the pond in front of an Adelaide police station. She provokes protective responses and warm appreciation from the city's residents. This culminates with police assistance and curious crowds when the duck eventually leads her brood through the city to the lake. Beautiful illustrations by Mary Milton employ predominantly subdued pastel tones and washes. They ably support and enrich this warm picture book. J. Buckley

LEV: Preschool Lower primary Middle primary

AVAIL: Paper \$8.00 SCIS 758607

**VAUGHAN, Marcia and NILAND, Kilmenny Sheep shape.** Margaret Hamilton, 1993

ISBN 0947241426

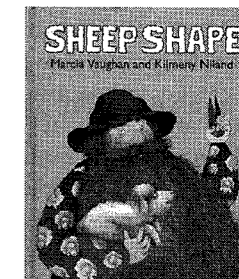
[A821]

This is a delightful piece of nonsense about Farmer Grey, who one day decided to sculpt his sheep into marvelous shapes rather than simply shear them. And so he produces a sheep which is ship shape, one which is ape shape, a pot of tea, a doormat and more. Colour illustrations by Kilmenny Niland are wonderful, carrying the humour

of the bemused sheep. They shine, bringing out the best in the simple rhyming text of this picture book. J. Buckley

LEV: Preschool Lower primary

AVAIL: \$14.95 SCIS 763326



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WIESNER, David **June 29, 1999**. Clarion, 1993

ISBN 0398897625

From the title and cover, the reader expects something different from this picture book. Strikingly designed artwork accompanies a clever but sparse text which describe Holly Evans' science experiments. The small parcels of vegetable seedlings she launches into the sky produce very dramatic results. Written with the detachment of a report, the text is a counterpoint to the dramatic illustrations which make the most of depicting the giant vegetables which shower to earth. The fantastic seems plausible, building up to the turnaround at the story's conclusion. The startling images dominate this interesting work. J. Buckley

LEV: Lower primary Middle primary

AVAIL: \$19.95 SCIS 734665

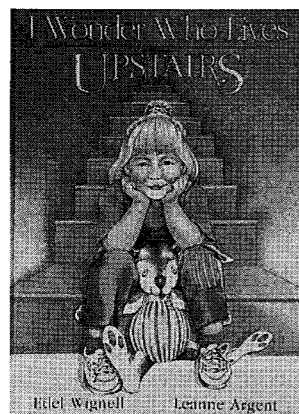
WIGNELL, Edel and ARGENT, Leanne

**I wonder who lives upstairs.** University of

Western Australia, 1993

ISBN 187556019X

Sophie is curious about her new neighbours. She meets Carmen who is deaf and has a hearing dog to help her when the doorbell rings or the baby cries. This picture book will raise the issues surrounding hearing loss and the use of dogs for people with impaired hearing. The softly coloured illustrations carry a lot of meaning, with the latter part of the book contain-



ing textless pages as we enter Carmen's world. This is a pleasant story, warmly predicted and obviously designed to develop understanding. The pleasing watercolours by Leanne Argent work well with the text. J. Buckley

LEV: Preschool Lower primary Middle primary

AVAIL: \$18.95 SCIS 763511

**Wishbones : a folktale from China** / retold by

Barbara Kerr Wilson. Hodder & Stoughton, 1993

ISBN 0340584726

[398.27]

Long ago in China a young girl Yeh Hsien is forced by her wicked stepmother to become the family slave. One day she catches a beautiful fish which her stepmother discovers and cooks. Yeh Hsien weeps for her friend but finds out that the bones are magical and will grant her every wish. In the tradition of the Cinderella story the magic bones provide her with beautiful clothes to attend a festival where the king finds her slipper and vows to marry the girl the tiny slipper fits. Brightly coloured illustrations create evocative scenes of a long ago China. Excellent for highlighting the universality of the Cinderella theme. J. Anderson

LEV: Lower primary Middle primary

AVAIL: \$15.95 SCIS 761323

## Fiction for younger readers

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

ALLEN, Linda **Mrs Simkin and the wishing well.** Hamilton, 1993 (Cartwheels)

ISBN 024113126X

Mr Simkin builds a wishing well for Mrs Simkin and it isn't long before the news has spread and everyone wants to try it out. Mr Simkin does try to explain that it really isn't magic, but it is Mrs Simkin who thinks of a way to put the smiles back on the faces of all the people in the street when it seems their wishes are not being granted. The story is well told, in simple language, and presented in attractive format, with hard cover, well sized and spaced print, and bright, cheery illustrations from Margaret Chamberlain on every page. A good choice for readers starting out on their own. B. Richardson

LEV: Lower primary

AVAIL: \$12.95 SCIS 761905

BAILLIE, Allan **The bad guys.** Ashton Scholastic, 1993

ISBN 1862911754

A fast paced story full of colloquial dialogue, quirky nicknames and slapstick action. Sweet Eddie, Wild Alice, Superfred and the Nerds are thrown together at the Mullygrub Camping Ground for a week without adult supervision. Predictably there is horrible camp cooking, gang rivalry and a raft race complete with flour bombs and rotten tomatoes. While there are few surprises, and no need for any character development, there is plenty of action designed to appeal to young, independent readers in the primary school. C. Frew

LEV: Upper primary

AVAIL: Paper \$8.95 SCIS 747200

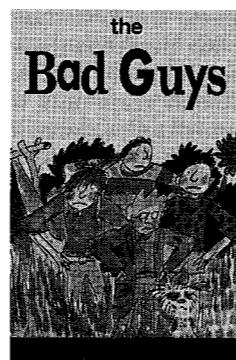
BOND, Denis **The granny who wasn't like other grannies.** Scholastic Children's, 1993

ISBN 0590551337

Tim loved his granny but wished she was more like other grannies. His granny rode a motorbike, did hand stands in the street if she felt like it and joined in soccer matches. She also enjoyed the big dipper and ghost trains and climbing in the adventure playground. Finally Granny knew Tim wanted her to change and so she did until Tim realised that he and his friends liked her the way she was. A warm, humorous story which provides an excellent discussion starter for looking at stereotypes and differences with bright, colourful, humorous illustrations which enhance the text. J. Anderson

LEV: Lower primary Middle primary

AVAIL: Paper \$8.95 SCIS 738102



BRINSMEAD, Hesba **The silver train to midnight.** Margaret Hamilton, 1993

ISBN 0947241353

Set in the author's familiar Blue Mountains, these tales celebrate family tradition, the continuity of history and the nostalgia of ordinary things - like hip baths and old stoves. Although separate short stories, they create enduring family characters, like Himself and Uncle George as well as developing themes from the old traditions such as the legend of the convict boy and the corroborree ground. There is some charm in the manner of telling, an echo of an oral tradition which leads to a harmony of style and theme. The black and white illustrations by Sandra Laroche support both the text and the atmosphere. C. Frew

LEV: Middle primary Upper primary

AVAIL: Paper \$8.95 SCIS 749271

CATRAN, Ken **Deepwater black.** HarperCollins, 1992 (Tui)

ISBN 1869500695

Space ships, time warps, a secret mission and lots of danger from oozing gel and people-stinging 'trites' make up this somewhat confusing fantasy, the first in a trilogy. There is a lot of jargon and imprecise descriptions as six young people travel into deep space — with a few returns to earth and other planets — trying to solve the mystery of their origins and the real purpose of their quest. The characters are unconvincing and the themes muddled in a novel that 'reads' like something you might 'see' on TV — full of flashing lights and colour effects and not much realistic substance. C. Frew

LEV: Upper primary Lower secondary

AVAIL: Paper \$9.95 SCIS 757351

CRESSWELL, Helen **The watchers.** Penguin, 1993

ISBN 0670845841

Mystery abounds in this exciting novel. It balances the story of two runaways who live in an amusement park for several days with an unusual fantasy in which another world exists and is accessed through the park. Kay and Josh are stalwart and inventive runaways, but the eerie presences and unexplained characters they encounter lead them into a struggle between the forces of good and evil. The movement of the story from reality to fantasy is sometimes strained, but the ending is not too neat. The pace is brisk and the general menace of the story impressive. J. Buckley

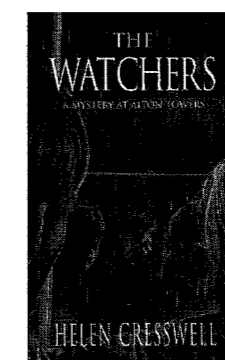
LEV: Upper primary Lower secondary

AVAIL: \$24.95 SCIS 765984

DALGLEISH, Joan **Cats don't bark.** Hodder & Stoughton, 1993 (Firefly)

ISBN 0340599340

It is pleasing to see a reprint of this popular story, first published in 1978. Clarence, the black cat, is not the cute, cuddly pet that the family had envisaged when Jeff answered the 'home wanted' advertisement. He doesn't



bark nor does he dig up gardens but he does manage to get people off-side in other ways. Everyday family happenings and interpersonal relationships are depicted with warmth, humour and understanding in an easily readable style. Characters are believable but a little role stereotyped, not surprising perhaps as the book was written in the seventies. The young sister, for instance, is such a whingeing pain, and Dad is not into role sharing even when Mum is working. B. Richardson

LEV: Middle primary Upper primary

AVAIL: Paper \$8.95 SCIS 757339

DRACUP, Angela **The split.** Gollancz, 1993

ISBN 0575054476

The separation of her parents comes as a complete surprise to Anna although the reasons for it are hinted at as this tightly written novel, which explores her feelings and resentments, progresses. Her meeting with an old man who seems to have been effectively forgotten by his family and the relationship which develops between the girl and his wayward, untrained dog provide a focus for Anna when she most needs it. Mr Ogden, however, is a crusty, cranky and demanding old man who lives in a mouldy, smelly house! He does, nevertheless, manage to teach Anna something about herself as she is faced with situations that are realistic and unsentimental. The main characters are well presented and the reader's empathy with Anna effectively achieved. C. Frew

LEV: Upper primary Lower secondary

AVAIL: \$24.95 SCIS 756211

FAIRBAIRN, John **Green slime.** University of Queensland Press, 1993 (UQP Storybridge)

ISBN 070222488X

These ten lively stories are likely to be a hit with young readers. They feature child protagonists, direct narration, straightforward storytelling and funny situations. The title story is a well observed account of a feud between brother and sister. Other stories involve a talking dog, a father with the ability to get into ridiculous situations and a teenage girl's decision to run away from home. A pleasing blend of fantasy and well observed characters is enriched by the author's sense of humour and respect for children. J. Buckley

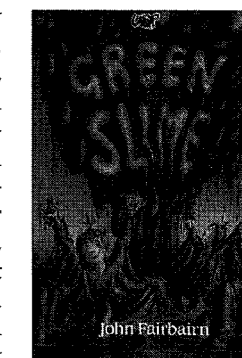
LEV: Middle primary Upper primary

AVAIL: Paper \$8.95 SCIS 757852

FISHER, Jo **At the swamp's edge.** Millennium Books, 1993

ISBN 0855749369

Life in the country, struggling on a small farm is not much fun for Annie. Her parents are exhausted, school and new friends difficult, and the family's continual poverty hard to accept. This is, however, a positive story in which the values of Annie's family prove strong enough to cope with the hazards of rural life earlier this century. Readers will certainly get a glimpse of life in an historical period from this short novel, which avoids being too



instructional as it tells its story. The struggles of Annie and her family are realistic and touching. J. Buckley

**LEV:** Upper primary  
**AVAIL:** Paper \$7.95 SCIS 751914

**GLEITZMAN, Morris *Sticky beak.*** Pan Macmillan, 1993 (Piper)  
ISBN 0330274066

In this sequel to *Blabber mouth*, Rowena is forced to come to terms with her father's marriage to her former teacher and to cope with her own, hard to acknowledge, sense of rejection because of the new baby due in the family. These are the hard truths behind the comic situation created by the Jelly Custard Surprise which Rowena threw at the school social, the demands of an anti-social parrot and a pampered poodle! Short uncomplicated sentences, a rollicking jokey style and an often unexpected turn of phrase provide the humour. As well there are some insights into getting on with others and understanding yourself. Gleitzman fans will enjoy this. C. Frew

**LEV:** Upper primary Lower secondary  
**AVAIL:** Paper \$7.95 SCIS 752832

**KLEIN, Robin *Seeing things.*** Viking, 1993  
ISBN 0670848697

Robin Klein's ability to deftly handle her characters is again beautifully demonstrated in this warm portrait of eleven-year-old Miranda. Told realistically and with humour, the story of Miranda's newly discovered clairvoyant power is set within the dynamics of her relationships with family and friends. Written from Miranda's perspective, the story builds in suspense as her uncle and her sister's criminal boyfriend become involved.

Overall the novel is developed with care, although the final pages lapse. The successful outcome of the kidnap and the explanation of Miranda's powers are sketchily resolved. The novel promised more than it delivered, however it is an engaging read with a feisty heroine. J. Buckley

**LEV:** Upper primary  
**AVAIL:** \$18.95 SCIS 757850

**KRAILING, Tessa *A dinosaur called Minerva.*** Hamilton, 1992  
ISBN 0241132401

Here is a dilemma: how do you help a dinosaur with toothache? Sprog has to sort that out when he discovers the last living dinosaur. A fast moving blend of fantasy and adventure, this novel is told with a good sense of fun. Plans are laid, the dinosaur helped and the dentist unwittingly involved. The story builds to a satisfying conclusion. Large type, clearly organised chapters, and occasional illustrations by Mark Robertson assist newly independent readers. This is an attractively presented novel which provides an interesting variation on a popular subject. J. Buckley

**LEV:** Middle primary  
**AVAIL:** \$24.95 SCIS 757014

**MARSDEN, John *Looking for trouble.*** Pan Macmillan, 1993 (Piper)  
ISBN 0330273965

Not only do Tony and his friends look for trouble as an antidote to boredom, they find it! Tony's first months in year 6 are dominated by the Looking for Trouble Club, and its speculation as to the mystery surrounding a new family in the neighbourhood. John Marsden again uses the diary format to good effect to explore thoughts and emotion, although Tony's regular, detailed diary entries seemed a little out of character. However, this technique produces an accessible and appealing novel in which thoughts and action are credible and involving. A distinctive cover design by Wendy de Paauw enhances the appeal of this short novel. J. Buckley

**LEV:** Upper primary  
**AVAIL:** Paper \$7.95 SCIS 758641

**MAYBROWN, Bessie *Daisy.*** Longman Cheshire, 1993 (Clipper)  
ISBN 0582911915

Set in 1903, this story of the life of fourteen-year-old Daisy and her swift move from childhood to adulthood is told with competence and simplicity. Depicting both the economic realities of life for a poor rural family and the rigid social pressure on individual behaviour, the novel provides many points for discussion. Daisy must make painful choices for the sake of her illegitimate child, choices dictated by the prevailing moral views of the time. Positive and realistic, Daisy's growth to maturity is well depicted in this short novel. J. Buckley

**LEV:** Upper primary  
**AVAIL:** Paper \$7.95 SCIS 756462

**McSKIMMING, Geoffrey *After the puce empress.*** Hodder & Stoughton, 1993 (Starlight)  
ISBN 0340584459

Geoffrey McSkimming writes with great energy, producing an adventure mystery which has the atmosphere of an old movie. The heroine, Jocelyn Allgood and her companions embark on a thrilling adventure to locate the palace of the long lost empress in China. The setting and period are of great importance as the novel powers along from mystery to mystery. The baddies are a malevolent magician and the ineffective companion. The heroine is steadfast and the situation is resolved. This is a great tongue-in-cheek parody of old fashioned fantasy novels. J. Buckley

**LEV:** Upper primary  
**AVAIL:** Paper \$8.95 SCIS 763004

**MEASDAY, Stephen *The time game.*** Mammoth, 1993  
ISBN 1863302174

Tony is sent to stay with his grandparents while he waits for a court appearance. He has been caught in the vicinity of his school soon after it has been set on fire, when he was really playing forbidden video games to which he



can't admit. He fiddles with his grandfather's invention, a time-machine, which deposits him in the goldfields of 1860 where he gets into trouble again. The story is quite predictable, the language flaccid and uninspired as is often the case for the book of the TV program. M. Hamlyn

**LEV:** Upper primary Lower secondary  
**AVAIL:** Paper \$8.95 SCIS 759846

**MORPHETT, Tony *The distant home.***

Mammoth, 1993

ISBN 1863302182

In the middle of predictable and boring suburbia 12-year-old twins, Bobby and Sally, are about to celebrate their birthday. Only Sally is just realising she is an alien who can control the fate of the Galactic Empire. Before the birthday is over the twins will have saved the world with a garden hose. Published to tie-in with an Australian television film, plot and characterisation are straightforward and lightweight. However, the action and author's sure tone maintain energy. A. Barber

**LEVEL:** Upper primary  
**AVAIL:** Paper \$8.95 SCIS 756257

**O'BRIEN, John *Shark Island.*** Hodder & Stoughton, 1993

ISBN 0340599316

Tension is developed and maintained in this short novel. It explores the feelings of 12-year-old Tim, who goes to visit an unknown uncle. Neither Tim nor his uncle is keen on the visit, both having been forced into it by Tim's grandmother. This was the least credible aspect of the plot. Would a loving grandmother really send a child alone into an unknown situation? The novel's strength is its exploration of Tim's thought processes, as he jumps to conclusions while attempting to unravel the secrets of his uncle's past. The setting is in coastal New Zealand, and descriptions of the natural environment also feature strongly. J. Buckley

**LEV:** Upper primary Lower secondary  
**AVAIL:** Paper \$8.95 SCIS 765344

**WALLACE, Karen *Fearless Fiona and the Rolls-Royce racket mystery.*** Young Lions, 1993 (Read alone)

ISBN 0003746764

I can't get too excited about Fearless Fiona. The excitement comes mostly from the frantic tone of the writing, rather than from the characters or their situation. Fiona is an undeveloped character who does indeed work out why the Rolls-Royces have gone missing. The mystery involves circus performers, the hapless mayor and his dominating wife. There is no subtlety about the story, in which characters are stereotypes. The action romps through short chapters which are well illustrated by Judy Brown. J. Buckley

**LEV:** Middle primary  
**AVAIL:** Paper \$6.95 SCIS 757850

**What's for dinner? and other stories.** Hodder & Stoughton, 1993 (Knight)

ISBN 0340589965

Joan Aiken, Judy Corbalis, Kevin Crossley-Holland, Diana Hendry, Dick King-Smith, Robert Leeson,

Penelope Lively, Jan Mark and Robert Swindells have contributed to this special collection of short stories published in Britain to celebrate the 25th Anniversary of the Federation of Children's Book Groups. The stories have a wide general appeal, catering to a variety of tastes from modern fairy tale and fantasy to everyday realism. While diverse in genre and style they share one element in common — readability. Recommended for libraries and for the teacher or parent wishing to add to a personal read-aloud collection. B. Richardson

**LEV:** Middle primary Upper primary  
**AVAIL:** Paper \$7.95 SCIS 761924

**WHEATLEY, Nadia *Lucy in the leap year.***

Omnibus, 1993

ISBN 1862911932

One always expects the best from Omnibus but they have excelled themselves with the production of this novel. From its zingy cover to the terrific pencil sketches by Ken Searle, the message shouted is 'Read me!' And thankfully, the text sustains the invitation. Life through Lucy's eyes is somewhat different from that viewed from the adult perspective: Wheatley has succeeded admirably in her creation of Lucy, the young child who lives with her dad, doesn't really understand what happened to her mother, is often lonely, but accepts everything as children do, because they have no option and don't know there are options. Read-tested by one of my young colleagues, the novel has been approved as appealing not only to adults looking back. F. Gardiner

**LEV:** Upper primary  
**AVAIL:** \$18.95 SCIS 759173  
**EVAL:** Highly recommended

**WILDE, Oscar *The selfish giant.***

[videorecording] Weston Woods, 1971

Oscar Wilde's original fairy tale is gently illustrated by Gertrude and Walter Reiner in this short animated video. The giant forbids children to play in his garden, but undergoes a change of heart when he forms a special relationship with one child. The emotion of the story is complemented by the simple black and white animation and sensitive narration. First produced in 1967, this version of the story retains its appeal. J. Buckley

**LEV:** Lower primary  
**AVAIL:** VHS \$140.00 Video Distributors International SCIS 645655

**WILLIAMS, Dorothy *My mate Jock.***

Millennium, 1993

ISBN 0855749164

The impact of Australia's involvement in World War I is examined in this short novel. Charlie is too young to enlist, and very envious of his friend Jock, whose letters home seem full of excitement. The lives lost at Gallipoli are set against the background of Charlie's increasing responsibilities as he supports his family, becoming skilled at a range of rural occupations. Characters are strongly and realistically depicted in this short novel which explores a significant historical period without heavy handedness. J. Buckley

**LEV:** Upper primary  
**AVAIL:** Paper \$7.95 SCIS 751917

## Fiction for older readers

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

AMIS, Kingsley **We are all guilty.** Penguin, 1993 (Plus)

ISBN 0140348464

A renowned author of adult novels presents his first junior fiction publication. This story probes society's methods of dealing with young offenders. Clive's crime hurls him into inner conflict. However, in the broader social context there are factions which seem to desire severe punishment of this 17-year-old boy, while others claim he is a victim of society's neglect. Even reluctant readers should find the simple language, rapid pace and brevity of this book quite manageable. Its sociological themes are far from simple and provide stimulus for debate for young and old. C. Sly

LEV: Middle secondary

AVAIL: Paper \$8.95

SCIS 758547

BOON, Poppy **The black crystal.** Longman Cheshire, 1993 (Clipper fiction)

ISBN 0582911885

Young readers fond of mysticism in fantasy fiction may enjoy this Australian tale of a journey undertaken to save the world from environmental disaster. Emma and Warlawurra must travel through the rainforest to find the black crystal, hidden by Emma in a previous incarnation, and replace it where it will restore the balance of nature. Evil stalks their path, in the tradition proper for such journeys. Aboriginal environmental values and cross-cultural relationships blend comfortably with an epic undertaking, but Emma's family jars. A recurring clumsy usage 'she felt like she was going to irritate this reviewer. The ingredients of romance, however, are there for 10 to 14-year-olds, who are usually more forgiving than adult reviewers. H. Gordon

LEV: Upper primary Lower secondary Middle secondary

AVAIL: Paper \$8.95

SCIS 747983

CARMODY, Isobelle **The gathering.** Penguin, 1993 ISBN 014036059X

Settling in to his new surroundings in the unattractive town of Cheshunt does not come easily to Nathaniel and things go from bad to worse as those people or powers responsible for the evil and horror gain ground. It is a gripping tale in the mould of the classic *Dark is rising* series; but the greatness is only tantalisingly glimpsed, not realised. The theme of good vs evil is universally enthralling; the style is distinguished without being pretentious; characters are mostly well drawn. So that leaves the plot — which is superficially engrossing but does not stand up to close inspection and which indeed sometimes jars with its silliness. A good read which should have been a great read. F. Gardiner

LEV: Lower secondary Middle secondary

AVAIL: Paper \$11.95

SCIS 757242

CARTER, Robert **The collectors.** Angus & Robertson, 1993 (Bluegum)

ISBN 0207178283

The collectors are a group of insects searching for their own variety of holy grail, the legendary and mysterious Monoocal. Part of the fun of the reading is in collecting the clues to work out which variety of insect is involved. The quest continues in spite of various crises, some imposed from outside, many brought on by personality clashes and leadership struggles within the group. The novel may be read as straight fantasy, but gathers allegorical strength as it progresses. Carter has constructed a believable fantasy culture, with its own traditions and customs, songs and poetry, and successfully draws in the reader to this world. M. Steinberger

LEV: Middle secondary Upper secondary

AVAIL: Paper \$9.95

SCIS 751425

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

Penguin, 1993

ISBN 0140364641

Poverty, hardship and unwelcome change are neither new nor unendurable, and this author is not the first to say so to a young generation facing them. Her choice of setting and period is, I think, new. Strong relationships and a will to survive are requisites for Barney Wood's family, leaving security, home and employment for unpredictable harsh post-war conditions in the new Murrumbidgee Irrigation Area. Appealing character development of Barney's indomitable elder daughter Belinda and her seemingly unlovable Victorian grandmother, humour, and an uncompromising picture of life there and then, make this a hard yarn to put down. Occasional linguistic anachronisms will, like the visual ones in the cover design, pass unnoticed by the intended audience: the timely, timeless message will not. Quality reading. H. Gordon

LEV: Upper primary Lower secondary

AVAIL: Paper \$8.95

SCIS 746320

FRANCIS, Jaye **Belle.** Penguin, 1993 (Hot pursuit)

ISBN 014036501X

In an Alfred-Hitchcock-and-the-three-investigators formula for older readers, *Belle* offers thrills unobjectionable to parents, characters cool enough to appeal to teenagers (black lipstick — and bikies and skateboarders abound), virtue triumphant, nonsexist role modelling, normalisation of handicapped persons, and enough microwaved romance to round it off nicely. What more can you ask? Style? — trendy, and a lot better than A-H-and-the-3-I's. Adolescents who read only when all else fails will recommend it furtively to their friends, and look for the next one. H. Gordon

LEV: Middle secondary

AVAIL: Paper \$8.95

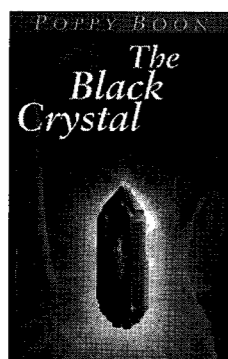
SCIS 757857

GLEESON, Libby **Love me, love me not.**

Viking, 1993

ISBN 0670853259

Recognition that this is not simply a book of short stories takes a little while to dawn; nor is it a conventional novel.



It is however a very finely crafted work which deserves many subsequent readings to unravel the rich strands of character within. Being a teenager in our culture is recognised as an affliction which most of us would never want to endure twice. The anguish of those years is portrayed with great insight — boys and girls exhibit the vulnerability that is so often masked with bravado, and for this reason alone it is a work worthy of close inspection. F. Gardiner

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: \$19.95

SCIS764747

EVAL: Highly recommended

HARRIS, Christine **Buried secrets.** Random House, 1993 (A Mark MacLeod book)

ISBN 0091827485

Prepare to be entertained, maybe shocked, sometimes amused, chilled, thrilled, even disturbed, but never bored by the fourteen different and memorable stories in this collection. Each story turns on a clever idea, is pacy and economical in the telling, with an often unexpected twist in the tail. Subjects include x-ray vision, the green perspective, birth, first date, senility and coping with braces. The design is excellent, the cover eye-catching, the print clean, clear and double spaced for easy reading. The target audience is surely adolescent readers, however, one suspects that younger ones, particularly fans of Paul Jennings, will also lay claim to this collection. Reads aloud well. B. Richardson

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: Paper \$9.95

SCIS 761878

JONES, Diana Wynne **The magicians of Caprona.** Mammoth, 1993

ISBN 0749712244

In this book, Diana Wynne Jones again conjures up her unique world of fantasy/myth. Feuding families, the Montanas and Petrocchis control, with their spells, the peace and safety of the city of Caprona. An ancient misunderstanding has made the families enemies. An outside influence takes advantage of the split to attack the city by kidnapping young members of each family. As well as having magical abilities the characters are engagingly lively. The children bicker and manipulate their flustered parents. The precision of the descriptive language contributes to the momentum of the story which cannot be put down once started. M. Hamlyn

AVAIL: Paper \$7.00

SCIS 753409

LEV: Upper primary Lower secondary Middle secondary

JONES, Vince **Fifteen plus and sunburnt.**

Longman Cheshire, 1993

ISBN 058291065X

It behoves a reviewer to treat a first novelist, especially a very young one, with kid gloves, even if the fists are rather clenched. At least partly autobiographical, the

novel traces the course of the narrator's diagnosis of, operation on, and recovery from a malignant melanoma. A parallel plot concerns the death of his best friend from the same cause. The attempted interweaving of a magic strand in the form of a wooden toy horse doesn't succeed, partly because it is grafted on to the story rather than intrinsic to it. Often maudlin, this may at least frighten some of those intrepid teenage sunbakers into taking precautions against the demon sun. F. Gardiner

LEV: Lower secondary Middle secondary

AVAIL: Paper \$7.95

SCIS 755802

KEMP, Gene **Roundabout.** Faber, 1993

ISBN 0571167322

This is a collection of nine interesting short stories which displays Gene Kemp's understanding of young adolescents. Their subject matter is varied: a disappointing Christmas day; a rebellious class on an excursion; recollections of school bullying; computer games with scary powers; and more. Understanding of the emotional world of adolescents and finely observed dialogue characterise these amusing stories. They are tightly written from the viewpoint of an adolescent narrator, combining humour and fantasy effectively. J. Buckley

LEV: Lower secondary

AVAIL: \$19.95

SCIS 763003

McCARTHY, Maureen **Cross my heart.**

Penguin, 1993 (Puffin books)

ISBN 0140363505

Pregnant teenager Michelle rebels against the 'safe' future of marriage to the father and sets out to make her own life. She meets up with Mike, just released from prison, and together they head into western NSW to search for work. The inevitable conflict of different personalities, their depressing search for jobs, their attitudes to the land and to people they meet and their visions of the future are all well conveyed in this highly readable novel. A pacy novel which carries one along, avoiding cliché situations and solutions. M. Steinberger

LEV: Middle secondary Upper secondary

AVAIL: Paper \$10.95

SCIS 751115

MORGAN, Damian **Played out.** Penguin, 1993

ISBN 0140362991

Take one rising, but about to fall, young tennis champion, add a dollop of strangely uninvolved mother, an earnest but ineffectual father, a rejected coach who is silent wisdom personified, and mix with an excess of overambitious, crooked, new tennis coach/promoter and you have some of the ingredients for a fairly unappetising story. Mixed in with the disillusioned champ tale is a parallel search for a computer hacker who's performing nasty tricks on the finances of the rejected coach's former company. Could the wicked new coach be involved in the scam? Maybe aspiring tennis stars will love it. F. Gardiner

LEV: Lower secondary

AVAIL: Paper \$8.00

SCIS 758595







**NEEDLE, Jan *The bully*.** Hamilton, 1993

ISBN 0241133815

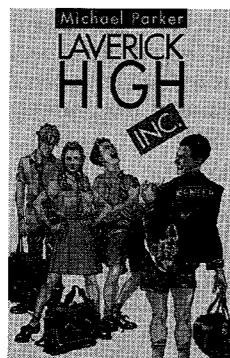
This novel deals with an important subject in a considered, careful manner. It is an involving story in which initial appearances are not what they seem. The perpetrators of the bullying are all the more dangerous because they are confident, successful students. The effect of physical appearance on interpersonal relationships, the role of teachers and the frustration and resignation of the victim are closely examined. This finely paced, suspenseful novel is bound to raise discussion on this topic. J. Buckley

LEV: Lower secondary Middle secondary  
AVAIL: \$22.95 SCIS 766717

**PARKER, Michael *Laverick High Inc.*** Longman Cheshire, 1993 (Clipper fiction)

ISBN 0582800978

When the new principal takes up his position at Laverick High, he rapidly imposes his performance management philosophy. Changes are disturbing for both students and teachers. Private companies are encouraged to advertise their wares on the school's billboards, blazers and burger lunches. Two year 10 students, Chris and Cindy along with their English teacher are caught in the cross-fire attempting to protect the sensibilities of the school's population. A vigorous pace sustains this story, which begins with a wry satirical humour and ends in disaster. Students and educationalists who read this tale can only hope such incidents remain in the realm of fiction. C. Sly



LEV: Middle secondary  
AVAIL: Paper \$8.95 SCIS 756454

**PILLING, Ann *Vote for Baz*.** Puffin Books, 1993

ISBN 0140345175

Although the school system which is the setting for the book is peculiarly English and the headmaster is a deliberate caricature with his 'jolly good' manner, readers could identify with Baz Bradshaw, scholarship winner to a new school with a Latin motto, old traditions and strict rules. Subtitled *Fanfare for the common man* social issues are explored and linked to the stand Baz takes for the school elections; sticking to one's principles is portrayed through a character who is certainly not perfect. Some mystery surrounds the recent death of Baz's father and his loss to the boy is keenly felt. While the characterisation is a touch too glib, the action does race along providing enough interest for keen readers. C. Frew

LEV: Lower secondary  
AVAIL: Paper \$7.95 SCIS 761400

**The Puffin book of science fiction.** Penguin, 1993 (Viking)

ISBN 0670839663

Nicholas Fisk has chosen well in compiling this anthology. Extracts from work by classics in the field such as

Arthur C. Clarke, Jules Verne, H.G. Wells and Ray Bradbury are combined with stories by Jan Mark, John Christopher, Daniel Keyes, Kurt Vonnegut and others. The collection is varied and suspenseful, with some emphasis on traditional writers in the genre. Extracts are short and thought provoking. Good presentation and attractive cover design enhance this collection which will introduce science fiction to a wide audience. J. Buckley

LEV: Upper primary Lower secondary  
AVAIL: \$24.95 SCIS 757467

**REES, Celia *Every step you take*.** Pan

Macmillan, 1993

ISBN 0330328441

This has the themes and style of an adult thriller with young people in it. Set in England and Wales it opens with the discovery of the body of a young woman, brutally murdered and hidden in the vestry of a church. Two strands of the story are developed as the paths of a psychopathic killer and a group of senior students cross, although the direction the action takes and the way the themes interact is not predictable. The character of the killer is sparsely but effectively drawn. Some clues to his motives are hinted at; some sympathy for his background evoked. His presence is intrusive throughout and helps to bring into focus the other major strand of the story — the developing relationship between two of the teenagers on an outdoor education camp which culminates in rape. The desire to possess another person is explored, whether it leads to murder is only a matter of degree. An interesting story for mature readers. C. Frew

LEV: Upper secondary  
AVAIL: Paper \$8.95 SCIS 761448

**SEFTON, Catherine *The cast-off*.** Hamilton, 1993

ISBN 0241133629

Although the story is told in the first person, the narrator is much more an observer than a participant; this does not prevent her providing a running commentary on the action, at most of which she is not present. Alice tells the story of her next door neighbour Marie, who, having run away after a fight with her intolerant father, has a series of flirtations with disaster, ultimately ending up homeless in London, far from her Irish origins. A bit like Rosie (in *Rosie's walk*), Marie seems oblivious of the calamities stalking her, and Alice's jocular narrative belies the dangers that loom. In short I found it silly, with a convoluted plot and not particularly likeable or credible characters. F. Gardiner

LEV: Lower secondary Middle secondary  
AVAIL: \$24.95 SCIS 756487

**SIMONS, Moya *Fourteen something*.** Longman

Cheshire, 1993 (Clipper fiction)

ISBN 0582911893

One of the Clipper series featuring accessible language, an appealing style and a topical theme this short novel centres on Tracey who has to come to terms with the unexpected collapse of her parents' marriage. While there is an underlying poignancy in such a common situation the main character's voice is an honest, self-deprecating one as she battles fatalistically and with a certain wry humour with her father's attempts to establish a new relationship and with her own growing pains! Ideas touched on include the natures of family and

## Poetry and drama

Resources are in Dewey order.

**McCORD, David *All day long : fifty rhymes of the never was and always is*.** Little, Brown, 1966

ISBN 0316555320

[811]

A combination of interesting subjects within children's experience and understanding, well chosen language and imagery, witty word play and catchy rhyme and rhythm provide the winning formula for David McCord's poetry, gaining him fans, both child and adult, the world over. This reprint of *All day long* brings together a selection of 50 of his delightful verses, some of which may already be known to readers.

These are complemented by drawings by Henry B. Kane. Excellent for reading aloud. If this volume is not on your personal or school library shelf, do consider putting it there. B. Richardson

LEV: Middle primary Upper primary  
AVAIL: Paper \$9.95 SCIS 754591  
KLA: E; HSIE



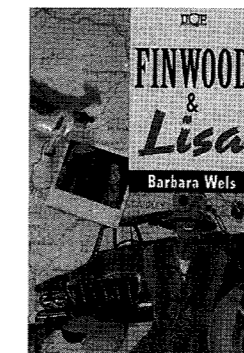
friends, puberty, growing up and even the problems of old age and senility in the shape of a harmless eccentric neighbour. The contemporary story, while not intended to solve the problems of the world, does contain the promise of a happy ending for junior readers. C. Frew

LEV: Lower secondary  
AVAIL: Paper \$7.95 SCIS 756461

**WELS, Barbara *Finwood and Lisa*.** University of Queensland Press, 1993 (UQP young adult fiction)

ISBN 0702225029

Many themes are toyed with in this novel for older teenagers — too many for satisfying coherence. The main character, with a somewhat self-conscious voice, searches for her real mother, self knowledge and independence. Side issues develop in her relationship with her boyfriend, with casual drug use, with alternative life styles and a faded hippy community. The style is conversational, at times rambling, and carried through discourse, letters and lists. The art of writing a novel is another theme explored and presented through textual style. While some readers may enjoy the direction the plot takes, there is little real character development or significant convincing motivation in the main character. The father, stepmother and real hippy mother are stereotypical figures. C. Frew



LEV: Upper secondary  
AVAIL: Paper \$10.95 SCIS 751651

**WESTALL, Robert *The stones of Muncaster Cathedral : two stories of the supernatural*.**

Penguin, 1993

ISBN 0140348433

Robert Westall's storytelling is deceptively simple. It sweeps the reader along through these two hauntingly supernatural stories. People and conversations are created convincingly in the medieval and wartime atmospheres. Josiah Clarke, a steeplejack repairing Muncaster Cathedral, takes his son up to the heights. A gargoyle begins to haunt Joe's dreams and sets his son sleepwalking. Then there are the deaths! Fear and tension build. At Brangwyn gardens student Harry Shaftoe is curious about the diary and old photo he finds when he rents a room. Why do tenants not stay long at this address? The stories are satisfyingly inevitable. M. Hamlyn

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$8.95 SCIS 762078

**CAMERON, Lloyd Arthur *Miller's The crucible*.** Pascal, 1993 (Excel plays in performance)

ISBN 1875312927

[812 MIL]

Being so frequently set for examination, there is no shortage of resources for *The Crucible*. While this recently published study-aid offers the conventional analyses of plot, character, themes and language it also conveys technical information on the play as theatre. Based on the Sydney Theatre Company's production, notes on directing, set, lighting and costumes are included. This brief overview provides a valuable starting point to assist students in their appreciation and understanding of this popular play. C. Sly

LEV: Upper secondary  
AVAIL: Paper \$7.95 SCIS 761225  
KLA: E; CA

**GROSS, Philip *The All-Nite Café*.** Faber, 1993

ISBN 0571167535

[821]

Philip Gross's imaginative scope ranges wide, offering the reader an unusual and highly individual selection of poetry. Children looking for light verse and instant gratification will be disappointed as the poetry in this collec-

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

tion requires some effort on the part of the reader. Those who persevere will be rewarded with originality in thought, language, imagery and structure. Subjects include the topical, the personal, and the common experience. It is a pity that the print is so small. Given the space, (eleven spare pages at the back) a larger type face could have given accessibility to a wider audience. B. Richardson

**LEV:** Lower secondary Middle secondary  
Upper secondary  
**AVAIL:** Paper \$7.95 SCIS 751171  
**KLA:** E

**McNAUGHTON, Colin If dinosaurs were cats and dogs.** Pan MacMillan, 1993 (Picturemac)

ISBN 0333583310 [821]

Given the present dinosaur mania, this recent Picturemac edition of McNaughton's verses (first published in 1981) is well timed, at least from a marketing perspective. The verses feature modern settings and situations where dinosaurs create absolute mayhem. The ideas are highly imaginative and clever, however, the verse is not even in quality and is sometimes crude. Illustrations are bold, brash and quite confronting. The book has proved popular with many children owing in large part to its funny, if at times vulgar, imagery. B. Richardson

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$9.95 SCIS 761442  
**KLA:** E

**READ, Miss The little red bus and other rhyming stories.** Penguin, 1993 (A young Puffin)

ISBN 0140346198 [821]

Young emerging readers will enjoy these six short stories written in rhyme. Simple conversational language and large print ensure the book's readability while the repetitiveness of the rhyming words add to its appeal. The numerous black and white illustrations add meaning to the text while the themes of the stories are easily understood by their target audience of young readers. J. Anderson

**LEV:** Lower primary Middle primary  
**AVAIL:** Paper \$7.95 SCIS 746149

**WILSON, Raymond To be a ghost : poems of magic, mystery and the supernatural.**

Penguin, 1993 (Puffin)  
ISBN 0140346562 [821]

The reader searching for poems focusing on magic, mystery and the supernatural will find many to choose from in this collection. With 63 poems, varying in content, style and pace, there should be something to suit most tastes. Subjects include ghosts — present and past, strange phenomena, witches, merchildren, and even a bunyip; while settings include graveyards (of course), forests, a railway train, the sea, and even the school playground. Suitably scary, shivery images in some of the poems are balanced by lighter touches of wit and humour in others. The collection is illustrated with delightfully zany drawings by Alan Rowe. B. Richardson

**LEV:** Middle primary Upper primary  
**AVAIL:** Paper \$7.95 SCIS 746157  
**KLA:** E

**MULHERIN, Jennifer The best-loved plays of Shakespeare.** Cherrytree, 1993

ISBN 0745151744 [822.3]

Beginning with the customary outline of Shakespeare's life and ending with a list of the plays, the authors give a paraphrase of ten plays in unremarkable prose. These story outlines are divided by bold headings to emphasise turning points in the action or to highlight aspects of character in the main players. The many illustrations are mixed in style, some bordering on the garish while others have delicate lines and soft fairy-tale colours. Quotations are set apart from the general text and an index is included. There is no suggestion of theme beyond the obvious and no analysis beyond the basic. Shakespeare reduced to an outline of what happens and to whom! C. Frew

**LEV:** Lower secondary Middle secondary  
**AVAIL:** \$38.95 SCIS 753858  
**KLA:** E; CA

**DAWE, Bruce Sometimes gladness : collected poems, 1954-1992.** 4th ed. Longman, 1993

ISBN 0582908795 [A821]

In this new edition of Dawe's selected works, some earlier poems have been omitted and newer ones included to cover 1987-1992. Dawe's perceptive and insightful verse reveals the poet as well as providing comment on contemporary Australian society. In addition to the usual indexes, two others provide access to themes and forms. A. Barber

**LEV:** Upper secondary  
**AVAIL:** Paper \$17.50 SCIS 756456  
**KLA:** E

**MAFI-WILLIAMS, Lorraine Spirit song : a collection of Aboriginal poetry.** Ashton Scholastic, 1993

ISBN 1862911193 [A821]

Thirty five Aboriginal poets, ranging from the well known Oodgeroo, Jack Davis, Bobbi Sykes to the nearly anonymous 'Tony', have contributed to this outstanding collection which resonates with the anguish of trying to cope with an alien culture and a yearning for what has been lost in the process. There are no obscure, pseudo-intellectual messages in this collection, just many heartfelt, profound thoughts expressed in clear, concise, accessible language which speaks as loudly to the receptive non-Aboriginal as to the members of the indigenous culture. To quote Jack Davis, 'The door between us is not locked, just ajar. It is time to learn.' F. Gardiner

**LEV:** Upper primary Lower secondary  
Middle secondary Upper secondary  
**AVAIL:** Paper \$9.95 SCIS 757181  
**KLA:** E; HSIE  
**EVAL:** Highly recommended

**ZWICKY, Fay Poems 1970-1992.** University of Queensland Press, 1992 (UQP poetry)

ISBN 0702224669 [A821]

A comprehensive selection from the work of this Australian poet whose subjects are wide-ranging. In an unsentimental way and through confident images and strong rhythms, she responds to personal feelings, to the con-

temporary scene and to the inspiration of other writers. Her images are drawn from mythology, Jewish history, Asian travels, American culture and the Australian scene. Experimental word patterns, alliterative devices and a mix of the colloquial and the classical often produce unexpected effects. C. Frew

**AUD:** Professional  
**LEV:** Upper secondary  
**AVAIL:** Paper \$19.95 SCIS 751091  
**KLA:** E

**SPURR, Barry The poetry of Peter**

**Skrzynecki.** Pascal, 1993 (Excel studies in literature)  
ISBN 1875312633 [A821 SKR]

Many senior students find study note publications a useful springboard to their understanding of literature. This guide to the poetry of Peter Skrzynecki has a number of commendable aspects. Clear commentaries are included on Feliks Skrzynecki, St Patrick's College, 10 Mary Street, Leaving home, Migrant hostel and Post card. In addition, an introductory section on understanding and appreciating poetry in general, offers a sound foundation on the nature of poetic technique. An interview with the poet himself adds a unique autobiographical background to this study. A concluding guided questions section and a glossary of literary terms makes this a comprehensive study guide. C. Sly

**LEV:** Upper secondary  
**AVAIL:** Paper \$7.95 SCIS 761221  
**KLA:** E

**MORRIS, Mary Boss of the pool : the play.**

Currency, 1993  
ISBN 0868193550 [A822]

Robin Klein's sensitive story is now presented in play form. Shelley is a petulant teenage girl who, due to circumstances beyond her control, is thrown into contact with a mentally handicapped boy. Teaching the hydrophobic Ben how to swim is a triumph for Shelley in more ways than one. Apart from its obvious value as a production piece this dramatisation is also enjoyable as literature. Students often enjoy play reading aloud and the issues raised by this play operate to break down many prejudices. A delightful array of characters, simple language and humour make this a great selection for the classroom. C. Sly

**LEV:** Upper primary Lower secondary  
**AVAIL:** Paper \$9.95 SCIS 758966  
**KLA:** E; CA

**WEBBY, Elizabeth Modern Australian plays.**

Rev. ed. Sydney University Press, 1993 (Horizon studies in literature)  
ISBN 0424001993 [A822.009]

Part of a series designed for students in year 12 and at university, the writer's stated aim is to 'refresh' interest in well known Australian plays that are often set for study so that meaning and pleasure are experienced as well as critical techniques enhanced. The introduction

puts Australian theatre in its historical and social context and succinct discussions of six plays written between 1912-1986, including **A hard god**, **Summer of the seventeenth doll**, and **Away**, follow, focusing on performance as well as text. Told in a direct style with the air of a lecture by a well informed, interested speaker, this is not a clinical study guide but a scholarly discussion accessible to students and theatre goers alike and containing suggestions for further reading on Australian drama and theatre history as well as individual playwrights. C. Frew

**AUD:** Professional  
**LEV:** Upper secondary  
**AVAIL:** Paper \$9.95 SCIS 751819  
**KLA:** E; CA

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

**KOALA AWARDS, 1993**

The 7th annual Kids Own Australian Literature Awards (KOALA) were held at Chapter House, St Andrew's Cathedral, Sydney, on 28th October, 1993.

Over 15,000 votes were counted around NSW and resulted in Paul Jennings'

**Unbearable!** (SCIS 639182) being named the most popular book for primary students and Melina Marchetta's **Looking for Alibrandi** (SCIS 726895) the most popular book for secondary students. Paul Jennings' books figured in the top ten (primary) six times, while Morris Gleitzman's novels appeared three times in the primary sector and once in the secondary.

Two hundred and eighty students from schools around NSW attended the awards ceremony. Authors attending included Paul Jennings, Melina Marchetta, David McRobbie, Libby Gleeson, Victor Kelleher, Richard Tulloch, Morris Gleitzman, Maureen Prichard, Janna and Kylie Taylor and Alan Baillie. The ceremony is held annually in October. During the year, students who are **Friends of KOALA** nominate books for primary and secondary readers, short-lists are created and voting for most popular books takes place by September. For further information, contact:

Miranda Harrowell, Manager Collection Services,  
Ryde Library and Information Services

Ph: (02) 952 8361 Fax: (02) 952 8355

## 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).

### CAPRON, H.L. **Essentials of computing.**

Benjamins/Cummings, 1992

ISBN 0805310487 [004]

Organised around the three areas of 'A first look at computers', 'Exploring hardware and software', and 'Computers and business', the text provides an up-to-date comprehensive overview of computer technology with a strong emphasis on personal computers. Each chapter begins with an anecdote of people and situations in the computer industry and ends with a summary of key concepts and terms and a self test. Real world applications are used to highlight key points in each chapter while the conversational language style and well-designed presentation make it an easily accessible resource. J. Anderson

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$39.95 SCIS 752055  
 KLA: TAS

### VERMA, Surendra **The information technology dictionary.**

Longman Cheshire, 1993

ISBN 0582876605 [004.03]

You may know the meaning of 'dingbat', 'fatbits', 'giga-byte' and 'ABN', but what about 'salami slicing', 'shoulder surfing', 'stiffware' and 'exformation'? This encyclopaedic dictionary has the answers and covers all areas of information technology (IT) such as computer hardware and software, computer languages, system analysis, data and telecommunications, digital electronics, Boolean algebra plus the social implications of IT and careers in IT. It also covers terms used in word processing, desktop publishing and computer graphics; as well as people, machines and events in computer history. This dictionary is very user-friendly with simple non-technical language, many explanatory diagrams and a README file which explains the arrangement of entries, cross-references etc. To sum up, a very approachable and fascinating resource for secondary schools. D. Collins

LEV: Lower secondary Middle secondary  
 Upper secondary  
 AVAIL: Paper \$17.99 SCIS 745110  
 KLA: TAS

### BENNETT, Jean **The information book.**

Ashton Scholastic, 1993

ISBN 1869431235 [020]

Written for student use but perhaps more useful as a guide for teachers in assisting students plan and execute assignments. It looks at the research task and clearly sets out the plan of attack from drawing up a timetable, planning the areas to be covered, collecting the necessary information, planning an outline, writing a first draft and finally providing a range of ideas for different types of presentations. Simple, practical and clearly set out with many illustrations to highlight the points being made, the book concludes with a list of agencies providing useful information. J. Anderson

LEV: Upper primary Lower secondary  
 AVAIL: Paper \$8.95 SCIS 738101

### CUE, Kerry **Girls' own guide to ego maintenance.**

Penguin, 1993

ISBN 0140175830 [155.2]

Trying to categorize this book is impossible. I can only describe it as 'outrageous, frank and filled with sound commonsense'. Kerry Cue has described her book as advice for the journey from adolescence to mature womanhood. It is funny, explicit and ultimately reassuring as it ranges over various topics such as puberty, dealing with girlfriends and parents, school, sex and the media's representation of women. It speaks to older adolescent girls (especially year 12) and to women and might be best placed in the professional collection. D. Collins

LEV: Professional, Limited use in  
 Upper secondary  
 AVAIL: Paper \$12.95 SCIS 751039  
 KLA: PD/H/PE

### KEENE, Michael **Seekers after truth.**

Cambridge University Press, 1993

ISBN 0521386268 [294]

The search for meaning through three great Asian faiths — Hinduism, Buddhism and Sikhism — is analysed in this meticulously planned learning resource. Each of the three sections contains the history of the religion and its sacred writings, major beliefs and ideas, patterns, icons and festivals of worship, and stages of life. Learning devices such as key words, key questions, key ideas and reiterative learning activities recur in each information unit, together with a visual stimulus. It would be hard not to understand and recall the information provided. I hoped in vain for an inspirational further reading list, but teachers of General studies and Religious studies can trust this work for all the basics of genuine comparative religion. H. Gordon.

LEV: Upper secondary  
 AVAIL: Paper \$19.95 SCIS 752084  
 KLA: HSIE

### SCOTT, Lynn **Australian journey : environments and communities.**

Longman Cheshire, 1993

ISBN 0582869498 [304.20994]

This exceptional book is pedagogically outstanding in planning and content, uncommonly perceptive of what is stimulating to 12 year olds, creatively stunning in design and presentation, and direct in language. Its author and artist have a success on their hands. Explana-

tion and management of Australian natural environments alternate as chapters in Part One; urban, rural and remote communities form Part Two. The geographer's skills, Aboriginal and multicultural perspectives and environmental concern are recurring threads, united by an emphasis on planning for a better future. Opinions and images of ordinary Australians and quality photographs of their land bring the pages and the subject matter to vibrant life. H. Gordon

LEV: Lower secondary Middle secondary  
 AVAIL: Paper \$23.99 SCIS 736831  
 KLA: HSIE  
 EVAL: Highly recommended

### INGRAM, Anne **Money! Money!**

Random, 1993

ISBN 0091827574 [332.024]

Interspersed with witty cartoon drawings this humorous presentation is very informative and provides a broad overview of the history, scope and uses of money. A down to earth approach makes the subject very accessible for interested students who will gain a great deal of practical information on all aspects of money management. 'Fact' boxes enhance readability. J. Anderson

LEV: Upper primary Lower secondary  
 AVAIL: Paper \$8.00 SCIS 758683  
 KLA: M; HSIE

### NELSON, Nigel **Resources.**

Wayland, 1993

(Starting geography) ISBN 0750203439 [333.7]

An informative yet simple overview of natural resources throughout the world is presented in this visually stimulating book designed for younger students. Interspersed with activities to highlight the concepts discussed it provides an excellent introduction to the topic and to the issues of conservation of resources. Although the text is minimal the information is clearly presented and is enhanced by coloured photographs and diagrams which not only support the text but add further information on the topic. J. Anderson

LEV: Lower primary Middle primary  
 AVAIL: \$24.95 SCIS 759458  
 KLA: ST; HSIE

### CRABB, Peter **The Murray-Darling basin : a resource at risk.**

Longman Cheshire, 1993

(Australian geographical issues) ISBN 0582870445 [333.730994]

Teachers of senior geography and environmental science familiar with Australian geographical issues will appreciate this latest in the series. The MDB's physical size and economic significance in Australia's gross agricultural production are the basis for a probing analysis of its problems. The issues of salinity, toxic algal bloom, land and water degradation, overuse and management, lead logically to the question 'Does the MDB have a sustainable future?', which the author says requires a community response. The questions and activities provided promote such responses, and the appended resources list is excellent. There are black and white maps and photographs. H. Gordon

LEV: Upper secondary  
 AVAIL: Paper \$12.99 SCIS 752217  
 KLA: HSIE; TAS

### COVENEY, Janet **Australia's conservation**

reserves. Cambridge University Press, 1993

ISBN 0521427037 [333.780994]

Texts on the conservation theme of environmental studies are always welcome, and this one's planning and content are impeccable. Outlined are the need for conservation reserves and the history of attitudes to them, the importance of national parks, wilderness, marine parks, forests and wetlands, and the need for management strategies. Ecological problems and their consequences are dispassionately illustrated through maps, graphs, and aerial photographs. Case studies of landmark environmental disputes offer the facts, points of view, political action and environmental outcomes, followed by challenges to students in the form of local investigations. The pervasive concept 'think globally, act locally' suggests a personal action plan. Unfortunately the production's uninspired design and mediocre photographs could restrict its appeal. H. Gordon

LEV: Upper secondary  
 AVAIL: Paper \$19.95 SCIS 763427  
 KLA: HSIE

### MORRISON, Rob **Technology and the environment.**

Jacaranda, 1992 (Jacaranda young inquirers)

ISBN 0701630442 [333.79]

The first third of this reader-friendly resource on environmental awareness informs children about the impact that technology has had in the past, is having in the present and could have in the future, on the earth and humankind. The greater part of the work describes ways in which science, technology and people can work together to lessen harmful effects. Photographs, colour pictures and diagrams are plentiful, pertinent and well placed throughout. Included is a glossary, a bibliography, questions and activities to test understanding and extend thinking, and an excellent index. A few meanings in the glossary could perhaps have been couched in simpler language but this is a minor criticism of an otherwise excellent resource. B. Richardson

LEV: Middle primary Upper primary Lower secondary  
 AVAIL: Paper \$7.50 SCIS 728794  
 KLA: HSIE; ST; TAS

### NAILON, Ken **Governments and budgets.**

VCTA, 1993 (Problems in Australian economics)

ISBN 0868593826 [338.994]

One of a series on Australian economics, **Governments and budgets** is appropriate for the year 12 core topic, 'Macroeconomic management' in Economics in the HSC. Government intervention at federal, state and local level is considered but with emphasis on federal fiscal policy. The federal budget's functions, aims, components and effects are well considered together with an outline of current budgetary policy. Print is clear, headings and rule headings signal the main ideas. Tables, graphs, diagrams are in context and are current. There are applied economics exercises of discussion, essay and short answer formats. The index is limited. D. Lane

LEV: Upper secondary  
 AVAIL: Paper \$12.00 SCIS 762086

**HAWTHORN, Roger Legal studies for the VCE student : units 3 and 4.** Jacaranda, 1993

ISBN 0701631112 [349.94]

Despite being written for Victorian students, teachers of Legal studies in NSW will find this a good resource which examines the law-making institutions (Parliament, courts) and the processes by which laws are made and changed. Its usefulness is enhanced by the clear layout and many features such as extracts from current newspapers and other sources, case studies, key terms, chapter summaries, plus activity questions and essay topics. The general index is comprehensive and supplemented with separate indexes of the acts, reports and cases mentioned. D. Collins

LEV: Upper secondary  
 AVAIL: Paper \$33.95 SCIS 759547  
 KLA: HSIE

**CONNELL, Desley William Water pollution : causes and effects in Australia and New Zealand.** University of Queensland Press, 1993

ISBN 0702223379 [363.73]

Teachers and senior students will find this an invaluable guide to explaining and understanding the chemical and biological changes occurring in water pollution of all kinds. Student case studies of such diverse Australian issues as algal bloom, oil spills, the sewage treatment debate, the nuclear debate and salinity would benefit from reference to this sane work, extending its usefulness well outside the environmental caretaker curriculum areas of science and geography. Clear, logically arranged text is generously illustrated with tables, graphs and a few plates, and well indexed. The next edition would benefit from the addition of a glossary for those without the pre-requisite vocabulary, although most terms are explained at their first occurrence. H. Gordon

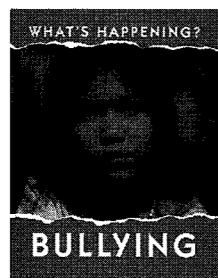
LEV: Upper secondary  
 AVAIL: Paper \$29.95 SCIS 750382  
 KLA: HSIE; S  
 EVAL: Highly recommended

**BRYANT-MOLE, Karen Bullying.** Wayland, 1992 (What's happening?)

ISBN 0750204435 [371.58]

Accessible for all primary children the text looks at the many aspects of bullying such as why people bully and who gets bullied. It highlights the feelings of loneliness, hurt and confusion that children feel when confronted with the situation and addresses the issue both from the point of view of those being bullied and those who bully children including adults. Strategies for dealing with the different types of bullying are discussed and although British in orientation this in no way detracts from the value of the text as a personal development resource. J. Anderson

LEV: Lower primary Middle primary  
 Upper primary  
 AVAIL: \$24.95 SCIS 751813  
 KLA: PD/H/PE

**Word origins.** Kingfisher, 1993 (Word masters)

ISBN 1856970086 [422]

A small volume which is fun to read, this source provides details of the background and history of approximately 400 words. Information is clear and concise, contains humour and is easy to read. This resource can add interest to learning spelling, and provides a reason for the eccentricities of English. Knowing something about the history of a word can help with spelling and usage. It is a useful resource for teachers and valuable for students. Arranged alphabetically and using a two column page format, the uncluttered pages are enlivened by illustrations by Peter Stevenson which contribute to the fun. J. Buckley

AUD: Professional  
 LEV: Middle primary Upper primary  
 AVAIL: Paper \$9.95 SCIS 759161  
 KLA: E

**JONES, Heather Connections : issues, text response and language for middle secondary students.** Longman Cheshire, 1993

ISBN 058287596X [428.2]

Appropriate for working with students in English in years 8 to 10, this text is arranged in thematic units around topics that would be appealing to students and familiar to teachers from units of their own creation. The material can also be accessed by genre and through a guide to activities which are based on language development including oral work, grammar points, writing ideas and techniques. Each thematic unit contains a variety of stimulus material based on mainly contemporary films like *Rainman*, *Green card* and *Kindergarten cop* which are available on video, and extracts from writers such as Robin Klein, Clive James, Tessa Duder and Hugh Lunn as well as poetry, drama and traditional writing. Illustrations and photographs are black and white; a two colour layout for backgrounds, borders and gold headings follows what seems to be a popular trend in textbooks. C. Frew

LEV: Middle secondary  
 AVAIL: Paper \$24.95 SCIS 756466  
 KLA: E

**VANCLEAVE, Janice Pratt Janice Vanleave's 200 gooey, slippery, slimy, weird & fun experiments.** Wiley, 1993

ISBN 0471579211 [507.8]

This is a fascinating collection of hands-on problems, activities and projects using easily available equipment to demonstrate scientific facts. The experiments cover the fields of astronomy, biology, chemistry, earth science and physics and answer many questions asked by children. Clearly set out with simple directions and illustrations, each activity explains the purpose, the materials required, the procedure, the expected results and why the results were achieved. Excellent as a source of programming ideas for teachers and as a resource for providing students with a fun way of learning about science. J. Anderson

LEV: Middle primary Upper primary Lower secondary  
 AVAIL: Paper \$19.95 SCIS 750242  
 KLA: ST

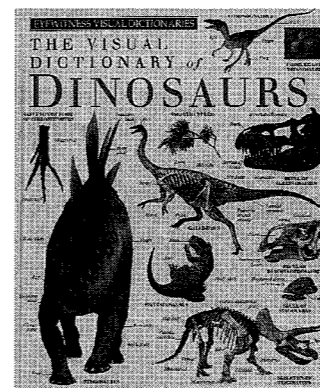
**GANERI, Anita What's under the ground?**Simon & Schuster Young, 1993  
ISBN 0750012315 [508.314]

Information on aspects of the earth below us is well presented in this work. Short chapters with numerous illustrations explain how living things use the earth, describe such natural features as caves and volcanoes, explore natural resources and archaeology, and highlight the use of the earth for transport and communication. The text is presented as extended captions to the colour photographs and diagrams. It is an introductory level overview, well designed for browsing, and bringing together a variety of information to answer the question posed by the title. The work is supported by an index, glossary and comparative depth guide. J. Buckley

LEV: Middle primary Upper primary  
 AVAIL: \$20.95 SCIS 758964  
 KLA: ST

**The visual dictionary of dinosaurs.** RD, 1993(Eyewitness visual dictionaries)  
ISBN 0864384300 [567.9]

Some general material about dinosaurs and relevant geological history, followed by specialist anatomical detail of various groups of dinosaurs, is provided in this resource. It combines the clear labelled skeletal photographs, and excellent colour models and drawings of dinosaurs, all well captioned, although its structure does not resemble a dictionary. It is a comprehensive work with a high standard of page design using a double-page format. The models and photographs are unscaled, although drawings of dinosaurs are labelled as to their length. Of most value to budding palaeontologists and those interested in anatomy, this specialised text is none-the-less accessible. J. Buckley



LEV: Upper primary Lower secondary  
 AVAIL: \$19.95 SCIS 761887  
 KLA: ST; S

**BENTON, Mike How do we know dinosaurs existed?** Simon & Schuster, 1993

ISBN 0750013001 [567.9]

An infectious, stimulating approach to the topic of the year, this book asks and explores questions children commonly put about dinosaurs: origin, time scale, geographical distribution, colour, brain-power, sleeping and breeding habits, swimming, flying and extinction theories. The palaeontologist's methods of working are simply revealed in an attractive magazine format, with excellent diagrams and drawings based on reasoning from evidence. A brief glossary and adequate index complete the dinosaur fancier's upgrade for 1993. H. Gordon.

LEV: Upper primary Lower secondary  
 AVAIL: \$19.95 SCIS 768289  
 KLA: S

**GATES, Phil The amazing world of plants.**Penguin, 1993 (Puffin books)  
ISBN 0140349766 [581]

A delightful introduction to botany, nutrition, agriculture and history, this little book will be of use to many teachers and students. For those seeking humour, science experiments, fast facts and some delightful yarns, this book has it all. A botanist-journalist author accompanied by a cartoonist, has produced this informative guide to Dampiers breadfruit, poison arrows, herbal remedies and more. A seven page glossary explains such terms as chlorophyll and pheromones in a clear and concise manner. M. Williams

LEV: Upper primary Lower secondary Middle secondary  
 AVAIL: Paper \$8.95 SCIS 750975  
 KLA: S; HSIE; TAS

**The life of plants /** edited by Frances Halton.Cherrytree, 1993 (Invisible world)  
ISBN 0745152058 [581]

Through the use of intricately detailed full colour diagrams which contribute to the clarity of the text this book provides a comprehensive overview of the complexity of plants and their importance to life on our planet. It covers the major aspects of plants including growth, leaves, reproduction, pollination and photosynthesis. The explanations are clear and concise, the diagrams carefully labelled and the double page formats provide ease of access. An excellent index/glossary is included making it a valuable resource for competent readers. J. Anderson

LEV: Upper primary Lower secondary  
 AVAIL: \$19.95 SCIS 753855  
 KLA: ST

**GANERI, Anita Animal families.** Gollancz, 1992 (Questions and answers about)

ISBN 0575054190 [591]

Young readers will find this a fascinating resource. Interesting, but selective, questions are posed about animal group, family behaviour and relationships. The answers, it should be recognised, are partial, governed by the animals featured. Notable characteristics of this title and others in the 'Questions and answers' series are the excellent design, superb close-up wildlife photography, large, clear print on white background and small cartoon drawings which provide a light touch on each double-page spread. The book includes an index, but as it only lists the featured animals, not related subjects, its usefulness is somewhat limited. B. Richardson

LEV: Lower primary Middle primary  
 AVAIL: Paper \$8.00 SCIS 758676  
 KLA: ST

**ATKINSON, Kathie What's for dinner?** Allen & Unwin, 1993 (How animals live)

ISBN 1863733752 [591.53]

Targeted at young wildlife investigators, this book features clear, captivating, full colour photographs showing a variety of animals feeding. The accompanying text, couched in simple language and conversational tone, provides sufficient explanatory information about the pictures within a more general framework. The design is pleasing, featuring bold headings and clear, if somewhat

small, print. A simple index is included. An appealing and useful addition to the junior library shelves both at home and at school. B. Richardson

LEV: Lower primary Middle primary  
 AVAIL: Paper \$7.95 SCIS 747136  
 KLA: ST

CULL, Ron **Inventive Australians.** Longman Cheshire, 1993

ISBN 0582870488

[609.94]

Every school library should have a copy of this history of Australian inventions. It covers all the familiar inventions and is updated with more recent examples e.g. Sarich's orbital engine, gene shearing, solar cell, the bionic ear and a method of analysing ores and coals on conveyor belts (developed by a CSIRO team in 1992). Aboriginal and female inventors are included. Clear, simple diagrams and explanation assist the understanding of how each invention works. The emphasis is on the human story as each person's motivation and struggle to perfect and sell their invention is told. Each chapter closes with a series of stimulus questions for teacher use. D. Collins

LEV: Upper primary Lower secondary  
 AVAIL: Paper \$16.99 SCIS 755467  
 EVAL: Highly recommended  
 KLA: TAS; S

HALTON, Frances **The marvel of life.**

Cherrytree, 1993 (Invisible world)

ISBN 0745152066

[612.6]

Another excellent text in this series which overviews the development of life from fertilization to birth. An understanding of the workings of the male and female reproductive systems are provided in a comprehensive way with clear explanations which are somewhat technical at times. Stunning artwork generates detailed coloured illustrations which strongly support and enhance the text. The detailed glossary/index gives clear explanations of the words highlighted in italics while the text provides a valuable resource for competent readers. J. Anderson

LEV: Upper primary Lower secondary  
 AVAIL: \$19.95 SCIS 753850  
 KLA: ST

WALKER, Colin **Food farming.** Lands End, 1992 (Science understandings)

ISBN 0908924070

[630]

Produced in conjunction with Greenpeace, this New Zealand publication for junior students gives environmental studies a global and rural emphasis. In 22 pages, a brief and well illustrated text has covered topics as diverse as intercropping and marine farming. A clear index guides the young reader to these and other topics, and a glossary of terms explains 'additives' to 'under-

nourished'. A simple introduction to agriculture and environmental studies. M. Williams

LEV: Upper primary Lower secondary  
 AVAIL: \$8.95 SCIS 727749  
 KLA: S; TAS; HSIE

SWANEY, Susan **No job for a girl : a year in the life of an Australian country vet.** McPhee Gribble, 1993

ISBN 0869142372

[636.089092]

We can only hope that the Girls Education Strategy has taught our students to be more tolerant than some of the author's clients, one of whom provided the title. This true story from western Victoria is as much a tale of modern motherhood as it is of calving, ostriches, pets, and their owners. There is unfortunately no index to the range of topics covered, and the few black and white photographs included are of poor quality. It will be of interest to those studying agriculture as well as animal lovers, and adolescent farmers and feminists. M. Williams

LEV: Middle secondary Upper secondary  
 AVAIL: \$17.95 SCIS 745819  
 KLA: TAS; HSIE

FOGLE, Bruce **Know your dog : an owner's guide to dog behaviour.** Hodder & Stoughton, 1992

ISBN 0340578343

[636.7]

From a vet specialising in pet behaviour comes a wonderful guide for dog lovers, and teachers seeking quality non-fiction. For the child at every level of reading proficiency the text provides brief captions in large print, highlighted blocks of interesting and unusual facts, and detailed information in full page explanations. Excellent colour photographs, maps, charts and tables continually draw the reluctant reader into the text, and inject humour and a strong emotional response. A clear three page index and list of useful addresses, gives the young reader every detail imaginable from Asian wolves to weaning or working dogs. A book to enjoy, share and return to regularly. M. Williams

LEV: Middle primary Upper primary Lower secondary Middle secondary  
 AVAIL: \$34.95 SCIS 751846  
 KLA: S; ST; TAS  
 EVAL: Highly recommended

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

SYKES, Don **Business studies : a student companion.** Longman Cheshire, 1993

ISBN 0582912989

[650]

Covering the year 11 and year 12 Business studies syllabus with a specific orientation to preparing the students for their final exam. All year 11 and year 12 core topics are covered as well as the year 12 options. The book complements and summarises the broader text by the same authors. Strengths include each chapter's overview, summaries with extensive use of headings, case studies provided for options, glossaries and multiple choice questions. Techniques of report writing are outlined with sample HSC standard questions and answers provided. Exam strategies are explained. Extremely useful coverage of the main concepts and ideas of the very broad HSC Business studies syllabus. D. Lane

LEV: Upper secondary  
 AVAIL: Paper \$17.99 SCIS 760000  
 KLA: HSIE  
 EVAL: Highly recommended

ATKINSON, John **Business and technology.**

Oxford University Press, 1993 (Business in Australia)

ISBN 0195534638

[658]

Written specifically for 3 unit Business studies students the book will also appeal to the general reader. Content covers development of technology, benefits, computer technology, impact of technological change and future development. Themes include the evolving nature of technology, the management of technology, social impact and the globalisation of the world economy. Language is accessible — jargon is highlighted and included in a comprehensive glossary. There are objectives at the start of each chapter; review and discussion questions at the end of each chapter. Diagrams, tables and an adequate index are included. Exam style questions are a plus. D. Lane

LEV: Upper secondary  
 AVAIL: Paper \$13.95 SCIS 763010  
 KLA: HSIE

SIMS, Bob **The Australian small business guide.** Penguin, 1993

ISBN 0140230645

[658.02]

Very relevant for year 12 2 unit Business studies option of small business management. A comprehensive, practical guide is given to establishing and maintaining a small business. Achievement of a 'substantial competitive advantage' emerges as a theme. The book is based on a popular English publication but adapted for Australian conditions. Content includes preparation before start up; testing market viability and franchises; the working environment; marketing — pricing, goodwill; finance — budgeting; record keeping and escaping — retirement and succession. Headings and subheadings are used. Language is accessible. There is a summary at

the end of each chapter. Appropriate tables, checklists and diagrams are included. D. Lane

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

HOFFERT, Bernard **Art notes : senior study guide** Longman Cheshire, 1993.

ISBN 0582876656

[709]

Designed for the VCE, this book is useful for the NSW senior Visual arts course too in its section on Australian landscape. The topics covered are all approached in the same way with an eight point summary, a brief essay mentioning typical artists, key works and a bibliography. There are no illustrations, but the book's approach makes it a good starting point for research as well as an aid to revision. The chapter on 'Skills in essay writing' has a summary of points to remember when answering a question on art works and an outline for the essay structure. M. Hamlyn

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$9.99 SCIS 761541  
 KLA: CA

FRAMPTON, Kenneth **Modern architecture : a critical history.** 3rd ed. Thames and Hudson, 1992 (World of art)

ISBN 0500202575

[724]

Kenneth Frampton has revised his standard text, and this third edition also includes countries not before emphasised. Far more than a simple descriptive book, this work analyses, assesses and projects into the future. The imprint is a guide to the reliability of the information, and a wealth of photographs and architectural drawings make a valuable contribution to this summary of world architecture over the past 150 years. Frank Lloyd Wright, Le Corbusier, the Bauhaus and Mies van der Rohe will be well known, but the book places them in context, and extends the reader's knowledge well beyond the standard names. M. Steinberger

LEV: Upper secondary  
 AVAIL: Paper \$22.95 SCIS 735641  
 KLA: CA

LEUNIG, Michael **Everyday devils and angels.** Penguin, 1992

ISBN 0140159118

[741.5]

For those who like Leunig's work each book is a delight of ironic comment and piquant humour in cartoon form. Some topics that this book looks at are the environment, child abuse, the Australian flag, and gender identity. 'He was a man' sets man's need to be a hunter and fisher in a modern supermarket. The book will appeal to staff and students who appreciate irony or are interested in cartooning. The introduction is a visual essay on what cartooning means for Leunig. The cartoons could also be used to stimulate discussion of or debate on the issues mentioned. M. Hamlyn

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$14.95 SCIS 734675  
 KLA: CA; E; HSIE

VERDI, Richard **Cezanne**. Thames and Hudson, 1992 (World of art)

ISBN 0500202583 [759.4 CEZ]

Thames and Hudson's art books always provide comprehensive and reliable information plus critical assessment, and this follows the tradition. Taking a chronological approach, Verdi divides Cezanne's career into six periods, draws connections and provides analysis of both life and work. The landscape, still-life and portrait works are all assessed, and the evolution of Cezanne's style is traced. Particular emphasis is given to his work on the human figure, and his impressions of his native Provence. The illustrations in black and white and colour naturally form a large part of the book and are superbly reproduced. M. Steinberger

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$22.95 SCIS 735640  
KLA: CA

DEVRIES EVANS, Susanna **Conrad Martens : on the Beagle and in Australia**. Pandanus, 1993

ISBN 0646141295 [759.994]

Conrad Martens, one of Australia's most important colonial painters, had a career as a travelling artist. Scientific vessels sent to sound uncharted waters carried both a naturalist (such as Charles Darwin) and an artist. This detailed, carefully researched account of Marten's life and travels on HMS Beagle enlightens us about such an adventurous career. It is very readable and of interest to historians for its description of life in NSW in the 1840s. Seventeen colour and numerous black and white illustrations are well chosen and reproduced. This book is more detailed than required for most students but is a stimulating resource. M. Hamlyn

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$39.95 SCIS 759167  
KLA: CA; HSIE

RACHLIN, Anne **Brahms**. Macmillan, 1993 (Famous children)

ISBN 0575055510 [780.92]

Simply told and easily read by competent readers, this series introduces students to the childhoods of famous composers. Although the story is a little disjointed it nonetheless provides an understanding of the genius that existed at a very young age and by humanising the composer has the potential to make him more accessible. The colourful, humorous illustrations give a glimpse of the life and styles of the times but add little to the text. Further information would be needed to create a rounded picture of his life. J. Anderson

LEV: Middle primary Upper primary  
AVAIL: Paper \$7.95 SCIS 768293  
KLA: CPA



KINGTON, Miles **The jazz anthology**.

HarperCollins, 1992  
ISBN 0002151995 [781.65092]

Kington, a journalist and jazz critic for *The Times*, has gathered together a most comprehensive collection of quotations on the subject, mostly from the practitioners themselves. The book is divided into general topics, giving a manageable shape to the hundreds of quotations. The artists speak about what jazz is, what it means to them, give sketches of other artists, and speak of touring, drink, drugs, sex and race. There's an interesting section of 'desert island discs', and a fascinating collection of less than appreciative assessments of some artists by others. Indexed and attractively presented, the book will be a useful resource for the music curriculum and the general reader. M. Steinberger

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: \$39.95 SCIS 734781  
KLA: CA

WILSON, Mary **Behind the scenes : the inside facts about working in radio, theatre, television, film and video**. Penguin, 1993 (Early times/Puffin)

ISBN 0140343601 [791.4023]

Given the dominant role played by audio and audio-visual media in our lives, it is particularly important for children to have some knowledge of how these media work. Studying radio, theatre, television, film and video from behind the scenes helps to demystify them. Beyond the glamorous facade are many important contributors. This publication explains the roles of these 'backstage' researchers and technicians. Its presentation is clear and readily understandable. While its reference points are based in the United Kingdom, it still has a broader relevance and is a useful little reference book. C. Sly

LEV: Upper primary Lower secondary  
AVAIL: Paper \$9.95 SCIS 757105  
KLA: CA; E

**Viewpoints on film. Volume 1** / edited by Brian McFarlane. Longman Cheshire, 1992

ISBN 0582910544 [791.43]

In more recent times film has become a recognised art form. Students are encouraged to study film with the seriousness that was once reserved for literature. A number of films and docu-dramas are presented in this publication. This selection includes the analysis of *The third man*; *The killing fields*; *Scales of justice*; *The purple rose of Cairo*; *Edge of darkness*; *Cry freedom*; *My left foot* and *Nobody's children*. Pitched at senior students, each writer exposes the main facets of the work being discussed. A glossary of key terms is provided at the conclusion making this a handy resource for film study. C. Sly

LEV: Upper secondary  
AVAIL: Paper \$14.99 SCIS 734044  
KLA: E; CA

**Australia's wide world of sport**. Angus &

Robertson, 1993  
ISBN 0207174857 [796.0994]

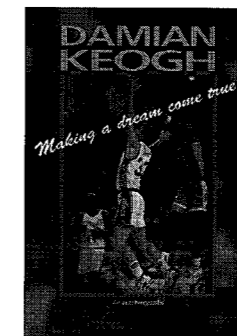
This book includes a large variety of sports; an A-Z of sports personalities, great moments in Australian sport as well as sporting issues, for example drugs and racial politics. There are many terrific full colour photographs and the book's approach is an extension of the TV program of the same name. Language is very readable and format is highly accessible. There is a comprehensive index. D. Lane

LEV: Lower primary Middle primary  
Upper primary Lower secondary  
Middle secondary Upper secondary  
AVAIL: \$49.95 SCIS 766421  
KLA: PD/H/PE

KEOGH, Damian **Damian Keogh : making a dream come true**. Bookshelf, 1993

ISBN 1863882111 [796.323]

Appropriate for reluctant readers at secondary level Damian Keogh provides a readable, interesting autobiography of his experiences in growing to be an Olympian basketballer and captain of the Sydney Kings. His successes and setbacks are revealed. There are black and white photographs. Print is clear and sentences are relatively short. D. Lane



LEV: Upper primary Lower secondary Middle secondary  
AVAIL: Paper \$8.95 SCIS 757078  
KLA: E; PD/H/PE

**Essential elements of tai chi**. [videorecording]

John Hunter Media, 1993  
[613.7]

In 50 minutes the viewer is given a comprehensive explanation of the hows and whys of tai chi. Included are the historical/cultural perspectives, physiological aspects, various styles as well as the exercises themselves. The latter are modelled visually, accompanied by voice-over which draws the viewer's attention to details such as positioning of the crucial parts of the body, breathings, what not to do, and the number of repeats for each movement. Moving on from the basic elements a number of sets are presented. The clarity and pace of the presentation make this an excellent starting point for schools who want to incorporate this ancient Chinese exercise into their routine. F. Gardiner

LEV: Upper primary Lower secondary  
Middle secondary Upper secondary  
AVAIL: \$25+ \$5 postage from John Hunter Media  
Unit, 2/20 Loyalty Road, North Rocks  
NSW 2151 SCIS 760209  
KLA: PD/H/PE

EVANS, Jeremy **Surfing**. Heinemann, 1993

(Adventurers)  
ISBN 0431066027 [797.3]

As one of the Adventurers series, *Surfing* is a concise and colourful reference for the novice and the advanced surfer. Topics include origins of surfing, where to surf, wave behaviour, how to surf tips and more advanced manoeuvres. Photographs are excellent; all in colour; great action and relevant to the text. The exotic surfing jargon is given in bold type and explained in the glossary. There is a good index. D. Lane

LEV: Middle primary Upper primary Lower secondary Middle secondary Upper secondary  
AVAIL: \$17.95 SCIS 761987  
KLA: PD/H/PE

ESHUYS, J. **English power. Book 1**. Jacaranda Wiley, 1993

ISBN 0701629266 [808]

Intended for use with year 7 classes this text is attractively presented with colour illustrations, photographs and commercial style pop art. The nine chapters are either thematic like 'Where am I?' and 'Heroes' or genre based like 'Media study', 'Fantasy' and 'Poetry'. Each chapter, however contains a range of material both literary and non-literary and from authors and sources popular with junior students. Paul Jennings, Roald Dahl, Graeme Base, and many others are included as well as examples from newspapers, magazines and drama scripts. Attention is given to visual literacy as well as written and spoken forms of language and communication is extended to include body language. Language skills are emphasised in context as well as in specific exercises and students are encouraged to assess their own progress in these areas. This is a publication I will be recommending to English teachers at my school C. Frew

LEV: Lower secondary  
AVAIL: Paper \$22.95 SCIS 759554  
KLA: E

**The Penguin book of 19th century Australian literature** / edited by Michael Ackland.

Penguin, 1993  
ISBN 0140157034 [A820]

When writers with a European consciousness found themselves in a harsh, alien landscape, how did they adapt their art? This volume of collected works of 19th century Australian novelists, essayists and poets exposes the ways in which they captured the spirit of the 'new land'. The sociological perspective, outlined in the introduction, creates a context which gives these literary endeavours specific relevance. A thematic organisation of material assists understanding of its development in relation to predominant issues and ideologies. Well known and lesser known writers are represented. Students, academics and casual readers are sure to find this an excellent resource. C. Sly

LEV: Upper secondary  
AVAIL: Paper \$17.95 SCIS 754584  
KLA: E

**SWINTON, Joyce** *The study guide to modern history*. Longman Cheshire, 1993

ISBN 0582910587 [909.82]

Specifically written to cover the HSC Modern history syllabus this is intended as a study of the major components of the course and a guide for students in their learning. The text is prefaced with suggestions for addressing historical issues, organising and revising material and tackling different types of questions. The study guides are clearly set out and provide more than a basic outline; as well the author cautions against relying on one source of material. Main points are highlighted and note-making techniques are reinforced in the body of the text itself. Study hints are also given in relation to interpreting specific issues within a topic and sample answers including source based and structured essays are plotted, planned and discussed. Suggestions for further reading, a glossary of terms, an index and a checklist of answers for fact quizzes are appended. A useful publication for teachers and students. C. Frew

LEV: Upper secondary  
 AVAIL: Paper \$21.99 SCIS 754465  
 KLA: HSIE

**CRANBY, Stephen F.** *Australian student's atlas*. Oxford University Press, 1993

ISBN 0195535812 [912]

An extremely comprehensive atlas with emphasis on Australia, the Pacific and Asia. Full colour, clear presentation and consistent style are features. Further, a variety of themes are covered from the common physical features to colonisation, quality of life etc. Political divisions are up to date. Information on almost every map is enhanced by the use of keys and graphs. There is a strong urban content. A glossary is included and the gazetteer is very comprehensive. There are photocopyable base maps of Australia and the world. Information on how to use the atlas, projections, latitude and longitude is included. D. Lane

LEV: Upper primary Lower secondary  
 Middle secondary Upper secondary  
 AVAIL: \$22.95 SCIS 767625

**CUMMING, David** *The Ganges*. Wayland House, 1993 (The world's rivers)

ISBN 0750204303 [915.4]

This title is a comprehensive account of the Ganges River from many aspects — geographical, economic, social, religious, industrial and so on. The text is enhanced with many attractive colour photographs by the author. However, the text itself is dense with many long sentences which makes the layout of each page look crowded. A short glossary and suggestions for further reading are included before the index. D. Collins

LEV: Lower secondary Middle secondary  
 Upper secondary  
 AVAIL: \$24.95 SCIS 758824  
 KLA: HSIE

**REEVES, Nicholas** *Into the mummy's tomb*. Ashton Scholastic, 1993 (A time quest book)

ISBN 0590553860 [932]

This book continues to add information to a fascinating subject through a well designed format and an appealing

layout using a variety of illustrative techniques — photographs, diagrams, newspapers and other primary sources. The author, an Egyptologist with an undisguised passion for his subject, was invited to catalogue 'forgotten treasures' discovered in 1987 at Highclere Castle, the seat of the present Lord Carnarvon. It is the immediacy of purpose of real discovery that gives the narrative text its conversational yet informed style. There are personal details of the principal players in the original discovery — Howard Carter, Lord Carnarvon and his daughter — and a well conveyed sense of the enormity of the archaeological discovery in which they were involved. Free from jargon, the chapters are short and clearly structured; the lack of an index is not a handicap. A glossary is a useful tool for young students in this interesting, larger format book. C. Frew

LEV: Upper primary Lower secondary  
 Middle secondary  
 AVAIL: Paper \$9.95 SCIS 753787  
 KLA: HSIE

**GRAVETT, Christopher Knight**. HarperCollins, 1993 (Collins eyewitness guides)

ISBN 0732249546 [940.1]

Illustrated with striking clarity this publication includes the history of knighthood, castles and keeps, battles and weapons of war, armour and how to wear it ... enough detail to satisfy the most ardent student of the era. Many aspects of the Middle Ages are highlighted from the richness of castle life to prosaic details of serving knives and chamber pots. Pas-

sing references are made to Chaucer, the Knights of St. John and the Bayeux Tapestry as sidelines to the main themes. The role of the lord and lady of the manor, the notion of chivalry, the spectacle of the tournament and the matter of faith and the crusades are all presented with the meticulous detail, labelling and indexing readers have come to expect from this series. C. Frew

LEV: Upper primary Lower secondary  
 Middle secondary  
 AVAIL: \$24.95 SCIS 751476  
 KLA: HSIE

**HARBOR, Bernard** *The breakup of the Soviet Union*. Wayland, 1992

ISBN 0750203560 [947.085]

Focusing on the events of the second half of 1991, logical argument and extensive background material ensure ready understanding of that turbulent time. Largely chronological, from the Tsars to the Commonwealth of Independent States, there are also chapters on daily life, geography and the economy. Relevant illustrations are well-captioned and information boxes are useful. There is an index, a glossary, and a list of further reading. A. Barber

LEV: Upper primary Lower secondary  
 AVAIL: \$26.95 SCIS 742347  
 KLA: HSIE

**KOUTSOUKIS, A.J.** *From Manchu to Mao : a history of modern China*. Bookland, 1993

ISBN 0947190538 [951]

There are no surprises in the content of this book intended as a textbook for senior students of history. The first chapter contains an overview of the Chinese empire before and up to the Manchu dynasty, subsequent chapters outline China's relationships with foreign powers and with revolution and change within, until the death of Mao which concludes the history. Headings break up the text so that information is presented in manageable sections. Document study is accompanied initially by advice on interpretation. Mini biographies are given and attention is directed at the significance of the black and white photographs, some of which are disturbingly graphic. Help is given with Chinese spelling, a glossary of names is appended as is a bibliography and index. A useful tool for students and teachers. C. Frew

LEV: Upper secondary  
 AVAIL: Paper \$18.95 SCIS 750129  
 KLA: HSIE

**FRANCO, Betsy** *Japan : literature based multi-cultural unit*. Evan-Moor, 1993 (Around the world. V. 2)

ISBN 1557992576 [952]

Using the folk tale, 'Momotaro the peach boy', as a springboard this teacher's resource book provides follow up cross-curricular activities which introduce students to various aspects of Japanese culture. Designed for primary grades the activities provide students with information on Japanese Kanji, Haiku poetry, origami and other craft activities and the Japanese flag and map, food and clothing. Fully reproducible it includes a glossary of Japanese words and a list of additional resources. J. Anderson

AUD: Professional  
 AVAIL: Paper \$14.50 SCIS 761902  
 KLA: LOTE; HSIE

**NICHOLSON, Margaret** *The little Aussie fact book*. 5th ed. Penguin, 1993

ISBN 0140156321 [994]

This resource gives a collection of information on all aspects of Australia covering its history, its people, the economy, famous Australians and much more, interspersed with 'Did you know?' boxes of interesting facts. Attractively presented with colour borders which delineate the different subject areas for easy access, the text is accompanied by coloured photographs, maps, charts and drawings. A valuable resource for a general overview of Australia for the casual browser; its major shortcoming is lack of an index for easy information retrieval. J. Anderson

LEV: Lower secondary Middle secondary  
 AVAIL: Paper \$14.95 SCIS 760136

**NEEDHAM, Anne** *The women of the 1790 Neptune*. A. Needham, 1992

ISBN 0646011782 [994.02]

Anne Needham's book arose from research into both family history and house/land history. The result is a fascinating and unique record of all the women trans-

ported in 1790 on the ship 'Neptune', part of the Second Fleet. A large portion of the book is devoted to the reasons for transportation, tracing each woman and her trial, and giving valuable background information on the areas from which they came and the records of the local assizes. Later sections trace the lives of the women in NSW and the free voyagers. Copious illustrations enhance the value of this good example of what can eventuate from research of primary records. M. Steinberger

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$25.00, PO Box 60, Dural NSW  
 2158 SCIS 737940  
 KLA: HSIE

**GRIFFITHS, Tony** *Beautiful lies : Australia from Kokoda to Keating*. Wakefield, 1993

ISBN 1862542848 [994.04]

Mark Twain's comment that Australian history 'does not read like history but like the most beautiful lies' provides the title for this history of Australian federal politics from 1941 to 1993. While the book is honest enough, it doesn't read much like most histories either. Inevitably much is truncated, often it seems with an eye to clever punchlines. Each side of politics is treated with a mixture of irony and admiration but the depth can be uneven — Whitlam's dismissal, for instance, passes with less detail than Fraser's pantsdown episode in Memphis. To understand this complex period students will need more conventional histories as well but this is a useful and entertaining survey of the politics of baby-boomer Australia. G. Spindler

LEV: Upper secondary  
 AVAIL: Paper \$14.95 SCIS 763328  
 KLA: HSIE

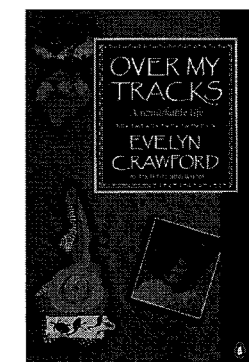
**CRAWFORD, Evelyn** *Over my tracks / as told to Chris Walsh*. Penguin, 1993

ISBN 0140230939 [994.404092]

A good life lived and experienced to the full is recounted in this conversational telling, the colloquial 'yarning' of a remarkable woman, poignant in its simplicity. Early memories of family unity, the practical skills of Aboriginal traditions, the harshness of mission stations, the realities of the droving life and the experience of raising fourteen children are shared against the background of the outback. Not one to disregard a

challenge or shirk a responsibility, Evelyn Crawford entered on a new phase of her life after the death of her husband when she became involved, quite by accident, helping Aboriginal students at her local school, an interest which grew to include training as an Aboriginal assistant, a founding member of what was to become the Aboriginal Education Consultative Group and an innovative role in TAFE. Her respect for education in its true sense is instinctive, her Aboriginality a proud heritage. This is an honest book with an honest voice. C. Frew

LEV: Professional Upper secondary  
 AVAIL: Paper \$16.95 SCIS 761458  
 KLA: HSIE; E





## Professional reading

Resources are in Dewey order.

**MUIR, Marcie Australian children's books : a bibliography. Vol 1 1774-1972.** Melbourne University Press, 1993  
ISBN 0522844316 [011.62]

**WHITE, Kerry Australian children's books : a bibliography. Vol 2 1973-1986.** Melbourne University Press, 1993  
ISBN 0522844464 [011.62]

Listed alphabetically by author, then by title chronologically, surely every children's book that has ever been written seems to have been included in these two large volumes. Each entry is the equivalent of a catalogue card, listing author, title, alternative or sub title if applicable, name and location of publisher, date of publication, reprints, physical description, awards, and in some cases a brief description of the work. All editions, including foreign language, of a work are included. Title and illustrator indexes appear at the end of each volume. Students of children's literature will no doubt find this a useful resource; but I can see less use for it in schools which really need the theme-based approach of Maurice Saxby's work. F. Gardiner

**AUD:** Professional  
**AVAIL:** \$220 (2 volumes) SCIS 759165, SCIS 759171

**CLYDE, Laurel A. Computer applications in libraries : a directory of systems and software.** Thorpe, 1993 (Technology in the library)  
ISBN 1875589333 [025.04]

The Technology series was established to provide library practitioners with consolidated information about developments in technology that are occurring in the Australian context. This volume is a directory listing 630 computer applications that have been developed specifically to address the management, educational and promotional roles of librarians and teacher-librarians. The directory distinguishes only two broad categories, describing the applications as either 'Multifunction Library Management Systems' or 'Other Software Packages for Libraries'. The applications are listed alphabetically in both sections. The directory's index is arranged according to function or purpose. Because function or purpose is not used as a descriptor for software listed as 'Multifunction Library Management Systems', the index does not provide access to the first 142 entries in the directory. The descriptions provided for each application are comprehensive. The directory may be useful as a selection tool for the information professional. H. Bruce

**AUD:** Professional  
**AVAIL:** \$30.00 SCIS 768099

**DE BONO, Edward Teach your child how to think.** Penguin, 1993  
ISBN 0140126805 [153.42]

Easy to read and designed for ages nine years and over the book presents a range of tasks and exercises for developing thinking skills. De Bono's aim is to teach constructive and creative thinking skills as he believes that traditionally we have mainly been concerned with

the skills of analytical and critical thinking. He reiterates his view that thinking skills develop the potential of intelligence and that you can be a thinker without being an intellectual and that creative thinking skills are not inherent traits but can be learned, practised and enjoyed. Although written for parents the book would be a valuable resource for professional collections. J. Anderson

**AUD:** Professional  
**AVAIL:** Paper \$16.95 SCIS 758704

**BURNS, Marilyn I am not a short adult! Getting good at being a kid.** Little, Brown, 1977 (A brown paper school book)  
ISBN 0316117463 [305.2]

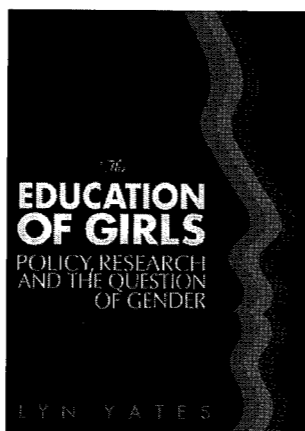
The aim of this book is getting children to understand how and by whom or what their lives are shaped and controlled. Some initial reservations (arising from a quick perusal of the contents) were dispelled on a close reading of the text. The approach is thoughtful, balanced and rational. Although children are the target audience, the book will provide a useful teacher resource of interesting personal exploration discussion starters and child centred activities. The bias is North American, particularly the sections on law, work and schooling, but the greater part of the text is relevant to Australian experience and that which isn't could be used as a basis for investigation, discussion and comparison. One of a series of professional resources reissued by Little, Brown. B. Richardson

**AUD:** Professional  
**LEV:** Upper primary Lower secondary  
Middle secondary Upper secondary  
**AVAIL:** Paper \$16.95 SCIS 204714

**YATES, Lyn The education of girls : policy, research and the question of gender.** ACER, 1993 (Australian education review)  
ISBN 0864311303 [370.19]

This monograph is a review and assessment of the education of girls in present-day Australia. Yates gives up-to-date research findings as supporting evidence for her claim that gender based inequality in education is more widespread and less obvious than assumed. After a review of current policies, Yates investigates issues of language and sexism, the dynamics of classroom behaviour and management, and sexual harassment in schools. Sex differences in learning and single sex schools are explored. Yates also concludes that many common assumptions are incorrect. She maintains that girls do succeed at school, the maths/science problem is over-rated, and that teachers incorrectly assess how equally they treat their students. M. Steinberger

**AUD:** Professional  
**AVAIL:** Paper \$26.95 SCIS 737176  
**EVAL:** Highly recommended



**TINGAY, John Quest for wonders : myths and legends in the classroom.** Primary English Teaching Association, 1993  
ISBN 1875622055 [398]

Focusing on the importance of myths and legends in child development, the publication looks at the nature and scope of the stories and provides examples for classroom use. The importance of oral tradition and storytelling is highlighted and a variety of cross curriculum activities are suggested to follow retellings of selected myths and legends. An extensive bibliography provides lists of collections from different mythologies as well as reference books for teachers. The first publication in a series promoting areas of literature within the classroom, it is a must for all professional literature collections. J. Anderson

**AUD:** Professional  
**AVAIL:** Paper \$10.00 (Members) SCIS 757211

**LILBURN, Pat Talking maths : encouraging children to explore ideas.** Oxford University Press, 1993 (Classroom connections)  
ISBN 0195535170 [510.7]

This resource book for teachers presents activities designed to encourage students to talk and write mathematically and stresses the importance of using language to clarify students' understanding of mathematical concepts. Part 1 discusses the issues involved and their implications for classroom organization and planning while Part 2 introduces activities in areas related to number, space and measurement for years 3-6. Each activity is clearly set out with a section on 'Discussing and solving the problem'. Follow up extension activities are also included. J. Anderson

**AUD:** Professional  
**AVAIL:** \$19.95 SCIS 745518  
**KLA:** M

**WILLIS, Anne-Marie Illusions of identity : the art of nation.** Hale & Iremonger, 1993  
ISBN 0868063576 [709.94]

A lecturer at the University of New South Wales, the author seeks to explore more relevant ways of studying the visual imagery of Australia by focusing elsewhere than on what she perceives as the prevailing male, British tradition. She explores the assimilation of various cultures, questions the validity of landscape, and looks at modern national imagery. The well-chosen black and white illustrations are discussed very thoroughly in the text, which is written in the dense prose of academic art criticism. This, together with the complexity of the author's thesis, would make this book relevant to only the most dedicated of senior art students. A. Barber

**AUD:** Professional  
**LEV:** Upper secondary  
**AVAIL:** Paper \$22.95 SCIS 736551  
**KLA:** CA

**The big book of gifts to make.** Greenhouse, 1993 (Greenhouse Australian crafts)  
ISBN 0864364148 [745.5]

In a handsome volume are gathered together over a hundred different ideas for gifts for adults and children. The

book features no-sew crafts, needle crafts, and paper crafts. Techniques include appliqué, collage, découpage, origami, patchwork, pleating and weaving. Written instructions are clear but lengthy which may prove off-putting for the inexperienced and the step-by-step diagrams could be more explicit in some instances. The beautiful illustrations are highly motivational. Included are patterns, a useful chapter on techniques and an index. The book itself would make a wonderful gift for a crafty person and a good resource for the craft teacher. B. Richardson

**AUD:** Professional  
**LEV:** Lower secondary Middle secondary  
Upper secondary  
**AVAIL:** \$40.00 SCIS 761421  
**KLA:** CA

**BUNN, Rex Practical stage lighting.** Currency, 1993  
ISBN 086819297X [792]

This is an excellent guide to stage lighting for play, musical and dance productions of the scale produced by schools. The function of hardware including lanterns, dimmers, power supply and patching systems is clearly described and illustrated. The difference between defining facial features for acting and delineating movement for dance, use of colours for atmosphere enhancement are also described in layman's terms. There are planning outlines, examples of cue lists and necessary rehearsals, a valuable check list for pre-, during- and post-performance and safety notes. A more technical discussion of colour theory and lamps is added in the appendices. M. Hamlyn

**AUD:** Professional  
**LEV:** Lower secondary Middle secondary  
Upper secondary  
**AVAIL:** Paper \$19.95 SCIS 754227  
**KLA:** CA

**DE BOO, Max Action rhymes and games.** Scholastic, 1992 (Bright ideas for early years)  
ISBN 0590530194 [793.9]

Designed for the three to six-year-old age group this publication provides a selection of over 100 action rhymes and games to encourage learning in a fun way. Centred around the areas of science, mathematics, language, social skills, motor skills and 'who am I?' the activities are clearly set out with easy-to-follow directions. Music is provided for many of the less well known rhymes. Each activity has a clearly stated objective and suggested follow up activities which link them to other curriculum areas. Highly recommended as a resource for early childhood and lower primary students. J. Anderson

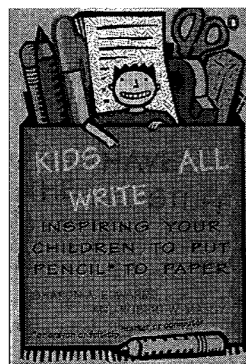
**AUD:** Professional  
**LEV:** Preschool Lower primary  
**AVAIL:** \$27.50 SCIS 729914  
**EVAL:** Highly recommended

**EDWARDS, Sharon A. Kids have all the write stuff : inspiring your children to put pencil\* to paper.** Penguin, 1992  
ISBN 014015972X [808]

Targeted at parents and teachers, this very comprehensive book is based on whole language philosophy and



offers practical and valuable strategies for developing children as writers. The authors, both experienced educationalists, cite successful case studies and give examples of children's writing as well as outlining many different ideas and methods for inspiring children to put pen, crayon, felt tip and computer to paper. In addition there are lists of useful resources for the writer's bookcase as well as a general resource list and reference bibliography. Unfortunately there is no index. It is to be hoped that the length and academic approach of the book is not off-putting.



B. Richardson  
**AUD:** Parents Professional  
**AVAIL:** Paper \$16.95 SCIS 757208  
**KLA:** E

**The agony and the ego** / edited by Clare Boylan.  
 Penguin, 1993

ISBN 014016975X [808.3]

Published in this volume is a unique collection of stories, through which an array of contemporary writers of various genres reveal their individual muses. They explain how experiences, observations and recollections are used to create fiction. Professional authors, budding writers and casual dabblers in the art of story telling will no doubt be fascinated by the plethora of creative sources exposed in this book. While the fonts of inspiration are clearly diverse, a common point among these authors is the thrill of that recognisable moment when the 'word becomes flesh' through the artistry of the well written narrative. C. Sly

**AUD:** Professional  
**LEV:** Upper secondary  
**AVAIL:** Paper \$14.95 SCIS 752541  
**KLA:** E

**GRIFFITHS, Andrew Swinging on the clothesline.** Longman Cheshire, 1993

ISBN 0582876745 [808.3]

Anarchy and subversion have their place but it isn't in the classroom as engendered by the in loco parentis classroom teacher. It is unfortunate that this book which contains many good ideas for writing is also prone to make suggestions which are at best stupid, at worst life threatening, such as making dog food and dishwashing detergent sandwiches, part of the game plan for kids at home alone. The bulk of the book contains short stories which are designed to elicit writing from the students. Following these is a series of workshops which look at particular aspects of writing with a plethora of techniques for students to try. Just keep the book in your own hands. F. Gardiner

**AUD:** Professional  
**AVAIL:** Paper \$15.99  
**EVAL:** Consider before buying SCIS 756492

**LEES, Stella The Oxford companion to Australian children's literature.** Oxford, 1993

ISBN 0195532848 [A820.9]

Despite some minor errors ('Maurice' for Morris Gleitzman) and larger omissions (an examination of writing for cinema and theatre) this comprehensive, thorough, accessible and scholarly volume is an essential reference. It is similar in style, format and authority to other Oxford companions: essays explore themes, topics and genres; biographical details are included for authors, illustrators, publishers and others; plot and theme summaries are included for many titles; series are discussed; cross-referencing is excellent; the Children's Book of the Year Awards are taken up to the 1993 shortlist. Probably indispensable in all school libraries. A. Barber

**AUD:** Professional  
**AVAIL:** \$49.95 SCIS 759524  
**KLA:** E  
**EVAL:** Highly recommended

**MARSDEN, John Everything I know about writing.** Mandarin, 1993

ISBN 1863302379 [808]

Written in a genial, uncondescending style, this is a highly readable handbook of writing practice, dense with ideas and examples. It is divided into three sections: 'The Collector', 'The Practitioner' and '500 Writing Topics'. John Marsden has been collecting good and bad English all his life. He illustrates both, from unusually varied sources, and moves the reader towards an understanding of the elements of good writing. The resource offers useful, often unexpected hints for effective writing, such as how to end, and how to use humour, imagination and experience. Marsden stresses the importance of awareness of detail, and of finding an authentic voice for each character. The last section is packed with writing ideas, most useful for students and teachers alike. L. FitzGerald

**AUD:** Professional  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$16.95 SCIS 770136  
**KLA:** E

## 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  
 Andrew Barber, Randwick North High  
 Harry Bruce, Lecturer, UTS  
 Jill Buckley, ex *Scan* editor, ex primary teacher-librarian  
 Diana Collins, Peakhurst High  
 Catherine Frew, Tumbarumba High  
 Fay Gardiner, ex *Scan* editor, *Scan* literary segment provider, casual primary teacher-librarian  
 Helen Gordon, Maitland Grossman High  
 Marion Hamlyn, Wollongong High  
 David Lane, Economics teacher, and STLD Balgowlah Boys' High  
 Beverly Richardson, primary teacher-librarian on leave  
 Cathy Sly, English teacher, Barrrenjoey High  
 Graham Spindler, Dept. of School Education  
 Margaret Steinberger, Irrawang High  
 Maryanne Williams, Moss Vale High

## COLUMNS

### PROFESSIONAL DEVELOPMENT 1994

#### Australian Library and Information Association

The joint NZLIA/ALIA conference will be held on 23rd-26th September in Wellington, New Zealand. Its theme is *Embarking together*. There will be three full days of 'interactive' conference proper and two days for special interest seminars and workshops.

Contact: Helen Stone Ph: (06) 285 1877

#### ALIA School Libraries Section (NSW Group)

##### ■ Learning styles

Date: 16th April. Venue and other details to be advised.

Contact: Martha Heeren Ph: (02) 50 4416/50 or  
 Alison Glasscock Ph: (02) 808 9478

##### ■ Information skills — where to now?

Re-run of course held in 1993, by popular demand.

Date: 23rd July Time: 9.00-3.30

Venue: Marist Sisters, Woolwich Contact: To be advised.

##### ■ Senior student pathways and post-compulsory education

Date: 22nd October Time: 9.00-3.30

Venue: Monte Sant 'Angelo College

Contact: Beth McLaren Ph: (02) 561 1000

##### Country centre activities

Dates and times to be advised

Contact: Niki Kallenberger Ph: (02) 484 2144

##### ■ Planning and monitoring the school library program

Date: 6th May

Venue: Wagga Education Centre

Contact: Heather Littlejohn Ph: (069) 225 343

#### Catholic Education Office

Professional development activities arranged for 1994 so far are:

2nd May *Keeping the balance..* Primary teacher-librarians in Catholic schools 1 day conference.

Contact: Cheryl Keane

Ph.: (02) 398 4084 Fax: (02) 349 4050

23rd-24th October 4th *Catholic secondary teacher-librarian conference.*

Contact: Carol Javes

St Clare's College, Manuka Ph: (06) 239 6314

Fax: (06) 239 6015

#### Australian School Library Association

Proceedings from the ASLA X111/IASL 22 *Dreams & dynamics* conference are on sale for \$30 including postage from:

ASLA Treasurer

PO Box 140

Elizabeth SA 5112

### FROM THE REGIONS

#### Metropolitan East

##### ■ Database technology for educational outcomes

Date: Wednesday, 9th March Time: 4-9 pm  
 (Closing date: 1st March)

Venue: Tempe High School

Target group: K-12 teacher-librarians,  
 Metropolitan East

Contact: Diana Collins Ph: (02) 53 9966  
 Fax: (02) 534 6346

##### ■ Roles and outcomes for teacher-librarians

Date: Tuesday, 24th May Time: 4-9 pm  
 (Closing date: 17th May)

Venue: St George Rowing Club, Arncliffe  
 Target group: K-12 Teacher-librarians,  
 Metropolitan East

##### ■ Library management issues Nos 1-4

A four part series designed for beginning teacher-librarians, those with little formal training, or those who need a refresher. Each course is separate and self-contained.

**Course 1** Held in February

**Course 2** Cataloguing for the school library

Date: 4th May Time 4-6 pm

(Closing date: 27th April)

Venue: Arncliffe primary school

**Course 3** Acquisition and selection for the school library collection

Date: 2nd August Time: 4-6 pm

Closing date: 26th July

Venue: Conference room, Arncliffe Education Centre

**Course 4** Stocktaking

Date: 26th October Time: 4-6 pm

(Closing date: 19th October)

Venue: To be advised

Please note the last two courses are subject to funding.

#### Riverina

The Rivpat executive is Wagga based this year, and contact people are:

President: Sue Britton  
 Coolamon Central Ph: (069) 27 3209

Secretary: Heather Littlejohn  
 Koorringal High Ph: (069) 225155

#### North Coast

*Regional library conference*

Date: 18th-19th March

Venue: Peel Technology High School, Tamworth

Cost: Registration (including dinner) approx. \$65

Contacts: Don Reid Wendy Smith

Ph: (067) 46 1177 Ph: (067) 66 2016

Fax: (067) 46 2648 Fax: (067) 66 2438

## AUSTRALIAN IBBY (International Board on Books for Young People) NEWS

Australian IBBY will make its first biennial Encouragement Award for literature for young people in 1994 at the combined conference of NZLIA/ALIA to be held 26th-30th September in Wellington, New Zealand. The award will be made to a young Australian writer or illustrator for one book, either fiction or non-fiction, published for young people within the past two years.

## LITERATURE BOARD GRANTS

Category A Fellowships (for writers who are established and have had at least three major works published or performed) were awarded to Libby Hathorn and Janine Burke and one year grants were awarded to Isobelle Carmody, Anna Fienberg and Dorothy Porter.

Category B Fellowships (for developing writers in all literary genres) were awarded to the following children's authors: Catherine Jinks, Margo Lanagan, James Moloney and Pamela Rushby.

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