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FROM THE EDITOR



If it appears to some of you that subscribing to *Scan*, like life, was not meant to be easy, or worse, reminds you of Sisyphus of Greek mythology, let me reassure you! Sisyphus was the poor wretch doomed to push a huge stone to the top of a mountain, only to have it roll back just when he reached the summit. My feelings about handling subscriptions are in this rather desperate category..... Just when I think I've handled all of them, there's another batch which rolls me back to the bottom of the pile again! If you are one of the people whose *Scan* subscription has been difficult to secure, says she mopping her *Scan*-fevered brow... we at *Scan* apologise for the inconvenience, and thank you for your patience, dedication, persistence and all round strength of character. We hope that our systems are now working smoothly, and that there will be no further delays.

If difficulties with subscriptions is the down side of being *Scan* editor, a very up side was attending the recent Children's Book Council conference—*Ways of seeing*—in Melbourne. A conference round-up appears in this issue.

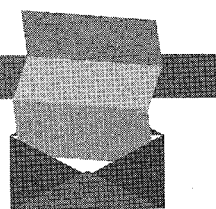
Another thank you is required! It's not long since I stopped working as a teacher-librarian in a school, and I remember the manic pace of every day. (There's mania at *Scan* too, but of a different, less physically exhausting variety). How it is that the teacher-librarians I ask to write articles, actually do write them, and write so often with great vision and inspiration, continues to amaze me. It must be the old adage....'Ask a busy person...' Thank you, *Scan* writers!

A letter arrived at *Scan* a few weeks ago from Leanne Cameron, teacher-librarian at Richmond Primary School, expressing disappointment at what she perceived as unnecessary editorial comments added to Jan Nash's contribution to an article (*Worth waiting for—OASIS Library Version 2*) in the last issue of *Scan*. I agree with Leanne that it was Jan's honest and humorous account of trialing OASIS Version 2 which most resembled real life in school libraries. We are aware that OASIS training days are very intense and that participants often leave with a plethora of handouts. Our assumption was that the crises experienced by a competent teacher-librarian such as Jan would be experienced by many other teacher-librarians across the state. By highlighting the relevant solution at the points at which Jan described a crisis, we hoped to assist others to locate a quick solution. I am sure that teacher-librarians found Jan's readiness to describe professional difficulties, and not just her successes, helpful.

Lee FitzGerald
Editor

CURRENTS

Beth McLaren is Senior Curriculum Adviser—Library and Information Literacy



OASIS library

In recent weeks, Virginia Chadwick, Minister for Education, Training and Youth Affairs, has made two exciting announcements about OASIS Library. The good news is that a contract has been awarded for the upgrade to Version 2 and schools across the state should all have the new software by the end of the year.

In addition, five million dollars is now available to ensure that all government schools are able to use OASIS Library to provide student and teacher access to their resources. Nearly 1,000 schools (those with an enrolment of less than 300 which do not already have OASIS Library) will benefit. Many of

these schools have operated using a simple shelf list because of staff and time constraints. These schools will now be able to provide students with experiences in searching and locating items using a variety of access points on a fully automated system. Although many of the schools involved will have quite small collections of resources, it is important that the organisation of such collections reflects the accepted principles of information management. OASIS Library will make this possible. In addition, students will be able use their school library to develop skills in accessing information in larger libraries such as the local public library or the high school library.

The project will also include funds to assist schools with retrospective conversion of their library data using SCIS records. Over the last three years, the SCIS cataloguing team, in cooperation with schools transferring their library catalogues onto OASIS, has added many older publications to the database. Many of the older records which did not conform to current SCIS standards were upgraded. The schools now receiving OASIS Library will find the SCIS data both more comprehensive and more accurate.

Cooperative ventures with the State Library

The State Library has been trialing a project which has given a number of public libraries across the state access to images of documents and pictorial material held in the State Library. The information is delivered via an ISDN line. The Department of School Education's Technology High School program has provided funds for two schools, Macquarie Boys High School and Young Technology High School, to purchase appropriate computer equipment so that they, too, can participate in this project. The State Library has an interesting collection of images on CD-ROM. Students will be able to read the indexes to these CD-ROMs online, locate relevant images and print the image on their local printer. Both Jenni Grant, teacher-librarian at Macquarie Boys and Lyn Baker, teacher-librarian at Young Technology High School have indicated that they will be happy to demonstrate the system to others once it is operating.

Use of the State Library by senior high school students has increased significantly over the last few years. The State Librarian, Alison Crook, has approached the Department with two strategies to assist State Library staff meet the increasing demands from students. The first of these is the printing of brochures which will assist students to use State Library resources independently. The Department has funded the printing of these brochures, copies of which will be sent to all secondary schools. They will also be available to individual students visiting the library.

The second strategy proposed by Alison was the establishment of a Schools Research Service. The Association of Independent Schools, the Catholic Education Office and the Department have agreed to contribute funds to pilot a service which will give senior students access to specific resources from the State Library at a nominal charge. The teacher-librarian in the school will be the link between students and the service. This will encourage students to seek information locally rather than by-passing the school library and going straight to the State Library. A consultative committee has been set up to provide advice on the development of the service. Members include Barbara Yates (Association of Independent Schools), June Wall (Catholic

Education Office), Beth McLaren (Department of School Education), Helen Kon, Wilma Norris and Anne Doherty (State Library Education Service) and Andrew Wells (State Library Document Delivery Service). Ten schools from the Association of Independent Schools, ten schools from the Catholic Education Office and twenty Department of School Education schools will be invited to participate in the project which will be trialed in Terms 1 and 2, 1995. *Scan* will include progress reports on both of these initiatives as they are implemented.

NZLIA/ALIA 1994 Joint Conference

This conference, to be held in Wellington New Zealand from 26–30 September, has an interesting and varied program. A number of whole day seminars are offered to allow participants to spend the day exploring their area of special interest. These include **With children in mind: a Trans Tasman Seminar** scheduled for the 26th. Barbara Posten-Anderson, Tom Bradley, Diana Noonan and Pat Quinn are listed as speakers. **School library network day** will be of interest to teacher-librarians. If you would like more details about the conference, contact the Australian Library and Information Association, ALIA House, PO Box E441, Queen Victoria Terrace ACT 2600. Phone: (06) 285 1877; Fax: (06) 282 2249.

Reviews of curriculum resources

Alison Glasscock coordinates the reviewing of over 1000 resources annually by a team of enthusiastic and discerning teachers and teacher-librarians from across the State. Only a proportion of these reviews can be included in *Scan*. The decision as to which resources should be included is always difficult and many interesting reviews have to be excluded. However, all the reviews are added to SCIS. A flier in this issue of *Scan* lists over sixty additional resources reviewed. Why not go online and print your own copy of those reviews which interest you?

Classification of literature for secondary schools

All government secondary and central schools should have received the publication **Classification of literature for secondary schools**. This booklet summarises the rationale for classifying literature, other than fiction, with the Dewey Decimal Classification and outlines the standards adopted by SCIS for literature. It includes a list of the period sub-divisions with the authors generally classified at that period. Non government schools may obtain copies at a cost of \$5.00 from Erudition, 3-7 Davis Road, Wetherill Park NSW 2164 Phone: (02) 729 0207; Fax: (02) 729 0208. Please quote NCIN No. 21940133 when ordering from Erudition. ■



THE EXPERTS

review the short list

Children from around the state express their opinions on this year's Children's Book of the Year Awards short list.

OLDER READERS

CARMODY, Isobelle **The gathering**. Penguin Australia, 1993

The gathering deals with the unknown. It is the story of a teenage boy who moves to a new neighbourhood with his mother. When Nathaniel arrives he senses the evil that exists in his new home. It is not until he comes into contact with a group of teenagers similar to himself that he begins to understand the meaning of evil. Slowly he is drawn into helping them confront the evil forces. The novel deals with the complex problems faced when an authoritative figure holds total control over those less powerful. I very much enjoyed **The gathering** and would recommend it to anyone interested in the exploration of the unknown.

SCIS 757242

Katherine Hewett, Year 11
Woolooware High School

CARTER, Robert **The collectors**. Collins Angus & Robertson, 1993

The book, **The collectors**, is an exciting and interesting one. One of the reasons I enjoyed this book was because it dug deep into the thoughts of each and every one of the collectors. It also showed their courage and knowledge. After I read the book I realised that we take many things for granted in the world and that, for a creature far smaller than us, what we think to be a simple distance or task, to them involved great obstacles and a mission. It was also humorous in that same way, because when

they came across something different that we would see and use in everyday life, they considered it to be huge, wonderful, powerful and holy, but in reality would be something simple. I really enjoyed this book and have never before read anything like it. It fascinated me how the nine characters set out on a perilous journey, not one knowing what lay ahead.

SCIS 751425

Fioana Patsaki, Year 7
Woolooware High School

CREW, Gary **Angel's gate**. William Heinemann Australia, 1993

A warm and touching novel, **Angel's gate** is a book that provokes the reader's thoughts on Australian country life. Kimmy, a young boy, and his elder sister Julia learn a lot as they become mixed up in some bizarre circumstances in their home town of Jericho. It all starts when a prospector is mysteriously murdered at his campsite just outside the town. His 'wild children', Leena and Mickey, are hunted down and held in Kimmy and Julia's house, their father being the town doctor. As the four get to know each other, they learn a lot, and grow up fast.

Aside from the storyline, this book deals with the facts of life, of growing up seeing life as it really is at an early age. Recommended for 14 years and over

SCIS 770140

David Calwell, Year 11
Kelso High School, Bathurst

GLEESON, Libby **Love me, love me not**. Viking, 1993

From the author of **Eleanor Elizabeth, Dodger** and **I am Susannah** comes a series of nine short stories combined into one book **Love me, love me not**. You can read this book two ways, with two expectations and two different outlooks. Firstly, as nine separate stories completely incoherent with each other – this isn't very easy. And secondly, as one longer story. I read it as one story. This is because there are the same characters the whole way through, the same topic and the same sort of message.

But they all also have the same flaw, for me. The stories are about love, relationships and the problems that occur during these. But they are about students in Year 8. I am in Year 7, and found the characters in the book far too advanced for the age they were said to be. This loosened the plot and made me read it unbelievably. But the stories are very well-written and portray the feelings colourfully. I enjoyed the book, and hope it goes well in the judging.

SCIS 764747

Caroline FitzGerald, Year 7, Loreto Kirribilli

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

Seeing things is a wonderful story which, yet again, shows Robin Klein's remarkable ability to write stories which appeal to children about other young people. This story talks about an orphaned eleven year old girl who lives with her younger brother at their grandmother's. Her sister's little baby is also staying with them for a while. Early in the book, Miranda amazes everyone with her sudden ability to see into old photographs with a kind of telepathy. People begin to believe her when she starts reciting information she could not have previously known. Her sister's boyfriend is a criminal and trouble begins to brew. There are surprises ahead in this great story for older readers. It makes you realise how hard it is for some children to deal with personal grief, when they lose someone they love, and it also shows us the problems faced by teenage mothers.

SCIS 757850

Melissa Gentle, Year 6
Mulyan Primary School, Cowra

MOLONEY, James **Dougy**. University of Queensland Press, 1993

Dougy is a book about racism in Australia. It is told through the mind's eye of Dougy, a tall Aboriginal boy about 12 years old. He lives in a small bush town where the whites think that the 'Aborigines get special treatment'.

But there's more to the story than racism. There is myth. The spirit of the water, the Moodagudda, is in pursuit of a victim. Dougy knows this but no one will listen to him.

However, when Dougy's sister Gracey succeeds in the athletics field, the racism comes to a culmination, all the anger and hatred that has been brewing overboils and explodes. This is also the time the Moodagudda wakes up, and makes the river break its banks and flood. It is up to Dougy to save his family.

I have only one complaint, and that is that the plot becomes a bit unbelievable at the end—how could all that violence just be forgotten? Otherwise **Dougy** is a chilling story, because it is so real, so near and so possible.

SCIS 746033

Caroline FitzGerald, Year 7
Loreto Kirribilli

YOUNGER READERS

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

The last week in December is a great book. It has a little bit of comedy and great descriptions. It is about a young girl called Bella. She loved her grandfather's tobacco pouch so much she stole it because it was engraved with B.E.M. which were both her and her grandfather's initials.

Three years later, after the family has moved from Sydney to the outback, her grandparents and aunt are coming back to Australia to haunt her. Not only do they make a naughty aunt (12 years old) a better person, but when they find the pouch, see what trouble Bella gets into! I give this great book 9 out of 10 for a fun time in reading

SCIS 7737380

Paul Stibbard, Year 6/4
St. Aloysius College, Milsons Point

HONEY, Elizabeth **Honey sandwich**. Allen & Unwin, 1993

Honey sandwich is a book of short, funny and amusing poems and rhymes. The subjects are day to day ones, which include clothes gone missing, games, arguments with the family and other subjects that everyone can relate to. The sketches and illustrations depict the poems perfectly, and all rhymes are very well planned and original. This very entertaining book is short-listed for younger readers, but is great for children up to the age of 11 or 12, and no matter how many times you read it, you'll still get a lot of laughs and pleasures out of this humorous book. Elizabeth Honey has put hours of endless work into **Honey sandwich** and deserves to win the junior award. SCIS 761835
Sarah Latham and Anneliese Cuming, Year 6
Loreto Kirribilli

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

Rowan of Rin is about a child who lives in a town where the water supply, which comes from the top of a mountain is stopped. Some people ask a witch named Sheba if she can help. She tells a riddle and then throws a stick at Rowan. He later realises it was a map. So, using the map, he and six others trek to the top of the mountain to investigate the problem. Only he and a man called Strong Jonn make it. They have to walk through forests, swamps, caves, climb cliffs and much more.

I recommend it as a book for people 10-13. I enjoyed it very much. The story is an exciting adventure with suspense and an enjoyable ending. It was not a hard book to read, and I found it very hard to put the book down. SCIS 737935

Paul Anderson, Year 6/2
St. Aloysius College, Milsons Point

RUBINSTEIN, Gillian and SMITH, Craig **The giant's tooth**. Viking, 1993

This story is about two children called Tania and Troy and a giant named Magnus. In the middle of the night some giants go camping on the beach. There is a sand pile that looks like a giant pillow with seaweed in the front. Tania and Troy call it the giant bed. Magnus loses his tooth and leaves it behind for the tooth fairy.



Tania and Troy find the tooth, gather up all the goldish things they can find and leave them near the bed. Magnus finds these things and is happy. The illustrations are black and white drawings that make the story more interesting. I think children between 5 and 8 would like the book because it is about giants and make believe. SCIS 7751110

Kylynn Loi, Year 3/4A
Putney Primary School

STEELE, Mary **Featherbys**. Hyland House, 1993

Featherbys is about five snoopy young kids who venture into the huge overgrown garden of Alice and Violet Featherby. The Featherby's only living relative, the nasty Mr Bottomley, wants Alice and Violet to sell the house and move into a unit. As disaster pulls the kids closer to Alice and Violet, the history and glory of the family, the Featherbys, is uncovered. Getting to know the neighbours has never been this adventurous! This intriguing novel kept me amused for hours. I couldn't put it down. It was so wonderful I would recommend it to everyone. SCIS 762736

Bronwyn Dowling, Year 7
PLC, Pymble

owner is sleeping. She leaves her paw-mark at every burglary. I liked how the title page was part of a newspaper story about the Paw.

Leonie gets home every night just in time to get up and be a normal person. It is a funny and exciting book. I really enjoyed it, although I think it is for younger readers than I am. SCIS 757879

Lisa FitzGerald, Year 5
Loreto Kirribilli

GOULDTHORPE, Peter and CREW, Gary **First light**. Lothian, 1993

First light is a story about Davey and his relationship with his father. Davey would prefer to stay at home to make a plane but his father takes him fishing. The story brings out Davey's feelings of frustrated patience with the fishing trip he didn't want to be on, without being negative. There is sharing and understanding between Davey and his father, two very different people.

The illustrations are very realistic and their perspectives add to the effect they hold for the reader. I enjoyed the book. I thought it was beautifully designed and I think everyone would relate to the situation of Davey and his father. SCIS 774129

Iain Davidson, Year 6/2
St. Aloysius College, Milsons Point

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

The best beak in Boonaroo Bay is a book about some birds fighting about who has the best beak. The pelican gets annoyed and holds a competition on who really does have the best beak. In the end every bird is given a ribbon at the show, then every bird is happy, no bird fights ever again. This is a book with very good colourful pictures and is suitable for ages from four and up to about ten years old. It's a good book with a moral—'winning isn't everything'. SCIS 761574

Scott Wrigg, Year 3/4A
Putney Primary School

SANDRA, Jenny and LOHSE, Wendy **Is it true, Grandfather?** Ashton Scholastic, 1993

WHEATLEY, Nadia **Lucy in the leap year**. Omnibus Books, 1993

Lucy in the leap year is about a little girl who experiences love, joy, hatred and fear. She is a very lonely girl and when her dad hurts his back it makes things even worse. Lucy was too busy to notice that she had matured a great deal. The novel was realistic, involving problems with friends and family, and lacking greater responsibility. **Lucy in the leap year** would most appeal to children between the ages of 11 and 13. SCIS 771224

Kate Weldon, Kelly Bacon, Bianca Houston and Natalie Holland. Year 6,
Harbord Primary School

Picture book of the year

DENTON, Terry and PRIOR, Natalie Jane **The Paw**. Allen & Unwin, 1993

The Paw is a very interesting and humorous book. It is about a young girl named Leonie who is a sweet child by day but by night a cat burglar. Every night she gets dressed up as a cat and goes into the night sky and steals jewels and money from the rich to give to the poor. She is like Robin Hood. She can climb tall buildings and steal things like false teeth while their

Is it true, Grandfather? is the story about two children going to their grandfather's house and him telling them a story. The story is about the grandfather and his younger sister, Beth, who go on an adventure with other children to the mountains. In the mountains there are caves. Grandfather loses Beth in one of the caves. The children search and search. They finally find Beth outside the caves, not lost at all.

The illustrations are large, colourful paintings that show the story. The story did not appeal to me but younger children might prefer the book. The story has a moral—look after younger children you are responsible for. SCIS 768459

Keryn Walsh, Year 6S
St. Martin's Primary School, Davidson

YOUNG, Noela and WILD, Margaret **Toby**. Omnibus, 1993

Toby is a lovely old dog, but he is too old to do the things he used to do. Sara still loves Toby, but when he doesn't fetch balls or play with her she yells at him. Ben thinks Sara hates Toby but really she loves him dearly. At the end of the story Toby has to be put to sleep and buried in the yard. Sometimes when Sara is reading she will look up and whisper 'Fetch boy, fetch'. The illustrations are bright and colourful. I would recommend Toby for 6 to 10 year olds. SCIS 771229

Rebecca Martin, Year 3/4A
Putney Primary School

EVE POWNALL AWARD FOR INFORMATION BOOKS

ATKINSON, Kathie **Life in a rotten log**. Allen and Unwin, 1993

'What sort of a book is this?' you think, as you pull a small paperback out from the non-fiction shelves. You flick through it, briefly scanning the pages and find yourself compelled to read more. Enter Kathie Atkinson's latest book, **Life in a rotten log!** The main attraction of this book is the striking and wonderfully clear photography, taken by Kathie herself. The information-rich text explains the process of decay and new life surrounding a log as it rots. This is not only about the log itself, but the whole web of animals living on and around it. Kathie goes to great pains to show that the old must die, to

make way for the new and that life must go on, regardless. I recommend this book to other children, from grades 2 to 6. SCIS 782732

Chris Skinner, Year 5
Mulyan Primary School, Cowra

MORRIS, Jill and TRACEY, Lynne **Australian owls, frogmouths and nightjars**. Greater Glider, 1993

This is a non-fiction book about Australian owls, frogmouths and nightjars. The information is easy to find with the Contents and Index. The common names of the animals are clear and easy to read but the scientific name should be written the way it sounds as well as the way it is spelt. The information is clear and easily read. There are four or five paragraphs giving information about the bird, its habitat and prey. Although small, the individual maps at the bottom of the page are easily seen and understood. The opposite page is a full page picture with borders giving an example of the habitat that that particular animal lives in. At the bottom of each picture a four line poem has been written to describe the habits and the call of that particular animal. The glossary is well explained and the index is simple to follow. Overall, the book should rate very highly among readers because of the simplicity and well illustrated pictures. SCIS 772169

Andrew McDonell, Year 6/4
St. Aloysius College, Milsons Point

MULLINS, Patricia V for **vanishing: an alphabet of endangered animals**. Margaret Hamilton, 1993

V for vanishing is the second book which Patricia Mullins has been nominated for in the past two years.

V for vanishing makes children and adults of any age realise how precious our animals are to us, and for us to try and protect them and leave them in peace in their natural environment.

The time and effort gone into the pictures and layout of this book are staggering, and it deserves to win every award it can get. SCIS 773 520

Sarah Latham and Anneliese Cuming, Year 6
Loreto Kirribilli ■

Children's Book of the Year judges

Judy Bensemann—awards coordinator for the Children's Book Council—reports on this year's judging and the new judges for 1994

This year the judges have considered 255 books from 55 publishers. Of the 255 books entered, 56 were for older readers, 83 for younger readers, 79 were picture books, and 37 were information books. The awards will be announced in Melbourne on Friday, 19th August, 1994.

In *Scan* Vol 12 No. 2, we profiled the new judges for 1993. The following is a profile of 1994's three new faces.

ACT—Eileen Dunstone

Eileen Dunstone has been involved with books for most of her life. A voracious reader as a child, it was 'inevitable' that she would follow her love of books and libraries into this field. Apart from some time in a special library (and a biscuit factory!) and a law library, she has worked in public libraries, to which she remains firmly committed. She has been a children's librarian in three states and was the secretary of the Victorian branch of the then LAA Children's Libraries Section for three years. She has been a member of the CBC for fifteen years, holding positions on the executive of the CBC in both Victoria and ACT. She is presently Public Officer for the ACT branch. She is a past-president of the ACT Storytellers' Guild, and remains an active member. She currently job-

shares the position of branch librarian of the Dickson District Library, a part of the ACT Library Service. This is Eileen's first year as ACT judge, an experience she has enjoyed sharing with her small daughter.

New South Wales – Kerry White

Kerry White is a freelance writer and bibliographer, probably best known for two publications, **Australian Children's Books: a bibliography 1973-1988** (Melbourne University Press, 1992, SCIS 759171, 721576) and **Australian children's fiction: the subject guide** (Jacaranda Wiley, 1993, SCIS 746983). She has written numerous articles and reviews on Australian writing, and is presently working on a forthcoming book on children's poetry collections. Kerry's formal interest in children's books began in 1980 when she wrote an English Honours thesis on popular family stories, although long before this her reading addiction was notorious within her family. She was awarded a PhD from the University of Wollongong for a thesis on Australian family stories, completed in 1985. She has tutored and lectured in Australian literature and children's books for a number of years and most recently conducted a course for Charles Sturt University in 1994. She spends much of her time talking to groups of children, parents, teachers and librarians about children's books (particularly Australian), and finds it an unending field of interest and pleasure. When not engaged in any of the above she reads, surfs and gardens.

Victoria—Ann Grieve

Ann Grieve began her working life as a teacher-librarian, teaching in both primary and secondary schools. Her love of children's books and an ability to communicate her enthusiasm for them resulted in an invitation to join Library Branch, a state wide support centre for teacher-librarians, as a reviewer. She became editor of the **Review bulletin** which remained in publication for a record twenty-one years.

During this time, Ann completed a Graduate Diploma of Children's Literature from which she graduated with high distinctions in every subject. At this time, she also joined the CBC where she has worked in several capacities, including editor of the CBC newsletter, nation-

al representative and vice president. Ann also lectured in Children's Literature at Melbourne University for five years and spent some years as a script writer and consultant for a series of television programs in which well known children's authors and illustrators discussed their work. She has been a guest speaker at many conferences and has published widely. Ann admits a great love of the picture book and has

also been a judge for the Crichton Awards for first time illustrators. Outside of children's books she is a closet reader of horror stories and science fiction.

Currently Ann is review editor of **The classroom connection**, and works full time in the area of copyright licensing agreements and intellectual property. ■

THE MARK OF THE PAW

An interview with children's author, Natalie Jane Prior

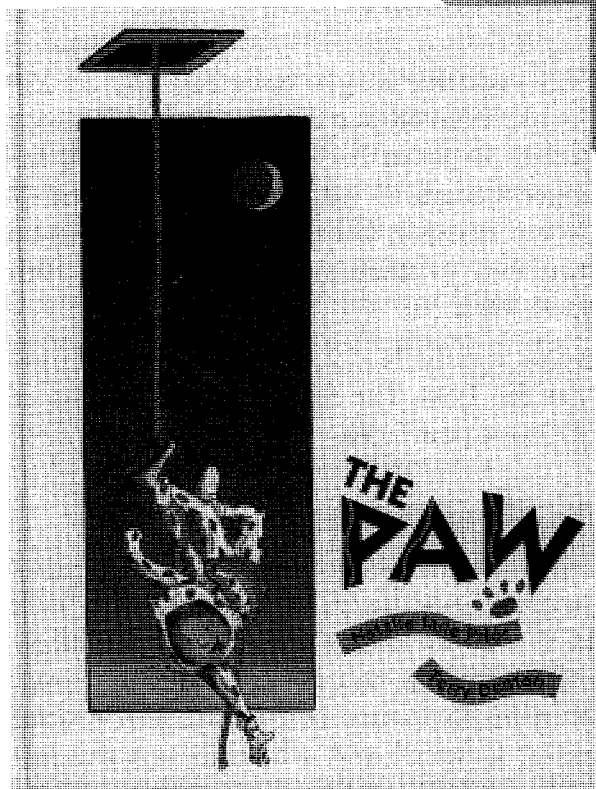
*Natalie Jane Prior, who lives and writes in Brisbane, first entertained us with **The amazing adventures of Amabel**, the story of a mischievous young girl of the Victorian era. A sequel, **Amabel abroad**, quickly followed. Natalie's first picture book, **The Paw** (with illustrations by Terry Denton), was recently short-listed by The Children's Book Council of Australia for the Picture Book of the Year award. Natalie's story-telling of her own books is highly entertaining.*

*Ian McLean is a teacher-librarian at Punchbowl Primary School. In 1993, he interviewed illustrators Glenn Lumsden and David de Vries for **Scan**.*

Ian: Congratulations on making the short-list! How did you come to write **The Paw**?

NJP: I was asked to write it by my publishers after **The amazing adventures of Amabel** came out in 1990. They wanted a second **Amabel** book, but also a book for younger children

about an adventurous little girl or boy. I had never really thought I could write a picture book. If you look at the **Amabel** books, they're quite verbose. [The text of] a picture book is very pared back and you have to make every word count. It was very flattering to be asked, but I went to bed that night thinking, 'I can't write a picture book'. Then an idea came: a little girl, dressed in black, slinking through the dark being a cat-burglar, climbing up and



down ropes. This, of course, was Leonie and her story became **The Paw**.

When I first started thinking of the character, I was picturing her in black, something like Catwoman. Slinky and mean. Of course, I was thinking like a writer, not an illustrator. When Terry Denton came on the scene to do the pictures, he said, 'You can't have her in black. She'll fade into the background. It's night time.' She had to be in a pale colour. In Terry's first version, she looked too much like Max in **Where the wild things are**. That was where the spots came in.

The scene with the false teeth was lurking in my mind for years. When I was a child, I came down to Sydney for a holiday. We were at Strathfield railway station a lot and one day I saw a set of false teeth sitting on top of a post-box! I have just never forgotten them. At least Leonie gave them back!

Ian: I think it was a mean trick to hide the title page several pages into the text. Was it some kind of revenge against librarians and cataloguers?

NJP: That was Terry Denton's idea! It drives librarians round the twist. It absolutely throws them. There are also all these famous paintings which he's put in and the crocodile which crawls out of each picture. The hats on the buildings are also good!

Ian: Leonie and Amabel are both strong, bold characters. How much of them is you?

NJP: As a child, I never climbed up ropes to steal things from people with complicated burglar alarm systems, nor have I fought off the Loch Ness Monster, nor nearly flown to Mars. Maybe it's me as I'd liked to have been. I have always maintained, with the **Amabel** books, that I am both Amabel and Miss Paperknife (the governess). Certainly, Amabel could grow up to be very much like Miss Paperknife. I feel a great affection for Miss Paperknife. There's a lot of me in her. She gives the appearance of being conventional, but underneath she's rather eccentric. She's a very warm-hearted woman, but everything always goes wrong for her and Amabel always has to come in and rescue her when she gets kidnapped by Bedouins etc... I think that [in children's literature] there

is a definite imbalance. There are few really strong, adventurous, female protagonists.

Ian: Children seem to enjoy the frontispieces to the **Amabel** books. They spend a lot of time enjoying all the details of Amabel's report card, the diary entries and her 'travelling accessories'.

NJP: That was me, that was all me! I designed them. I was working as a public librarian at the time. In the case of **Amabel abroad**, I was sitting and wondering what sort of things Amabel would take: the pearl-handled fruit-knife for fighting off pirates, and so on. Two work colleagues did the first [draft] drawing for me and John Nicholson copied it, even down to the 'A' on the trunk.

Ian: My school has a multicultural population, so the children miss the point of some of the Victorian humour. However, they do respond well to John Nicholson's illustrations, particularly the shark, which looks like **Jaws**. They also love the 'Native Bear' falling on the guy's head.

NJP: The pictures were being sent to me as they were done, which is the usual thing. The koala falling on the hunchback's head is just the best picture – and the angel being blown up! I try not to pick holes in people's illustrations; the only comments were to pick up period problems. However, I don't think the pictures he drew for the vampire chapter were ever vampiric enough.

Ian: I once saw you, dressed as Miss Paperknife, performing **The elopement from The amazing adventures of Amabel**. It was so reminiscent of the old **Dracula** movies. How many chapters parallel, or parody, famous movies and novels?

NJP: All of them! It's mostly novels, but also situations and real people. I'm all for healthy parody and there's a lot in Victorian literature to parody. **The great white shark** chapter is **Moby Dick**. **The gypsies** is taken, in part, from a really obscure nineteenth century novel by William Harrison Ainsworth. **The phantom of the opera** comes in for some stick, **La traviata**, **Richard III**, **The hunchback of Notre Dame** – The space chapter [in **Amabel abroad**] is from the Shelley/Byron circle, but I'm also pillaring **Heidi**, with Old Peter and the cow, and the HG Wells genre. You can't expect that children will have read those books but, for the adults who

happen to pick it up, it adds an extra dimension. The crazy thing is that people have picked out in reviews that I'm 'ripping things off' which I'd never intended and one reviewer listed four titles, three of which I've never read! One was [Randolph Stow's] **Midnite!** I've never read **Midnite**.

Ian: I thought that chapter was sending up Ned Kelly!

NJP: It was Ned Kelly; it was meant to be **Robbery under arms!!**

Ian: Was there a conscious effort to make the chapters quite separate? It seems they can be read in any order.

NJP: I didn't actually write the stories in order. I don't think it's necessary to do that. The way that they appear in the books was more the result of an effort to put them in an order which read well. There's actually another Amabel story in existence which has never been published: Amabel goes to the circus, a lion runs amok and Amabel saves the whole circus crowd from the lion. I remember that Amabel can't understand why her Papa is so taken with the blonde lady snake charmer.

Ian: Which of the Amabel chapters have been turned into live performances?

NJP: The storytelling thing came about later. There are two which I do, but neither are the whole story: *The elopment* [mentioned earlier] and *Her majesty* about the statue of Queen Victoria. I picked those, partly because they're my favourites and partly for their dramatic potential. You can't tell a really long story. Children have very short attention spans—and the same goes for adults, for that matter! I was promoting the book before it had been published. Nobody had read it. I thought, 'What can I do? Stand up and read the story? How boring!'

Ian: And now you're performing *The Paw* as well?

NJP: Again, I was telling the story long before there were any pictures in existence. There's not much of a costume: a black pair of ears, a black scarf for a tail and long black gloves. Telling **The Paw**, once you have the long black

gloves on, that's half the battle. They make your hands do the most wonderful things.

It seems there will be at least two sequels to **The Paw**. One is called, naturally enough, **The return of The Paw**. The other story is entitled **Destination: Brazil**, but that might change. In that one, Leonie takes on a puma and a big game hunter!

Ian: They sound great. What other writing projects are in the pipeline?

NJP: **Bog bodies, mummies and curious corpses** [due in August] is a fun non-fiction book with lots of activities in it. It's about bog people, the ice-man, mummies and other preserved human bodies and is in Allen & Unwin's *True Stories* series—for those children who read non-fiction for pleasure. There'll also be another book in that series. Then there's an historical study of Australian children for Jam Roll Press. University of Queensland Press will be publishing **Tasha's witch**, a collection of stories which should be out in September 1995. I'd also like to do a novel for teens.

Ian: Have we seen the last of Amabel?

NJP: I think I'll give her a rest. Actually, I always wanted to come back and write **The naughty adventures of Miss Paperknife** because, if you read the last page of **Amabel abroad**, Miss Paperknife confesses to Amabel that she'd had this dreadful past. Very lurid! It would be too rude to be a children's book. Those **Amabel** books came about from characters I invented when I was still at school. I did start to write **The naughty adventures of Miss Paperknife**—during my maths lessons—and that was how I started my literary career! ■

Off the shelf: a guide for libraries in small schools is an up to date professional support document and practical guide for teacher-librarians in small schools.

It is available from:
Orana Education Centre
212 Darling Street,
Dubbo NSW 2830 Ph: (068) 82 9968
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CBC Conference

Roundup

The Second National Conference of the Children's Book Council of Australia—Ways of seeing—was held recently in Melbourne. Five hundred and fifty supporters of children's literature (writers, illustrators, publishers, librarians and teacher-librarians) gathered at the very grand venue of the Hilton on the Park. On the menu were three days of keynote addresses and concurrent sessions, delivered by well known writers, illustrators and publishers, such as Lynne Reid Banks, Robert Ingpen, Brian Doyle, Ivan Southall, Melina Marchetta, Ursula Dubosarsky, Agnes Nieuwenhuizen, Jackie French, Gary Crew, Morris Gleitzman, Richard Tulloch, Peter Kindersley, Robert Swindells, Colin McNaughton, Rosemary Wells, Donna Rawlins, and Emily Rodda to name just a few from the incredible smorgasbord. There were wonderful options such as lunch with Margaret Mahy and breakfast with Morris Gleitzman—not to mention morning and afternoon teas, lunches, dinners, more breakfasts... it was really a feast in more ways than one. Feasting on literature and food seemed to sum up the mood of the conference—and food and literature came together most whimsically in Margaret Mahy's address which dealt with food as the sex of children's literature! Three participants waddled Sydneywards and now share their experiences.

Three keynote speakers who delivered their addresses with passionate conviction were:

- Lynne Reid Banks
- Rosemary Wells, and
- Emily Rodda.

The basic message they were giving was the same in each case, with very different

emphases. The message? **Children need to read.**

Lynne Reid Banks spoke of children needing to read because it trains their imagination. If imagination is not fostered, it will die. It must be trained because, if it is not, children will lack the ability to visualise the consequences of their actions. Combine this inability with the heightened levels of violence on television (as well as the weakening of imagination caused by watching television), and failure of imagination could be an explanation for teenage crime. Imagination needs to be trained in teenagers especially, when the demands of television, video, Nintendo, and of such things as peer pressure and examination pressure compete for attention. Firmness is required from teachers and parents in training the imagination, and writers should write with the basic aim of stimulating the imagination of their readers. Hooking teenagers back into reading is essential. They should be read to, they should read aloud, they should take part in role play, the books they read should be 'good strong meat—with no rubbish'. Teenagers need to be instilled with the idea that reading is a privilege.

In common with Rosemary Wells, Lynne conveyed in her address a great sadness at the state of American society where teenage crime is endemic. It is her belief that the training of the imagination which reading brings would go a long way towards solving the problem.

Rosemary Wells spoke of children needing to read as an antidote to the exploitation of children which is being carried out by the electronic media. In most families, both parents are working and whilst this is in itself a good thing, its side effect, which nobody is acknowledging, is that children are being neglected and that television is the national baby sitter. Parents driven by guilt are indulging their children with

money to buy the products which are being pushed by the media. As a result of too much television, computer games etc., children are less and less able to use the English language. An astonishing statistic she quoted was that the American population is 50% illiterate. She spoke of the 'dumbing down' of the population by constant exposure to the electronic media, of the loss of our magnificent language with all its subtleties and its replacement with a mindless set of images which are corporate driven to sell the child something. The average vocabulary of the American high school graduate has dropped from 25,000 words to 10,000 words in two generations—another astonishing statistic (too astonishing?). Rosemary said that children speak with the shallowness of the screen.

Violence and sexual innuendo constantly portrayed on television and computer games has a great deal to do with the epidemic of teenage violence in her country 'where teenagers are running in gangs all over the place'. The fact that this cannot be proved, because the studies have not yet been done, or are in fact impossible to carry out, takes nothing away from its truth. It was impossible not to be moved by the sadness in Rosemary's tone when she said that 'Exploiting of our children through electronic media is in our midst like an infection for which there is no antibiotic'.

Rosemary is waging a one-woman campaign. She believes that the only authorities which Americans heed are doctors and has approached the Surgeon General to have displayed in every doctor's surgery in the States a poster which she showed us. The message on the poster is 'Read to your bunny, 20 minutes a day'. The aim is to have it displayed and promoted by doctors nationwide, on the same basis as other medical advice like 'Get your shots, brush your teeth, eat your vegies'.

Rosemary expressed reservations about the Dorling Kindersley presentation. Although the CD-ROMS presented delighted her, and brought to life very boring subjects like dictionaries, she is concerned that only the very privileged schools will afford them, and that books will suffer because of them. Her most basic objection to them was that she believes that a book teaches best because a child imagines, and when a child imagines, he or she takes owner-

ship of the story, and it becomes part of the map of that child's brain. She cannot accept the concept that there is any real learning without effort. A child who reads for pleasure puts more pictures into his mind than any multi-million dollar movie, any television show, or any gimmicky interactive video, and that they are better pictures **because they belong to the child alone.**

Jennifer Rowe (Emily Rodda) was the last keynote speaker of the conference, and her message was also that children need to read. Her appeal was a heartfelt one—not only that children need to read, but that they must have freedom to read anything that they find interesting, if they are to develop the power to discriminate. Her recall of her own childhood was amazing, and it was entertaining to hear of the eclectic mixture of influences on her and the very mixed messages they gave her. Influences on the child Jennifer included her grandmother (the real Emily Rodda) and her sisters, jointly 'The Aunts', the stream of media visitors in the house because of her father's radio and television work, and the magazines and books she dipped into from many sources. Her point was that throughout her childhood, her parents treated her with 'benign neglect', and she was free to take whatever messages that were given to her from these myriad sources, and to make what she would of them.

She is concerned that there is a return to censorship in Australian children's literature, and that we are moving back to children's literature as improving tales. Children should not be confined to what is ideologically sound in their reading choices. We must trust them to learn to discriminate. In every other medium, they have that choice. To be sophisticated, you must be experienced and that applies to reading as it does to anything else in life. She quoted Emerson: 'Respect the child. Be not too much his parent. Trespass not on his solitude'.

Lee FitzGerald
Scan editor

Keynote Address: The Eyewitness Approach—Peter Kindersley

Peter Kindersley, Managing Director of publishing phenomenon Dorling Kindersley, gave an insight into the rationale and philosophy

underlying their approach to the lively and exciting communication of information.

Teacher-librarians will be aware of the Eyewitness books and other DK series published in Australia by HarperCollins and others. Since 1987, nineteen million copies of Dorling Kindersley publications in 47 languages have been sold throughout the world. (The SCIS database has more than 350 entries.)

Kindersley gave as his objective 'a way of making the book communicate better.' If real knowledge is the result of information and experience, he argues, we should keep perfecting the book until it gets closer to being able to have the reader experience reality. Combined with this objective is a view of the potential ways in which text and pictures communicate. 'Through the picture I see reality, through the word I understand it.' Getting information from words, he suggests, is slow, linear, not motivational and takes effort. Pictures on the other hand are very fast and highly motivational. The Eyewitness approach is to use 'lexicographic design', to work carefully with words, pictures and design to motivate readers and bring them closer to real experience.

An example of this, common in Dorling Kindersley publications, is to start with a 'central icon' on the page. This is typically a photograph of the object taken on a white background, stripped of all background information. This out-of-context photo makes the object special. Next comes the 'primary information'—text inserted all around the picture. The words 'slow down the picture'. Filling out the page will be old and new related information—words and pictures.

Kindersley suggests that the books have been successful because they are highly motivational. They invite the reader **into** the information, learning through simple curiosity. They appeal to two types of learner: 'show me' and 'tell me'. Crucial to the design is the encouragement of people to play with the information; to explore it in their own way. There is no right or wrong way to read a DK book. 'There is no such thing as a boring subject, only a boring way of presenting it.'

Dorling Kindersley Multimedia

The Eyewitness books have aimed to close the gap between the old kind of book and reality. Presenting information with computers, suggests Peter Kindersley, can move the user even closer to experiencing the real thing. True interactivity enables the information to be explored in a more dynamic way. Sound and movement can be added to the silent world of books but pace and control can remain with the learner.

Under development at the moment are several CD-ROMs some of which conference participants were able to preview. The first five will be released in the northern autumn of this year with 20 titles being available by the end of 1995. Both PC and Macintosh platforms will be supported.

Many people will be familiar with the wonderful book by David Macauley, **The way things work**. This has been turned into a most enticing and fun-filled piece of software. The delightful and information-rich drawings have been animated. Sound effects are perfect and learners navigate at will in search of an answer or to pursue their curiosity. The Macauley mammoth has been retained providing running humour. Conference-hardened participants laughed out loud! Starting with an original and extremely successful book, programmers, animators, designers and the author himself, have combined to produce a wonderful information resource.

We also experienced **My first amazing incredible dictionary** which can be explored in many directions again with humour and learner control. **The Eyewitness encyclopaedia of nature** uses an intuitive interface, key fact boxes and video resources. As with the other CD-ROMs, there were many 'live' words and pictures allowing easy access to related concepts and other parts of the program.

Finally we were shown the CD-ROM being developed from Stephen Biesty's **Cross-sections man-of-war**. Called **Stowaway**, it will be in the form of a game. To succeed, the user must discover a stowaway by finding out about the functions, activities and crew of a complex warship which might have belonged to Nelson. Again the user explores at will, with animation and humour used to great effect. We could all picture our students happily visiting the orlop

deck to activate the surgeon's grisly task, firing particular kinds of cannon to watch the recoil or opening the admiral's cabin to examine his sea going possessions.

From the demonstration we saw, it seems the aim of having students 'come as near as possible to experiencing reality' has been taken further by this use of multimedia. Participants seemed very impressed although some reservations were expressed in question time, and by Rosemary Wells in her address. Final judgments will be made when teachers can give considered evaluations of the CD-ROMs in their finished state. I for one will be very eager to keep abreast of the developments of Dorling Kindersley Multimedia.

Alison Glasscock
SCIS Review Coordinator

Concurrent session—Page to small screen

Choosing between concurrent sessions is always a source of great frustration; it is, of course, a necessary draw-back of a conference program offering variety in topics and speakers. It's always risky, not knowing whether the session you're missing will turn out to be a better option than the one you choose to attend. Fortunately, I was not disappointed in any of my choices, and found the session **Page to small screen** to be of particular interest.

The three speakers on the panel each approached the subject of adapting existing books and writing directly for television from their different experiences in the field. However, a common thread throughout the panel was an interest in, and commitment to, the **craft** of writing quality television for young people, and an abiding concern for the interests and needs of their audience.

Maureen McCarthy knows this audience well. Previously a teacher in secondary schools with high percentages of students from migrant backgrounds, her work with young people has always informed her writing. Maureen has a real commitment to recording the stories of young people from outside the mainstream of white, middle class experience. Television is in many ways the ideal medium to do this, being more accessible for many people than the

novel. She began writing television when she was involved with the development of the SBS *In between* series, from which she then adapted four novels. She discovered that she enjoyed writing prose so much, that she went on to write original novels, one of which, **Cross my heart**, is now being adapted as a film. Maureen is working as script editor on the adaptation, bringing together her skills as novelist, script-writer and her knowledge of her audience in a unique way.

Esben Storm's presentation was both wildly entertaining and wonderfully informative about the processes involved in adapting a collection of disparate stories into a television series—Paul Jennings' **Round the twist**. The presentation gave us an excellent understanding of the breadth of issues involved in adapting existing stories for television, both creative, financial, personal and even in some instances political.

Esben is an actor and director, and his experience in television was invaluable when working with Jennings to adapt the stories for television. The main difficulty in creating the series, it seemed, was choosing and creating characters to adapt the stories around. Jennings' stories all feature different characters, whereas the series was to be on-going with the same family and other townspeople from episode to episode. Some characters were adapted from existing Jennings characters, others had to be created, with an eye to balance in terms of age, gender, and so on. Similarly, the team had to select which of Jennings' stories were possible to adapt; the special effects required to bring some of the stories to life were simply beyond the budget, or indeed, beyond the realms of possibility to re-create! Esben also discussed the difficulties sometimes encountered when changes were required to be made to the stories; his was the job of handling the author's understandable concerns about his work being altered, and it seems Esben managed this with both tact and good humour. The international success of **Round the twist** is unsurprising, given the strength of the original material in terms of sheer storytelling ability, and audience appeal, and the obvious ability, energy and commitment of the people involved in bringing it to life in a new medium.

Annemaree O'Brien, the National Education Projects Manager for the Australian Children's Television Foundation, offered stimulating suggestions for study of television adaptations of prose. Referring specifically to **Round the twist**, Annemaree demonstrated how we can teach children about the possibility of different readings of the same text by comparing and analysing narrative and structural elements of a story in prose and script form. This approach also allows children to develop critical faculties in both their reading and their viewing habits. Annemaree also endorsed the use of 'tie-in' books, such as the *Winners* series and *In between* for this purpose.

Finally, some discussion followed about the dearth of locally produced quality television for older teenagers. This is a surprising situation,

given the popularity of programs such as the *Degrassi* series, and *Press gang*, and given the popularity of recent fiction for this age group — many novels are surely ripe for adaptation for television. Sadly, programming for older teens seems to have been left to the soapie market, and unlike other age groups, older teenagers are offered little variety in programs made specifically for them. Given the large role television plays in so many children's lives and leisure time, this was a most timely and important session. It served both to inform and to encourage better standards in production of television for children and young people. For this conference-goer, this was a session well-chosen.

Judith Ridge
School Magazine ■



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SERVICES AVAILABLE FOR LEGAL STUDIES teachers and students

Elizabeth Butt, acting manager of LIAC, writes of services provided for Legal Studies teachers and students.

LIAC (The Legal Information Access Centre)

What is LIAC?

LIAC is a law library for non lawyers and was established in 1990 as a joint project of the Law Foundation of New South Wales and the State Library of NSW.

LIAC provides free access to legal information for the general public, those in the helping professions and Legal Studies teachers and students. The collection includes traditional legal resources, including legislation and case reports, but focuses on plain language books and pamphlets.

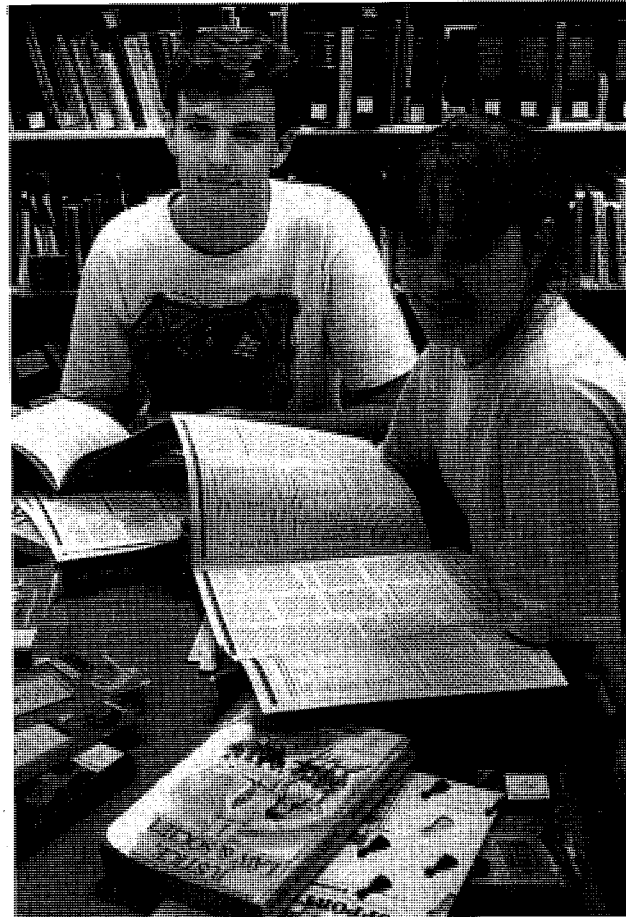
As well as the Sydney LIAC which is located in the State Library, there are ten branches in public libraries across NSW.

If there isn't a LIAC near you, ask at your local library for the **Legal tool kit**. The kit consists of 10 plain language books about the law. There are books on tenancy, housing, child support, social security, the environment, consumers etc. Ninety eight libraries have **Legal tool kits**.

The largest collection of resources however, is in the Sydney LIAC where staff also use the extensive legal collection of the State Library to answer questions. Many of those using LIAC are Legal Studies teachers and students.

What can LIAC do for Legal Studies teachers?

Teachers can visit the Centre on Level 6 of the State Library and browse a wide range of resources to support the Legal Studies syllabus



Legal Studies students in LIAC, State Library of NSW.

including free pamphlets, texts, posters, journals videos and CD-ROM titles.

For the new 3 Unit course, LIAC has the location numbers of resources in the State Library's collection. Also available through the State Library's General Reference Library is **General periodicals ondisc**. This is a CD-ROM index which also contains the full text of many articles in journals. Journals indexed include: *Scientific American*, *American Journal of International Law* and *International Affairs*.

For both 2 and 3 Unit courses, find out how to locate journal articles using the **AUSTROM** CD-ROM, which provides excellent access to articles about family and crime using the **Family** and **CINCH** databases and to a whole

range of newspaper and legal journal literature using **APAIS** and **AGIS**.

By visiting a branch LIAC, teachers can locate books about Aborigines, women, migrants, medical technology, crime, the legal system, housing, the workplace and more. There are also casebooks, legal dictionaries, texts, study guides and journals such as the *Alternative Law Journal* and the *Aboriginal Law Bulletin*. Branch LIACs collect pamphlets on a whole range of subjects, for example sexual harassment, privacy, industrial relations and the local court.

LIAC staff are very familiar with the Legal Studies syllabus and are able to locate information about the latest developments in the law. Ring or fax LIAC with a legal inquiry. Teachers in isolated areas can sometimes be provided with photocopied extracts from relevant resources in addition to resource lists.

Refer your students. Students in the Sydney area can come in and work in the Centre with staff. Country students can make contact through their teacher-librarian or Legal Studies teacher.

Come to a LIAC Professional Development Course. The next one is on the 4 August from 9.30 am – 12.30 pm. The cost is \$45. A recent attendee commenting on the course said " This session was very helpful and it was great to attend something like this that had such a sharp focus—i.e. relevant to my needs as a Legal Studies teacher."

Keep up-to-date through the **LIAC newsletter** which is sent free to all high schools and public libraries. There have been nine issues so far. Most issues have a Legal Studies notes section specifically of interest to Legal Studies teachers and teacher-librarians, and all issues have some information of relevance to Legal Studies. For example, the March 1994 issue was all about the changes to domestic violence laws, November 1993 was about delegated legislation and November 1992 described many free legal publications and how to obtain copies of them.

How do you contact LIAC?

Visit, write, ring or fax. LIAC is on Level 6 of the State Library, Macquarie Street, Sydney 2000. ph: (02) 230 1558 fax: (02) 223 8920

When is LIAC open?

Monday – Thursday 9.00 am – 6.00 pm, Friday 9.00 am – 5.00 pm, Sunday 11.00 am – 5.00 pm, closed Saturday.

Where are the Branch LIACs?

LIAC Branches are located in public libraries in Albury, Bega, Broken Hill, Coffs Harbour, Dubbo, Forster, Gosford, Liverpool, Moree and Windsor.

The New South Wales Anti-Discrimination board

The NSW Anti-Discrimination Board has produced a series of fact sheets which explain each of the types of discrimination covered by the Anti-Discrimination Board. Its aim is to ensure that the people of NSW understand their rights and responsibilities. It is available on a one-per-school basis. Individual students are not to request it, but it may be photocopied.

Recent additions to the series include:

- ❑ *Discriminating against someone because of their marital status is against the law.*
- ❑ *Discrimination against people living with HIV and AIDS.*

Earlier fact sheets deal with discrimination against homosexuals, people with intellectual and physical disabilities, pregnant women; and with sexual harassment, compulsory retirement and racial vilification.

Contact:

Kate Burnham, Librarian

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The New South Wales Law Reform Commission

Teachers with questions on law reform and legal research should ring Beverley Caska at the NSW Law Reform Commission. She is also happy to tailor-make a package of publications for individual use in Legal Studies.

ph: (02) 252 3855 fax: (02) 247 1054. ■

At the cutting edge: A profile of Celeste McNicholas



Celeste McNicholas is teacher-librarian at Marist Sisters' College at Woolwich in Sydney. Since 1990, she and the staff at the College, working jointly with Ross Todd from the University of Technology, Sydney, have been involved in a major action research project. The project's broad objective is to place information literacy at the centre of the curriculum, and to demonstrate the effects of information skills based teaching and learning on self-esteem and academic achievement. Their work has created international interest, and their findings raise many important issues for teacher-librarians. Jill Buckley recently spoke to Celeste about the project.

Could you provide an overview of the stages of the research?

Strangely enough, the whole thing started one night, after dinner. Ross wanted to keep in contact with teacher-librarians as he had just gone to university, and I wanted to get more intellectual challenge out of my profession. So we started exploring ideas, looking at the literature, looking for what we could do at school.

We felt that to work in conjunction with the university would facilitate the building of credibility. So it all started from that point of view. A lot of what we've done has been to create credibility for what teacher-librarians are doing, to try and bring a broader audience to what we're dealing with in terms of information skills.

The skills we had to offer should be valued. We (teacher-librarians) say it all the time but we have no evidence, and people require evidence. Otherwise you're only blowing your own horn and others can say 'Who cares what you think of yourself?'

So we set about looking for ways in which we might create evidence. We had a great deal of personal and professional commitment to the idea that **using information skills as a way of learning does change learning patterns.**

We applied for some funds from the university, spoke to my administrators here and got agreement to work as a research site.

When was this?

That was 1990, 1991 and 1992. We explored the literature on managing change, and established a typology which helped indicate teachers who might be at a stage of welcoming change. We then began to work on strategies to widen the base on which information skills were taught in the school.

This was all qualitative, interview-based research. The data collected from the students reported some very positive changes in their responses to teaching and learning. The next logical step was the involvement of information technology. As things changed at school and

our understanding grew, it impacted on where our research was going.

And then in 1992 we felt that it was going nowhere, we were saying the same thing over and over again. We had to follow the natural progression, to get some empirical evidence, to fund a research assistant, and do some standardised testing procedures. We needed some hard, scientific data.

So you devised an experiment which studied one group in depth?

In 1993 we studied Year 7, the whole form, in their science classes. We had three control classes and two active classes which were taught by the same teacher. The conditions required for the research involved the selection of teachers and the random organisation of classes. The administration met these conditions. We also required access to the classes for pre-testing and observation. We lost one of the control classes halfway through the year because one of our teachers left and was replaced by a first year out teacher, so in the end the work is reporting on two control classes and two active classes.

We pre-tested them on a very crude measure of understanding information skills. We accepted a wide range of responses which indicated using the processes of locating, selecting etc. Interestingly enough, only one student in the entire intake gave expression to more than three skills.

The students were pre-tested on a standardised general knowledge test. Their half yearly exams and end of year exams were used as their academic scores. We post-tested them with a standardised attitudes to schooling test and a second crude information skills test.

And what did you find?

First, accept that classes were truly random, their names were pulled out of a hat to ensure randomness, and it worked! Generally, what we found is **that there is a measurable and statistically significant increase in learning achieved by students who have gone through a consistent period of teaching using information skills strategies.** The two active classes scored statistically significantly higher in their

academic output by the end of the year than either of the control classes.

The teacher involved with the active classes used strategies which give priority to the management of information. We used the information skills expressed in **Information skills in the school** as an infrastructure by which the teacher organised her personal approaches to teaching. We have worked with this teacher a very long time in the earlier research and there is now a total commitment to information skills in her work.

We did a lot of observation. The research assistant would go in and observe, looking at the flow of exchanges between students, from teacher to student, from student to teacher. We haven't worked with that material yet. What we've dealt with so far has only been the statistical information.

These academic results are very significant

It has a big impact on me when I look at those students in their Year 8 science classes this year. The girls are streamed in Year 8 on the basis of their half yearly and end of year scores. Statistically, with five input groups to stream and the average number in the class, the active classes and the teacher we were working with should have contributed twelve students to the top Year 8 class. She actually contributed twenty-seven. Considering that the classes were random, with a random spread of ability and general knowledge and no clusters of brighter students, it is a very significant finding.

These findings are brand new, last year was our first year of empirical data. We should like to have followed that particular group through, in a longitudinal study, but that hasn't happened yet because of staffing commitments. We are certainly interested in doing this.

The staff have all made comment about how interesting the Year 8 group is to work with, and what a large gap there is between the top stream and the next class. Other teachers that we haven't worked with are commenting that they can see the difference.

We did interviews with the students afterwards, as we have interviewed all along, and the students reported a very positive attitude.

However, some students can be very problematic to start with, I won't deny that, because, through this process, we are taking away the infrastructure to education they have learnt from K-6. We are saying 'I'm not going to tell you what to do,' and they resent that, they really do. It seems that the brighter the students the more they resent it, because those students have learnt to play the game and often that is the basis of their brightness. They aren't confident that their brightness exists on its own.

The less able students seem to fall to it much more easily. They are much freer in expressing their opinions.

This research is coming out in the spring issue of **School library media quarterly**. We also have a commitment to analyse some of the data from our observation for **Libraries unlimited**.

Our prime interest at the moment is to try to follow the 1994 Year 7 through and really look at what sort of transference they have with these skills. Do the skills endure when they are encouraged by the teacher? Perhaps students regress when the teacher has no expectation of these skills being exhibited.

We believe quite strongly, and there is anecdotal qualitative evidence to support this, that the teacher's expectation is the key to the whole thing.

Students appear to be very willing to transfer the skills with them, so long as you clue them into the fact that you're expecting it to happen. I can walk from one class to another, to work with a teacher, and inevitably there will be a student who says 'Is this like the same stuff we were doing with Ms X?' And if I say 'yes', there is no problem, they are cued into thinking the way I expect them to think.

But they won't do that unless the teacher shows some expectation that they have to think for themselves. Otherwise they fall right back into being spoon fed and regurgitating.

It would be interesting to see if these two active classes from last year, having come out in the top level of the grade in science, slip down again if the next teacher doesn't support them.

The findings of your research, where students report dynamic and positive changes to their self image as learners, must be encouraging for you.

They were really heartening. Incredibly heartening. Actually I can still feel the emotion I felt for one student. There was a strange mix of venom and pride in her voice when she said 'I know I'm not dumb now'. Obviously, she had someone in mind who had said or implied that. It had cut her to the quick that she had been allowed to think so. She knew full well that she'd been fooled. As soon as we'd shown her another path using different strategies, she could see what the real situation was.

We didn't start out giving students time to talk about their learning, it seemed to come logically as part of the strategies to help them deal with the changing teacher's role. We ended up letting them express their problems.

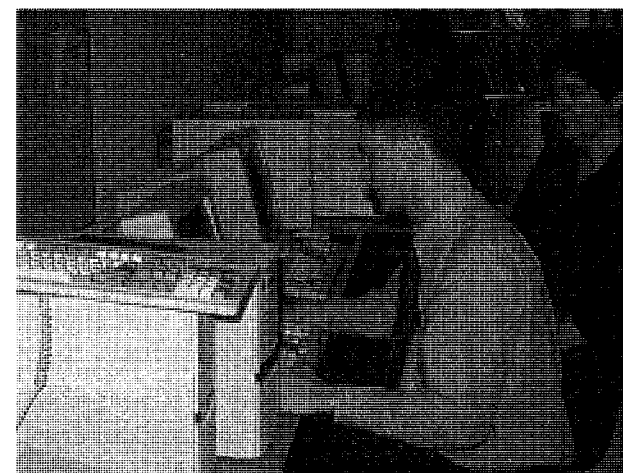
Ownership of learning became very clearly the way for us to achieve an acceptable classroom dynamic. When we could talk with students about the way they learn, and give them some insight into how they can manage their own learning, then they seem to become more inclined to own it.

Once students were more inclined to own their learning, they could express to us in terms of their problems what they thought they needed us to do. One particular class had kids throwing up, in tears, not wanting to come to school because they couldn't come to grips with this new freedom that the teacher of many years' experience thought would be so wonderful for them.

We have found that students have to be given some kind of structure otherwise the whole group dynamic falls apart. **What we've done is make their cognitive process the structure rather than the content.**

How do you this ?

We often use chocolate cake as an allegory. What is your image of a chocolate cake? For some people, it is round, or square, for some people, it has cream filling, or it has to be frosted. Some people feel that it should be really luxuriant and moist, others are quite happy to



The networked CD-ROM system at Marist Sisters' College.

settle for something else. We bring expectations to our need for learning. We can't make all people want the same type of chocolate cake, and even if they all eat it, we can't make them all feel the same way about it.

Although there is general acceptance that students are individuals and they may not behave the same way, we have continued with the idea that they all need the same content. It is just not true. The student who knows something tunes out because she already knows it, and the student who doesn't know something can't catch up because she doesn't have the fundamental understanding of the first stage.

Diversifying of teaching strategies is an outcome of information skills based teaching and learning. You simply cannot keep a class at the same point, because every learner is defining the task differently, determining her individual path by identifying the information gap, and seeking to fill it.

If you are working towards the philosophical stand embodied in the information skills document (**Information skills in the school**), then you can't give a person your program. You can't say, 'This is what the lesson was'. You can give your strategies, the topic area you covered, what you wanted to achieve, but you cannot give them a lesson plan. If you've done what we do, then you're seeing where students are and taking them where they need to go by the path that seems most suitable. Now that can't move to the room next door, let alone to the school next door.

How has information technology had an effect on your research?

We have qualitative research in this area, but we need to design something empirical. The theory would say that if the students are developing the skills for an information society then we're skilling them towards information management, implicitly information technology. All the outcome statements, in every KLA have some expression of this.

We had a school-based idea for information technology which developed from our research. Our support from the school administration was strong. The assistant principal became closely involved, working with a junior philosophy class. Her experience is reported in an **Orana** article. (See bibliography.) She attended a significant conference in Belfast, and returned with a strong personal commitment, not just to information skills, but to the concept of the virtual library of the future. She took the principal with her, they work very well as a pair, and we developed a five year plan for information technology.

I feel very fortunate in that what we were doing in increasing the school's information technology is seen as an information system, not as a computing system.

What type of technology do you have in the school?

OASIS was already in place, so we installed a networked CD-ROM system. We integrated the library's existing OASIS database into the new network. Every terminal has equity of access to

any program, except, of course, library administration or school administration programs.

We created a fifteen terminal information laboratory which is contiguous to the library. We increased the number of terminals on the (library) floor by two, we networked the existing computer room downstairs to bring it into the system and we put some in the staffroom. In less than 12 months we had expanded that system so we now have 57 multimedia terminals on the system drawing from 14 CD-ROMs and OASIS library. OASIS administration has been brought in for appropriate terminals. The network has a full Word package.

How did you manage to achieve all this?

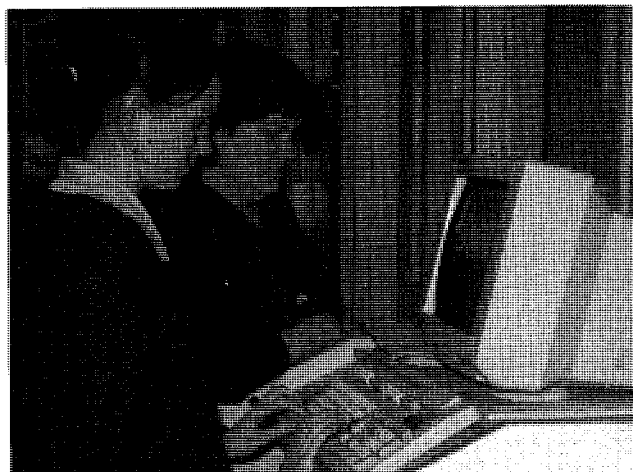
We went about this by determining our philosophical stand for the next five years, assessing how that would impact on our teaching program, and what we needed to achieve minimum levels.

We were fortunate that our regional consultant alerted us to funding then available as a specific grant. Although the timeline was short, we all worked flat out at developing a successful submission.

What has been the response to this system?

We had planned a fairly structured approach to training, targeting staff rather than students believing that if staff had the expectation of use of information technologies, then it would flow on to the students. Our idea was to tempt them with the 'whiz bangery' of CD-ROM, then ride on that success. We never got anywhere with that, because before the system was stable, we had teachers trying to use it! What they wanted to get from the technology was repackaging and reproducing information, not retrieving it.

Their demand was to produce their own materials, to get away from the long queue for typing. So we just dropped everything and regeared. And training in the use of CD-ROMs took care of itself as people became competent. They became curious and began to play. And playing was encouraged. We had a lot of support in that teachers were not required to learn



Celesta Mc Nicholas and one of her students.

to use the system after hours. Everything was done to facilitate their use of the system.

We chose the school word processing package, right down to a school font. This is the default standard so people could move between terminals and know what to expect.

There are three rules of system management. Firstly, always leave the terminal as you would hope someone would have left it for you, that is, don't leave problems for someone else. Then, always copy to A drive, as machines have no hard disks. Lastly, always leave the terminal running and turn off the screen. That is it – three basic rules, no passwords, everyone has equity of access.

Where do you hope to go with information technology from here?

The five year plan turned into a six month plan! Great parts of what we thought we might achieve by 1996 or 1997 were suddenly given to us on a platter. Within twelve months of that, we had finished the five year plan and were onto our second five year plan.

We've also spent a good deal of time training students. Our biggest problem now is adjusting to the difficulties a network makes, as opposed to a stand alone computer. I would say we have every staff member using technology in some way. We have technophobes who are using it in a minimal way, but they're even now producing their sheets because they can't be bothered waiting. It is so easy. There is a lot of peer teaching going on. We can now offer more targeted training to groups of teachers with a need to use particular aspects of the programs.

Our next stage is getting the system to a position where it might support wireless LAN. The long term plan is to beef up the files server to gain speed so that we can cover the rest of the school with remote instead of fixed position cabling.

We validated much of what we chose to do on the question of equity of access. There are equity issues involved in working with technology. For example, under the current administration, we will never require students to have their own lap top computer. Similarly, we needed to establish a position on word processed assignments. We had a couple of teachers insisting on word processing, but we cannot force students to show their financial or socioeconomic position by enforcing this.

This must have been a high priority program

Yes, it was our priority. It makes a huge difference to the daily tasks of a teacher-librarian for a period of time. I do a lot of technology support. For that reason, the administration increased the professional library staffing from 1.4 to 1.6. This was their recognition that what we are doing with information technology is over and above our normal tasks.

We've learnt from other people's mistakes as well as our own. It doesn't help to tell the students that they have to be able to use information technology if the staff can't use it and don't. Learning outcomes specify the input of technology.

Celeste, do you ever run out of steam?

Well, if anyone knows Ross, they'll know there is no end to his steam. I tend to be the devil's advocate with Ross and say 'Slow down, your eternal optimism is bound to cause us problems.' It never does, because he just changes what he wanted to do if he hits a brick wall.

I guess I do run out of steam when I feel under appreciated. But I get my challenges from little wins, from little things that go well in terms of consolidating the research.

Your research has given you a more public profile. How do you respond to that?

I'm not essentially a confident person. I'm very insecure – not of my own capabilities, but the way they will be seen or valued. I need to know they're valued, and that's unfortunate because in this job that doesn't always happen.

I'm very wary. The sorts of things we're doing are so personal to me, to my educational philosophy, to my experience as a learner in schools and to what is happening with my colleagues here that I feel very wary. When I talk about what we are doing, I fear the backlash will be 'Well, that's fine for you! Where is this heaven you work in?' I don't cope very well with that. It undermines me. I think that maybe I don't have a right to express what we are doing. We have our uphill battles, we have staff we cannot work with, staff who will not cooperate.

It concerns me that what we present is apparently unachievable in other places. That is a real fear, so I tend to adopt a position of humility. I often think, 'I shouldn't put this forward as the way to go, as if I'm doing what is right.' I'm very concerned about being seen as blowing my own horn. Society will allow Ross to highlight our work because he is in a university, but I don't want to be seen by my peers to be doing that. It could be seen as detrimental to what we're trying to do. So there's often a lot of balancing going on.

The other issue is that I don't get so lost in what I'm trying to do that I lose track of the personal commitments in my life. I'm inclined to say 'I can't fit that in' too often and lose track. I'm doing the balancing that everyone is doing, perhaps with a slightly different set of priorities.

So you manage the varied aspects of life?

We all manage it all. I guess I'm in a situation that other people may not have. My relationship allows me the right to have a career without any hidden judgements about priority between one career and the other. It's a balancing act, a question of keeping clear at any given time what is the value and priority for that time.

I have to remember that I choose to work and that means there will be times when I am required to give a priority to that work. I can't expect any more leeway than anyone else. I can't say 'I've got two children, you'll have to be more understanding'. I have to accept that and readjust the priorities every day.

My role in the school has evolved tremendously, with a lot of assistance. But it is not different from what we were aspiring for when I trained as a teacher-librarian. It has definitely had its dull moments when I didn't aspire for anything, but it has certainly evolved.

You seem quite comfortable with technology. Do you every suffer from 'technostress'?

To be honest, when this system was going in, there was a fault with the chips. We had to isolate every other problem before the manufacturer would recognise this. Things had gone wrong for the third time on this one particular teacher's class. I finished up sitting on the floor, laughing until I wept - I was stressed!

But there is no point in blaming myself. There was also no point in me trying any harder to pacify this teacher. I could not do it! My reaction to it all was to laugh because I was trying to be all things to all people, trying to protect the image of this new system. Ah forget it! It's not worth it!

Laying the responsibility where it should be laid has helped me cope with technostress.

Do you feel that there is resistance to the type of change [in information technology and in prioritising information literacy] that is taking place in your school?

There is quite a lot of resistance for a number of reasons. Some of it is fear, some of it is that people's workloads are so heavy now that they anticipate change will just increase them.

Some personalities don't like to deal with change. I'm one of them! I don't like dealing with change, but if I motivate my own change, it is not such a problem. Ownership of change is the issue.

Teacher-librarians as a whole have a propensity to be visionary. I think as practitioners we tend to say 'Someone should do this'. We want someone to stipulate a national standard to validate what we're doing. That's not the way change occurs.

If we are indeed on the cutting edge, then we are in charge of the chain saw. We direct it where we will, we can't wait for someone else to turn it on and off. I think we lack confidence in what we are doing because quite often we labour in positions where there is little value given to the work we do. However, it would be negative to assume that is the case everywhere. I think in a lot of schools people just fail to acknowledge us. Things like RFF and professional isolation also don't help us.

What we do at Marist Sisters' Woolwich is based on a set of dynamic priorities. We have chosen to commit our professional and personal time to the working relationship we have generated with our administration. If the principal leaves, it might all fall apart. I would not like to think if I left, it would fall apart.

I think I'm rising to the challenge and saying 'It's got to be done!' And, if I think it's got to be done and no one else is doing it, then who can I blame but myself? It is not enough to wait for someone else to do it. If we wish to have people value our work, then we have to demonstrate its value.

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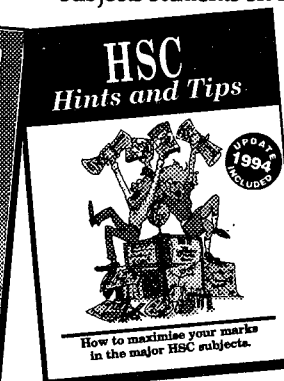
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LIBRARIES ON THE MOVE

part 2

The first issue of *Scan* this year carried part 1 of this article. Leonie Dixon, deputy principal at Samuel Gilbert Primary School wrote on the innovative idea of an inservice which involved visits to several libraries in one day. A second inservice tour has just taken place and is described by Leonie as follows.

The concept of an inservice where participants move on to a new venue every hour was so well received last year, that another tour was arranged this term. This time the Mt Druitt area was visited. Practising teacher-librarians told us their tips for overcoming problems and showed us their libraries so we could take back all the good ideas regarding use of space and displays.

We met at **Quakers Hill High School**, which was only opened last year and consequently has the latest in library design and technology. Ros Pickering took half the group through the wonders of an on-line demonstration of ordering through SCIS. The other group were introduced to Keylink and the wonders of modem

technology. Participants saw many possibilities in the use of Keylink such as writing for a real purpose and receiving replies quite quickly from authors, scientists, pen pals and even the Easter Bunny or Santa.

Jane Eggington at **Tregear Primary School** gave us a very warm welcome and spoke enthusiastically about the successes she has had with cooperative planning. People were particularly interested in how Jane had overcome difficulties with indifferent teachers and clamoured for hand outs of her programming formats. She also spoke about an interesting means of flexible time-tabling where each teacher has a time allocation for the term. Bookings are then made and time is graphed until the time runs out. After that teachers are welcome to bring their classes to the library but do not have access to the teacher-librarian's time. Fortunately for Jane the library is very large and there are two quite distinct sections so several groups can use the library at once. Of course, supervision at lunch time is another matter! Comments were made about how useful and practical Jane's talk had been.

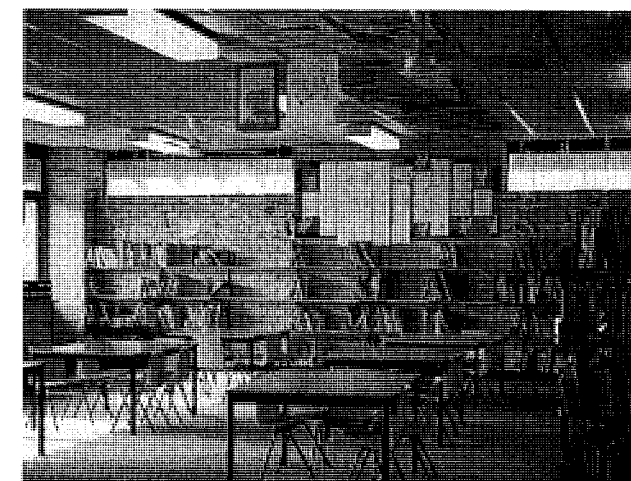
A short drive later and we arrived at **Bidwell High/Primary School**. Here we were greeted by both teacher-librarians, Janelle Pattie and Doug Ross and shown through the huge library that forms a combined service for the two parts of the school. High school resources are located upstairs and downstairs is for pri-

mary. This does not mean borrowers are entirely restricted to their primary or high school area as staff, parents and students are encouraged to use the resources which are appropriate to their needs. The unique aspect of this school is that a decision was made to use a combined system for automation, which has resulted in a number of problems but there are also a lot of advantages. These include:

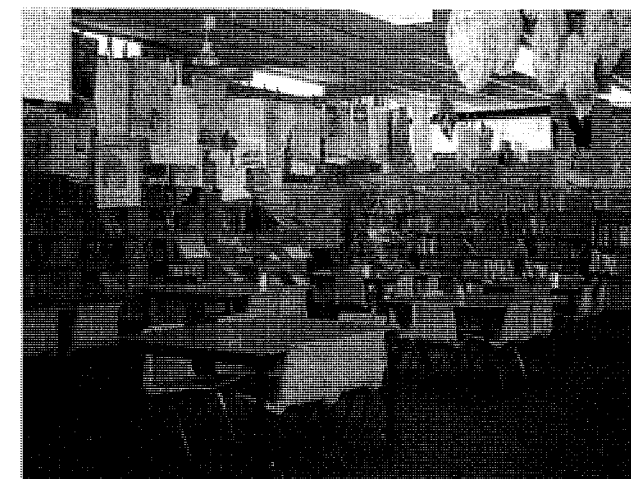
- ❑ two fully trained teacher-librarians who are able to promote the system effectively and save time in ordering, entering and back up tasks
- ❑ an improved bargaining position when buying for two
- ❑ ability to satisfy a wider range of requests
- ❑ placing only one order for items such as Recon, barcodes and reader, and
- ❑ avoiding the duplication of resources and tasks.

Back to **Lethbridge Park Primary**, where Lynne Henze came in especially from her long service leave to talk about the short cuts she had worked out in establishing OASIS. Her humour was well appreciated, something some of us probably don't have in large supplies when beginning with OASIS. The staff were certainly impressed with the clothes she wore on the day as they are used to seeing her in her OASIS gear which seemingly gets quite dirty by the end of the day. Participants were most impressed with the multi-space library Lynne has created. This includes a cave, Arab tent, display castle and submarine as well as areas for private study, group work and class arrangements.

The day ended on a very positive note, participants having passed A level navigational skills, street directory reading and general location skills. Is another course like this desirable? YES! YES! YES! ■



The libraries we visited.



Lethbridge Park Primary School library. On left teacher-librarian Lynne Henze in her OASIS gear and Val Rebikov (library clerical).

CD-ROM REVIEWS



Jan Eade from Pymble Primary School, Margaret Sim from Cheltenham Girls' High School and Alison Glasscock, the SCIS Review Coordinator, have reviewed the following resources.

○ World almanac and book of facts 1993.

Metatec, 1993.

[030]

This is a CD-ROM version of the well known reference book published annually since 1868. It has a reputation for accuracy. It also has a distinct U.S. bias in the type of information presented.

Hardware requirements

Macintosh: Mac Plus or higher with at least 1 Mb of RAM free; System 6.0.4 and Finder 6.1 or later; CD-ROM drive; colour monitor set to 8 bit (256);

MS-DOS: 512K available RAM; DOS 3.1 or higher; CD-ROM extensions.

Contents of package

1 CD-ROM disk; user notes.

Installation

was trouble free for this reviewer.

Scope

World almanac is a ready reference up to and including the year 1992. It covers topics as diverse as Weights and Measures, Arts and Media, Awards-Medals-Prizes, Disasters, Historical Figures, Environment, Astronomy & Calendar, Noted Personalities, Health, Environment, Nations of the World and U.S. Cities and States. There are no illustrations or maps.

Using World almanac

After opening the disk there is a screen inviting the user to either press *Search*, *Contents*, *Browse* or *Help*. Unfortunately the *Help* button gives a minimum of help. It does not cover the examples given in the printed notes. One such is the *Phrase search*. The printed notes tell you why it is better to type 'Medical insurance' in inverted commas rather than the Boolean type search of 'Medical and insurance'. It is absolutely essential to read the accompanying notes first in order to

choose the best way of searching for a particular piece of information.

Contents gives a list of major headings. By scrolling down and clicking on one of these headings, you will be presented with a list of subheadings. From one of these you can move to an article.

Search allows simple searches of one word or Boolean searches.

Browse allows the user to enter the initial letter of a word or the first few letters and search from that point.

When articles are displayed, the word being searched is highlighted throughout the article. It is then very easy to move to the next occurrence of the word by pressing the *Next* button or go back by pressing *Prev*. The accompanying notes should be kept as a master copy and the teacher-librarian should prepare a set of user notes for this disk. Mistakes on the last page under Article Display would have to be corrected.

Evaluation

This text based software could be used by individual students when searching for those elusive pieces of information eg., a list of the world's major earthquakes, railway disasters, the rulers of Rome, Nobel prize winners and Motion Picture Academy award winners. To use efficiently students would need to be guided through initial use and be made aware of the U. S. bias (Keating appears in 5 articles, Clifton in 87) otherwise they could waste a lot of time searching. M. Sim

LEV: Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: \$115 Firmware Design Tel:(047)21 7211 Fax: (047) 21 7211

KLA: SCIS 788397

○ Make the connection!

Board of Studies, 1993

[600]

Jointly produced by IBM Australia and the NSW Board of Studies, this interactive multimedia CD-ROM is designed to assist teachers and students with the Information and Communication strands of the NSW K-6 Science and Technology Syllabus.

Hardware/software requirements

The minimum hardware required is an IBM compatible PC (386 SX-24); 4 Mb RAM, SVGA monitor, Windows 3.1, sound card, video card, 80 Mb hard disk, mouse, external speakers and amplifier (or headphones).

Contents of package

1 CD-ROM disk, 1 teaching guide

Installation

This reviewer installed through Windows Program Manager—three SETUPs to install, but quite straightforward if familiar with Windows installations.

Curriculum relevance

Although this is aimed at the upper primary level of the Science and Technology syllabus, there is also plenty of cross-curricular relevance in the areas of English, HSIE, Creative and Practical Arts and Mathematics. The teaching guide provides some excellent ideas in these other curriculum areas for class activities which could be used to complement the program.

The program in use

This program is very user-friendly, with each student being asked to give his or her name. It is sequential and each activity must be completed before the next can be attempted. This is so that necessary concepts and knowledge can be gradually built up. (The teaching guide, however, does provide a password the teacher can use to view the whole program.)

Once the user has entered a password, a short video presentation of people using various methods of communication, complete with background music, is presented. The next

screen is called 'How do I work this program?' and contains explanations of symbols used within it. After this screen the first activity on senses appears. A really cute feature is that when you are waiting for a new activity to load, the Energy Bandit, a comic character used in the program stalks across the screen.

All text is clear and concise and most activities involve clicking on pictures to access short videos or animations.

Scope

Although the program draws heavily from the Communication strands of stages 2 and 3 and, to a lesser degree stage 1, of the Science and Technology curriculum, it also touches on strands involving the human body, space and electricity.

Options for student use

The teaching guide suggests using the program in small groups of no more than three, while the rest of the class works on other integrated activities. However, some parts of it could also be used by the teacher in whole class demonstrations. Due to its user-friendliness, individual children could also use it without any problems.

Screen design

The screen design is excellent using clearly-defined boxes with pictures which are accessed with the mouse. Each activity has an easily-read heading and the colours used complement the layouts.

Navigability

This is definitely a strong feature of the program. As each activity is completed, students are taken to the main navigation menu where they can select a 'New activity' from a main picture icon. The bottom of this menu is set up like tabs in a filing card system. There is a magnifying glass which allows access to topics within the activities such as how things work (such as telephone, light bulb and satellite) and tabs

marked A-K and L-Z which provide definitions for many of the concept words used within the program. There is not, however, any way these, or anything else, can be printed out.

Each activity screen is also easy to navigate around with a ? for help and a symbol for quitting back to the main navigation menu or to sign on a new user at the bottom of each screen. There is also a TV symbol for making the videos larger, if preferred.

Interactivity

This is a highly interactive program with the user being required to access videos and animations in many activities. They are also involved in problem solving activities where different communication systems have to be built in order to warn everyone about the Energy Bandit who steals different forms of energy.

Resources

All pictures are clear and attractive, while the animations and videos add a full and even more interesting dimension to these graphics.

A lovely feature of this program is the use of children's voices for much of the narration. The voices are clear and well-spoken and are a refreshing change from the American accents found on most CD-ROMs at present. A couple

of times I did find the dialogue breaking up a bit, but this was only minor and none of the meaning was lost. The music used in the program is also very effective, being lively and suiting the program well. My only minor criticism of the sound is the incredibly loud 'ping' which is emitted whenever something new is accessed.

Overall evaluation

Make the connection is definitely an excellent program which certainly fulfils its objectives of complementing the Communication strand of the K-6 Science and Technology curriculum. Not only did I personally learn a lot about setting up a communication system, but it was also done in a fun-filled way, making full use of the excellent multi-media capabilities of CD-ROMs.

My only reservation with the program comes with its price. At \$195 it costs more than some excellent CD-ROM encyclopedias and would certainly make a big hole in any primary school software budget. At half the price I would grab it! J. Eade

LEV: Middle primary Upper primary
AVAIL: \$195.00 ERUDITION
 Tel:(02) 925 8178 Fax:(02) 561 8845
 SCIS 780148
KLA: ST

○ WaybackWhen : Australian colonial life.

Board of Studies, 1994.

[994]

This is a program designed to assist teachers and students with aspects of Australian history and Human Society and its Environment in Years 5 to 8.

Hardware requirements

Macintosh LC or Colour Classic or higher with 4 Mb RAM minimum, with a CD-ROM player, a 12-inch 256 colour screen (or internal Colour Classic monitor), and a hard disk. (I would also suggest earphones would be an advantage for solo use.)

Contents of package

1 CD-ROM disk and printed notes on installation. Notes on the disk to help the user should be printed out as a first step.

Installation is straightforward.

Scope

Students can ask 48 important questions such as: How was the land settled? How did people live in colonial Australia? Their questions are answered through paintings, photographs, movies, letters, speeches and other text. Also on the disk is a program of 50 Australian folk

songs which can be heard on various instruments. The words and music of each song can be printed out as can information about the song. The folder *WaybackWhen for teachers* gives a list of all the movies, poems, extracts from letters and speeches used in the spoken word segments and ways of using the program in the English, HSIE, Visual Arts and Science K-6 syllabuses. No mention is made of how to use the software with years 7 and 8.

Using WaybackWhen

How to use this disk is offered at the first screen and this can be printed out immediately. At the *Welcome menu* you are invited to click on a button called *Go to the main menu*. From there it is easy to move to the section you wish to explore. You can select those you wish to explore from three images per screen, by enlarging and using the associated text. The use of little balloons that pop up as you move your mouse slowly over a picture provides more information. 'Balloon help' cannot be used at the same time as the information screen. Each time you go to a detailed screen a new information box becomes available. The boxes take up a small part of the screen leaving most of the graphic being described still showing. This has the disadvantage of being difficult to scan. In order to read the *Info boxes* a tedious use of the down arrow key is required. Another annoying feature is that the male and female icons for a guide are not labelled and they appear on screens where they cannot be used as well as where they can.

The *Time cave* and *The chair story* seem rather

quaint additions to the main program. The chair is incorporated as an icon on the main program and when its button is selected takes you to 'a mysterious destination'. From a picture of a Chinese band, one is chairlifted to one of an aboriginal painting. From a photograph of servants one is taken to the 1849 Melbourne floods. While this is equivalent to opening a book at any page while browsing, the need to do so while in the middle of finding an answer to a question is hard to see.

Evaluation

There is a wealth of information on colonial Australia in this program and the images and information boxes do provide answers to the questions asked. The paintings and photographs come up as well as can be expected from archival material and this in itself is a valuable experience for students. Individual use would be the preferred mode of operation because of the restricted information boxes, although pairs could be accommodated. Teachers would find it a valuable resource for lessons, being able to print out text and pictures. M.Sim

LEV: Upper primary Lower secondary
AVAIL: ERUDITION Tel: (02) 925 8178
 Fax: (02) 561 8845
 \$190.00 NSW Schools, \$249.00 others
 \$750.00 Lab pack of 5 discs.
 Outside NSW contact Ashton Scholastic
 (043)283 555. SCIS 786847

KLA: HSIE

○ Shelley Duvall's 'It's a bird's life'.

Sanctuary Woods, 1993

This program is designed to improve reading skills through an interactive story.

Hardware requirements

It's a bird's life is a dual platform CD-ROM running on both Macintosh and Windows PC.

The minimum requirement for Macintosh is 4 Mb of RAM, system 6.0.7, hard drive, mouse,

13 inch monitor set at 256 colours.

The minimum requirement for Windows PC is a 386 SX machine, 4 Mb of RAM, Windows 3.1, hard drive, mouse, Super VGA (640 x 480, 256 colours), and sound card.

Installation

For Macintosh, installation was trouble free.

For Windows PC, no instructions were given. It was only that I had installed CD-ROMs in Windows before that I knew to go into File Manager, choose RUN Select drive D:/ and type SETUP. Definitely, instructions are needed here.

Curriculum relevance

Although English is the main focus of the program, it also has relevance for science and technology (birds and clouds), human society and its environment (geography and the rainforest environment), mathematics (counting and problem solving activities) and music (eleven sing-along songs).

Presentation and style

This is a lively and colourful program full of brilliant animated graphics and fun sing-a-long music. All screens are interactive and the text is clear and easy to read. The screen designs are very appealing and easy-to-use with pictures complemented by clear text boxes. All icons used in the screens as access points are clear and obvious. While each of the characters talks about him/herself in the first person, the text is written in the third person. For older students, this could provide a very useful activity for looking at the differences in tense.

Scope

Although this is essentially an American program, involving the journey of a group of parrots from Los Angeles to the Amazon, it does also include more global features. There are descriptions of parrots from many different countries, including Australia, all of which are accessible from a world map. The story has a strong environmental theme, for example logging impacting on the Amazon rainforest. While the spelling is American, measurement is given in centimetres, as well as feet and inches.

Navigability

The main menu screen is simple and offers a number of options such as *Story*, *Characters*, *Games*, and *Sing-a-longs*. Students can further choose whether or not they have the story read to them and which chapter or even page they wish to begin on, as it is a 60 page story. From this screen there is also an excellent *Help* option

which generally takes the user on a tour of options available and is well worthwhile. The *Quit* option is also found on the main menu screen.

Once onto a story screen there are a number of icons which act as access points. An example is a globe of the world which takes the user to information about rainforests, the anatomy of a bird or parrots from around the world. Unfortunately there is no provision for printing any of this information.

Interactivity

This program offers students many options to participate. They may click on most parts of the story screens and have something happen, for example animals moving, cars honking, and waterfall sounds. Certain points in some pictures also give access to some of the 19 games, puzzles and activities found in the program. There are also red 'hot keys' in the text which when accessed provide definitions—there are 400 definitions altogether.

Resources

The graphics in this program are stunning with brilliant colours, beautifully complemented by appealing animated characters. Sound effects throughout are very effective and songs can either be accessed from the main menu or from within the story. When selected from the main menu, they show the words in clear, bold print, which would make them a lot of fun to use with younger children, even though I don't think any of the songs will ever make the Top Ten!

Overall evaluation

This program has proved to be a great success in my school. My only criticisms relate to the lack of instructions (as mentioned earlier in **Installation**), as at times I only discovered certain things by clicking on the right part of a screen. Even though the *Help* option was very good, some written instructions on each chapter would be helpful. Also, I did have some technical problems when going into a couple of activities which involved selecting colours and colouring various figures.

Although this program is definitely aimed at

the lower to middle primary user, I would still use parts of it with the upper primary as some of the information given (such as that on the different types of clouds, rainforests and some of the definitions) is written with quite a difficult vocabulary. Also, it is graphically so appealing and interactive, I feel that most age

groups would enjoy it. J. Eade

LEV: Lower primary Middle primary
Upper primary

AVAIL: \$59.95 Dataflow Tel: (02) 310 2020
(02) 319 2676

KLA: E; HSIE; ST

○ Planetary taxi / by Robert Mohl & Margo Nanny.

Voyager, 1993.

ISBN 1559402946 [523.2]

Requires Mac LC II or higher, System 6.0.7 or higher, QuickTime, 4 MB of RAM.

In an exact scale model, the sun and planets are laid out along a make believe highway. Students can consult 'post cards' which give comparative information about planets such as temperature, gravity, orbit, diameter, moons, year, and day. Still and video images including NASA fly-bys can also be consulted. Having collected this information, the user can choose to be despatched on a journey where passengers give clues and the driver must complete as

many missions as possible within 50 years of travel down the planetary highway. This program could be used as an extension activity but for integration into the curriculum, would benefit from additional locally produced support material. It is not suitable for networking. A. Glasscock

LEV: Upper primary Lower secondary

AVAIL: \$69.95 Firmware Design Tel: (047) 21
7211 Fax: (047) 21 7211

KLA: ST; S ■

Life jackets for libraries

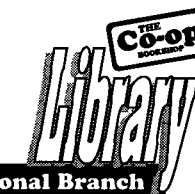
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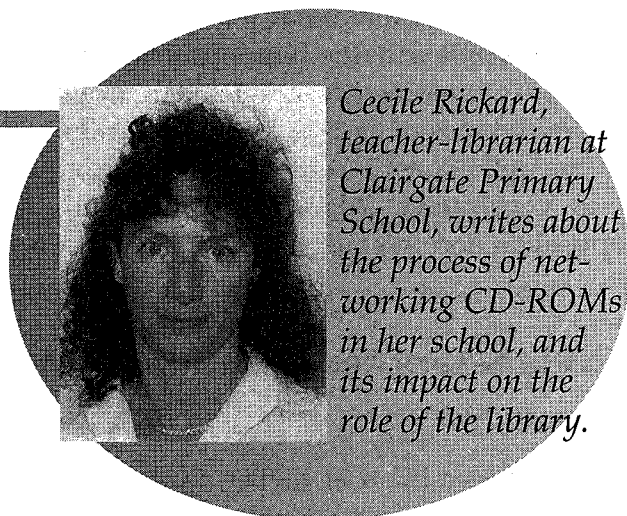
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CD-ROM NETWORKS a primary concern?



Cecile Rickard, teacher-librarian at Clairgate Primary School, writes about the process of networking CD-ROMs in her school, and its impact on the role of the library.

Clairgate Primary School began the library OASIS conversion in 1991 by which time the administration area was already on OASIS. The library obtained its first CD-ROM in 1992. By 1993 a CD-ROM network had been installed throughout the school (excluding the demountable classrooms).

These changes came about fairly naturally because we had

- a principal, Ian Sutton, who could see the advantages technology was offering
- a P&C which was supportive and saw advantages in looking ahead
- a staff who kept an open mind about new technology (note: This did not mean we had a computer literate staff) and
- the support of Telesystems Pty Ltd in tailoring the network to meet our requirements.

As the school's teacher-librarian, I cannot take credit for our rapid embracing of technology. However, I can say that I, like most of the staff, assisted. A CD-ROM network does not have to mean a major addition to the teacher-librarian's workload and it can extend the influence of the library throughout the whole school.

Many people have questioned the value of a CD-ROM network in a primary school. I did have some reservations initially, however I now consider this to be a most efficient use of the school's resources. Those who question the value of the network may just as well ask if computers should be allowed in a primary school, or whether computerising the library and administration is worthwhile, or even whether a school should buy a set of ency-

clopaedias rather than sending the students to the local library.

Moving to CD-ROM

Our transition to a CD-ROM network came about gradually. In 1992 we looked at upgrading our encyclopaedias, which were sadly out of date (most were in excess of twenty years old). After looking at all our options, we considered that it would be more practical to purchase World Book **Information finder** on CD-ROM than it would be to purchase a new set of encyclopaedias which in turn would become outdated. (Year Books may be a practical way of updating encyclopaedias but the most enthusiastic primary student quickly tires of cross referencing through a number of books.) This did not mean that we intended to cull all our encyclopaedias. Obviously books will always have a place in the library. Books can be accessed by more people and even old sets of encyclopaedias can still carry useful information. We simply planned to extend the information the library already possessed in the most efficient way possible.

First came the purchase of a stand-alone CD-ROM, with accompanying (free) demonstration CD-ROMs. These CD-ROMs did not contain particularly wonderful information but they did give us a good idea of what could be achieved with the technology. When we purchased **Information finder** we were impressed with the information but disappointed that full use had not been made of available technology. **Information finder** contained text only, no graphics.

In 1993 we purchased ENCARTA which proved to be a useful encyclopedia. The students now had access to good, up-to-date information. Our next problem was that we had one CD-ROM and a school of 650+ enthusiastic pupils.

Networking CD-ROM

We also had an ageing collection of PCs. As is common in many primary schools, our computers for classroom use were purchased either one at a time or donated by parents who were updating their home computer. These computers were shared around the 23 classes on a roster basis. This involved much carrying of computers between classrooms, with all the inherent wear and tear on the equipment. It also meant that the teacher coordinating the computers was run off her feet trying to teach her class whilst constantly dealing with hardware/software problems and meeting demands for teacher support in the use of computers. The students were also disadvantaged as they did not really have a chance to become competent with the computer before it was taken to another classroom because the roster had changed. There was an ever-present risk that computers were not seen as a tool for accessing information but rather as a chance to play for a week or two.

The decision was made, after looking at costings, that rather than continue an 'ad hoc' PC purchasing program we should move to networking. This did not have to be all done at once. The cabling that was laid included any future extensions to the network that the school could not afford immediately i.e. a terminal in every classroom. The cabling was laid only to permanent classrooms. Security concerns (not to mention lack of permanency) influenced the principal's decision not to include the demountable classrooms in the network. This does not mean that the students in demountable classrooms have no access to the network. There are two terminals in the library and one in the AV room that are basically for use by these classes. In addition, the network has released the other PCs so that the demountable classrooms have permanent access to at least one computer per class.

CD-ROM and the role of the library

Many teacher-librarians wonder whether networking CD-ROMs will detract from the role of the library. From my experience at Clairgate, I can confidently say that the network has enhanced the library's role. Children are more inclined to research a topic as they become more confident with the technology. Research lessons using the CD-ROM are as much a part of library lessons as are those using the fiction and non fiction sections of the library. Information skills are no longer seen as the responsibility of the library but also of the classroom. Children can now (safely) perform advanced searches from their classroom which previously would have required a visit to the library. Library lessons can then be directed to learning skills rather than being used merely for research. The library is still buying as many books as previously, the network was not a 'library' initiative and therefore not resourced from the library budget. It is not a matter of CD-ROM networks replacing the library but rather a case of the library becoming an integral part of every classroom.

Overseeing a network generally poses fewer problems for the school's computer coordinator than overseeing a number of different PCs. Although some teething problems did occur, these were very quickly sorted out by Telesystems' engineers and it is true to say that this network was considerably easier to bring into the school than the OASIS conversion.

If you are wondering why we have the perfect school, staff and children, don't despair! We don't lay claim to that! No doubt we are not yet using the system to our best advantage. Yes, I am sure that the system may not always be used for research. However, the school executive has more control over how the network is used in the classroom than how the PCs were used. CD-ROMs will not replace books or teachers but we cannot fail our students by ignoring the technology they will be living with more and more.

Think seriously before your school invests in any more PCs. Are you planning for the future or just reacting to a habit formed before networking was possible? I believe that CD-ROMs have a vital place in the primary school! ■

Kylie Hanson, teacher-librarian at Glen Innes High School, writes here of

Technology and remote comprehensive high schools – The Glen Innes High School story



The pattern of rising demand for information services and communication is a direct result of the sociological evolution of our society, of the complex way in which it functions, as well as of the evolution of the various technologies it uses. Effective teaching and learning demands access to a wide variety of resources. Debate about curriculum is ongoing, and has challenged some long held 'truths' about knowledge and its construction and delivery.

The special needs of Glen Innes High School

Changes in the way education is delivered have created a variety of special needs at Glen Innes High School. Increasingly the demand is being met for the delivery, and efficient use, of vast resources, provided by the school library collection.

A special need which has been identified as a priority is the **delivery of information electronically, in order to minimise any disadvantage experienced by members of our school community, due to our geographical isolation.** Several factors have prompted the examination of the ways in which the school uses technology for the retrieval and delivery of information, an important aspect of resource management. They include the increasing senior retention rate, which has doubled at Glen Innes High

School over the past five years, and the introduction of syllabuses which require students to complete challenging research tasks, for example, Society and Culture, 3 Unit Legal Studies, and topic areas in 2 Unit General English.

Facilities to meet the professional and management needs of a developing staff are also required. Objectives of improved teaching and learning practices, and implementation of information based competencies, are all issues which create a need for up-to-date information. Demands for improved service do not automatically mean more staff or an adequate budget, and the consequent special needs created require the **development of the library as a function**, not just as a place, in order to service the growing, and increasingly more sophisticated, needs of our users.

Given the fact that Glen Innes High School library users are geographically isolated from any major library, our predilection to maintain a comparative service is an important aspect of our decision to explore and select a variety of resources to deliver information electronically. Consideration has also been given to the anticipated enthusiastic response from the students and teachers to the use of online and CD-ROM databases. A positive development is the fact that students and teachers appreciate the library as it is actively seen to fulfil a need.

Collection development issues

Issues which need to be considered initially include:

- the choice between online searching and/or the use of CD-ROM databases
- the choice of platform (PC or Apple?)
- the choice of stand alone or network environment
- the development of selection criteria to ensure rationalisation of software purchases
- the decision as to whether electronic information will supplement, or be an alternative to, print resources.

Our library collection will provide online searching and access to CD-ROM databases. The advantage of being able to carry out unlimited searching at a fixed cost undoubtedly makes the CD-ROM option favourable, but one cannot ignore the immediacy required to assist teaching staff in the development of their programs, such as that provided by online searching of the SCIS database. A search by author, series, physical format, subject, or any combination, can provide an extensive range of titles from which to select materials to view. The records which contain abstracts or reviews increase the usefulness of SCIS as a selection tool. Other advantages of online searching, such as access to records as soon as they appear on the database and the significant time saved in searching, are well recognised, and must be considered when recommending search strategies to clients.

Planning for technology

Strategies which I employed in order to provide Glen Innes High School staff and students with access to a meaningful and challenging library service incorporated an initial period of collecting, analysing, and interpreting data. A number of selection procedures were employed and user opinions were sought. Attendance at a Technology Access Program run by the State Library of NSW provided the answers to many questions, and it was certainly beneficial to draw on the expertise and experiences of the State Library, which has been using CD-ROMs since 1988.

Achieved objectives of the Technology Access

Program included a basic understanding of CD-ROM technology and its use in libraries; an overview of the hardware and software required, and its operation; and the ability to identify and clarify issues involved in introducing CD-ROM technology in libraries.

Visits to a further two sites utilising CD-ROM technology were included in the strategies to ensure that the special needs of our school would be met by the resource centre collection. Systems at Pennant Hills High School and Marist Sisters' College, Woolwich, were impressive, particularly as the students were obviously competent at accessing and using the different databases available to them.

Future planning for the integration of technology in the teaching and learning programs at Glen Innes High School, is an item high on the agenda for 1994. Involvement with teachers from the Technology and Applied Studies key learning area has been facilitated by the requirement of their syllabus for students to spend twenty five per cent of their course time utilising and working with computers. The need has arisen for the school to formalise and document its technology plans, and it has become an expectation at our school that the library and the teacher-librarian will lead the technological push.

The potential use of a wide area network, providing multiple concurrent access from a variety of terminals around the school, with effortless information searches, is enormous. Effective use of these resources will only result when users perceive the technology as a tool. Only when the users of technology are comfortable with its use can it become sufficiently transparent for priority to be given to the true focus, the information. (NSW Department of School Education : p 5)

Future training and development agendas organised by the library will therefore concentrate on strategies for:

- providing all staff with entry level skills, the assumption being that most teachers will recognise the value of this style of learning, and extend their repertoire, and
- promoting independent resource based learning, which will actively seek out resources and activities to extend all stu-

dents to the maximum of their academic potential. (Munns & Perry : p 16).

Uses of CD-ROM

Staff and students will also be encouraged to assist with reviews of CD-ROM, to document not only quality of information and technical details, but also to discuss curriculum integration and age appropriateness.

Cooperative planning for a range of objectives will be instigated as another strategy to ensure effective use of the electronic media available to the whole school. Initial planning indicates a set of objectives to develop clients who are:

- competent users of the information search process
- aware of a range of information sources
- skilled in using the tools required to access sources, and
- skilled in presenting found information competently using a variety of tools.

Independent learning is clearly one of the primary uses of CD-ROM in the classroom. Students can work at their own pace, exploring topics of individual interest. CD-ROM provides an engaging learning experience, with its use of speech, text, graphics, animation and full motion picture in an interactive way. Effective learning methods are those which engage multiple senses, and this theory is being put into practice at Glen Innes High School for example, with the use of **Flashback**, the CD-ROM database produced by the NSW Board of Studies, to support the junior history syllabus.

Online databases

While library acquisitions at Glen Innes High School have grown significantly as a direct result of the increased senior retention rate, it became dramatically obvious that a solution was needed to streamline cataloguing procedures. My basic and advanced online training at the SCIS Unit in Ryde has ensured my capability to access cataloguing records swiftly using SCIS online.

Another development in our accessing remote databases was the sponsorship of **Streamwatch** by Telecom. **Streamwatch** is a collaborative

program operating throughout NSW, under the sponsorship of the Department of Water Resources. School students monitor the water quality of our streams and rivers, and data is sent to the Department of Water resources via Keylink.

This sponsorship provided access to a dedicated telephone line terminated in the library. We now have the necessary hardware and software to connect to a variety of remote and vast databases. In addition to Keylink and SCIS, we are registered users of NEXUS.

NEXUS is the electronic information system of the Education Department of South Australia. It provides inexpensive access nationally, with fast and efficient searching, to a wide range of databases for example, CSIRO's **Science and geography database**, **Health drugs and personal development**, **The Mabo judgment**, and **AAP** – Australian Associated Press (an international news agency established in 1935). Its major role is to gather news from many different sources and compile it into stories which are sent to its subscribers. Users currently have access to over three hundred thousand individual stories. It is obvious that strategies to develop the information skills of defining and locating play an important role in ensuring appropriate use of this database.

Appropriate strategies to ensure and promote effective use of online searches include the availability of a familiarisation program for users, and until users become competent, the assistance of the teacher-librarian during the search process. Online searches can be valuable for less imaginative students who can only think of 'doing' handicapped children, particularly if one of the databases searched includes abstracts of the articles being cited. The student is made familiar with some of the keywords used in the chosen topic area, with some of the current issues surrounding the topic and also with different approaches to the topic. (Stuckey : p 32).

As teacher-librarian at Glen Innes High School, I acknowledge my role to provide library users with the opportunity to peruse as many information sources as they can, and to integrate the new technologies with a needs based information skills program. Curriculum changes over the past few years have resulted in a greater

emphasis on resource based independent learning, and our library has particularly promoted the use of periodicals as sources of current information.

Students and teachers can more easily and effectively search electronically for information from periodical indexes, as well as statistical databases and encyclopedias. Senior students are amazed at how quickly they can find citations – and how many are actually in the library. If necessary, access to inter library loan is provided. We utilise the library services of the University of New England, and the Document Supply Service operated by the National Library. Local network arrangements also exist within our cluster for the supply of periodical articles.

With the introduction of access to online services in the school library comes the need for cooperative consideration of such issues as who uses the service, how and when it is used, who pays for searches, what preparation is required of searchers, and how to capture data? After consulting with interested staff it was decided to advertise online searching within the context of major research, including personal interest projects and senior geography projects.

A broad range of curriculum areas, including personal development/health/physical education, science, history, geography, English, economics, Australian studies, mathematics and media studies, are all supported by the range of databases now available online at Glen Innes High School library. The powerful search capabilities allow selection from a range of information relevant to a particular research project. Students can then view the information on the screen, print it or transfer information to a word processor to be incorporated into an assignment. There is increased opportunity for students to explore information, and increased opportunity to develop language and problem solving skills.

Ultimately the success of the strategies utilised to overcome our remoteness from up-to-date information will depend on strong cooperative efforts in planning and execution. As teacher-librarian, I am responsible for providing the link between learners and information resources, by enabling the learners to find and effectively use the resources they need. Glen

Innes High School library is poised to provide dynamic support to the teaching and learning programs of our school, because of its foresight in developing strategies to introduce and promote today's information technologies.

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THE TEACHER-LIBRARIAN'S PRAYER

OUR PROGRAM WHICH ART ON
HARD DISK,
'OASIS' BE THY NAME.
THY MENU COME,
THY COMMANDS BE DONE
ON SCREEN, AS IT IS ON DISK.
GIVE US THIS DAY OUR DAILY DATA,
AND FORGIVE US OUR INPUT ERRORS
AS WE FORGIVE THOSE
WHO DONT LOG OUT BEFORE US.
LEAD US NOT INTO FRUSTRATION
BUT DELIVER US FROM CRASHES.
FOR THINE IS THE APPLICATION
THE PROGRAM AND THE SOLUTION
RUNNING FOREVER AND EVER
RETURN

Connecting to the SCIS database using TERMINAL software

Lance Deveson, Senior Information Officer with the Curriculum Corporation Information Program writes on the process of accessing the SCIS database using TERMINAL software

In 1986 when ASCIS first offered a dial-up service, the decision was made to provide access using any computer with a modem and communications software. As long as the communications software could make the school computer emulate a VT100 screen session and the modem could provide the speed of at least 300 Baud rate (with a preference for 1200 Baud), access is possible. These are the minimum requirements that have enabled schools to access the SCIS database using a variety of communications software packages.

Curriculum Corporation Information Program staff are often asked what type of communications software we use to dial-up to the SCIS database when we are demonstrating the online service to schools.

Recently, I have been demonstrating the SCIS database using the TERMINAL software that comes as part of the MS-Windows 3.1 software, to show schools how easy it is to access any remote database. This communications software which comes as part of the Accessories icon of Windows has proven to be an easy-to-set-up, yet powerful communications software to access the SCIS database.

If you already have Windows in your library and are considering dialling up to a remote database such as SCIS, then TERMINAL could be a cheap solution.

To set up TERMINAL to access SCIS, follow this procedure:

- Connect the modem to the Com port of the computer (usually Com 1).
- At the Program Manager screen within Windows, locate the Accessories icon, open this icon and double click on the TERMINAL icon.
- TERMINAL presents the user with a Windows screen with the options: File, Edit, Settings, Phone, Transfers and Help at the top of the screen.
- From the Settings option you are able to set Phone number, Terminal emulation and Communication options.
- Phone number: Within settings click on Phone number. In the pop up box that appears, type in the phone number for SCIS within your state. Save this by clicking on OK.
- TERMINAL emulation: Within Settings, click on TERMINAL emulation. In the pop up box, the default setting of VT100 is displayed. Save this by clicking on OK.
- Communication: To set the 1200 Baud rate currently used by SCIS, click on Communication within Settings and within the pop up box, highlight Coms 1 in the Connector box. This will automatically assign all the correct set up values for the modem. Within TERMINAL, 1200 Baud rate is the default.

This is all that is needed to set up TERMINAL to access the SCIS database.

To Save this File:

1. Click on the File option and choose Save:
 - TERMINAL prompts for a file name of up to 8 characters
 - Type in a file name: ie, SCIS 1200 and click on OK
 - TERMINAL has now saved the file.

Dialling up to SCIS using TERMINAL:

Connect the computer and modem, then turn both on.

1. Open TERMINAL from Accessories on the Program Manager.
2. Choose File, Open, highlight the file name, i.e. SCIS1200 and click on OK.

3. Click on the Phone option and double click on Phone.

The modem should then go ahead and dial the number and connect to SCIS.

To finish a session:

- Choose Phone from the Options Bar at the top of the screen
- Click on Hang up.

The session is finished when you see:

+++ATH

OK

on the screen. ■

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TEACHER LIBRARIANSHIP BY EXTERNAL STUDY

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

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

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

For further information and enrolment forms, contact External Studies, Edith Cowan University, PO Box 830, Claremont WA 6010; or telephone (09) 370 6302.

Closing date for applications is Monday, 31 October 1994.



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Quality Assurance and the school library

Pat Morgan, Director, Sydney Quality Assurance Unit provided Beth McLaren, Senior Curriculum Adviser, Library and Information Literacy with information about quality assurance reviews in schools.

The government announced its commitment to quality assurance reviews in schools in 1992. Since that time many schools have been involved in such reviews. Peter Cuttance, Assistant Director-General (Quality Assurance) describes quality assurance as "a process which is based on some fundamental understandings of what makes for effective organisational performance in schooling: a primary focus on student learning, clear and shared direction and purpose; focussed involvement and ownership among key stakeholder groups, decision making based on quality information, an emphasis on both process and outcomes, schools as learning organisations with an orientation towards continuous improvement and a proactive stance towards their futures."⁽¹⁾ Teacher librarians are aware that programs and services associated with the library display many of these elements and could therefore be regarded as contributing to effective organisational performance. Teacher-librarians may be more effective if their colleagues are aware of the potential contribution of programs and services based in the school library. Participation in the school's quality assurance review is one strategy for increasing such awareness.

The summary of the recommendations relating to school libraries in the **Quality assurance review report 1993** illustrates the positive impact of the quality review process. The report states: "...recommendations referred to the need for library operations to be included in

school-wide planning and communication processes by:

- articulating the role of the library as a core support structure for curriculum implementation in each Key Learning Area in the 1994 management planning process
- continuing to develop the library as a focus for literacy education by promoting co-operative planning and teaching between the teacher-librarian and classroom teachers and specialist teachers
- planning activities to increase parental awareness of the cooperative planning, programming and teaching of information skills."⁽²⁾

In the article that follows Margaret Sparkes-Carroll describes her school's experience when the library was nominated as one of the focus areas for a quality assurance review. Margaret writes of the empowerment experienced by those who participated in the process.

The first step in a quality assurance review is the selection of the focus areas which are to be the subject of the review. Usually up to three areas are selected. The school community and the review team may each nominate areas for review with the final selection being subject to negotiation.

Programs included in the school management plan are often nominated for review by either the school or the team. It is therefore important

that teacher-librarians promote the incorporation in management plans of information skills and information services programs as a key aspect of the school's work in achieving improved student outcomes.

Individual teachers are never the subject of a review and consequently the library programs and services are sometimes ignored because they are seen as being the responsibility of one staff member - the teacher-librarian. However **Libraries in New South Wales government schools** and **Information skills in the school** both state that information skills programs and information services are whole school responsibilities. If this is accepted by the school then a quality assurance review of such programs involves all members of staff.

In many cases, teacher-librarians may find that, although the library may not be the subject of the review, specific aspects of its programs will be included when other teaching and learning programs are reviewed. For example the science and technology recommendations in the 1993 reviews included:

- the development of links between science and technology and other areas of the cur-

riculum, especially computer education and library research skills. (3)

As teacher-librarians, we have all experienced the difficulties associated with encouraging already busy classroom teachers to become involved in whole school programs associated with the library - a quality assurance review in your school may provide a valuable opportunity for all staff to focus on the teaching of information skills across the curriculum or on the provision of information services to support the curriculum. Such a review allows for the acknowledgment of past successes and provides valuable information for future planning.

(1) Cuttance, Peter *Will the sun rise tomorrow? Quality assurance and the future of education: closing address to external students enrolled in the Master of Education Educational Administration degree*, University of New England, Armidale, Friday, 22nd January 1993. p2.

(2) **Review report 1993** [Department of School Education, Quality Assurance Directorate] : NSW Department of School Education, Sydney, 1993. p 35.

(3) **Review report 1993** [Department of School Education, Quality Assurance Directorate] : NSW Department of School Education, Sydney, 1993. p 28.

Quality assurance and the library at Wingham Primary School

Margaret Sparkes-Carroll is teacher-librarian at Wingham Primary School. The library of Wingham Public School was selected as one of the three focus areas of review for Quality Assurance in 1993.



As a teacher-librarian committed to the rationale of a collaborative library, I was delighted that our library was selected as a focus area. I had hoped that the review would serve to reinforce the library's true potential within a school.

As a result of this review the vision of our school, 'Equity and Excellence through Teamwork' was validated by the Quality Assurance team.

'The review team commends

the Librarian and the school on the successful and clear achievements of the

library in its integral and vital role in Wingham Public School's efforts to achieve - Excellence and Equity in Education through Teamwork'. (Quality Assurance)

The conclusions of the review showed:

- at a whole school level there was a positive acknowledgement of the collaborative process operating within our library
- at student level, an enthusiastic reception towards the development of information and thinking skills via cooperative planning

between the librarian and the class teacher and the associated implications of this for the future use of the school library and

- ❑ at a community level, a reassurance that children will be exposed to significant educational outcomes.

Our library has operated, over a number of years, as a cooperatively planned, flexibly scheduled library. We also provide some RFF for classroom teachers. We have been fortunate in being able to develop our library usage to include components that we felt would provide opportunities for our children for the 21st century.

The school operates from an initial premise that the library acknowledges that:-

- ❑ each child is a unique individual
 - ❑ each child has the right to be developed, as far as possible, to their full potential
 - ❑ this development best occurs through discovery
 - ❑ the desire to discover is a result of a love of learning
 - ❑ a love of learning needs to be fostered by providing stimulating and challenging situations at each child's level of development
 - ❑ these situations occur where there is:-
 - enthusiasm
 - encouragement
 - clearly defined goals
 - clearly defined rules
 - compassion, tolerance, patience and respect
- both by, and for, the child, the teacher and each child with another.

With this philosophy in mind we have made a conscientious effort to provide an array of activities within our library that encourage a broad spectrum of skills in support of all KLA's. These include:

- ❑ the development of critical thinking skills using Six Thinking Hats, (and with more advanced children, the CoRT Thinking Program)
- ❑ information skills (using the inquiry method) with an emphasis on technological exploration
- ❑ independent library use by the children as the need arises
- ❑ group skills using a variety of methods
- ❑ cooperative planning and teaching and
- ❑ this year, philosophy lessons being developed as a logical sequential step in an ongoing process to cater for our children's future needs.

Data collected from the school community by the Quality Assurance team affirmed the processes operating at a school level and reinforced our development of the library program in its current format. Our belief that the library has an integral role to play in providing those skills which underpin our school's vision has been strengthened by the Quality Assurance review.

'The review processes have confirmed the intentions and practices of the school in developing the library as the Central Learning Area for the school'.

Quality Assurance in schools provides members of the whole school community with a voice in the evaluation of school programs, achievements and directions. The current Quality Assurance process allows for a huge diversity of interactive communications between all involved from students, teaching and ancillary staff, parents, community members and support staff. The process empowers all involved at the 'grassroots' level.

Our students have benefitted both by this empowerment and by the positive encouragement given by the review process. Quality Assurance has affirmed our library mission - to provide what we perceive as 'equal life

The NSW Curriculum Information Network aims to collect school policies and units of work. Contribute them to NCIN by contacting: SCIS Review Co-ordinator Ph.: (02) 808 9478 Fax: (02) 808 9413

chances' for our children given that they attend a country school in a typical rural area. Participation as a focus area in the review by our library has allowed us to provide opportunities for the children to develop and make use of their full potential.

The support of the principal is clearly acknowledged as vital to our past and future development. Within our self-managing schools, it is of course imperative that our leaders identify the needs of the community, that they recognise the skills needed for our pupils for the 21st century in support of those needs, and initiate processes and programs that fulfil those requirements. Through recognition of the role of the library within the school structure, we received a financial mandate from the principal to continue to support and further develop these programs and also personal acknowledgement, encouragement and support to continue with our initiatives.

We have, for example, been able to introduce philosophy which will encourage open-mindedness, respect for others, the sharing of ideas, build self-esteem and develop an awareness of the broader perspective—all of which support the equity component through teamwork of our school's vision. Through its introduction we are also developing intellectual courage, the ability to draw inferences, explore alternatives, analyse statements, make connections, explore and analyse concepts - skills which we feel encourage the concept of excellence within our children and provide for the needs of the 'whole' child.

'The library was recognised for its stimulating learning environment which provided for the educational, physical and interest needs of the students'.

All school libraries benefit tremendously from parental support in many ways. The Quality Assurance review report acknowledged this much appreciated ongoing support.

'Parents strongly supported the Librarian by assisting in a variety of tasks to ensure the efficiency and effectiveness of the library'.

From the technological aspect, we strongly support the concept of networking both within and without the school. This, of course, indicates

not merely 'hardware' networking but the understanding that 'emphasis will be placed on communication, cooperation and collaboration within the school. Schools now will have to ensure they know where they want to go in relation to the use of technology. To do this, staff awareness and participation must be increased and relationships forged with future stakeholders.' (Butler, 1993)

The Quality Assurance review acknowledged that:

'there was recognition of the value of the variety of technologies available to students and teachers to assist them with their cooperative learning and program planning tasks.'

From the view point of the teacher-librarian in the school, the Quality Assurance review was a most valuable experience. If we, as contributing members of staff, are genuine about the need to encourage our children in our schools to be confident, articulate communicators, to be able to solve problems via communication, to be cooperative and innovative, then the process of evaluation needs to ensure it is based on communication from the stakeholders. The evaluation process needs to support the fundamental educational goals to which we aspire for our children. The current Quality Assurance process is certainly a working model of this direction.

A Quality Assurance review 'empowers' all staff and gives an opportunity to highlight the integral role of the teacher-librarian within the school. Such an opportunity was rarely available in the past. This was my 'golden opportunity' to reinforce to the whole school community that the library is an 'invaluable resource', that we are aware of best practices and 'on track' in fulfilling the expectations of the community. It is a wonderful public relations exercise!

What of the future directions for our library as a result of the Quality Assurance review? We will 'continue to reflect on and respond to the needs of staff (particularly new staff members) to support them in the change necessary to fully implement the library policy'. We will also ensure 'that the school creates time and processes to increase awareness, reflect on and consolidate existing strengths and directions of the library operation' and I, with outcomes

based education in mind, will continue to reflect on the following:

The future is not some place we are going to, but one we are creating.

The paths to it are made, not found, and the activity of making them changes both the maker and the destination.

Commission for the Future, 1989

References:

- Butler, G *The Future of the Classroom*, p. 5 **School Education News supplement**, NSW Dept. of School Education, 1993
- Dalton, Joan and Boyd, Julie **I teach : a guide to inspiring classroom leadership**, p. 6 Eleanor Curtin, 1992 SCIS 729276
- Quality Assurance, Wingham Public School. NSW Department of School Education, 1993 ■

New programs in the ABC School Television Service

July-December, 1994

The ABC's Schools Television Service is broadcast weekdays between 11am and 12 noon during school terms. Eight new series will be broadcast in the second half of the year providing resources in the areas of English, history, mathematics, science, studies of society and environment, and technology.

New programs:

Discovering Japan explores life in today's Japan. This series of five fifteen minute programs for middle and upper primary students looks at aspects of the country and its people, with English-speaking Japanese children and adults as guides. The programs examine Japanese school and home life, food, traditional and contemporary culture, Japan's technology, and some aspects of the country's physical geography.

(Wednesdays & Fridays (rpt) 10.30am Oct 19-Nov 18)

BTN specials:

Behind the news presents a compilation of the most requested recent stories on political and economic topics. **BTN politics** and **BTN economics**, both 30 minute programs, include stories on topics such as Australian government, Australia's economy, world trade, share markets and foreign investment.

(Fridays 11.00am Aug 5 & Oct 28)

Scientific eye: Eight new programs in the popular upper primary and lower secondary series **Scientific eye** will be screened in October and November. **Scientific eye** provides a broad

foundation of basic scientific principles and encourages students to learn the skills needed to find out and explain how things work. The new 20 minute programs explore the following topics: growth, chemical reactions, symbols and equations, natural and manufactured plastics and polymers, speed and safety, light, atoms and molecules, time and genetic science in medicine and agribusiness.

(Tuesdays 10.45am July 19-Nov 29)

Perspective is a series of 30 minute documentaries on science and technology topics. The series continues in the July-December schedule with a range of new programs in the areas of industrial design, transport and communication, computers and electronics and science in action.

In response to requests from teachers, the industrial design programs that were screened in March will be repeated in the second half of the year. Two new programs **Boots, boots, boots** (which looks at the design and manufacture of shoes) and **Brainwave** (a look at human creativity) will be included in the selection.

(Wednesdays 11.30am June 20-Nov 30)

Bits and bytes 2 is a six-part series about personal computers of the 90s for secondary students of computer and business studies. Each program is 30 minutes in duration. Animation and step-by-step instructions guide viewers through the use of PC-compatibles and Macintoshes. Comparisons are made between DOS-based computing and graphically-oriented systems. Operating systems, disk drives, CD-ROMs, display monitors and modems are explored. Software applications studied include word processors, desktop publishing, spreadsheets, database managers and network and electronic mail programs. The ABC screened the first series of **Bits and bytes** from 1985-1989.

(Thursdays 11.30am Aug 4-Nov 3)

The Australian experience is a new ABC-produced history documentary series for Year 9 and 10 students. The six 25 minute programs examine issues related to 20th century

Australian history, take an analytical approach and use a variety of primary source material. Topics include women on the homefront in World War II, post-war immigration, the Franklin River protest, Australia's involvement in the Vietnam War, Aboriginal history and Australian political history.

(Thursdays 11.05am July 21-Oct 20)

Linear systems is a new addition in the highly popular **Concepts in mathematics** series. The six 10 minute programs for Year 11 and 12 students explore several techniques for solving linear systems. A teacher's guide is available.

(Fridays 11.00am Aug 12-Sept 23)

Popular programs which return in the second half of the year include:

- Book dramatisations
- Body beat
- Concepts in mathematics
- Concepts in science
- Eureka!
- Finders keepers 1 & 2
- Made by design
- Mathematical eye
- Look up
- The magic library, and
- World of chemistry.

Further information about programs in the July-December Schools Television Service can be found in the **Schools TV Program Guide**. **Schools TV** is published in two editions each year and can be obtained from ABC Education (008) 800 150, ABC Shops and ABC Centres.

A wide range of teachers guides to support individual ABC series are available through ABC Education, phone (008) 800 150.

For further information on the Schools Television Service contact:

ABC Education Television
Tel: (02) 950 4444/4487
Fax: (02) 950 4445 ■

**Libraries in New South Wales government schools (1987) Price — \$8.00, and
Information skills in the school statement (1989) — Price — \$10.00.**

Available from: Erudition, P.O. Box 3002, Wetherill Park NSW 2164 Ph: (02) 729 0207 Fax: (02) 729 0208

LEASING HARDWARE IN SCHOOLS

A principal and a supplier discuss the options associated with leasing computer equipment. Firstly, Lyn Wendtman, Principal of Technology High School, gives advice on the advantages of leasing, and on the decisions and procedures that must be undertaken before a lease is signed.

The selection, acquisition, maintenance and replacement of computer technology are major issues in most schools. The attraction for spreading payments for computers and technology is increasing at the same time as the options for leasing are becoming more favourable for schools.

Benefits of leasing include spreading payments over several years rather than paying a large sum outright or smaller sums as the funds are accrued; being able to fit the regular payment schedules into global funding allocation periods; and, possibly negotiating a better deal due to the volume of the purchase from a single vendor.

Acquiring a larger than usual number of computers, peripherals and software at the same time also allows a school to establish a common platform across various areas of the school as part of effective strategic and management planning, rather than encouraging ad hoc planning and purchasing as cash becomes available. Meeting new and emerging needs during the life of the lease can be done through finalising, extending or altering the conditions within the term of the lease.

Before committing to a lease there are a number of actions and decisions which must be taken in government schools.

1. Refer to the **Financial management manual**, Part 5, *Purchasing*, 5.8 *Miscellaneous – lease, rent and license agreements*, which sets out clearly the steps and conditions.
2. Consider the two different options as out-

lined in this manual. They fall under the classifications of financial and operating leases and there are specific conditions and limitations within each type of lease. Within the second option there are variations which can be considered:

□ Financial leases are the equivalent of a loan and thus give the school full responsibility as well as all the 'risks and benefits incident to ownership'. The advice I received when considering leasing was that this type of lease was not the preferred option for government schools.

□ Operating leases are closer to a rental situation. The lessor continues to own the equipment and thus 'retains substantially all the risks and benefits incident to ownership'. Variations within this type of lease relate to the residual value of the equipment at the end of the lease and decisions about whether to extend the lease, return the equipment or purchase it at fair market value. Operating leases are preferred for government schools.

Whilst the final payout figure varies considerably between each option, school executive and finance committees need to consider carefully the value to the school of retaining the equipment after the lease as opposed to returning it to the lessor.

3. Check that replacement and maintenance insurance is included in any deal being considered as leased equipment is not covered by the Department of School Education's

risk management policy until such time as ownership legally passes to the school. All leased, rented or licensed goods/equipment must be separately insured. The insurance can be included in the agreement with the lessor and principals should be aware that it can be difficult to negotiate insurance separately for schools.

4. Before agreeing to a lease the principal must seek prior approval from a School Council (where one exists) or the school Finance Committee, and be able to prove that the school reserves are such that repayment conditions can be assured and that the lease option chosen is a cost effective one.
5. When a draft agreement has been drawn up, have it checked thoroughly by your Regional Finance team. Audit and Legal Branch may also be helpful in this area.
6. The principal signs the lease and his or her successor is bound by the conditions of the lease contracts. An amount equal to 25% of the total value of the contract plus any residual payment must be set aside in an investment account as a reserve for the duration of the contract. Details must appear in the school's annual statement of source and application of school funds.

Whilst the advantages can be listed separately, I found that the disadvantages related more to the amount of work done by the principal and staff before entering into a lease agreement. It is not as easy as signing an order form but taking out a lease may give the school the chance to really look at their technology planning and make it an integral part of strategic and financial planning for the whole school

Peter Alford of TeleSystems Pty Ltd discusses the options of rental leasing, as distinct from purchase leasing. Traditionally, the latter option has been favoured and it has been looked upon as an advantage to own the equipment at the end of a lease. The speed of change in technology is causing schools to rethink this position.

Most schools now work to an expenditure budget. It is planned for and can be estimated with some degree of accuracy into the future. Using leasing or rental financing, schools can now obtain the technology they need today, without having to wait for three or four years to save

the funds required to purchase it outright. Not only that, there are other major benefits for schools to consider. Many businesses use lease financing to obtain a benefit today which will enhance their operation into the future without tying up valuable cash funding. Schools are in a similar situation. The cost is spread over the next three to four years and allows today's students as well as students for the next four years to be educated using computers. The alternative is to wait until funds are saved – or else purchase, in a piece meal way, the computers required. Either way, children are disadvantaged, because today's technology is changing so rapidly that it is essential to have the flexibility to upgrade whenever the technology demands it.

Rental lease vs purchase lease

Traditionally, it is considered a benefit to own equipment at the end of a lease or time payment plan (as is the case with a purchase lease). This thinking is now being challenged. Consider this: Does a school really wish to own a worn out photocopier or out of date computer equipment in three years' time? With computers, software and networking technology, the rate of change is more likely to increase in the coming years. This trend will decrease the attractiveness of schools 'owning' their own technology and office related equipment. Alternatively, a school can look to rental lease which will provide more flexibility in upgrading or replacing equipment.

Advantages of a rental lease

□ **Extend purchasing power to meet the school's needs**

A school which has a budget of, say, \$16,000 per year for computer technology can be supplied with around \$45,000 worth of computer technology. Typically, a rental lease will provide more equipment for a given budget than a purchase lease.

□ **Avoid technology obsolescence**

Rental lease meets the need for flexibility in equipping schools. Today's classroom of basic Windows colour work stations will need to be multimedia work stations with sound tomorrow! The pace of change is rapid and schools

need to keep up. Rental lease allows upgrades, changes and additions with much more flexibility than purchase leasing. All that changes is the payment schedule – either the amount of the periodic payments, or the duration of the payments – or both. This type of flexibility is not normally available in a purchase lease.

Upgrade and replace without problems

Should the school want to add more work stations, upgrade the disk capacity, add another file server or printer, then a rental lease can handle it simply and at a low incremental cost.

What happens at the end of the term?

In general, with a purchase lease, you own the equipment (which is generally worn out, obsolete and of little value). Consider the situation in a school at the end of a purchase lease. It now owns four year old computers of little value. Computers are guaranteed to be obsolete in four years' time with limited ability to run future software. It was only four years ago that 286 model computers were being supplied to schools. They do not run today's Windows software. Even 386 model computers are rapidly disappearing from supplier price lists, being replaced with 486 models.

With a rental lease, the school has no responsibility for the old equipment at the end of the rental term and would have a number of options to pursue. These include:

- returning the computers and replacing them with the latest technology and equipment (The school would have no obligation to the previous rental plan.)
- renting the equipment at a reduced rate for an extended term
- buying the equipment at the current market rate
- allowing the students to purchase the equipment at the current market rate
- buying the computers at the current market rate and reselling them at a higher price, to generate a profit for additional technology purchases
- upgrading equipment under the rental plan to the latest technology.

What about installation services, software, network cabling and maintenance?

The school can have these items built in to the fixed periodic payments, or can pay for them separately, as incurred. (Clearly, ownership of services and cabling will remain with the school!)

What is the payment period?

The term of the contract is up to the school. Most schools select three years as being an approximate service life of equipment. With computers, an upgrade (RAM and processor) would generally be needed after two years to keep up with current software. This can be accommodated by the rental lease and could extend the service life to four years. Payments can be structured once a term, twice a year or even once a year when the budget is allocated. ■

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A word from SCIS

New headings added to the SCIS national education database

During June, the Curriculum Corporation and the cataloguing agencies participated in the first 1994 teleconference on proposals for new subject headings. The following headings and references were accepted and are now in use.

1. FERAL ANIMALS

See also **INTRODUCED SPECIES; PESTS**

xx ANIMALS; INTRODUCED SPECIES

2. HEAVY METAL MUSIC

xx ROCK MUSIC

3. RAP MUSIC

xx ROCK MUSIC

Publisher's name

Anyone cataloguing in the last few years has faced the problem of deciding which of the publishers names listed in the book is the right one to choose. Is it the name on the title page, even though that company is now part of another, or is it the parent company listed on the back of the title page?

AACRII rules on publisher's name state that:-

- the name of the publisher is to be included following the place of publication
- the name is to be written in the shortest possible way that allows identification of the publishing company
- if there are more than two, the first is to be used, with some exceptions.

SCIS standards state that, where a division of the company and the parent company name are both listed on the title page, use the name that is most prominent, for example one name may be in large bold type or, if neither is more prominent use the first.

When the publishing companies were amalgamating, NSW SCIS considered choosing the name of the company that was actually trading i.e. the parent company because:-

- AACRII states that the name of the publisher is to be recorded, implying that the publisher would be the company that was operating financially
- this would identify the company from which a copy of the book could be bought.

The name of the original company was to be included in the series area as a publisher's series. For example a resource with Viking on the title page and Viking published by Penguin on the back of the title page would be described as published by Penguin with Viking as the publisher's series. When several companies are listed on the back of the title page e.g. Mammoth published by Mandarin published by Octopus this concept falls down and has been discontinued. There may still be some records on SCIS catalogued this way.

The publishing companies are now presenting the publisher information with the name of the company originally the publisher, but now owned by another publisher on the title page and the details of the ownership of that company on the verso. This pattern has been consistently followed for some time.

The procedure SCIS has adopted is to accept the name on the title page, even if it is no longer a trading company and use the first place of publication mentioned. Sometimes the first place of publication will be the place of the parent company. For example a book with Viking only on the title page may have Viking published by Penguin, London on the back of the title page. In this case the publisher name is Viking and the place of publication is London.

As with any rule there are exceptions, Puffin, Picture Puffin, Red Fox and Lions are treated as series because none have ever been publishing companies but are a publisher's series indicating a type of book.

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

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Information about reviewers for this issue can be found at the end of the review section. Classification given in *Scan* for non-fiction material is the 12th Abridged Dewey although when ordering SCIS cataloguing records, the 12th or 20th may be specified. Many more reviews than we publish in *Scan* go onto the SCIS Database (as do the reviews from other states). Becoming an online user gives instant access to all reviews and special subsets.

Picture books

Picture books are arranged alphabetically by author.

ALLEN, Pamela **Alexander's outing.** Viking, 1993
ISBN 0670850837

Mother duck and her five ducklings make their way from the Sydney Botanical gardens to Hyde Park in a lively march that is reminiscent of the classic **Make way for ducklings**. The Sydney landmarks will be recognised enthusiastically by many young readers and Alexander will be an instant hit as the recalcitrant duckling who will not watch where he is going. When Alexander falls down a hole the ensuing commotion that eventually develops into his ingenious rescue is superbly depicted by author/illustrator Allen with her exuberant use of primary colours. This picture book has all the right ingredients to be a success in your library. M. Buttenshaw

LEV: Preschool Lower primary
AVAIL: \$18.95 SCIS 769831
EVAL: Highly recommended

BRIAN, Janeen and SCOTT, Annmarie **Beach pirates.** Jam Roll, 1993
ISBN 1875491171

Text and illustrations are cleverly interwoven in this delightful tale of imagination, seen from two different viewpoints. There is more to each illustration than first meets the eye as three children bury pirates' treasure on the seashore. But someone is watching them. The relationship between parent and child is reflected in illustrations which are soft and gentle, adding a touch of nostalgia. Look for the pirate parrot on each page. A special, warm picture book. K. Wellham

LEV: Preschool Lower primary Middle primary
AVAIL: \$18.95 SCIS 773510

BUEHNER, Caralyn and BUEHNER, Mark A **job for Wittilda.** Dial Young Readers, 1993
ISBN 0803711492

An unemployed witch, with a sense of humour and compassion, and 47 cats to feed, will appeal to our young

readers. Her attempts at work in a hairdressers and later at a pizza delivery service, are entertaining. The oil paint and acrylic artwork is detailed and dazzling. Cats chase mice across the text, and each page is full of hidden surprises and sub plots that demand a return visit. A great lead in to discussions of pets, magic and careers. M. Williams

LEV: Lower primary Middle primary
AVAIL: \$17.95 SCIS 782930

CHAPMAN, Jean and CENCIC, Vilma **Greener than an emerald.** Margaret Hamilton, 1993
ISBN 0947241337

Kem lives by himself on a tropical island, but never feels lonely. When a lone seagull decides to befriend him, Kem resists, but then finds himself begrudgingly including it in fishing excursions or bait gathering expeditions. A terrible storm ravages the island, and causes great destruction. Gradually the birds and animals return, but Kem scans the horizon for his friend the gull. Its return is a symbol of the healing and rebuilding of the island. The rich images of the text are echoed in the lush, stylised illustrations. They combine to produce a picture book with the power of a traditional story. M. Lobban

LEV: Lower primary Middle primary
AVAIL: \$18.95 SCIS 764432

CREW, Gary and GOULDTHORPE, Peter **First light.** Lothian, 1993
ISBN 0850915678

The focus of this beautifully crafted picture book is the uneasy relationship between a father and son. The boy, intent on finishing his model aeroplane, unwillingly joins his father on a pre-dawn fishing trip. The finely honed text is deceptively simple for the story is not. Underlying tensions and moods are felt, caught by, and sustained in the reader, even after the last page has been read.

Will the apparent birth of a new understanding between father and son lead to change, greater acceptance and a more open relationship between the two? Peter Gouldthorpe's evocative illustrations, with clever interplay of light and dark and ingenious cross sections, admirably convey every nuance of mood and emotion. For sharing and discussing. B. Richardson

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$19.95 SCIS 774129
EVAL: Highly recommended



FIENBERG, Anna and GAMBLE, Kim **The hottest boy who ever lived.** Allen & Unwin, 1993
ISBN 1863734775

In the magical adventure style of **The magnificent nose and other marvels**, Anna Fienberg tells the story of Hector who was born in a volcano, lives alone except for his pet salamander, Minton, and whose touch sets everything in its wake on fire. He is lonely, and yearns to be hugged. A chance storm set Hector and his pet off on a journey to the Arctic, where all is cold, including the Vikings' hearts. A meeting with the intrepid Gilda the Adventurer takes the story to a sizzling ending. Kim Gamble's illustrations add greatly to the sense of adventure, gentle humour and warmth of this picture book. L. FitzGerald

LEV: Lower primary Middle primary
AVAIL: \$17.95 SCIS 757475

FOX, Mem and DYER, Jane **Time for bed.** Omnibus, 1993

Perfect for bedtime reading with the very young this series of 'Goodnights' depicting animals and their offspring is beautifully illustrated by Jane Dyer. Repetition of rhyme and sound, blended into a pattern of soft words, gently lulls the reader towards sleepiness, in harmony with the double-spread pictures which dominate the picture book. Individual words are subordinate to the mood evoked. A warm atmosphere of security and love between parent and young prevails, providing a desirable conclusion of happiness and restfulness conducive to a pleasant ending to another day shared. B.S. Mitchell

LEV: Preschool
AVAIL: \$18.95 SCIS 758837

GARLAND, Michael **Circus girl.** Dutton Children's, 1993
ISBN 0525450696

Striking illustrations in brilliant colours are a feature of this picture book. The simple sparse text follows Alice through a typical day in the life of a travelling circus. We join Alice as she assists in the distribution of advertising handbills, helps wash and prepare the animals and dons her colourful costume. The reader then becomes a spectator at the performance, seeing the clowns, the famous motorcycling bear, the Flying Gaspachos, Alice participating in her Aunty's Amazing Performing Dogs act, the lions and the elephants. The circus performance over, Alice, like any other little girl, prepares for bed. A good introduction to the circus for young readers. B. Richardson

LEV: Preschool Lower primary
AVAIL: \$18.95 SCIS 778562

GELA, Anne Abednego **Gelam the man from Moa: a legend of the people of the Torres Strait Islands.** Magabala, 1993

ISBN 1875641092 [398.2]

This creation legend from the Torres Strait Islands is retold in three parts. Gelam and his mother Usa, stranded on the resource-rich island of Moa after the rest of their tribe has fled from the evil Dhogai, are saved from the monster's clutches by Kupas, the sandcrab. The mother and son continue to live on the island for many years but

Usa's greed and trickery ultimately lead to a breakdown in their relationship and Gelam leaves her. Printed on glossy white paper, the text is complemented by bold, powerfully drawn illustrations, many within gold borders. The book also contains an author biography, language notes and pronunciation guide. A worthwhile addition to collections of Aboriginal and Torres Strait Island lore. B. Richardson

LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$24.95 SCIS 782106
KLA: HSIE

HEINRICH, Sally **Edgar's eggs.** McVitty, 1993
ISBN 0949183881

Edgar's grandma knows that you must crush your eggshells before you put them in the rubbish basket. If you don't, witches might steal them for their boats and stir up storms. Although Edgar did not believe this he usually remembered to crush his shells. But one morning he forgot. What happens next is Edgar's fault so he must set out to fix it. This zany tale is complemented by detailed, flat, colour illustrations. How superstitious are you? Will you crush YOUR eggshells? K. Wellham

LEV: Preschool Lower primary Middle primary
AVAIL: \$17.95 SCIS 771390

KIDD, Diana and SVETLANOV, Maxim **Paddymelon.** Angus & Robertson, 1993
ISBN 0207173672

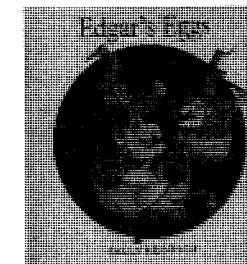
Children who feel fearful and insecure in the dark will identify with the feelings expressed in this book. Paddymelon is blamed for many of the frightening noises that occur in the night. With beautifully controlled and descriptive language, including rhyming couplets, we accompany William on a terrifying, yet fantastic, journey. William discovers that Paddymelon is, in fact, a wise old man who loves to share his wonderful magic and wisdom. Brightly coloured, exotic illustrations by Maxim Svetlanov, a Russian illustrator illustrating his first Australian picture book, perfectly capture the essence of the text. Some young readers may find the storyline difficult, but the more imaginative child will delight in the glorious sounds and illustrations. M. Buttenshaw

LEV: Lower primary Middle primary
AVAIL: \$18.95 SCIS 753420

LESTER, Alison **Yikes! in seven wild adventures who would you be?** Allen & Unwin, 1993 (A Little ark book)

ISBN 1863735925

Ms Lester's powers of invention know no bounds. Is it her teaching background which makes her works so eminently suitable for classroom use? This picture book devotes two double pages to each of seven 'wild adventures': at sea; in the Wild West; in the circus; in the Arctic; in space; in the jungle; and in Dracula country. Characters are introduced on the first set of pages and an action adventure involving each of them on the second page.





Those characters who fared badly during the adventure are revisited in a sort of postscript. Even the naming of the characters is delightfully inventive. F. Gardiner

LEV: Lower primary Middle primary
 AVAIL: \$17.95
 EVAL: Highly recommended SCIS 776096

MacGILL-CALLAHAN, Sheila and SPIRIN, Gennady **The children of Lir**. Dial, 1993

ISBN 0803711220 [398.2]

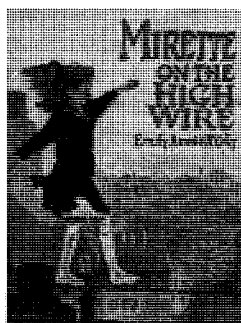
This picture book is an adaptation of an Irish myth about King Lir's children who are turned into swans by their archetypal wicked stepmother, Aiofe. The four swans are doomed to wander, having only their beautiful voices as comfort, for 900 years, or until 'the man from the north shall be joined to the woman from the south'. Sympathetic allies in the form of the whale Jasconius and the seabirds conspire to bring about a happy ending (incorporating a bridge of wild swans) and a return to sanity for King Lir. There are echoes of King Lear in this tale, minus the thankless daughters. Gennady Spirin's magical illustrations perfectly complement this timeless story. L. FitzGerald

LEV: Middle primary Upper primary
 AVAIL: \$22.95 SCIS 760018

McCULLY, Emily Arnold **Mirette on the high wire**. Ashton Scholastic, 1992

ISBN 1863882359

Worthy winner of the Caldecott Medal, this picture book is notable for the quality of its beautiful artwork. The evocative illustrations, in vibrant colour, combine with text to tell the story of a young Parisian girl, Mirette. When the famous wire-walking Bellini takes lodgings at her mother's boarding house, Mirette persuades him to give her lessons. When Bellini is persuaded to stage a comeback Mirette joins him on the high wire as he falters and, in so doing, helps him to regain his lost self confidence. There is a quality of timeless, make-believe wonder about this picture book which should ensure its appeal to children and adults alike. B. Richardson



LEV: Preschool Lower primary Middle primary
 AVAIL: \$17.95 SCIS 771839
 EVAL: Highly Recommended

MILLER, Cameron and FALLA, Dominique **Woodlore**. Omnibus, 1994

ISBN 1862911681 [674]

Some of the world's great timbers such as yew, mahogany, teak and camphorwood glow from the pages of this unusual picture book. On each double-page spread a simple verse about a wood and its uses is illustrated by a picture of a woodworker working, or a piece of furniture in a period setting. The illustration is then framed in a broad border constructed from the actual timber, often decorated by tools, wood shavings or beautiful wooden objects. Figures in the illustrations are occasionally awkward, but otherwise the pictures have a stylised for-

malty which matches well the sheer beauty of the framing. M. Lobban

LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: \$20.95 SCIS 782685

MORGAN, Sally and GUTHRIDGE, Bettina **Hurry up, Oscar!** Penguin, 1993

ISBN 0140549617

Sally Morgan's first picture book for the very young is a real delight, portraying the daily saga of a child half listening to his mother as he gets ready for school. Most of his attention is on the rollicking games, hilariously illustrated by Bettina Guthridge, which he is playing with his long-suffering cat. The dressing process has surprising results in this very funny story. The ending is a tour de force, proving that underpants can be overpants and that Mums can be the wildest of all. The rhetorical questions beg to be read aloud (and answered even louder!) L. FitzGerald

LEV: Preschool Lower primary Middle primary
 AVAIL: \$8.95 SCIS 761455
 EVAL: Highly recommended

PRIOR, Natalie Jane and DENTON, Terry **The paw**. Allen & Unwin, 1993 (A Little ark book)

ISBN 1863734120

Leonie studies the career of Robin Hood in detail, and as an exceptionally gifted cat burglar she applies similar principles in robbing the rich to help the poor. She rescues an old gentleman from a particularly nasty gang of robbers. Brilliant, bizarre illustrations by Terry Denton bring this story to life. Pages are delightfully designed, and incorporate illustrations of many different shapes, sizes and positions. The clearly printed, large size text curls and slides, mimicking Leonie's activities. This unusual and fun-filled picture book is ideal to share with beginning readers. M. Buttenshaw

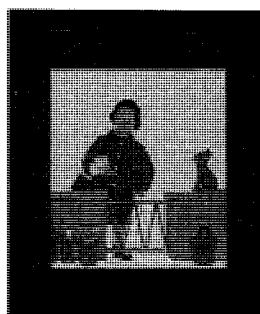
LEV: Lower primary Middle primary
 AVAIL: \$17.95 SCIS 757879

RIDDLE, Tohy **The royal guest**. Hodder & Stoughton, 1993

ISBN 0340605308

Recessionary times are tough in Australia, so when a visit from the Queen is scheduled, government organisers gratefully accept the offer of Mrs Jones of Padstow to put the Queen up for her Sydney stay. One feels that Mrs Jones extends the Queen exactly the same level of hospitality that she would any other guest: a blow-up mattress on the living room floor, a lift to Parliament House on the way to work, tea and chat after an official banquet. The dead-pan text is well matched by the quirky illustrations, and there is humour and unexpected warmth in this funny little picture book. M. Lobban

LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: \$9.95 SCIS 769419



SHELDON, Dyan and BLYTHE, Gary **The garden**. Hutchinson, 1993

ISBN 0091761417

Jenny finds an unusual stone in her garden. When her mother tells her that it is a flint and maybe even an arrowhead, Jenny's imagination is stirred. Her neighbourhood, as it was long ago, comes alive. The understated text is beautifully controlled as the author creates the hauntingly magical world of the Indians in very few words. Gary Blythe's flawless illustrations contrast the modern garden and the timeless grandeur of the Indian's tipis. The changing worlds are stunningly portrayed in vibrant dark, yet glowing colours. Fascinating and haunting, this book will remain in your memory for a long time. M. Buttenshaw

LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: \$19.95 SCIS 769465
 EVAL: Highly recommended

THOMPSON, Colin **Looking for Atlantis**. Julia McRae, 1993

ISBN 1856812669

Devotees of Anthony Browne will relish this picture book, for the incredible detail of the pictures and the surreal intrusion of magical worlds into the everyday. A young boy mourns his dead grandfather, a seafaring adventurer. For his sake he tries to find Atlantis; Grandfather had said it was 'Right here, all around you.' The boy searches diligently, but at first cannot see the teeming life beneath every prosaic surface. The story is mystical, and the pictures quite extraordinary. Sections through armchairs show multistorey apartments, and gravity and perspective are defied. Magic is everywhere, if we just know how to look. M. Lobban



LEV: Middle primary Upper primary
 Lower secondary Middle secondary
 AVAIL: \$19.95 SCIS 790670
 EVAL: Highly recommended

TILLER, Ruth and SOGABE, Aki **Cinnamon, mint & mothballs: a visit to Grandmother's house**. Browndeer, 1993

ISBN 0152766170

Beautiful illustrations introduce us to the art of Japanese paper cutting, and the haiku text takes us back to the world of the past. Grandmother's home, and the scents and sensations we may recall ourselves, come alive through the eyes of her young visitor. The American preserves, log fires and garden are clear to all our senses. A gentle work to return to and remember in this International Year of the Family. M. Williams

LEV: Lower primary Middle primary
 Upper primary
 AVAIL: \$24.95 SCIS 775660

UMANSKY, Kaye and CHAMBERLAIN, Margaret **Pass the jam, Jim** Random House Children's, 1993 (Red fox)

ISBN 0099185717 [821]

A playful text, incorporating lots of rhyme (reminiscent of those by Dr Seuss), is accompanied by appropriately humorous, fun-filled illustrations in this appealing picture book. The reader, following the excitement and mayhem of a group of children preparing for a party, is also privy to the amusing antics of toddler Jim whose only job is to pass the jam. Mischievous Jim, however, has other ideas about what to do with jam! A most successful phonic based text, which reads aloud well, brought to life with pictures that offer scope for much close observation and lively discussion. B. Richardson

LEV: Preschool Lower Primary
 AVAIL: Paper \$7.95 SCIS 786715

WALKER, Kate and COX, David **Our excursion**. Omnibus, 1994

ISBN 1862911770

Class 2M is off on an excursion with Ms Mobbs. As they set out the sun shines and all is orderly, but by the end of the day they have lost Ms Mobbs, been thrown off the tram, created mayhem in the Art Gallery, eaten ice creams they couldn't pay for and been caught in a rainstorm. They return somewhat sheepishly to school, but when Ms Mobbs appears, having set all to rights, they realise they have had an excellent time. The action-packed day is captured in busy, good-humoured illustrations. This picture book presents a typically multicultural group, full of characters and mischief. M. Lobban

LEV: Preschool Lower primary
 AVAIL: \$19.95 SCIS 787398

WHATLEY, Bruce **The magnetic dog**. Angus & Robertson, 1994

ISBN 0207183651

Real magnets only attract boring things like keys and spoons, but Skitty, the wonderfully loose jowled dog of the title, has a magical attraction for food. This delightful picture book shows Skitty moving through life attracting biscuits at morning tea, spilt peas at dinner, and a toddler's ice cream on a walk. Skitty has her mournful food-desiring look finely tuned, and has only to turn her odd coloured eyes in the right direction to attract a tasty morsel. The coloured drawings are expressive, amusing and beautifully shaped around the spare text. M. Lobban

LEV: Preschool Lower primary Middle primary
 AVAIL: \$18.95 SCIS 786858

WILD, Margaret and YOUNG, Noela **Toby**. Omnibus, 1993

ISBN 1862910871

Describing Sara's relationship with her pet dog Toby until his last days, this is another Margaret Wild masterpiece. The reader is encouraged to share Sara's inability to face her feelings, to share the frustration of a family attempting to cope with and understand losing a loved one. The circularity of life develops as the dog, who cares for Sara as a baby, is cared for like a baby, by the brothers. Sara needs to cope with changes she does not understand and which are confusing to her. Noela Young's illustrations capture and reflect the feelings, moods and emo-



tions of the characters. Excellent picture book for the Year of the Family. K. Wellham

LEV: Lower primary Middle primary
Upper primary
AVAIL: \$18.95 SCIS 752544
EVAL: Highly recommended

Fiction for younger readers

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

BEAMES, Margaret *The girl in blue.* Ashton Scholastic, 1993

ISBN 1869432304

This intriguing mystery tells of Sandy and her mum whose nomadic lives lead them to take a job in an old house, looking after the mysterious and ancient Mrs Cannon. Sandy experiences many strange feelings as she becomes aware that her life is changing. Sandy finds problems at school, confusion at her mum's new relationship and a shivering delight at 'seeing' the girl in blue. Just who is she and is she really there? Brent Putze's fine line illustrations complement Beames' imaginative tale. K. Wellham

LEV: Middle primary Upper primary
Lower secondary
AVAIL: Paper \$6.00 SCIS 771397

BERNARD, Patricia *Jacaranda shadow.* Hodder & Stoughton, 1993 (Starlight)

ISBN 0340599332

Beth and her mother inherit a large but run down old house. Weird happenings lead Beth to believe that the house is haunted. She joins forces with her neighbour, Saul and a budding sculptor, Froggy. Together they embark on a fun filled spooky adventure to solve the mystery. The author uses current idiomatic language and keeps the story moving along well. Issues that the modern teenager is facing - school, friendships and family relationships all arise. Suspense and humour are maintained throughout. M. Buttenshaw

LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 769418

BOSCH, Simon *Billy can't bat.* Angus & Robertson, 1994 (Skinny books/Young bluegum)

ISBN 0207183309

This latest non-sexist offering in the successful Skinny series should prove popular with emergent and reluctant readers. Billy is hopeless at sports, even young sister Annie performs better than he. But, one winter Billy discovers he is actually living with a talented cricketer, his mum. Coaching lessons have the desired effect and not only



does Billy earn his place in the cricket team but Annie also makes her mark. Humorous line drawings, large and fancy print, speech and thought balloons break up a text which in itself is not overly threatening. B. Richardson

LEV: Lower primary Middle primary
AVAIL: Paper \$7.95 SCIS 777232

BRADMAN, Tony *Tommy Niner and the mystery spaceship.* Viking, 1993 (Kites)

ISBN 0670846686

In this second adventure of the spaceship, Stardust, Tommy Niner, Captain Niner, Grandad and Ada, the computer, are pursued and captured by the notorious space pirate, Evil Zarella, and her fierce warrior crew. The exuberant text is matched and broken up by zany black and white cartoon-type illustrations by Martin Chatterton. Style, pace and presentation should appeal to reluctant older readers and to newly independent readers with a penchant for off-beat humour and space stories. B. Richardson

LEV: Lower primary Middle primary
AVAIL: \$14.95 SCIS 783518

BROOKE, William J. *Untold tales.*

HarperCollins, 1993 (Harper trophy)

ISBN 0064404838

Cleverly constructed follow ups to the three traditional tales of The Frog Prince, Beauty and the Beast and Sleeping Beauty are presented in this short story collection. Satirical overtones and a clever play on words will ensure their appeal to a mature reading audience. Moving the tales into a more modern context, the characters have become middle aged and begin to question their lives and values. The fascinating twists and outcomes which develop make for humorous and witty reading but possibly to a limited audience. J. Anderson

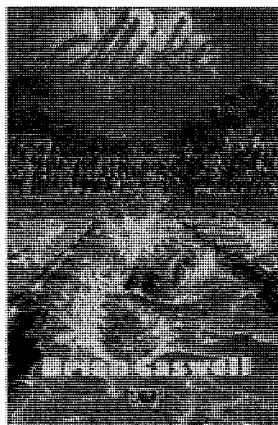
LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 77359

CASWELL, Brian Mike. University of Queensland Press, 1993 (UQP storybridge)

ISBN 0702225274

An interstate move, new school, death of a beloved pet dog ... 12-year-old Mike has more than enough problems but the school bully senses a victim. Mike's campaign to defeat his tormentor in the school's annual challenge race leads to contact with Riny, an elderly widow. It is a credit to Brian Caswell's economic and palatable writing style that he manages to raise some powerful issues in such a slim volume. In a natural, unforced execution events touched upon include death, family disruption, bullying, perseverance and faith. This readable novel also fills that difficult niche: older male reluctant readers. B.S. Mitchell

LEV: Upper primary
AVAIL: Paper \$8.95 SCIS 757851



CLARK, Margaret *Fat chance.* Random Australia, 1993 (A Mark Macleod book)

ISBN 0091827663

Lisa is an ordinary 12-13 year old who dreams of being a model, has a pain of a brother who's girl-crazy and a mother who insists on feeding her junk food. This light-hearted, easy-to-read book is sure to capture the upper primary/junior secondary audience. I'd bet a few teacher-librarians and parents would enjoy it too - a good possibility as a year 7 novel, especially for those difficult-to-inspire readers. Subtly and with humour, the author questions issues like weight-watching diets and sex role stereotypes. Yes, our young teen readers may even be sucked into thinking twice about such things. Family, friendship, peer pressure, self-perception and a sense of belonging are other themes. Characterisation is realistic and has depth without any trace of over-indulging. There's adventure, fun, humour and unpredictability between these lively covers. C. Foley

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 769977

CORMIER, Robert *Tunes for bears to dance to.* Lions, 1994

ISBN 0006747566

When Henry is eleven, Satan tempts him. Henry's employer, the misanthropic Mr Hairston, fires him, then offers him his job back, plus a beautiful monument for his brother's grave, if he performs a simple act. The inducements are so attractive and the act so inexplicable that Henry doesn't at first recognise that it is his own goodness and innocence he is risking. He does know however that what Mr Hairston wants him to do could destroy a helpless old man. The memorable characters, the reality of evil and the moral dilemma are signature Cormier, set in a story accessible to younger readers. M. Lobban

LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 785388

CREW, Gary *Angel's gate.* Heinemann, 1993

ISBN 0855615346

The murder of their father leaves two children fending for themselves in the bush, which is less of a problem for these wild little characters than for your average cherished child. The girl is captured and brought to the house of the doctor whose 10-year-old son is the narrator. This is both a strong and a weak link in the novel: strong because the narrator enhances the tension by the expression of his own fear; weak because he is such an unlikely character - would any 10-year-old boy really read books with head prefects in them? Dubious as the character development may be, the narrative is gripping and the style coherent. F. Gardiner

LEV: Upper primary Lower secondary
AVAIL: Paper \$14.95 SCIS 770140

DILLON, Eilis *Children of Bach.* Faber, 1993

ISBN 0571168116

Eilis Dillon's characters evoke the fear, suspicion, despair and tenacity of a Jewish family in Nazi-occupied Hungary during World War II. The common thread holding the surviving family members together, and also playing an integral part in an excitingly tense plot, is the music of Bach. Focusing on a precarious escape to safety, the ac-

tion is realistic and dangerous without becoming overwhelmingly bleak. Tragedy is left unstated rather than glossed over. This title comprises a worthy companion to Lois Lowry's *Number the stars* if genre is a consideration. B.S. Mitchell

LEV: Upper primary Lower secondary
AVAIL: \$22.95 SCIS 759603

EDWARDS, Hazel *Mindspaces.* Random Australia, 1993 (A Mark Macleod book)

ISBN 0091827450

India convinces Art to join her in the Tournament of Minds (much to his despair). However, Art is able to contribute much more than he felt possible as he solves the problems that occur throughout the book. Fine line sketches complement a story about multi-cultural classroom, imaginative children, thieves, secrets, competitions and computers. Led by the biggest problem of all - Art - the children solve the problems of the adult world even though they can't always solve their own. Supported by clear, well-spaced print. K. Wellham

LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 752292

FORRESTER, Martyn *The monster school curriculum: a step-by-step guide on how to be a complete monster.* Penguin, 1993 (Puffin)

ISBN 0140363661

Covering all facets of Monster school, this book provides much more variety than the usual type of monster joke book. Monsterology, limericks about monsters, movie guides, advice on how to make yourself gruesomely ugly and even monster careers advice are all topics which are cleverly dealt with in this guide. The book comes complete with an arrestingly bright cover by Ian Cunliffe, whose cartoon style black and white illustrations add to the slapstick humour of the book. The author has taken a fresh approach to the monster theme and has produced a 'good fun' book which will provide plenty of laughs for primary school children. M. Buttenshaw

LEV: Middle primary Upper primary
AVAIL: \$7.95 SCIS 773557

GREENWALD, Sheila *My fabulous new life.*

Browndeer, 1993

ISBN 0152776931

When Dad loses his high flying job, Alison's family lose their privileged lifestyle in the suburbs, and move to an apartment in the middle of New York. It's basically a story about moving and making new friends, but set against the background of the bewildering and threatening street life of New York city, and the difficulties for suburbanites of living at close quarters with an eccentric cast of neighbours. The clash of values and attitudes between wealthy suburbia and gritty inner city provides some interesting conflict and tension. Alison, whilst being a conforming 13 year old, is also a hero with a social conscience. M. Lobban

LEV: Middle primary Upper primary
AVAIL: \$18.95 SCIS 773597





HAMILTON, Virginia Drylongso. Harcourt Brace Jovanovich, 1992
ISBN 0152242414

The adult reader cannot help but be seduced by the sensual qualities of this book: its lilting, lyrical text, expressive, finely executed water colours, and smooth glossy pages. But the length and slowness of the narrative and the unusual speech patterns could lose the child reader early in the telling, particularly those unfamiliar with the issues confronting the family in the book. For this is a story of coping with prolonged drought and suffocating dust storms; and of the strange boy-man, Drylongso, who appears out of a storm with his dowsing rod and restores hope by locating a spring on the family's property. Needs to be read aloud and discussed for full appreciation. B. Richardson

LEV: Middle primary Upper primary
AVAIL: \$32.95 SCIS 773588

HILTON, Nette The belonging of Emmaline Harris. Penguin, 1994 (Puffin)

ISBN 0140366628

Emmaline Harris feels she doesn't really belong to anyone anymore. Dad is in Perth, married to Flora, with a new baby daughter, and Mum is going to marry Doug and be his. Her wildly curly red hair becomes a symbol for Emmaline of the fact that she doesn't fit anywhere, for no one else has this bright unruly crown. When Emmaline dyes her hair black, Mum finally realises the depth of her unhappiness, and takes her to visit her gloriously red-headed paternal grandmother. The text is restrained and warm, with frequent line illustrations. M. Lobban

LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 782714

HUNT, Nan and MORIMOTO, Junko Phoenix. Random Australia, 1994 (A Mark McLeod book)

ISBN 0091827604

The phoenix and the young girl both face choices. For each the choice is difficult but perhaps inevitable: the mythical phoenix can only renew itself through dreaded fire in its own funeral pyre and Roli's only chance of saving her failing eyesight is through an operation that could leave her totally blind. A visually striking book, it is also lovely to feel and to handle. Morimoto's artwork in stunning colours echoes the stark beauty of the Australian desert landscape setting and evokes the heat of fire. As the text does not condescend to young readers the story would be best served read aloud to children: it needs to be discussed for optimum appreciation and understanding. B. Richardson



LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$15.95 SCIS 786728

HURLE, Garry The second-hand tongue and other hilarious stories. Margaret Hamilton, 1993
ISBN 0947241388

For those who enjoy tall tales, told in the best Australian tradition, this collection will be a joy to read. We meet a talkative brat who learns his lesson, Billy Injara, the oldest man in the world, a prime minister who likes to climb trees and a 'real cool' mouse! All eight short stories are fast paced, inventive and come with surprise endings. Stephen Axelsen's black and white drawings complement the tales and the hilarious cover gives a good indication of the fun which follows. M. Buttenshaw

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$8.95 SCIS 767632

JONES, Terry The beast with a thousand teeth. Pavilion, 1993

ISBN 1857930703

Michael Foreman has provided soft water-colour illustrations for this version of Jones' fairy tale. A fearsome beast with four eyes, six legs and a thousand teeth who has been terrorising a land in a far-off time and place is tamed by Sam, the small son of a pastry cook. Sam, the ideal fairy tale hero, (small and unlikely, but courageous and ingenious) is rewarded with a hundred bags of gold. The monster, however, is not killed; he has been cleverly subdued and de-toothed. Foreman's beast is a mix of dragon, dinosaur and crocodile. Never overly frightening it even seems to become quite appealing as the story progresses. B. Richardson

LEV: Preschool Lower Primary
AVAIL: \$16.95 SCIS 769827

KING-SMITH, Dick A narrow squeak and other animal stories. Viking, 1993

ISBN 0670842532

Children and adults alike will relish the exploits of Hedley, the decidedly 'thick' mouse father-to-be, who has 'a narrow squeak' with death, the lovable Gloucestershire cow-dog who discovers 'the excitement of being Ernest', Norty the hedgepiglet who is responsible for his mother 'doing a bunk', the clockwork mouse who amazingly returns to its owner, the wimpy woodlouse who finds courage in love and little Basil Brontosaurus who finally gets himself into 'real trouble'. Written with King-Smith's light deft touch the six stories sparkle with humour and wonderful wordplay, making them ideal for sharing. An added bonus is the delightful artwork by Amanda Harvey. B. Richardson

LEV: Lower primary Middle primary
AVAIL: \$22.95 SCIS 770163

Kingfisher read-aloud storybook / edited by Joyce Dunbar. Kingfisher, 1993

ISBN 1856970108

The thirteen tales comprising this collection, include seven traditional and six modern stories, mostly cautionary with an underlying message of being content with one's lot, making the best of a situation or getting your just desserts. The border illustrations by Moira and Colin Maclean provide appropriate accompaniment, executed with fresh colours and vitality. Suitable for reading aloud to a young audience and attractively packaged in sturdy

[398.2]



hardback with quality paper. (Be warned that 'bum' is used on page 15.) B.S. Mitchell

LEV: Preschool Lower primary
AVAIL: \$24.95 SCIS 759098

MASSON, Sophie The cousin from France.

Mammoth, 1993

ISBN 1863302689

The eagerly anticipated visit of cousin Laurence from France turns sour for Florence when Laurence (a girl) proves to be unpleasant. As a member of a family in which refinement in all aspects of life is prized, Florence is miserable not only from disappointment but also from guilt about her own negative, even mean, feelings. The novel's tendency to be cloying is compensated by its easy, well-paced style, simple accessible plot, characters who are, or who become, sensitively attuned to each other, and an agenda which fosters understanding and acceptance of human frailty. F. Gardiner

LEV: Upper primary
AVAIL: Paper \$8.95 SCIS 778441

McKAY, Amanda Sally's Marshall's not an alien! University of Queensland Press, 1994 (UQP storybridge)

ISBN 0702225355

Pip Lawson accepts a challenge to prove that the new girl, Sally Marshall, and her family are not aliens; at stake are her new roller-blades. The task proves more difficult than even Sally has imagined. What with flashing lights and crystals that glow, even she begins to have doubts. The text is well pitched, the story moving at a satisfying pace with enough lures to keep the reader guessing until the final pages. A light and lively read which should appeal to its target audience, although the ending, which does leave a few issues unresolved, could leave some disappointed. B. Richardson



LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 787336

McKAY, Hilary The exiles. Lions, 1993

ISBN 0006746438

Ruth, Naomi, Rachel and Phoebe are packed off, protesting, to stay with their forbidding Big Grandma in her seaside Cumbrian village for the summer, whilst renovations are made to their suburban home. Big Grandma shares their reservations, but determines to give them a summer of fresh air and outdoor activities, denying them access to the books which normally sustain them. The four inappropriately named sisters are anarchic free spirits, unable to keep out of trouble whilst earnestly trying to meet Big Grandma's considerable expectations. This is a joyous book, full of humour and affection, its small dramas played out by extraordinary characters. Winner of the Guardian Children's Book Award. M. Lobban

EVAL: Highly recommended
LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 777548

O'BRIEN, John The second door. Hodder & Stoughton, 1993

ISBN 034048523X

Dougal is the only one in his family who senses the strangeness emanating from an old wardrobe in his bedroom. Gradual episodes of increasing manifestation lead to a link between contiguous dimensions and Dougal communicates with a boy from a world of heat and dazzling brightness. Theirs must be a cautious association as each could not survive in the other's environment for more than brief encounters. Neatly told in twelve short chapters, ably illustrated by Jan D'Silva, the story provides an introduction to science fiction for younger readers. Individuality, tolerance and compassion underscore a plot which maintains interest. B.S. Mitchell

LEV: Lower primary Middle primary
AVAIL: Paper \$8.95 SCIS 757448

RAYNER, Mary Garth pig steals the show.

Macmillan Children's, 1993

ISBN 0333579852

When the pig family decide to form a band, they discover something is missing. They are too small to play the big deep instruments. So they advertise, but they get more than they bargained for when the sousaphonist arrives. Garth Pig suddenly disappears and it is William Pig who solves the puzzle and comes to the rescue. Complemented by light, effective illustrations, this tale of good triumphing over evil, of people (or pigs) working together is a delightful story, with a moral, to read and share with young children. K. Wellham

LEV: Lower primary Middle primary
AVAIL: \$17.95 SCIS 752835

Redmond, Diane The comic strip Odyssey.

Penguin, 1993 (Puffin)

ISBN 0140346309

[883 HOM]

Definitely not for devotees of mythology this spoofy version of the Odyssey in comic strip format is superficial and lacks any of the power of other retellings. Although the major focuses of Homer's classic remain, the details are distorted and the text consists mainly of conversational balloons. I doubt it will inspire older readers to seek out the real thing but it will I'm sure have great appeal to reluctant readers who devour comic strip publications. J. Anderson

LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 767354

SACHS, Marilyn Thirteen going on seven.

Dutton, 1993

ISBN 0525450963

Despite its brevity and staccato style, this story manages to be both sweet and wise. It's hard to be a lot less bright than your sister, but when she is also your twin and seems to be outgrowing you in every way, it's even harder. Yet Dezzie is the only one in her family who can connect with her irascible grandfather when his wife suddenly dies and he retreats from the world. This is no sweetness and light grandfather, but he and Dezzie





understand each other, and Dezzie starts to find her own strengths through knowing his. Characterisation is superb, and Dezzie's growing self confidence is achieved realistically and without sentiment. M. Lobban

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$16.95 SCIS 780576

SCIESZKA, Jon **The not-so-jolly roger.**

Penguin, 1993 (The Time warp trio)

ISBN 0140363971

The time-warp trio, Sam, Joe and Fred, are at it again, taking the reader this time into the fairytale world of Blackbeard and his crazy mean crew. Pirates and fright, kids and magic, humour and adventure combined with unpredictable time travel are all elements of another compulsive read from Jon Scieszka. Absurdly distorted illustrations of ridiculous detail, by Lane Smith, contribute their own special twist to this easy-to-read zappy tale. Great to read aloud. K. Wellham

LEV: Middle primary Upper primary
AVAIL: Paper \$7.95 SCIS 751194

SIMONS, Moya **Dead meat!** Omnibus, 1993

ISBN 1862911851

The warmth and humour in these stories will just melt you - along with many upper primary/lower secondary readers. Danny is an ordinary kid in an ordinary Australian family but you'll be just fascinated with the daily experiences which turn into amazing and funny adventures. How does Danny's baby sister fix the school bully? How does an eleven year old help his mother survive her fortieth birthday? This book is sure to appeal to females and males alike. The characters are well portrayed and equitable with some very humorous intimations about roles. Read it - you won't be able to resist! C. Foley



LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 769799

WADDELL, Martin **Napper's luck.** Penguin,

1993 (Puffin)

ISBN 0140360417

Football (soccer) enthusiasts will no doubt relish this latest story in the series featuring Napper McCann who, in his own words, is the Warne County Colts' 'Goalscoring King with World Cup Potential'. Napper and his fellow team-mates aspire to taking out the treble - the League Championship, The League Cup and the Open Cup, but hopes seem shattered when they are suspended and relegated to the First Division. The story has an English setting but the football language is universal and the narrative unfolds in Waddell's usual well-controlled but pacy style. Inclusions of advertising posters, newspaper accounts and reports are a nice touch. B. Richardson

LEV: Middle primary Upper primary
Lower secondary
AVAIL: Paper \$7.95 SCIS 779079

Fiction for older readers

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

AIKEN, Joan **A creepy company.** Gollancz, 1993

ISBN 0575055448

Cunningly plotted, and altogether unsettling, these short stories about the supernatural are a worthy addition to collections of this genre. A variety of spooky characters and animals, and eerie situations are introduced. Owls, ghosts, slugs and even a rare monkey orchid plant feature. The author displays her intimate knowledge of the English countryside, with its particular customs and traditions. Each haunting tale is resolved in a single night's reading, yet each is gripping, strongly characterised and oddly believable. M. Buttenshaw

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: \$24.95 SCIS 768352

Australian short stories : a workshop for readers and writers / edited by H.J. Chatfield. 3rd ed. Longman Cheshire, 1993

ISBN 0582801087

This collection of short stories is the third edition, following Australian Short Stories and Collected Australian Stories, published in the 1980s. Writers represented include Lawson and Rudd, Baynton and Oodgeroo, Marion Halligan, Mena Kashmiri Abdullah, John Morrison and Morris Lurie. The activities following each story are grouped as reader response, writer's craft, and extension activities. The extension tasks range from the more traditional writing and research activities to longer ones involving many skills. These include online searches, organisation of an eisteddfod, photographic exhibition or cultural day, and drama and video presentations. The variety offered in these activities is a major strength of the book. Recording of results and reactions is a feature. Very suitable for the middle secondary years of English study. M. Steinberger



LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.99 SCIS 776939

BAILEY, Anne **Breaking point.** Faber, 1993 (Faber teenage fiction)

ISBN 0571168914

Anne Bailey specialises in grim reality and this novel is no exception. At 18, Anna seems unlovely and unloved, working in a factory and hating it, torn apart by her parents' disintegrating marriage. Despite finding work on a farm which she loves, and realising the futility of taking sides in her parents' disputes, Anna cannot stop her slide towards a nervous breakdown. Anna tells her own story, and her pain and confusion are communicated vividly through her bare prose. The novel ends



with her tentative re-entry into the world, and some optimism for the future. M. Lobban

LEV: Middle secondary Upper secondary
AVAIL: \$22.95 SCIS 772091

BANVILLE, Vincent **Hennessy.** University of Queensland Press, 1993

ISBN 0702225053

Successful in his objective to be expelled from a loathed boarding school, 15-year-old Hennessy enrolls at St. Jude's, a co-educational day school much more to his liking. Hennessy proceeds through both unintentional and deliberate escapades in this Irish school story peppered with humour and featuring an appealing mix of disarming innocence and diabolical teenage schemes. Vincent Banville's creation pulses with vitality, is peopled by characters with depth and comprises a work that is credible, entertaining and in touch with reality. Sharing one year of Hennessy's life leaves readers hoping for a sequel. B.S. Mitchell

LEV: Lower secondary Middle secondary
AVAIL: Paper \$10.95 SCIS 757846
EVAL: Highly recommended

COLLINS, Alan **Going home : sequel to The boys from Bondi.** University of Queensland Press,

1993 (UQP young adult fiction)

ISBN 0702222569

In this apt and well-researched portrayal of post-World War II Sydney, and the position and hopes of Jews, the characters initially seem to lack depth. They move around each other like brittle glass never really communicating - refugees and returned soldiers carrying their scars carefully. Young Jacob Kaiser strives for fulfilment in the midst of this and finds purpose in spending time in a kibbutz in the emerging Jewish State of Israel. This is an illuminating book and could provide an interesting aside for students investigating the Arab-Israeli conflict. There is considerable comment on human relations as well as passion, joy and tragedy. While it is essentially a good book, it left this reader with a certain sense of non-fulfilment. C. Foley

LEV: Middle secondary Upper secondary
AVAIL: Paper \$10.95 SCIS 761459

DISHER, Garry **Ratface.** Angus & Robertson, 1993 (Bluegum)

ISBN 0207180199

The Shite League kidnaps children to train them in readiness for leading a better future world. But what happens when two children doubt and attempt escape? The two protagonists (one female, one male) are quite different personalities and have depth as characters. There are overtones of religious cultism and Neo-Nazism. The book would make an interesting comparison with Klein's **People might hear you**. There are some slow moments though action and suspense are plentiful. This is a thoroughly plausible and enjoyable read. C. Foley



LEV: Lower secondary Middle secondary
AVAIL: Paper \$8.95 SCIS 753281

Flying solo : a collection of short stories and extracts / edited by John Stevens. Oxford University Press, 1993

ISBN 0195535863 [808.3]

A collection of short stories, extracts from novels and poems, each accompanied by activities focusing on language, thinking and discussion, and research and further reading. The fourteen authors include Alan Baillie, Ray Bradbury, Maureen Stewart, Jack Schaefer, Roald Dahl and Laurie Lee, so there is a wide variety of styles and genres represented. Poems by Elizabeth Bishop and John Masefield are included. Simple presentation and large print make for easy reading. Probably more suited to the English text room than the library. M. Steinberger

LEV: Lower secondary Upper secondary
AVAIL: Paper \$16.95 SCIS 779295

GREENE, Constance C. **Nora : maybe a ghost story.** Browndeer, 1993

ISBN 0152768955

Two sisters Patsy a 12-year-old and Nora 13, still miss their mother, who died three years earlier. They also love their father greatly but are concerned about his pending proposal of marriage to a woman the girls refer to as 'The Tooth'. While the sisters are able to share their anxieties, Nora also believes her mother's ghost has returned to assist her in this time of trial. A few humorous incidents and points of advice from friends and relations create some interest in a generally rather bland, uninspiring story. C. Sly

LEV: Lower secondary
AVAIL: Paper \$6.95 SCIS 773606

Growing up female : stories by women writers from the American mosaic / edited

with an introduction by Susan Cahill. Penguin, 1993 (A Mentor book)

ISBN 0451628632

More than twenty American writers reflect on what it is to be young, female and American. The authors are representative of the diversity of American culture. The range includes Jewish Americans, women with European parentage, Asian Americans, black Americans, women born in Central or South America, those of Amerindian descent and 'girl next door' WASPs. There are autobiographical and fictional pieces, complete short stories and extracts, such as that of Amy Tan from **The Joy Luck Club**. All are quite short and easily read. It is a pity that the small format, tightly bound paperback is unlikely to survive on the library shelves for long. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: Paper \$11.95 SCIS 776257

HODGSON, Miriam **Mother's Day stories of mothers and daughters.** Mammoth, 1993

ISBN 0749712589

A variety of proven and powerful women authors like Vivien Alcock, Berlie Doherty and Marjorie Dark contribute to this evocative and fascinating collection. Adult readers would enjoy the insights of the well-structured, thought- and memory-provoking stories. Teenagers could be both challenged and drawn in by the varied,

realistic, humorous, surprising and heart-warming teenage daughter-mother experiences. Self-perception, discrimination, family relations, integrity, bravery, single-parent families, dreams and hopes are among the themes. This would make a worthwhile and balancing addition to any high school library. It could provide support to HSC English studies. C. Foley

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$8.95 SCIS 755871

JACQUES, Brian Salamandastron: a tale of Redwall. Random Children's, 1993 (Red fox)

ISBN 0099143615

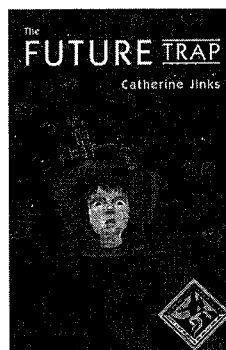
This is part of a series of epic tales in which the main protagonists for good are badgers, squirrels, rabbits and hedgehogs against the evil weasels, rats and foxes. In a traditional medieval setting there are set-tos and battles which at times are quite bloody and violent. The characters are endearingly developed, with an appropriate use of dialects for the more earthy of them, as they quest through a realistic landscape. Good satisfyingly triumphs and is rewarded by a feast and peace in the Redwall abbey. M. Hamlyn

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$7.95 SCIS 778005

JINKS, Catherine The future trap. Omnibus, 1993

ISBN 1862912033

How would you feel, what would you do if you were fourteen years old and kidnapped by strange human beings 5,000 years in the future? Meet Paula – an ordinary, Australian high school kid. This time-travel sci-fi/fantasy is both gripping and moving: an original and suspenseful work of fiction despite having common elements with other future/time travel novels. Human qualities of courage, integrity and compassion are illuminated. Characters such as Paula and the main 'aliens' are skillfully woven and thoroughly believable. This is certainly a worthy addition to the library collection. C. Foley



LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$9.95 SCIS 772055

JONES, Carol Real girls. Mammoth, 1992

ISBN 1863301801

The intricacies of peer pressure, self-perception, female role expectations and implications, friendship, parent-child relations and children of divorced parents are cleverly explored in this short, light, Australian novel. Despite the small print, this would provide a valuable and attractive alternative for the Sweet Dreams/soppy romance addicts and reluctant readers. Female teenage perceptions and struggles with death are explored in relevant though inoffensive language and gripping style, as told by Ety. Adventure mingles with romance and the ordinariness of everyday life. Despite the obvious marketing towards female teens there is plenty here to challenge and fascinate male teen readers who can be conned

into it. This is a good alternative novel for those difficult-to-please classes yearning for something up-to-date and would be a positive addition to a mixed novel unit. C. Foley

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$8.95 SCIS 755784

LEOPOLD, Keith Fleur. Eldorado, 1993

ISBN 1864120053

A novel written for teenagers which attempts to include almost every issue possible. Fleur, an ordinary schoolgirl in her mid teens, uncovers a plot involving blackmail and drugs operating in her Hunter Valley home area. Along the way the reader meets broken families, environmental arguments, unemployment, extreme religious cults, police corruption and first love. The twists in the plot and the learning experience for Fleur at the end do little to compensate for a plot lacking credibility and minimal character development. The small format and cheap production would make the book suitable only for personal use. The local colour of the Hunter Valley is authentic enough and provides the major interesting feature of this novel. M. Steinberger

LEV: Middle secondary
AVAIL: Paper \$8.95 SCIS 778298

MARSDEN, John Tomorrow, when the war began. Macmillan, 1993

ISBN 0732907756

Marsden proves yet again what a fascinating and polished writer he can be in this quite different and arguably best yet novel. A group of older teen/young adult friends return from a camping trip to a shattered world. How do they cope? How do they survive? How do they deal with death, friendship, romance, love, loyalty and the need for immense courage? Narrated by one of the female characters, there is some keen description and powerful imagery. The story is gripping and characterisation complex with realistic interplay between characters. This is a thoroughly commendable book. C. Foley

LEV: Middle secondary Upper secondary
AVAIL: \$19.95 SCIS 774134

MASTERS, Anthony Dead man at the door.

Penguin, 1993 (Puffin)

ISBN 0140348611

The Isle of Wight setting (their own special language) and the slow pace of much of this novel, will make it appealing to a limited group. It covers the areas of family relationships, grief, and moving home with sensitivity. It seems a mistake to place it in the horror genre as the title, cover and blurb have attempted. M. Williams

LEV: Middle secondary
AVAIL: Paper \$7.95 SCIS 778888

McROBBIE, David Timeclock. Longman Cheshire, 1993 (Clipper fiction)

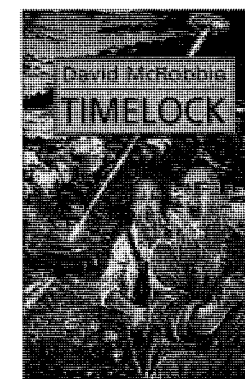
ISBN 0582911907

Young mechanic, Danny Parker, is narrator and protagonist in this generally gripping sequel to *The fourth caution* (reading of which is not essential). Danny struggles to sever his special links with a strange future world. This brings adventure and suspense and multi-

time travel during which Danny meets up with a range of interesting characters including convicts and pre-invasion Aborigines. Characterisation is good and historical perspectives appear well researched. While there are a few slow moments, on the whole this is an intriguing sci-fi/fantasy that is very Australian and reflective of the quality of this author. C. Foley

LEV: Lower secondary
Middle secondary
Upper secondary

AVAIL: Paper \$7.95 SCIS 748718



NEWBERRY, Linda Riddle me this. Lions, 1993

ISBN 0006747639

Catherine returns home to Ireland from her English boarding school to find that the world of her childhood has changed irrevocably. The Great War has shattered men and liberated women, and the Irish no longer believe English promises about Home Rule. Catherine indulges in romantic fantasies about her shell-shocked cousin Martin, and is also drawn to the brooding Irishman, Conor, her childhood companion. The pace of the novel is slow, and its Irish sympathies obvious. However, Catherine's dawning social conscience, and her romantic preoccupations, are believable indications of her growing independence from her conservative Anglo Irish family. M. Lobban

LEV: Middle secondary
AVAIL: Paper \$8.95 SCIS 777574

PAULSEN, Gary Sisters Hermanas. Harcourt Brace, 1993

ISBN 0152753249

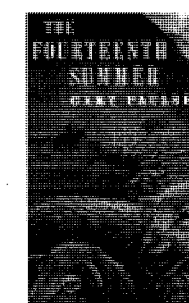
It is impossible to believe that the same person who wrote those splendid novels about survival in the wilderness could have written this trite and predictable novella. It appears in both English and Spanish, the book topped and tailed with the two versions. Two 14-year-old girls from opposite ends of the social spectrum are briefly profiled, chapter by short chapter, confronting each other briefly at the end. Not a word is spoken, a thought processed, a move made that hasn't been spoken, processed or made hundreds of times before in other stories. The brevity, which is merciful considering the impoverished narrative, precludes any depth of character development or plot. F. Gardiner

LEV: Lower secondary
AVAIL: Paper \$6.95 SCIS 778850

PAULSEN, Gary The fourteenth summer. Pan MacMillan Children's, 1993

ISBN 0330330063

John Barron has to spend his fourteenth summer alone, except for 6,000 sheep, two horses and four dogs. During these three months John learns much about the interrelationship of humans and the environment, as well his relationship with his father. As the reader experiences



John's hopes and beliefs, his emotions and fears, John faces up to the elements, coyotes, a grizzly bear and his own confusions at growing up. An edge of terror creeps into each page of this suspenseful and engrossing novel of survival. Excellent for the reluctant male reader. K. Wellham

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: Paper \$7.95 SCIS 774081

PEARCE, Margaret Weekend territory.

Longman Cheshire, 1993 (Clipper fiction)

ISBN 0582800536

Devotees of incident-packed teenage soap operas torn from their television screens will find the equivalent in print in this adventure set in Willow Cove, a supposedly 'sleepy coastal suburb', a description belying the drama which unfolds. Recounted in 21 short chapters, the action starts with a speedboat ramming a dinghy and murder will be committed before the weekend is over. Margaret Pearce has worked hard to ensure that attention doesn't flag and, even if the result is patterned to a familiar formula, it doesn't detract from the novel's success. Share the joke and be entertained. B.S. Mitchell

LEV: Lower secondary Middle secondary
AVAIL: Paper \$7.95 SCIS 748834

POTOK, Chaim I am the clay. Penguin, 1993

ISBN 0140178279

A quite short novel, with a plot that differs markedly from Potok's usual themes. The book radiates his customary compassion and deep understanding of human nature and relationships. Set at the end of the Korean War, the book tells a deceptively simple story of an old peasant couple rescuing a young boy, and the struggles of the refugee group as they continue their journey, sheltering from the hostilities and battling starvation and disease. The novel is a powerful evocation of what war does to individuals, ordinary people, and the added difficulties of coping with everyday human emotions, weaknesses and tensions in this situation. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: Paper \$13.95 SCIS 778971
EVAL: Highly recommended

SHETTERLY, Will Nevernever. Harcourt Brace, 1993 (Jane Yolen books)

ISBN 0152570225

A tale of murder, loss and revenge in a futuristic fantasy world, this is the story of Ron, a teenage boy, who under an elfish curse has become a wolf. As Wolfboy he hangs around with his friends in Bordertown, a junction between different worlds that hosts a transient population of runaways, dropouts and degenerates from human, elf or fairy origins. Weird punk-style gangs roam the streets and drugs, sex and rock and roll take on a futuristic dimension. This bizarre novel of Wolfboy's quest to avenge his cursor offers a unique experience to avid readers of the fantasy genre. C. Sly

LEV: Middle secondary
AVAIL: \$29.95 SCIS 773565



TAMAR, Erika **Fair game**. Harcourt Brace, 1993

ISBN 015278537X

'Boys will be boys' and 'She wanted it' are apparently the dominant rationales for the alleged rape of a mildly intellectually handicapped girl by a group of high profile American high school athletes. The attempt to overturn this interpretation of the incident in the surprise final chapter is not necessarily completely successful. The story is narrated in turn by three characters: Cara (victim - portrayal stilted at times); Laura Jean (main narrator - girlfriend of perpetrator); and Joe (essentially a non-participant). I found this book disturbing because its final message seems left till too late and is probably under-written. The brief violence is subtle yet has impact and pervades the whole novel (Stephen King would laugh at me!). It could be a challenging novel unit if well-prepared but worth reading before buying. C. Foley

LEV: Middle secondary Upper secondary
 AVAIL: \$18.95; Paper \$6.95 SCIS 773560
 EVAL: Consider before buying

Voicing the difference : stories and poems by South Australian writers of diverse cultural backgrounds / compiled by Peter Moss.

Wakefield, 1994

ISBN 1862543186

[A820.8]

With such a ponderously correct subtitle on a cover that you instantly overlook, this book will probably not find its way into all the bookcases of the nation. Yet the concept is important to Australia and the subjects and themes of the 60 or so poems and stories are diverse and by no means inevitably 'multicultural'. Barry Westburg's **From follies** is a clever farce and Sergio Ubaldi's **Between two worlds** strongly expresses the immigrant ambiguity, but much of the writing is self-conscious with something of a 'school composition' awkwardness. It is, nevertheless, a contribution towards what we really need: collections of contemporary Australian stories reflecting the whole Australian community. G. Spindler

LEV: Lower secondary Middle secondary
 AVAIL: Paper \$16.95 SCIS 788300

WESTWOOD, Christopher **Personal effects**.

Penguin, 1993 (Plus)

ISBN 0140347593

Leigh, a young art student, is tempted to go to the Apollo dating agency. After all, her friends Sophie and Joan both have steady boyfriends and she does not. At the introductory party she meets Stephen the perfect man. She is living in the same boarding house as Joan whose boyfriend is never seen by the group. A fellow art student, and then Joan, are both found dead, their bodies in a horribly desiccated state. The killer, whose point of view is followed throughout, is a manifestation of age old evil bound to prey on human energy. This is a tense teenage thriller. M. Hamlyn

LEV: Middle secondary
 AVAIL: Paper \$8.95 SCIS 778568

Who do you think you are? stories of friends and enemies / selected by Hazel

Rochman. Little Brown, 1993 (Joy Street books)

ISBN 0316753556

An attractive cover photo of an adolescent boy and girl belies the tough and sometimes difficult contents of this collection of sixteen stories and extracts. Authors such as Bradbury, Angelou and McCullers are represented, and within the loose framework of friendship, themes of despair, joy, death and loyalty are examined. The second story, by Joyce Carol Oates, is one of the most menacing and disturbing pieces I have read. In another Tim O'Brien relives over and over his unprovoked killing one night of a lone man on a deserted jungle path in Vietnam. This is a valuable source, rather than a collection to be read as a whole. M. Lobban

LEV: Upper secondary
 AVAIL: \$22.95 SCIS 787378

WILSON, Budge **My cousin Clarette and other stories**. University of Queensland Press, 1993 (UQP young adult fiction)

ISBN 0702225037

The short story can be an unsatisfactory form; the reader either wants to know more, or feels that the story is light and insubstantial. Neither criticism has any relevance to this luminous collection, where every story has an integrity and completeness to savour. In each the central character is a girl or young woman, recollected by the adult she has become. Each looks back on a crucial time in her life, where she came to know who she was and who she would be. Family relationships are examined and probed, especially the relationship between mother and daughter. This is a Canadian collection. M. Lobban

LEV: Upper secondary
 AVAIL: \$10.95 SCIS 787344
 EVAL: Highly recommended

WINTON, Tim **Lockie Leonard, scumbuster**.

Pan Macmillan, 1993

ISBN 0330274465

The life of thirteen-year-old Lockie Leonard is ordinary yet simply amazing. He's a surfrat who becomes best mates with a head-banger; falls embarrassingly and uncontrollably in love with a younger girl who's also a better surfer; and enlists help to save the town from industrial pollution with bizarre but successful and humorous tactics. This is an hilarious book with a fascinating array of ordinary/extraordinary characters and a degree of satire which would challenge better/adult readers. Family, friendship, peer pressure, environment, self-perception, loneliness, puberty are all cheerfully mixed up in the plot. The characters are believable as are their zany actions, and there are strong females included. A thoroughly enjoyable read that should entertain and challenge. C. Foley

LEV: Upper primary Lower secondary
 Middle secondary
 AVAIL: Paper \$7.95 SCIS 774123



Poetry and drama

Resources are in Dewey order.

TAYLOR, John Russell **Dictionary of the theatre**. Penguin, 1993

ISBN 014051287X

[792.03]

A handy reference for drama teachers, students and theatre-goers, this dictionary of the theatre contains over 1,500 entries. Brief biographical notes are presented on playwrights from the Ancient Greeks to the Moderns. Famous actors, directors and critics are also cited. Stage types, technical terms and theatrical genres are concisely explained. All entries are clearly listed in bold type and the text is direct and to the point. This third edition provides updated information and would be a worthy addition to reference shelves. C. Sly

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$16.95 SCIS 766184
 KLA: E; CA

He said, she said, they said : poetry in conversation / edited by Anne Harvey. Blackie

Children's, 1993

ISBN 0216940230

[808.81]

One of the best ways to interest children in, and increase their enjoyment of, poetry is to encourage its use in drama and readers' theatre. This volume is tailor-made for such activities. The collection includes poems by well known poets such as Causley, de la Mare, Farjeon, Merriam, McCord and Reeves, to name just a few, as well as offerings from less familiar writers. All are written in (or contain a lot of) direct speech, mostly as conversations, both real and imagined, by and between humans, animals, ghosts, inanimate objects and toys. One section focuses on typical conversations between parents and children. A valuable poetry resource for classroom and library. B. Richardson

AUD: Professional
 LEV: Middle Primary Upper primary
 Lower secondary
 AVAIL: \$17.95 SCIS 781227
 KLA: E

American literature since 1900 / edited by Marcus Cunliffe. Penguin, 1993 (Penguin history of literature)

ISBN 0140177590

[810.9]

This update of an earlier publication is volume 9 in a series on the history of literature. Various essayists offer a range of commentaries on poetry, drama and fiction. Social change, philosophical trends and spirits of different decades are reflected in the styles of writing considered in this book. A vast array of modern American writers and their social contexts are referred to. An extensive bibliography provides direction to a broad range of additional material. This academic work is a most useful

guide for teachers and students of 20th century American literature. C. Sly

LEV: Upper secondary
 AVAIL: Paper \$16.95 SCIS 770014
 KLA: E

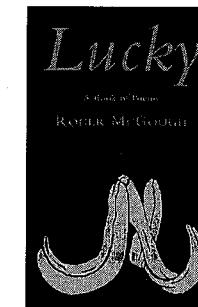
McGOUGH, Roger **Lucky : a book of poems**.

Viking, 1993

ISBN 0670846198

[821]

Humorous word and language play are integral to this delightful collection, yet there are also serious moments and comments. While the language games would be generally better understood by junior and middle secondary students, there is much here to simply entertain and enjoy. Presentation is simple yet interesting, with some variation in print, numerous small black and white



illustrations and line drawings adding to the lightheartedness. Many short poems are interspersed among the comparatively few longer ones. This would be a popular addition to the poetry collection and would also provide some valuable lesson material for enthusiastic poetry teachers. C. Foley

LEV: Upper primary Lower secondary
 Middle secondary
 AVAIL: \$16.95 SCIS 771788
 KLA: E

KELLY, Philippa **Shakespeare's King Lear**.

Sydney University Press, 1993 (Horizon studies in literature)

ISBN 0424001979

[822.3]

Shakespeare's 'cruellest play' is analysed in some detail. Plot, sub-plot, characters, issues, imagery and language are explained with clarity. Theories of many reputable critics of the past are affirmed or refuted in these contemporary arguments on this work. Chapters are also included on the play in performance and a feminist perspective of the play. A section on further reading directs the avid student to a range of additional reference material. This publication provides a thought provoking starting point for studies on this well known Shakespearean tragedy. C. Sly

LEV: Upper secondary
 AVAIL: Paper \$ 9.95 SCIS 784354
 KLA: E

GILES, Barbara **A savage coast**. Hale & Iremonger, 1993 (Contemporary Australian poets)

ISBN 0868064890

[A821]

This collection of Barbara Giles' poetry is well written and generally traditional in style. It includes some sonnets and the occasional free verse. Most poems comment on marriage relationships, in particular, women's role in a portrayal more bitingly real than romantic and often pessimistic. There are also poems which deal with friendship, death, pure romance and social comment on a range of human concerns. There are poems that would suit HSC students investigating aspects of family and society. Overall, this is a sound collection with some



pointed social comment and precise use of language. C. Foley

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$12.95 SCIS 752765
 KLA: E

KLEIN, Robin Snakes and Ladders. Allen & Unwin, 1994 (A Little ark book)

ISBN 1863736158 [A821]

The stunning new cover on this reprint will surely entice a new audience for the fun collection of poetry contained within. Robin Klein writes with perception and wit, her topics reflecting the interests and concerns of the children about whom and for whom she writes. Home and school, families, friends and enemies, personal triumphs and problems and even Australian fauna provide the subject matter for poetry that is a sure-fire winner with its humorous, often irreverent, slant and catchy rhymes and rhythms. Illustrations by Ann James are perfectly tuned to the verses while adding their own lively commentary. Add to school, library and personal collections. B. Richardson

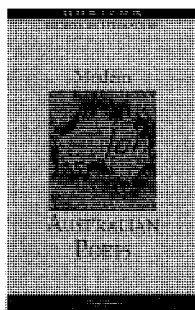
LEV: Middle primary Upper primary
 Junior secondary
 AVAIL: Paper \$9.95 SCIS 783158
 KLA: E; PD/H/PE; HSIE

ROWE, Noel Modern Australian poets.

Sydney University Press, 1994 (Horizon studies in literature)

ISBN 0424001950 [A821]

A succinct commentary on some prominent modern Australian poets, this book provides a suitable starting point for students. Commentaries are offered on the work of Kenneth Slessor, Rosemary Dobson, Bruce Dawe, John Tranter and Lee Cataldi. Each brief analysis captures the essence of the writings of the particular poet. These concise explanations tend to demystify poetry as a means of communication.



A list included for further reading directs students to works of the poets and additional critical material. Senior students should find this a useful initial reference for their studies on any of these poets. C. Sly

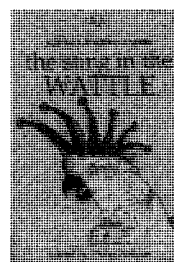
LEV: Upper secondary
 AVAIL: Paper \$9.95 SCIS 784372
 KLA: E

The sting in the wattle : Australian satirical

verse / edited by Philip Neilsen. University of Queensland Press, 1993

ISBN 0702225657 [A821]

Many Australian poets of the past two centuries are collected in this anthology. Their common ground is satire. Works selected for their 'sting' present a more subversive view of their subjects. The biting wit of a large number of well known lyricists provides enjoyable, often highly amusing, reading. Their incisive comments on the



foibles of a variety of institutions, old and new, present an interesting literary study of the changing social milieu. This is a refreshing change from the usual anthology and these poems offer, as Bruce Dawe explains in his forward, 'a built-in monitor for our potential arrogance and presumption'. C. Sly

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$16.95 SCIS 769832
 KLA: E

BROWN, Paul Aftershocks : a project of the Newcastle Workers' Cultural Action

Committee. Currency, 1993 (Current theatre)

ISBN 0868193690 [A822]

This unique historical play portrays the aftermath of the earthquake that hit Newcastle, NSW, on December 26, 1989. A documentary style drama, it is comprised of many accounts of people who, as workers or patrons of the Newcastle Workers' Club, experienced the direct devastation. This play is the result of a group project undertaken by the Newcastle Workers' Cultural Action Committee and devised from interviews with many who actually experienced the disaster. The aftershocks were not merely geological but also the physical and psychological adjustments of the survivors. It is an insight into, and a tribute to, all those who encountered the earthquake. C. Sly

LEV: Upper secondary
 AVAIL: Paper \$12.95 SCIS 773821
 KLA: E; CA

CHRISTIE, Craig The chimney caper and other Christmas plays. Dellasta, 1993

ISBN 1875627340 [A822]

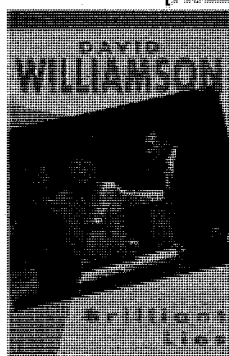
The author suggests using these six reproducible plays with a Christmas flavour as springboards for discussion and written work, or as material for students to perform at Christmas. Themes provide an alternative to the traditional and are thus not notable for a reverent approach. Included are plays about getting lonely people together (perhaps the best), harmony in relationships as reflected in singing, Santa, fat from eating Christmas goodies getting stuck in the chimney and children resolving the problem of poorly chosen Christmas presents. Casts vary in size from two to multiple players, props are simple and none of the plays would be costly or difficult to stage. B. Richardson

LEV: Middle primary Upper primary
 AVAIL: Paper \$12.95 SCIS 768055

WILLIAMSON, David Brilliant lies. Currency, 1993

ISBN 0868193712 [A822]

Since the seventies David Williamson has challenged audiences with his humorous, thought provoking plays. This most recent script is no exception. Based on the controversial issue of sexual harassment in the workplace, the main contenders in this drama, Susy and Gary, have readers oscillating between the credibility of each of their cases as they are exposed before



an Anti-Discrimination Board conciliator. Through their interaction with other characters it becomes clear that there is more to each of their stories than meets the eye. A number of debatable issues are raised by the play which provides a valuable study of modern drama for senior students. C. Sly

LEV: Upper secondary
 AVAIL: Paper \$13.95 SCIS 773826
 KLA: E; CA

Information

Resources are in Dewey (subject) 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).

BAKER, Greg First byte : an introduction to information processing. Oxford University Press, 1993

ISBN 0195534239 [004]

The title of this book is in no way misleading - what it says is what you get. It is well presented and easily read. The book could well be used as a junior secondary computer text but would also be an invaluable library resource. Illustrations and diagrams add to this book's ease of use. The table of contents is clear and comprehensive, though the index is perhaps a little too brief. Step-by-step guides and descriptions are provided for a variety of applications including: keyboard use, word processing, graphics, spreadsheets, databases, desktop publishing, multimedia, and integrated software. Meaningful questions and activities are given. I'm no computer wizz but with this book I soon might be! C. Foley

LEV: Lower secondary Middle secondary
 AVAIL: Paper \$19.95 SCIS 759690
 KLA: TAS

CHARLES, Mary Winin : why the emu cannot fly. Magabala, 1993

ISBN 1875641076 [298]

The teller of this story, Mary Charles, from the Beagle Bay area in northern Western Australia, is the oldest living speaker of the Nylnyul language. The story appears in both languages, in text set in white boxes against the alternating pages of black and white and coloured illus-

trations. The emu lost the power of flight when he was tricked into cutting off his wings by jealous birds who couldn't fly as high as he. The story unfolds without the cause and effect pattern some children may anticipate. It is however simple and charming in both telling and presentation. M. Lobban

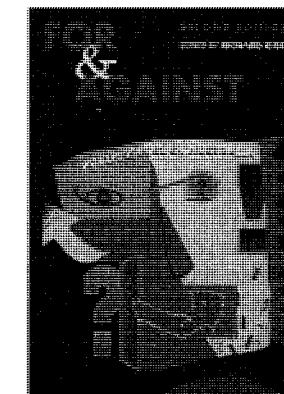
LEV: Preschool Lower primary
 AVAIL: \$7.95 SCIS 771667

For and against / edited by Richard Giles. 2nd ed.

Brooks Waterloo, 1993

ISBN 0864404522 [303.3]

Most books on 'issues' present a number of different viewpoints on a limited range of topics. By contrast, this book examines a total of 32 issues by presenting only the 'for' and the 'against' argument. The topics selected divide public opinion in Australia today including the United Nations, uranium mining, abortion, republicanism, IVF, and censorship. Each issue is defined clearly, and the arguments are presented with stimulus questions, discussion topics, essay guides and bibliographies for classroom use. This anthology might also be used as models of writing, presenting an argument or as an example of bias. Relevant to senior students in English, Legal Studies, General Studies and Society and Culture. D. Collins



LEV: Upper secondary
 AVAIL: Paper \$29.95 SCIS 775810
 KLA: E; HSIE

POWELL, Jillian Who are you? Wayland, 1993

(All about you) ISBN 0750207302 [305.23]

Designed for young students, this visually stimulating book looks at the uniqueness of each individual with an introduction to thoughts and feelings. The facts are clearly explained and are supported by brilliant colour photography which adds a multicultural perspective to the simple text. It provides an excellent motivation for discussion and is good for reading aloud. Notes for parents and teachers and a topic web for cross curriculum activities make it a useful resource for lower primary classes. J. Anderson

LEV: Lower primary
 AVAIL: \$24.95 SCIS 778935
 KLA: PD/H/PE

GRANT, Linda Sexing the millenium : a political history of the sexual revolution.

HarperCollins, 1993 ISBN 0002553627 [305.3]

The author traces the history of the sexual revolution, balancing it against the comments of many: 'Has there been a sexual revolution?' Starting at the time of the English Civil War, she tells of sects that preached anarchy and free love, utopian sexual communities in America in the nineteenth century, and changes wrought by the two



World Wars. The medical view of sex and the creation and testing of the Pill make an interesting chapter. A large part of the book deals with the years since the 'swinging sixties', with pornography, AIDS, backlash and confusion. Grant calls for women to take control of the revolution and not be controlled by it. M. Steinberger

LEV: Upper secondary
AVAIL: \$29.95 SCIS 775289
KLA: HSIE; PD/H/PE

SUMMERS, Anne Damned whores and God's police. Rev. ed. Penguin, 1994

ISBN 0140231870 [305.420994]

Since it first appeared in 1975 this has been recognised as a landmark description of women's history in Australia, of women's place in Australian society and the development and influence of the women's movement. This edition does not present a rewriting of those observations, but rather supplements and comments upon them. In a lengthy introduction Summers speaks of her own experience in government and the media and the perspective this has given her on her earlier work and contemporary society. She comments on each of the chapters in the first half of the book, updating them and pointing out major areas of change. The historical chapters remain, but the book ends with an impassioned 'Letter to the next generation,' exhorting young women not to misunderstand or take for granted the gains of the women's movement, nor to fail to carry that movement forward. M. Lobban

AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$19.95 SCIS 781206
KLA: HSIE

KING, John Kurds. Wayland, 1993 (Threatened cultures)

ISBN 075020768X [305.891]

Who are the Kurds? This book explains the distinctive lifestyle of these people distinguished by their language and traditions from those in the countries in which they live namely Turkey, Iraq, Iran, Lebanon, Syria, and Armenia as well as pockets in England, USA, Canada and Australia. Their place in current world events is outlined. The illustrations, mainly colour photographs, extend the text. Coloured insets are used for short eyewitness accounts and there is a brief glossary and bibliography. M. Hamlyn

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$24.95 SCIS 774981
KLA: HSIE

MILLS, Jane Sexwords. Penguin, 1993

ISBN 0140175121 [306.7]

Comprehensive, balanced and educational adequately describe this fascinating dictionary-cum-sex education and health book. Language is clear, simple and direct. Pronunciation guidance is given as necessary and entries for the 500-odd sex-related words include sex, gender and relationship aspects as well as historical development. Within each entry words which are defined elsewhere are capitalised. Aspects of discrimination are addressed and explanation given of abusive/offensive uses of particular words. Entries related to terms like 'homosexual' are equitable and objective. Slang words

are also included. This is a useful reference for any high school library despite some localised British content. C. Foley

Buyers should be aware that language is very frank. Teachers in government schools may wish to refer to the Memorandum to Principals: *Controversial Issues in Schools* before purchase.

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$14.95 SCIS 766952
KLA: PD/H/PE; HSIE

LEES, Sue Sugar and spice : sexuality and adolescent girls. Penguin, 1993

ISBN 0140168745 [306.70835]

Not a book to be read in a hurry, *Sugar and spice* is worth savouring. This is a thoroughly readable piece of feminist research which, though British, has wider truths and implications for curriculum. The findings are based on careful research methods utilising interviews with high school adolescent groups and individuals, female and male. It explores such aspects as the impact of language on girls in adolescence, power relationships, attitudes to romance, issues of violence and sex education. Chapter and subheadings give clear guidance to the material covered and each chapter is well referenced. The index is comprehensive. This book would certainly be a positive and challenging addition to the high school library, and is supportive of trends in educational policy on gender issues at state and national levels. C. Foley

AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.95 SCIS 757346
KLA: HSIE; PD/H/PE

DICKINS, Barry My grandfather : years of hope and vigour. Penguin, 1993

ISBN 0140178597 [306.874]

Illustrated by the author with detailed, humorous pen and ink drawings, *My grandfather* is a loving recollection of the life and times of Arthur Dickins, builder and plasterer. To a grandson's eyes, Arthur was a funny, strong, loving man prone to sudden handstands, and fond of the races, football, smoking, and his wife Gert. Dickin's memories of his grandfather's lifestyle in Carlton are somewhat piecemeal, which is exactly how childhood memories of grandparents are. Arthur dies of lung cancer; but the author sees him as happy in heaven, building and plastering and making concrete lions; happily not smoking. Good for personal development and as a rewarding story. L. FitzGerald

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$14.95 SCIS 761439
KLA: E; PD/H/PE

STEELE, Philip City through the ages. Troll, 1994

ISBN 0816727287 [307.7]

A generic English-looking city's development is traced from Neanderthal hunters to 'the future'. Historical, social and economic influences and the broad stages of change are presented quite effectively through large illustrations and a text which manages to pack plenty of



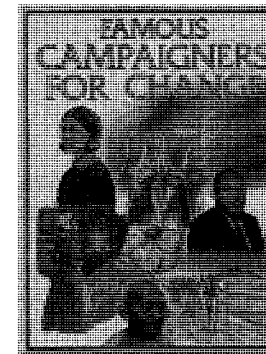
information into relatively few words. The drawings range from close ups to aerial overviews but more thought could have been given to visual links between the stages. A couple more words on political change could have been added, other than the city's atypical adoption of republicanism in 1830. Nevertheless this useful holistic approach will assist younger readers to place urbanisation in an historical context. G. Spindler

LEV: Middle primary Upper primary
AVAIL: Paper \$6.95 SCIS 787361
KLA: HSIE

MORGAN, Nina Famous campaigners for change. Wayland, 1993 (Famous people)

ISBN 0750206675 [322.4092]

Included in this collection of biographies of ten men and women, who in recent times have devoted their lives to a cause, are people from diverse backgrounds such as Chico Mendes, Nelson Mandela and the Dalai Lama. All had a vision to bring about peaceful change and, although brief, the biographies capture the essence of their beliefs. Simply told with black and white and coloured photographs, a brief synopsis at the beginning of each biography outlines the life while the timeline at the end puts it into an historical perspective. J. Anderson



LEV: Upper primary Lower secondary
AVAIL: \$24.95 SCIS 771008
KLA: HSIE

MORGAN, Nina Martin Luther King. Wayland, 1993 (Life stories)

ISBN 0750204826 [323.092]

This volume outlines the life and legacy of one of the outstanding people of this century. Referred to as Martin, rather than King, throughout the book, details of his lifelong commitment to improving social conditions for black people in the United States, advocating peaceful means of attaining civil rights, inspire awe at his courage and effectiveness. Racism is a topical issue in our schools and the story of Martin Luther King is a fascinating, gruelling and tragic example of its application but also provides hope that his famous dreams are possible. Captioned photographs complement illustrations in this simply told biography. B.S. Mitchell

LEV: Upper primary Lower secondary
AVAIL: \$24.95 SCIS 758803
KLA: HSIE

HEALEY, Kay Civil rights. Spinney, 1994 (Issues for the nineties)

ISBN 187568221X [323.0994]

This worthwhile series already has a solid reputation for resources which are timely, represent a range of viewpoints and directly address areas of senior curricula in NSW. Issues canvassed in this volume are a Bill of Rights for Australia, privacy, freedom of information, and free

speech. Under each subheading are gathered relevant newspaper articles and extracts from government literature. The topic is introduced by a purpose written piece examining what the term civil rights actually means. There is an index and a list of contact addresses at the end. M. Lobban

LEV: Middle secondary Upper secondary
AVAIL: Paper \$12.95 + postage,
The Spinney Press, 226 Darling Street,
Balmain NSW 2041 SCIS 787051
KLA: HSIE

JENNINGS, Terry How do we know energy exists? Simon & Schuster Young, 1993 (How do we know?)

ISBN 0750013117 [333.79]

A comprehensive overview of energy using the definition 'that which makes things happen'. As well as energy, such topics as mechanical, sound and light energy are explored. Everyday examples are used to highlight the points made and activities are interspersed throughout to clarify the concepts developed. Well-labelled, colourful diagrams and drawings enhance understanding of the text while the emphasis on everyday items like batteries and torches makes the approach practical and within the understanding of students. A wealth of information for competent readers. J. Anderson

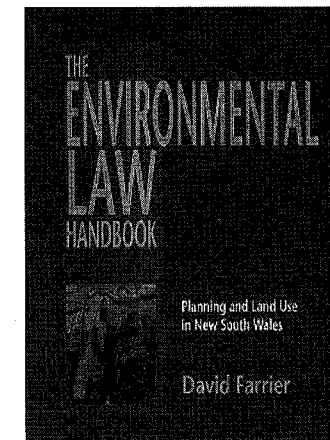
LEV: Upper primary Lower secondary
AVAIL: \$19.95 SCIS 779775
KLA: ST; S

FARRIER, David The environmental law handbook : planning and land use in New South Wales. Redfern Legal Centre, 1993

ISBN 0947205357 [334.944]

This text will find use well beyond the classroom—in courtrooms and conservation lobby groups. Written by a professor of law at the University of Wollongong and published with the assistance of the Law Foundation of NSW, this is topical, accurate and up-to-date law, in layman's terms. All abbreviations are translated in the appendix, together with a detailed 17 page index covering Aboriginal heritage sites to Zoning provisions. Each chapter is clearly set out with clear subheadings, and useful facts for us all. (Noise control requires burglar alarms to cut out after ten minutes and car alarms after 90 seconds!) This resource would be useful for students of Geography and Legal Studies. M. Williams

LEV: Upper secondary
AVAIL: Paper \$49.95 SCIS 782345
KLA: HSIE



CLARE, John D. Industrial Revolution.

The Bodley Head, 1993 (I was there)

ISBN 0370318358

[338.0941]

Realism is the keynote here. Facts and sources are used with impact, reflecting the best outcomes of social and economic history. Without sensationalising, the book debunks popular misconceptions about the industrial revolution, placing events into a context of meaningful interrelationships. While not really an 'I was there' approach, the colourful illustrations add to the sense of realism by mixing source material with authentic-looking recreated scenes, a feature of this series. A satisfying overview is provided of economic and resulting social change, in Britain and across the world, between the late eighteenth century and the early twentieth. A useful consideration of historical sources together with index, timelines and maps assist this impressive presentation. G. Spindler

LEV: Upper primary Lower secondary
 AVAIL: \$19.95 SCIS 786427
 KLA: HSIE

Introducing the law. 4th ed. CCH Australia, 1993

ISBN 1862645469

[349.94]

Written by practising lawyers and academics, this is the fourth edition of this successful introductory law text. Written for Victorian syllabuses, it is relevant to the NSW Legal Studies preliminary course (Year 11) but only touches on the Year 12 course briefly in some of the case studies in the last two chapters. The illustrations and intelligent layout help to make sense of the closely written text. Teachers will note the symbols in each chapter which indicate suggestions for discussion questions, essay topics, activities, research questions and student reading lists. Concludes with a case table and a particularly comprehensive index. D. Collins

LEV: Upper secondary
 AVAIL: CCH, Paper \$36.50 SCIS 778292
 KLA: HSIE

COOTIE, Roger Air disasters. Wayland, 1993

(The world's disasters)

ISBN 075020804X

[363.1]

Although a somewhat disturbing topic the presentation is factual, practical and not geared to sensationalism. Beginning with a brief history of aviation, the book focuses on the causes of accidents that have occurred in many types of aviation from the *Hindenberg* to the space shuttle *Challenger*. The major causes - human error (80%), mechanical failure, sabotage and terrorism are discussed with eyewitness and survivor reports included, as well as an analysis of the causes of each disaster. The dramatic photographs and drawings, together with the topic will no doubt prove fascinating for students. J. Anderson

LEV: Upper primary Lower secondary
 AVAIL: \$22.95 SCIS 768686
 KLA: HSIE

NOTTRIDGE, Rhoda Sea disasters. Wayland,

1993 (The world's disasters)

ISBN 0750208058

[363.1]

This is a selective history of disasters at sea from AD 400 to 1987. The highlights include good coverage of the sinking of the *Lusitania* and the *Titanic*, plus a very useful

chapter on oil spills and their environmental consequences. No Australian sea disasters are included. Wayland have produced another quality book made very readable with graphic colour photographs, diagrams and maps. Primary sources (eyewitness accounts) ensure a more personal and human view of history. Other quality features include hardcover, clear layout and text, glossary, index and suggestions for further reading. D. Collins

LEV: Upper primary Lower secondary
 AVAIL: \$22.95 SCIS 768950
 KLA: HSIE; ST; S

*Other books in the series:***Environmental disaster** SCIS 786480**Natural disasters.** SCIS 786474**JONES, Sara Clean environment.** Wayland, 1993

(Human rights)

ISBN 0750208341

[363.7]

The environment is a topic that has much coverage, and this title does not compete well. Younger and less able students need clear subheadings, brief sentences and underlined or italic keywords. None are provided in this 48 page introduction to such topics as *Exxon Valdez* and dams. The brief information and colour photographs are not accessible, as they make no appearance in the index. Better Australian publications are available on this large topic. M. Williams

LEV: Upper primary Lower secondary
 AVAIL: \$29.95 SCIS 778815
 KLA: HSIE

The Australian concise Oxford dictionary.

Oxford University Press, 1992

ISBN 0195534425

[423]

This is a comprehensive dictionary which includes new words such as 'aerobics' and Australian terms from Aboriginal English, historical, economic, computing, sporting, legal and environmental contexts. There are also terms for flora and fauna as well as borrowings of Aboriginal and multicultural origin. Traditional in format, word meanings are nested so that all terms for the word 'name', for example, as well as phrases using it, are listed in the one paragraph. This makes the text dense for use by those unfamiliar with dictionaries of the English language. The appendices include countries of the world, chemical elements and books of the Bible. M. Hamlyn

LEV: Middle secondary Upper secondary
 AVAIL: \$34.95 SCIS 751963

The Australian pocket Oxford dictionary. 3rd

ed. Oxford University Press, 1993

ISBN 0195535618

[423]

This is an exciting, current, compact dictionary (though NOT pocket size) with words such as 'wuss' and 'yuck' explained as well as 'big mob' and 'cheeky' from Aboriginal English. Apart from basic English there are also terms from computing, Australian flora and fauna, convict origin and multicultural borrowings. It is easy to use because most words are listed in alphabetical sequence rather than nested (except for derivatives) and they stand out well in bold type against the main text. The parts of speech, pronunciation, derivation and usage are given to

differentiate similar words. There are also small sections on punctuation and military ranks. It would be invaluable for the study of English (particularly by ESL students) as well as for reference. M. Hamlyn

LEV: Upper primary Lower secondary
 Middle secondary Upper secondary
 AVAIL: \$19.95 SCIS 773496

FAULKNER, Keith My word book. Angus &

Robertson, 1993

ISBN 0207183007

[428.1]

Young children will love this hands on activity book which is sturdily and attractively presented. Brightly coloured, busy illustrations highlight four themes - the sea, home, park and town and a lift up flap allows children to turn the wheel and match associated words and pictures. Each theme has eight words and will provide enjoyment for beginning readers. It will not appeal to teachers who use a whole language approach to reading but could be a useful resource for ESL teachers. J. Anderson

LEV: Preschool Lower primary
 AVAIL: \$16.95 SCIS 769549
 KLA: E

COLLINS, Mark Grammar works. Nelson, 1994

ISBN 0170088812

[428.2]

With the renewed interest in the teaching of formal grammar in schools, this publication is a very useful aid. Concise explanations of such technicalities as, parts of speech and rules for their use; sentence structure; punctuation and styles of writing are presented. Interesting exercises are provided to practise the various skills. Understanding of these basic skills is fundamental to cultivating a qualitative writing style. Teachers and students should welcome this clearly laid out text with its carefully graded activities for junior high school students. C. Sly

LEV: Lower secondary
 AVAIL: Paper \$12.50 SCIS 782374
 KLA: E

WILLIAMS, Robyn A promise of miracles.

Penguin, 1993

ISBN 0140231641

[502]

Would you like a rabbit-driven lawnmower? Did you know that the first Australian women scientists were Aboriginal women? Why aren't mosquitoes the size of sheep? This down-to-earth book is full of up-to-date scientific information told simply and with humour. Anecdotes and brief biographies are scattered throughout, historical perspectives are given and Australian leaders in science are included. Segments are brief and would hold even the reluctant reader, though the teacher/teacher-librarian may need to provide initial stimulus. Some chapter headings are vague or need interpretation and an index would provide significant benefit. Despite some sexist language, very positive role-modelling is provided, as are practical pointers on how to question. Ordinary people are challenged to be scien-

tists in daily life and to build a creative, scientific culture. This has obvious ramifications for curriculum and suggestions are given. This is outstanding value for all interested in a vital world, but especially for science teachers and students in years 10-12. C. Foley

AUD: Professional
 LEV: Middle secondary Upper secondary
 AVAIL: Paper \$14.95 SCIS 769823
 KLA: S; HSIE

WELLINGTON, Jerry The super science book of space. Wayland, 1993 (Super science)

ISBN 0750206365

[523.1]

Easy to read with a conversational style of text, this book provides an overview of the universe with an emphasis on our Solar System, space travel and a brief introduction to famous astronomers. The layout is attractive with coloured diagrams and photographs used to exemplify each block of text. Although minimal general information is provided, a glossary and index allow for easy retrieval of information while a bibliography directs the reader to other resources. Practical activities interspersed throughout highlight the concepts developed. J. Anderson

LEV: Middle primary Upper primary
 AVAIL: \$24.95 SCIS 781732
 KLA: ST

The visual dictionary of the earth. Reader's

Digest, 1993 (Eyewitness visual dictionaries / A

Dorling Kindersley book)

ISBN 0864385455

This visual presentation of basic information about the earth's crust and atmosphere has a logical rather than alphabetical arrangement. Terms are given meanings in visual form with a combination of diagrams, aerial maps and photographs. The diagram of the geological timescale and the structure of a hurricane are wonderful eye openers. Fossils and rocks look as if they could be lifted from the page. Three pages of earth data add a summary of statistics appropriate to each section. The glossary provides verbal meanings for the most significant terms and the comprehensive index provides access to the information for research. M. Hamlyn

LEV: Upper primary Lower secondary
 Middle secondary Upper secondary
 AVAIL: \$19.95 SCIS 778754
 KLA: ST; S; HSIE

AVAIL: \$19.95 SCIS 778754

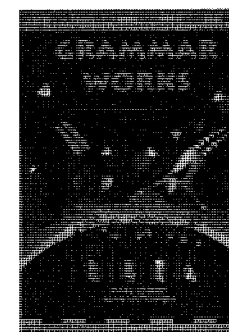
KLA: ST; S; HSIE

CURTIS, Neil How do we know the earth is**round?** Simon & Schuster Young, 1993 (How do we know?)

ISBN 075001301X

[551]

Many children ask continuous questions about the earth and sun, night and day, gravity and tides, seasons and the weather, volcanoes and earthquakes. Now they can



take a detailed journey around the earth. Following clear and useful headings and colourful, interesting illustrations, maps, charts and sketches, the reader can discover answers to many puzzling questions. Glossary, index and contents make this resource easy to use and a support for information skills teaching. K. Wellham

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: \$19.95 SCIS 768290
KLA: HSIE; ST; S

MORGAN, Sally **Weather**. Wayland, 1993 (Criss cross)

ISBN 0750207663 [551.6]

Clear, colour photographs are used to introduce basic facts about weather all over the world. Topics covered include snow, fog, rain, storms, sun, clouds, floods and droughts. Well set out and easy to follow, this resource is excellent for young enquiring minds. A glossary, index, notes to parents and teachers and a topic web encourage the teaching of an integrated unit. K. Wellham

LEV: Lower primary Middle primary
AVAIL: \$24.95 SCIS 761756
KLA: ST

LINDSAY, William **Corythosaurus : on the trail of the spectacular crested dinosaur**.

Angus & Robertson, 1993 (Dinosaur discovery guides / A Dorling Kindersley book)

ISBN 0207170816 [567.9]

Corythosaurus comes to life with action photographs of life-like models which put flesh and blood on the pictures of skeletal remains from the dinosaur collections at the Natural History Museums in London and New York. There is an introduction to Corythosaurus in particular; dinosaurs in general; the history of the discovery and reconstruction of the skeleton of Corythosaurus; and a look at its lifestyle and peculiarities. A fact-file follows, then a location list of hadrosaurid specimens in museums around the world, a glossary and an index. The format of this series is similar in each case, but there is very little unnecessary repetition of information. L. Fitzgerald

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$19.95 SCIS 757465
KLA: ST; S

In the same series:

LINDSAY, William **Triceratops : on the trail of the incredible armoured dinosaur**.

ISBN 0207177341 SCIS 757471

ERBACHER, John **Life in the rainforest**.

Cambridge University Press, 1993

ISBN 0521432383 [574.5]

Excellent design, good clear colour photography, and informative well written text are features of this book on Australian tropical rainforests. The authors, who have considerable experience in the field, have divided their subject into topic areas such as rainforest types, canopies, buttresses, cauliflory etc., each of which is afforded a double-page spread. The finely balanced rainforest ecosystem is explained and associated issues such as rain-

forest destruction, introduced species and traditional land use by Aboriginal peoples are discussed. Contents, index and glossary are included although words in the latter are not delineated in the text. B. Richardson

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: \$19.95 SCIS 775225
KLA: HSIE; S

LEWINGTON, Anna **Antonio's rainforest**.

Wayland, 1992

ISBN 0750203099 [574.5]

Written as an autobiography by Antonio, this beautifully produced book gives a comprehensive look at the rubber tapper's life in Brazil. It examines closely the Alto Jurua extractive reserve, where rubber is harvested. Funded by the World Wide Fund for Nature, the author's accurate research is interestingly presented. Readable text is well supported by Edward Barker's effective coloured photographs. A historical perspective is given on single page coverage of such topics as the discovery of rubber and the trails. The book contains clear maps, contents table, index, glossary and addresses for those needing further information. M. Buttenshaw

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$22.95 SCIS 7466228
KLA: HSIE

UNDERWOOD, A.J. **Seashores : a**

beachcomber's guide. NSW University Press, 1993

(Bush books : Sydney and environs) [574.5]

ISBN 0868401730

A handy little pocket book written by experts for amateurs. Professor Underwood and Dr Chapman are both marine ecologists who bring many fascinating colour photographs and a detailed text covering rock platforms, beaches, mangroves and marshes. On nearly every page clear, black and white illustrations are used to explain such concepts as algae life cycles and coastal birdlife. There is a brief glossary but unfortunately no index. The tight binding and size of this booklet lend it more to backpacks than library shelves, yet it would be very useful for science and geography excursions. M. Williams

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: \$17.95 SCIS 764498
KLA: ST; S; HSIE

GANERI, Anita **What's inside plants?** Simon & Schuster, 1993 (What's inside?)

ISBN 0750013036 [581.1]

A comprehensive look at the inner mysteries of plant life, this resource is informative and attractive, liberally illustrated with pertinent pictures and large clearly labelled diagrams and cross sections. Information is given on the composition of plants - large and small, their complex structures and workings. The cross sections aid the reader to look beneath the surface of the plants. Colour in plants is explained, as is pollination, seed dispersal

and germination, and plant rooting systems. Included is an index and useful glossary. Space between entries in the latter would make it easier to consult. A useful resource for the student interested in biology. B. Richardson

LEV: Upper primary Lower secondary
AVAIL: \$21.95 SCIS 779733
KLA: HSIE; ST; S

Insects and spiders. Readers Digest, 1993

(Picturepedia / A Dorling Kindersley book)

ISBN 0864385765 [595]

A unique style of presentation makes this a fascinating resource. Stunning larger than life photos are used as diagrams to add clarity to the simple text. Although the text is minimal the numerous illustrations allow students to observe a wide range of insects in great detail using magnified photography and add a life-like perspective to the topic. A wide range of insect groups are explored and although the text on each double page topic is unstructured a detailed index and glossary allow easy access to the information. Fascinating for the casual browser. J. Anderson

LEV: Lower primary Middle primary
Upper primary
AVAIL: \$19.95 SCIS 778752
KLA: ST

McTAVISH, Douglas **Famous inventors**.

Wayland, 1993 (Famous people)

ISBN 0750206667 [609.2]

Brief biographies of twelve famous inventors introduce young students to the contribution each made to improving our way of life. From Johann Gutenberg to Frank Whittle, the lives and dedication of these famous inventors are outlined. Although brief the detail included is sufficient to capture the essence. Each biography includes a time line providing an historical perspective while a bibliography allows for further reading. J. Anderson

LEV: Middle primary Upper primary
AVAIL: \$24.95 SCIS 768911
KLA: HSIE; ST

HEDDLE, Rebecca **Science and your body**.

Usborne, 1992 (Usborne science activities)

[612]

Lots of safe, easy experiments designed to help young children understand their bodies and the way they function, are contained in this small book. A smiling skeleton on the bright red cover entices the student to read further. Printed clearly and packed with information, the book also has great visual appeal. Brightly coloured pictures are dispersed with framed information boxes and clearly labelled diagrams. Contents, index and notes for teachers and parents add to the value of this book, which would be useful in a unit on 'A Look Inside' from Stage One of the Science and Technology curriculum. M. Buttenshaw

LEV: Lower primary Middle primary
AVAIL: Paper \$7.95 SCIS 752853
KLA: ST

SUHR, Mandy **When I eat**. Wayland, 1993 (I'm alive!)

ISBN 1854851799 [612.3]

Children nowadays want to be able to read their own factual texts, and they will be able to read this small, soft covered book. It looks at food and what happens to it in our bodies after we actually eat it. Big, clear print, a concise text and bright, simply framed illustrations by Mike Gordon, make this a suitable book for young researchers. A page with notes for adults and suggestions for extension activities complete what would be a useful resource for 'Food for the Tucker Box' and 'A Look Inside' from Stage One of the Science and Technology curriculum. M. Buttenshaw

LEV: Preschool Lower primary
AVAIL: Paper \$8.95 SCIS 759420
KLA: ST

HEIMANN, Rolf **Rolf Heimann's**

phobiamania in 3D. Periscope, 1993

ISBN 0949714305 [616.85]

For those who have grown out of **Where's Wally** and enjoyed Heimann's **Eagle eyes**, here is one to stretch the eyeballs and the imagination even further. A series of phobias from claustrophobia to the more bizzare hypnophobia (fear of sleep) is covered with an amusing text, detailed illustrations and 3D-illusions. Libraries may need to keep a spare supply of 3D viewing cards as the one supplied will not survive the popularity of such a book. Illustrated solutions are provided for those whose eyes cannot solve all the mysteries of this entertaining and challenging work. M. Williams

LEV: Upper primary Lower secondary

AVAIL: \$17.95 SCIS 778006

BRIDGEMAN, Roger **Electronics**. HarperCollins,

1993 (Collins eyewitness science / A Dorling

Kindersley book)

ISBN 0732249767 [621.381]

The mainly visual presentation of books in this series makes them stimulating to browse since the illustrations are well chosen, comprehensive and detailed and the lay-out is attractive. In this one there are cross-sectional photographs of everyday items such as a video recorder, amplifier, telephone, TV camera and PC with simple explanations of how they work. There are also discussions of analog and digital transmission, the working of capacitors, oscillators, semiconductors and microprocessors. Colour insets are used for further explanations of terms, for example the language of electronics. The text information is clear but, unfortunately, much of it is not accessible from the brief index. M. Hamlyn

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: \$24.95 SCIS 762329
KLA: ST; S; TAS



Van CLEAVE, Janice Pratt VanCleave's machines : mind-boggling experiments you can turn into science fair projects. Wiley, 1993 (Spectacular science projects)

ISBN 0471571083 [621.8]

Looking like the familiar Usborne series with its bright, attractive cover, this book disappoints when opened. The reader is met by a lengthy introduction in plain text. Twenty topics, with one simple, guaranteed to succeed, experiment in each, follow. Although these experiments are lucidly explained, they are accompanied by unexciting black and white drawings. All the experiments use inexpensive and easily accessible materials and the book contains a contents page, glossary and index. It is confusing to find measurements given in yards and inches, although the metric version follows in brackets. M. Buttenshaw

LEV: Upper primary Lower secondary
 AVAIL: Paper \$16.95 SCIS 756217
 KLA: ST; S

KING-SMITH, Dick All pigs are beautiful.

Walker Books, 1993 (Read and wonder)

ISBN 0744525179 [636.4]

I share the author's and illustrator's enthusiasm for pigs, and this little book is a true celebration of the idiosyncratic beast. It is an account of the author's own pigs and pig-keeping experiences, with small pieces of pig information included as hand-written captions to the frequent illustrations. Although hardly the definitive non-fiction guide to pigs, a very young reader could glean quite an amount of useful information, as well as entertainment, from the text and the accurate and affectionate pen and watercolour illustrations. There is even a simple index at the back. M. Lobban



LEV: Preschool Lower primary Middle primary
 AVAIL: \$16.95 SCIS 762104
 KLA: ST

RIDGWELL, Jenny A taste of Japan. Wayland, 1993 (Food around the world)

ISBN 0750207434 [641.5952]

Focusing on food in Japan the book looks at food production, the special attitude the Japanese have towards the food they eat and the equipment needed for cooking and eating. Beginning with a brief overview of Japanese history it concludes with detailed recipes for traditional Japanese dishes such as Miso soup and Yakitori. Clearly set out and attractively presented this series targeting food in various countries will be a useful resource for primary grades. J. Anderson

LEV: Middle primary Upper primary
 AVAIL: \$26.95 SCIS 781694
 KLA: HSIE; LOTE

MANN, Brenda Advertising. Wayland, 1993

(Media watch)

ISBN 0750207582 [659.1]

Teachers planning a unit on mass media will find this a very useful resource. Advertising is defined, a short history provided and its psychology, the controls on advertising and its effect on society are considered. There is an excellent chapter on the business of advertising which examines the working of an advertising agency. Unique examples of old and contemporary ads ensure the book is attractive and very readable. So much of current advertising is global that the UK bias is hardly noticeable. Some Australian companies are mentioned and the bibliography for teachers includes an Australian source. Each chapter ends with suggestions for activities, and a glossary and index are included. D. Collins

LEV: Upper primary Lower secondary
 Middle secondary
 AVAIL: \$26.95 SCIS 778963
 KLA: E

SYMMONDS, M.K. The visual arts : a world survey from prehistoric times ... 4th ed.

Jacaranda Press, 1993

ISBN 070163104X [709]

This selectively well illustrated historical survey of art, from prehistoric to current Australian, displays unusual examples of work from well known artists such as Gauguin and Van Gogh. The section on Australian work is almost one third of the book and features Aboriginal art, photography, architecture and women artists as well as paintings and sculpture from 1850 onwards. So it is a good introductory text. There is also an excellent comparative time line in the front of the book. M. Hamlyn

LEV: Lower secondary Middle secondary
 AVAIL: Paper \$38.95 SCIS 775816
 KLA: CA

O'REILLY, Susie Modelling Wayland, 1993 (Arts & crafts)

ISBN 0750207116 [731.4]

From beginning to end this is a quality production. Children are introduced to modelling with an explanation of what clay is, how it is obtained, and the tools that they will need for making models. This is followed with a potted history of modelling in ancient, modern and contemporary times. Instructions are then given for preparing and working with clay and other modelling media such as dough, along with ideas for interesting things to make. The book concludes with ideas for making children more aware of form in their environment. B. Richardson

LEV: Middle primary Upper primary
 AVAIL: \$24.95 SCIS 778900

ROBINS, Deri Papier mâché. Kingfisher, 1993

(Step-by-step)

ISBN 1856971139 [745.54]

A highly motivating book, this step-by-step approach to the art of manufacturing models, toys, masks and decorative objects from paper, should have readers itching to get out the paper, paste, paints and varnish, well before the last page is turned. Clear, concise directions in text are supported by equally clear bold diagrams, with



full page depictions of the completed objects in glorious colour to urge the maker to completion. Included are instructions for making great animal masks, a fancy hat and super helmet, a dinosaur mobile, decorative gifts, a pirate puppet and spotty dog. Even the decorated contents page begs more than a cursory scan. An excellent resource for home, school and library collections. B. Richardson

LEV: Middle primary Upper primary
 AVAIL: Paper \$8.95 SCIS 783180
 KLA: CPA
 EVAL: Highly recommended

TRAINER, Stephanie Crafty recycling : fantastic gifts to make from junk.

Collins Angus and Robertson, 1993 (Bluegum activity craft collection)

ISBN 0207182140 [745.58]

Children will find that this book does have a few good ideas for recycling common household junk into gifts for friends and family. Among these are skittles for a young child, a treasure chest, coasters and vase or pen holder. Instructions are clearly set out in text and illustration although the hand dominance depicted is not consistent, even in the same sequence. Younger children attempting the activities will need supervision as many of them involve the use of potentially dangerous implements such as a craft knife or saw. B. Richardson

LEV: Middle primary Upper primary
 AVAIL: Paper \$7.95 SCIS 763198
 KLA: CPA

GREAVES, Henry Moving things : action packed toys and games to make yourself.

Angus & Robertson, 1993 (Activity bluegum)

ISBN 0207182027 [745.592]

Budding engineers will experiment with many advanced principles in a simple way by reading and then making toys using this book. Different ways of making things move are explored here. The step-by-step instructions are clear and used in conjunction with Phil Somerville's humorous black and white line drawings, the keen student should be able to make many exciting moveable toys and games. Marred by some small print, this slim volume lists materials needed, and also gives tips on how to move the finished product. The spirit of this fun filled book is in keeping with that of the curriculum. M. Buttenshaw

LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: Paper \$7.95 SCIS 763200
 KLA: ST; S

MICHAEL, David Making kites. Kingfisher, 1994 (Step-by-step)

ISBN 1856971112 [745.592]

Kites never go out of fashion with youngsters (or adults), but how many eager makers wait in vain for the wind to lift their home-made creations? Hopefully this resource will ensure success for those wanting the thrill of seeing their own models take flight. Instructions are given for the making of the classic diamond two



stick kite, delta, box and finned kites and a variety of other interesting creations. Jim Robins provides the excellent visuals, via diagrams and pictures. Most of the kites will require equipment from specialist kite or hobby shops and young children will certainly need assistance with manufacture.

B. Richardson
 LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: Paper \$8.95 SCIS 783183
 KLA: CPA; CA
 EVAL: Highly recommended

SPOONER, Carmel Fashion by design.

Longman Cheshire, 1993

ISBN 0582876885 [746.9]

An attractively produced book directed at the senior school student. Copious black and white illustrations help to make clear and break up the text, giving a book that the less academic student would not find too daunting. It discusses the concept of fashion and changing fashion ideals through the ages, the design brief and fashion drawing, fabrics and patterns. A consideration of more advanced styling leads into chapters on commercial patterns, the professional finish, wardrobe planning and consumer laws. Strengths of the book include recognition of the varieties of figure type and an emphasis on problem solving. It is a pity that it lacks an index. M. Steinberger



LEV: Middle secondary Upper secondary
 AVAIL: Paper \$22.99 SCIS 768249
 KLA: TAS

MÜHLBERGER, Richard What makes a Van Gogh a Van Gogh? Ashton Scholastic, 1993

(Metropolitan Museum of Art)

ISBN 1863882243 [759.9492 GOG]

This is a well-produced introduction to Van Gogh. Using excellent reproductions of fifteen or so popular works set in a sequence that enables Vincent's life story to also be outlined, the writer gently analyses each work to point out the techniques of colour combination, brushstroke, paint layering, personal symbols and other qualities characteristic of the artist's work. It is a deliberate and very useful teaching piece, but the well-informed text uses a tone which seems aimed at young readers, while the content and vocabulary is often more decidedly older. G. Spindler

LEV: Upper primary Lower secondary
 Middle Secondary
 AVAIL: Paper \$14.95 SCIS 787227
 KLA: CA; CPA

O'REILLY, Susie Block printing. Wayland, 1993 (Arts & crafts)

ISBN 0750206829 [761]

A fascinating introduction to the art of block printing on fabric and paper, this resource offers the young reader some brief historical points of interest in addition to clearly written and illustrated instructions on a variety of

printing techniques. The child is encouraged to become aware of shape, surface and texture in the everyday world as a source of ideas and tools for print designs. Two co-operative group projects are included as well as ideas for individually printed and crafted items. Includes contents, glossary, index and short bibliography. Polystyrene is one recommended medium for block printing but some schools have banned its use. Recommended as an informative and useful resource. B. Richardson

LEV: Middle primary Upper primary
 AVAIL: \$26.95 SCIS 758971
 KLA: CPA

EVANS, Jeremy **Skateboarding**. Heinemann, 1993 (Adventurers)

ISBN 0431066043 [796.21]

With his great emphasis on safety, the author of this book shows a responsible attitude to this popular, but challenging sport. Coloured action photographs, black and white line sketches and diagrams combine with the well written text to give the enthusiast an ideal reference book, which also contains a contents page, an index and a glossary. The address of the only international association is also included. This attractive little book should effectively foster the interest of up-and-coming skateboard riders, as well as providing knowledgeable answers to technical queries. M. Buttenshaw

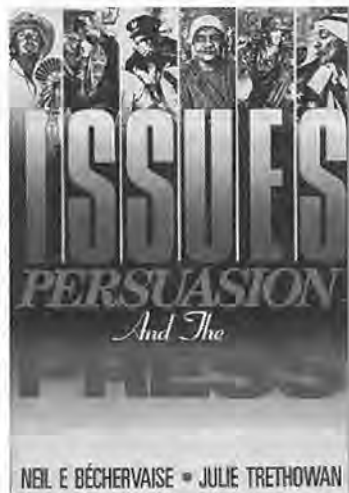
LEV: Upper primary Lower secondary
 Middle secondary
 AVAIL: \$17.95 SCIS 761990
 KLA: PD/H/PE

BECHERVAISE, Neil E. **Issues, persuasion and the press**. Nelson, 1993

ISBN 0170087972 [808]

Designed for Australian senior secondary students, this book focuses on the media and the way it presents current issues. It explores the techniques of persuasion used by both print and non-print media. It aims for understanding and critical analysis of important issues and the way they are presented to Australian readers and audiences. The student is shown how to present issues objectively and without bias. A variety of photographs and reprints of newspaper articles, both short and more extended, are used to illustrate the points made and to compare differing treatments of news. Students are encouraged to evaluate sample essays in the book, in order to improve their own presentation. M. Steinberger

LEV: Upper secondary
 AVAIL: Paper \$18.00 SCIS 775588
 KLA: HSIE; E



WOODHOUSE, Cecelia **Truth to tell: a non-fiction anthology**. Longman Cheshire, 1993

ISBN 058287677X [808]

This practical teaching aid provides a variety of interesting non-fiction writing for reading, comprehension and analysis. Letters, interviews, diaries, biographies and editorials are among the styles of writing included. Thoughtfully designed questions and activities elicit an understanding of a range of genres. Some passages are dissected and presented with a code which draws students' attention towards such aspects as paragraphing, punctuation, grammar, vocabulary, style and intent. This teaches readers an appreciation of the kind of print material they will be exposed to on a daily basis. As well as comprehension questions, each chapter offers broader questions for discussion and suggestions for personal writing tasks. C. Sly

LEV: Upper secondary
 AVAIL: Paper \$19.99 SCIS 786404
 KLA: E

COHEN, J.M. **The new Penguin dictionary of quotations**. Rev. ed. Penguin, 1993

ISBN 0140512446 [808.88]

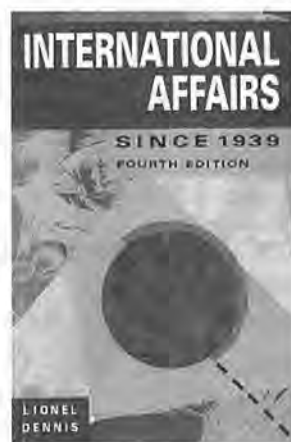
An old joke. Someone in their 40s reads Shakespeare for the first time and comments: 'I can't see why he's so famous - his writing is full of clichés'. The Bard underlines the punch line by contributing 10% of the quotations in this book. Although an effort has been made to bring in something from the '70s, the mass media and a little graffiti, the quotations are overwhelmingly and predictably from literary English **men**. The enormous index is excellent, key words will take you quickly to the quotation of your choice. Despite the limit of the sources, every library should have one. As Churchill wrote: 'It is a good thing for an uneducated man to read books of quotations' (page 113, quotation no. 16). G. Spindler

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$16.95 SCIS 787319
 KLA: HSIE

DENNIS, Lionel **International affairs since 1939**. 4th ed. Longman Cheshire, 1993

ISBN 0582711983 [909.82]

This fourth edition brings up to early 1993 previous editions' coverage of political and military crises, conflicts and developments in Europe, Asia, the Middle East and Africa. The accounts given are clear, coherent and balanced, but more overview and interpretation could assist in coping with the unlimited complexity of this period. Limitations in scope are understandable, but American and Pacific affairs receive little attention apart from the involvement of the US in the areas above. Maps are good, illustrations (predominantly West Australian cartoons) reasonable and chapters conclude with review activities often based



on source material. A good index, brief bibliography and short biographies of prominent personalities help make the work accessible. G. Spindler

LEV: Upper secondary
 AVAIL: Paper \$22.99 SCIS 786732
 KLA: HSIE

WATERLOW, Julia **Journeys**. Wayland, 1993 (Young geographer)

ISBN 0750207086 [910]

Journey around the world on the road, through the air or over the water. Travel by foot, bus, car, train, boat, plane or airship, through history or into the future. Look at immigration and emigration. Discover the role of animals to nomadic peoples. Stunning colour photographs take the reader on many journeys, long and short, encouraging an awareness of a world beyond the local area. Complemented by a glossary, notes for activities, a list of books to read and index, this book is a useful classroom resource. K. Wellham

LEV: Preschool Lower primary Middle primary
 AVAIL: \$24.95 SCIS 761991
 KLA: HSIE

CUMMING, David **The Danube**. Wayland, 1993 (The world's rivers)

ISBN 0750207736 [914.96]

Much more than a touristy journey, this is a comprehensive look at the Danube, its history, industries, cities, sights, traffic, damming and development, pollution and future. Presented in concise, simple but uncondescending language supported by excellent colour photographs and clear, up-to-date maps and diagrams, this will be a reference of value well beyond its intended audience age. A useful glossary and index are provided. The comfortable and accurate way in which the author deals with the awesome political complexities of central and eastern Europe, is part of what makes the book outstanding. G. Spindler

LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: \$35.00 SCIS 778494
 KLA: HSIE

Libraries in New South Wales government schools (1987)
 Price — \$8.00, and
Information skills in the school statement (1989) — Price — \$10.00.
 Available from:
Erudition
 P.O. Box 3002, Wetherill Park NSW 2164
 Ph: (02) 729 0207 Fax: (02) 729 0208

FLINT, David **Canada**. Simon & Schuster, 1993 (On the map)

ISBN 0750012293 [917.1]

By posing questions at the end of each page of text, this book encourages the young reader to visualise Canada in comparison to his/her own country. Topics such as physical appearance of the country, food, sports, special customs and schools are all discussed in simple terms. Each double-page spread contains a page of big, bold print and a page of clear, colourful photos. An accurate map and contents page begin the book, which ends with a double-page spread of famous landmarks, facts and figures and a simple index. One of a series, this book would be a worthwhile addition to a primary library as it goes beyond facts and encourages observation and comparative thinking. M. Buttenshaw

LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: \$17.95 SCIS 756232

CORBISHLEY, Mike **How do we know where people came from?** Simon & Schuster Young, 1993 (How do we know?)

ISBN 0750013109 [930]

Focusing on archaeological evidence, this fascinating presentation looks at how early peoples lived, worked and travelled. It begins with a discussion of evolutionary theory and concludes with an overview of the methods used by archaeologists to unearth evidence about the past. Numerous coloured photographs and drawings enhance understanding of the text, and each double-page spread poses a topic-related question which is answered by the text. Although the text is arranged in small blocks, the depth of information requires reading competency. J. Anderson

LEV: Upper primary Lower secondary
 AVAIL: \$19.95 SCIS 779766
 KLA: HSIE

BERENBAUM, Michael **The world must know: the history of the Holocaust as told in the United States Holocaust Memorial Museum**. Little Brown and Company, 1993

ISBN 0316091340 [940.53]

Comprehensively documented, here is the story of the Holocaust and some of its survivors. This is an essential reference for those interested in this painful saga and any student or teacher studying the Holocaust. The treatment is painstakingly detailed though the text is very readable. Eyewitness reports are constantly quoted and there are over 200 photographs, some in colour. This graphic portrayal is well organised and presented - quite overpowering, in fact. The index is also extensive. The book leads us through the experience of the Holocaust and immerses us in the suffering and inhumanity as well as the courage. Your library and history faculty should not be without this. C. Foley

AUD: Professional
 LEV: Middle secondary Upper secondary
 AVAIL: Paper \$29.95 SCIS 763236
 KLA: HSIE



ROSS, Stewart **World leaders.** Wayland, 1993 (Era of the Second World War)

ISBN 0750207760 [940.53]

These brief, worthwhile surveys of ten World War II political leaders will especially suit several History 7-10 options. Franco, Hirohito and Chiang Kai-shek are included, along with the more obvious leaders, and all are treated in generally factual and balanced ways. Useful questions are deliberately posed – the overriding ones being how different, in practice, were the democrats from the dictators, and to what extent were world events the result of the influence of these 'great men'. Effectively presented and illustrated, provided with simple but worthwhile glossary, timeline and index, the usefulness of this book will not be overlooked by senior students. G. Spindler

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: \$24.95 SCIS 769006
KLA: HSIE

EBURY, Sue **Weary : the life of Sir Edward Dunlop.** Viking, 1994

ISBN 0670847607 [940.54 DUN]

Weary Dunlop's death in 1993 deprived Australia of an inspirational figure. His experience as a Japanese POW is central to this book as it was to his life. The exceptional toughness of character and spirit and the skills developed in his earlier years seemed purpose-made to equip this surgeon-soldier to be the saviour of thousands on the Thai-Burma Railway. Beyond the war he seemed driven to serve humanity, particularly in the continuing cause of former POWs. It is hard not to elevate Weary to humanist sainthood, and this monumental biography is certainly an undisguised tribute. But the Weary that emerges is a complex character, a restless Odysseus whose boundless energy, generosity, joy of life, loyalty and friendships are not without disturbing aspects. Weary's contributions are humbling and even in this substantial work you always feel more could be said. 'Weary', man and book, are both memorable and important to us all. G. Spindler

LEV: Upper secondary
AVAIL: \$45.00 SCIS 788295
KLA: HSIE

FAULKNER, Simon **A Victorian Sunday.** Wayland, 1993 (Victorian life)

ISBN 0750206918 [941.081]

While not exactly on a topic of startling proportions or shattering importance, the book offers insight into the restrained world of conventional Victorian morality and customs that may well surprise young readers. It's all very English, of course, and the lifestyle depicted here of Sunday best, picnics and prayers really only represents the minority middle class of the period. Apparently there was no crime, poverty or disease on Victorian Sundays. Carefully chosen illustrations are well integrated into the simple text, which is supported with a brief glossary, index and references. G. Spindler

LEV: Middle primary Upper primary
AVAIL: \$26.95 SCIS 770019
KLA: HSIE

CUMMING, David **Germany.** Wayland, 1993 (Our country)

ISBN 0750208503 [943]

This look at Germany through the eyes of primary school age children will offer young Australian readers at least the insight that German lifestyles are remarkably like their own. There are no lederhosen or other tourist clichés – topics include weather, industry, school, religion, sport, food, homes. Brief background material on each is supported by first-person accounts from the lives of four girls and eight boys. The content is a little bland and, despite interesting contributions from children from the former eastern Germany and a boy of Turkish background, difficult social issues are skirted. Well illustrated with colour photographs and supported with simple glossary and index. G. Spindler

LEV: Middle primary Upper primary
AVAIL: \$24.95 SCIS 778864
KLA: HSIE; LOTE

COWIE, H.R. **Australia and Asia : a changing relationship.** ITP Nelson, 1993 (Legacies)

ISBN 017008776X [950]

The Legacies series has an interesting approach which attempts to sustain an enquiry approach while supplying basic information on an area. Topics covered in Volume 2 include western imperialism in Asia, Asian nationalism, and Australia's changing foreign policy since 1901, especially in relation to Papua New Guinea, East Timor and Vietnam. Primary and secondary sources are included with many illustrations, maps, and charts. Teaching aids are plentiful, including ideas for discussion, activities plus essay questions and plans. A sound resource for the senior Modern History preliminary course although covering only parts of the HSC syllabus (Year 12). D. Collins

LEV: Upper secondary
AVAIL: Paper \$31.00 SCIS 776055
KLA: HSIE

KING, John **The Gulf War.** Wayland, 1994

ISBN 075021256X [956.7044]

For people without the benefit of historical perspective, the significance of recent events is difficult to assess and many books on this subject remain entranced with high-tech warfare and hardware. Fortunately this is not one. First published immediately after the 1991 Gulf War, this revised edition concentrates on the complex political and economic background to the war and concludes with a reasonable but understandably cautious assessment. There are arguable omissions or interpretations – the role and control of the media are little considered, for instance – but at the level intended it offers a sound, dispassionate survey of background and



events. Appropriate illustrations, glossary, index, timeline and reference list are provided. G. Spindler

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: \$26.95 SCIS 787298
KLA: HSIE

Creating a nation. McPhee Gribble, 1994

ISBN 0869140957 [994]

A series of essays to challenge received wisdom about Australia's past, and bring to the fore the major role of women, migrants and indigenous people throughout our history. The authors all have impeccable academic and publishing qualifications for the task. Taking a loosely chronological approach, the essays consider issues of colonisation and invasion, work and union power, politics and suffrage, racism and violence towards Aborigines, settlement and immigration, rural and city living and postwar Australia. This reviewer found particular stimulation in the opening chapter, with its simple description of Bennelong's sister Warrewee giving birth, and the insistence of the white women who were watching on imposing European birth customs. M. Steinberger

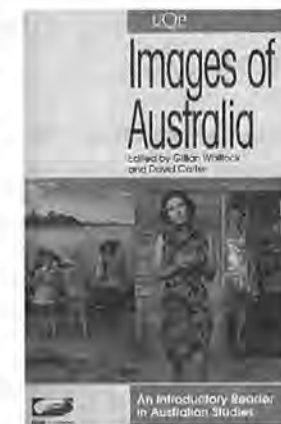
LEV: Upper secondary
AVAIL: Paper \$19.95 SCIS 782933
KLA: HSIE
EVAL: Highly recommended

Images of Australia: an introductory reader in Australian studies / edited by Gillian Whitlock and David Carter. University of Queensland, 1992

ISBN 0702224472 [994]

Developed as support material for TV Open Learning courses, this is a thoughtful and thought-provoking selection of fifteen readings on Australian identity. After an historical perspective on how the images of Australia have been created, Aboriginal, multicultural and women's perspectives are emphasised along with the standard issue of the bush vs the suburbs. The chosen pieces, either complete articles or edited extracts drawn from a wide spectrum of sources, are lucid and frequently entertaining. There is no attempt to come to a conclusion or create a definitive view – the purpose, to encourage thought about the issue, is well met. G. Spindler

LEV: Upper secondary
AVAIL: Paper \$16.95 SCIS 707699
KLA: HSIE



POOK, Henry **Windows on our past : constructing Australian history.** Oxford

University Press, 1993
ISBN 0195535448 [994]

While written specifically for an Australian History study component of the VCE, this text has much to offer teachers and students of Australian history studies in general. Material is attractively presented, offering a proliferation of pictorial and documentary evidence and case study approaches to major issues. The index is helpful and reasonably comprehensive. Skills requirements are clearly addressed. Key aspects covered are: constructing history, Australian culture, economic and social life in the 1920s and 1930s, power and authority. This is certainly a welcome and exciting new support for the NSW History syllabus. C. Foley

AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$34.95 SCIS 771686
KLA: HSIE

HALLETT, Keith **Now & then : Australian history and identity in the 20th century.**

Nelson Australia, 1993
ISBN 0170087891 [994.04]

The chronological sequencing and content vary little from many other high school history texts covering this period. It does, however, offer updated approaches and language, and incorporates the 1980s, including the new Parliament House, the Bicentenary, multiculturalism, deregulation and Hawke. Layout is interesting, with a variety of visual and documentary stimuli including some previously unseen source material (at least in an Australian history text!). How much of the Little Red Schoolbook will you allow your students to read? The text certainly encourages a thoughtful and challenging approach. C. Foley

LEV: Middle secondary Upper secondary
AVAIL: Paper \$22.00 SCIS 766083
KLA: HSIE

Professional reading

Resources are in Dewey order.

FAKIH, Kimberly Olson **The literature of delight : a critical guide to humorous books for children.** Bowker, 1993

ISBN 0835230279 [016.827]

A practical selection tool and critical bibliography of humorous children's books, containing 784 annotations divided into seventeen categories of humour. Access is by author, illustrator, title, subject and character. Each category or chapter begins with an explanation of the type of humour contained in it. The annotations themselves give bibliographic details, indication of level, for-

**The NSW Curriculum Information Network aims to collect school policies and units of work. Contribute them to NCIN by contacting: SCIS Review Co-ordinator
Ph.: (02) 808 9478 Fax: (02) 808 9413**



mat, sequels and related titles, and a critical comment on the book itself. More than 70% of the listed books were published in the 1980's and up to 1992, and there are many more humorous materials for young children than there are for young adults. Australian authors are not extensively represented, but the classics are there. L. Fitzgerald

LEV: Parents Professional
AVAIL: \$60.00

SCIS 760014

NICHOLSON, Fay Marketing strategies for libraries and information agencies : an ALIA training and development package.

Australian Library and Information Association, 1993

ISBN 0868044873

[021.7]

This folder contains six self-education modules that can be purchased by any individual or information agency. It covers such areas as marketing, market analysis, service analysis and costing. School libraries may not find this as useful as other information agencies that work on a fee for service in a competitive market place. Yet there are messages there for all libraries needing to consider increased competition, and the need for promotions and survey techniques. Each module offers clear objectives, definitions, concise notes, assessment tasks and further readings. The assessment and certificate provided to meet the needs of the Training Guarantee Act, could well provide useful professional development in the '90s. One for school support groups to consider purchasing and using with a large number of schools. M. Williams

AUD: Professional

AVAIL: \$200 (or \$150 ALIA members) SCIS 761276

Australian School Library Association / Australian Library and Information Association Learning for the future : developing information services in Australian schools.

Curriculum Corporation, 1993

ISBN 1863662170

[027.80994]

Learning for the future, an update of the 1979 edition of **Books and beyond**, provides benchmarks for evaluating and developing information services at the school community level. This new edition uses as its starting point information skill competencies, which underlie the current national educational statements and profiles. The second major change is a recognition of the need for equal access to information technologies for all students.

Libraries in New South Wales government schools (1987)

Price — \$8.00, and

Information skills in the school

statement (1989) — Price — \$10.00.

Available from:

Erudition

P.O. Box 3002, Wetherill Park NSW 2164

Ph: (02) 729 0207 Fax: (02) 729 0208

Standards for collection development and space allocation are a bit more generous than its predecessor, while staffing formulas are less generous. The role and qualifications of teacher-librarians are spelled out more clearly. There is greater recognition of ergonomics and of staff and student training in technology for fair and just access. A bonus is the bibliography which is a valuable reading list for teacher-librarians, principals and other planners.

Books and beyond was formulated as a guide to architects and planners of buildings as well as of programs, at a time when funds were going into the building of new library facilities. It is still the better guide on disabled access and practical planning of space and design. **Learning for the future**, however, firmly places learners first, even in its organisation. It looks at Learners, Teachers, Curriculum Resourcing, Access, the Physical Environment and Staffing. It breaks down each area into analysis of need, developing policy, implementing policy, evaluating outcomes and guidelines and indicators. It comes at a time when national outcomes are central to education and when consultancy services to schools are limited. While **Into the 21st century** (ALIA, 1990) is a practical document for policy and service evaluation and improvement, with its wide columns for notemaking, the quantitative benchmarks in **Learning for the future** are also invaluable in these times of economic restraint. Both documents should be close at hand and both are a must for every school, region and state. **Learning for the future** is highly recommended for all professional collections. G Phillips

AUD: Professional

AVAIL: Paper \$24.95

SCIS 768072

PERRY, Chris Thinking it through : activities to develop good thinking skills.

Oxford University Press, 1994

ISBN 0195536061

[153.407]

Designed as fun activities using familiar word puzzles, visual puns and tangrams, the methods described in this book encourage children to analyse their problem solving techniques and, by discussion, learn new strategies. It is divided into sections based on words, numbers, pictures, questions, memory, perception and body movement. The activities are varied and interesting, especially in the less usual 'body movement' section. The puzzle pages are all reproducible black line masters. M. Hamlyn

LEV: Upper primary

AVAIL: \$26.95

SCIS 782327

STAHL, Robert J. Cooperative learning in Social Studies : a handbook for teachers.

Addison-Wesley, 1994

ISBN 0201817861

[300.7]

There is a great need for practical assistance to teachers on this topic, however this American handbook has its limitations. The examples given in all thirteen chapters are very American and verbose in their description of some simple strategies e.g. Chapter 9 'Achieving cooperative learning through structured individual - then -



group decision-making episodes' translated as 'think then discuss'. There are various practical aids such as guidelines for assessing group work, and outcome based learning. Professional development in classes K-12 is possible if an edited version of these 360 pages can be delivered from a group who have experimented with some suggestions. M. Williams

AUD: Parents Professional

AVAIL: Paper \$26.95

SCIS 782686

KLA: HSIE

Restructuring schools: an international perspective on the movement to transform the control and performance of schools.

Edited by Hedley Beare and W. Lowe Boyd. Falmer, 1993

[371.2]

ISBN 0750701226

With many countries around the world experiencing educational reconstruction, this text successfully analyses these reforms and poses thought-provoking questions for the educational administrator in Australia. What are the implications of these reforms, where are they heading and what effects will they have on the reforms and innovations being experienced throughout Australia's education



systems? Covering USA, Australia, United Kingdom, Canada, New Zealand and Japan, this collection boasts many credible authors in the field of education and its evaluation, none more so than the editors. K. Wellham

AUD: Professional

AVAIL: Paper \$42.95

SCIS 751697

Technology survey report : educational technologies 1994.

Open Training and Education Network, 1993 (Technology updates 1)

ISBN 0731011139

[371.3078]

Written entirely in summary form, this is a comprehensive survey of available communications technologies relevant to distance education. Each technology is described and categorised and its advantages, disadvantages, applications, costs and available services summarised. An extensive glossary, examples of users and references are given in appendices. Laced with explained acronyms but little jargon, it is an accessible document of special value to professionals in the distance education or other educational technology fields. Its excellent summaries will be appreciated by students in subjects which include use or understanding of communications technologies. G. Spindler

AUD: Professional

LEV: Middle Secondary Upper secondary

AVAIL: Paper \$25.00

SCIS 786860

KLA: TAS

MATHEWS, Barbara The integrated curriculum in use : practical ideas for planning and assessment.

Ashton Scholastic, 1993

ISBN 1863880585

[372.19]

Barbara Mathews, currently a Melbourne school principal, previously worked as a senior curriculum development project officer with the Victorian Ministry of Education. The integrated curriculum outlined is an inquiry approach; student-centered, with key questions or problems being investigated using interdisciplinary skills. The integrated curriculum is demonstrated to be closely connected to a thematic approach, with the extension of exploring a particular set of questions or issues. Regardless of whether you choose to adopt the integrated curriculum approach, there are aspects and ideas worthy of attention or reminder. B.S. Mitchell

AUD: Professional

AVAIL: Paper \$13.50

SCIS 758682



Values strategies for classroom teachers /

edited by Marion Lemin, Helen Potts and Pam Welsford. ACER, 1994

ISBN 0864311117

[373.01]

Educational activities that encourage responsibility, understanding, tolerance and cooperation are a sound foundation for future interaction. This multi-disciplinary text aims at teaching students to formulate positive life values. In our rapidly changing world, ethical concerns are often neglected and the methods of devising values need to be addressed more and more by educators. A vast range of classroom activities elicit thought and discussion, in the process of expanding one's awareness. Covering all the key learning areas, this book offers teachers ready prepared lessons for high school students with photocopiable masters for the recording of information. C. Sly

LEV: Lower secondary Middle secondary
Upper secondary

AVAIL: Paper \$26.95

SCIS 769290

HAZELL, Pat The reading writing roadshow.

Open Training and Education Network, 1994

ISBN 0731010191

[428.0076]

Literacy skills ultimately empower people, thus creating more independent, responsible members of society. This unique publication, the combined project of several government institutions, can assist a wide sector of the population with practical reading, comprehension and writing skills. Linked to a 20 part ABC TV series currently being broadcast this workbook provides self-directed lesson activities designed to cultivate a range of literacy skills. Various forms of letter writing, personal transactions and interpretative skills for daily survival are included. It is a thoughtfully designed program for the compulsory and post-compulsory educational arena and



will appeal to students from both English speaking and non-English speaking backgrounds. C. Sly

LEV: Lower secondary Middle secondary Upper secondary Adult

AVAIL: \$12.95 book stores; ABC shops; Woolworths; Franklins or from the hotline on (008) 02 1184 SCIS 797676

KLA: E

BISHOP, Rita *Inside stories : exploring story structure with young children.* Ashton

Scholastic, 1988

ISBN 0868964484 [428]

While not intended to be prescriptive, allowing ample scope for individuality and variation, this generous volume (192 pages) provides creative language activities for children in the early stages of reading and appreciation of story structure. Thoughtful selection, compilation and organisation is evident in the concise and logical layout of 21 story units, based on titles available in Big book format. Units include teaching strategies, lists of materials needed, activities, related titles and a one-page unit overview. A bibliography of useful resources and 33 copymasters conclude this practical addition to a professional library, meeting the information needs of early childhood educators. B.S. Mitchell

AUD: Professional

AVAIL: Paper \$18.50

SCIS 435705

KLA: E

EVAL: Highly recommended

MANNING, Mary *Ways into literature.* Oxford

University Press, 1993

ISBN 0195534700

[808]

Understanding of, and the ability to respond to, the written word is a fundamental skill for students to master. This text presents many exercises to cultivate this art. Many styles of writing such as poetry, short-story, novel, plays and film-scripts are included. Students are encouraged to appreciate various styles of writing by studying extracts from a range of genres. In addition there is a chapter on how to formulate qualitative written responses and a glossary of literary terms making this a valuable resource for senior students. C. Sly

LEV: Upper secondary

AVAIL: Paper \$22.95

SCIS 772248

KLA: E

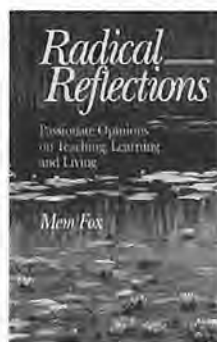
FOX, Mem *Radical reflections : passionate opinions on teaching, learning and living.*

Harcourt Brace, 1993

ISBN 0729513211

[808.3]

Mem Fox is an extremely successful writer, but she is also a committed teacher of language arts to student teachers. She believes that a whole-language, literature-based approach is the only way to teach reading and writing and laments the distinction made between those two arts. She writes persuasively of her own experiences and describes the outcomes of her own teaching; her writing in its verve, variety and anecdotes continually



exemplifies her philosophies. One of the strengths of this book is its attention to writing as well as reading, and its practical strategies for nurturing writing. This is a very persuasive and very accessible text. M. Lobban

AUD: Parents Professional

AVAIL: Paper \$15.95

SCIS 759058

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

Margaret Buttenshaw, Nelson Bay Primary

Diana Collins, Peakhurst High

Jan Eade, Pymble Primary

Lee FitzGerald, Scan Editor

Colleen Foley, Cranebrook High

Fay Gardiner, ex Scan editor, casual primary teacher-librarian

Marion Hamlyn, Wollongong High

Marjorie Lobban, Peter Board High

Bronwen Mitchell, Cromer High

Georgia Phillips, Smiths Hill High

Beverly Richardson, primary teacher-librarian on leave

Margaret Sim, Cheltenham Girls High

Cathy Sly, English teacher, Barrenjoey High

Graham Spindler, Parliament House Education Officer.

Margaret Steinberger, Irrawang High

Maryanne Williams, Moss Vale High

Kerry Wellham, Wallsend Primary

STOP PRESS!

The Curriculum Corporation will be reproducing *Classification of literature for secondary schools* (see *Currents* of this issue) for wider distribution across Australia.

NUTCOTE NEWS

Nutcote is open! : Wednesday - Sunday, 11 am-3pm

Adults: \$6

Students/Pensioners: \$5

Children: \$3

Group discounts—booking by appointment.

Volunteers are needed:

In the house. Contact: Joan Hall Ph: (02) 953 3225

In the garden. Contact: Helen Wood Ph: (02) 810 5788

In the tea-coffee shop: Contact: Ros Bastian Ph: (02) 968 2875

Volunteers are also needed in the Nutcote Shop and the office.

For further information, ring Ann at the Nutcote Trust Office on (02) 953 4453.

COLUMNS

Book Week ideas

A publication which is full of ideas to support the *Carnival of books* theme is:

- **Carnival of books.** This contains 72 pages of black line masters, divided into three sections. The first deals with the nature of carnivals, and provides bookmarks, badges etc, and a bibliography of carnival related-literature. The second section has activities relating to the shortlisted books individually (excluding the Older Reader category), and the third section provides activities and ideas for other junior fiction published in 1993. It is available from:

Rural Shires Schools Support Centre

Dept. Education

PO Box 874, Ipswich QLD 4305

Ph: (07) 202 3066

Fax: (07) 812 3128

The cost is \$15 + \$3.50 postage.

Rural Shires School Support Centre publishes a Book Week kit annually.

The Children's Book Council of Australia sends annually to members a package of information and activities for Book Week. This year, the literary activities have already been held as part of the ABPA Publishers' Fair, but there will be a Book Week luncheon and Awards ceremony as usual. For information on Book Week activities and enquiries about CBC membership, contact:

Terry Cornish Ph: (02) 810-0737 on Tuesdays or Wednesdays.

ALIA news

Australian Library Week:

Australian Library Week will be held from 17th-21st October, 1994, with the theme—*Destination Information*. This is designed so that libraries are able to add sub-themes as necessary and make the week as relevant to individual library services as possible.

A library promotion kit will be launched during Australian Library Week. It will assist libraries in marketing themselves and their services, and will contain information about Australian Library Week. The kit will be available at the ALIA stand at the biennial confer-

ence in Wellington this September, and from the National office.

1995's Australian Library Week will be held in May.

Senior Pathways—ALIA Schools Section

ALIA Schools Section is holding an inservice day on *Senior Pathways*.

Date: 22nd October, 1994

Venue: Monte Sant' Angelo College

128 Miller Street

North Sydney NSW 2060

Contact: Beth McLaren Ph: (02) 808 9488

School Library Association of New South Wales

SLANSW is holding its inaugural conference *Teaching and learning: teacher-librarians*. Keynote speakers include Dr. Julia Atkin, speaking on *Effective teaching and different styles of learning*; Kevin Richardson looking at *Quality assurance and curriculum change*; and Dr. Trevor Cairney on *Literacy acquisition and literature - teaching and learning*. A range of concurrent sessions is offered on topics such as: *Libraries: technology and learning*; *Thinking skills: active involvement in learning*; and *The role of the teacher-librarian in quality teaching and learning*.

Venue: Panthers Resort

Dates: 27th-28th August, 1994

Mulgoa Road, Penrith NSW 2750

Further details and applications forms available from:

June Wall Ph: (02) 569 6111

(between 10am and 3pm)

From the regions

■ Western region

Western region, supported by ALIA Schools Section, is holding a professional development day looking at information skills and information technology on 3rd September, 1994.

Venue: Kinross Wolaroi School

Bathurst Road, Orange NSW 2800

Contacts: Steven Bolliger Ph: (063) 621 166

Maureen Nicol Ph: (068) 859 666

■ Metropolitan North region

Metropolitan North Teacher-librarians

Regional Committee is planning an inservice day, focussing on *Outcomes, information skills and the implications for teacher-librarians*.

Date: Wednesday, 7th September, 1994
Venue: Taronga Park Zoo Conference Centre
Contact: Lesley Abrahams at Chatswood High School
Ph: (02) 419 3611

■ North Western region

An inservice will be held at the Coonabarabran ERC, with guest speakers Helen Sykes of Dominie and David Baxter, North Western region English Consultant. Helen will address trends in children's literature, answering the question 'What's a good book, Miss?', and David will look at *Implications of K-6 English for teacher-librarians*.

Contact: Di Sweeney
Coonabarabran High School Ph:
(068) 421 099

Online news

Investigate the Internet

Nexus users now have access to Internet/AAR-NET mail, Telnet (ability to log into the various computers that are available via Internet) and FTP (File Transfer Protocol—access to countless public domain software files and documents). At this stage, **there are NO additional costs for using these features**. Find out more by checking the bulletin board INTERNET.BB at the main Nexus menu. (An article on how to become a Nexus user was in *Scan* No. 4, 1993.)

Something new for nothing

From June to November, 1994, the National Library's Ozline will offer its users free access to one of its databases each month. The offer applies to access via STAIRS or the user friendly SOFI interface. Databases included in the 'free database for a month' offer are:

June CINCH (Australian criminology database)
July AGIS (Attorney-Generals' information service)
August FAMILY (Aust. Family and Society abstracts)
September DRUG (ACADA database)
October AUSPORT (Australian sport index)

November HERA (Heritage Australia information service)
Contact: National Library's Network Services help desk
Ph: 008 026155 or (06) 262 1531
For general information on Ozline, contact Susan Leach on (06) 262 1252

Ozline and AUSTRALIS merge

Australia's two major online information services, Ozline and CSIRO's AUSTRALIS, will merge from 1st July, 1994.

Ozline currently provides access to fifteen databases covering the social sciences and the humanities, and AUSTRALIS specialises in science, technology and the environment, and it includes a number of CSIRO databases. The combined service, Ozline, will provide a more comprehensive range of information.

Contacts: Rob Walls (NLA Network Services) Ph: (06) 262 1657
Susan Leach (NLA Public Affairs) Ph: (06) 262 1252
Diane Brodie (CSIRO Information Services)
Ph: (03) 418 7215

Awards, short lists etc.

■ 3M Talking book of the year award—Variety Club young people's category—short list

McSkimming, Geoffrey *After the puce empress*. Hodder & Stoughton, 1993 SCIS 763004

Carmody, Isobelle *The gathering*. Penguin, 1993 SCIS 757242

Gleeson, Libby *Love me, love me not*. Penguin, 1993 SCIS 764747

Disher, Gary *Ratface*. Angus & Robertson, 1993 SCIS 753281

Marsden, John *Tomorrow, when the war began*. Pan Macmillan, 1993 SCIS 791578

French, Jackie *Walking the boundaries*. Angus & Robertson, 1993 SCIS 735742

■ The Seventh Annual Family Award for children's books

The NSW and Victorian Family Therapy Associations have this year awarded the \$1,000 Annual Family Award to James Moloney for

his novel *Dougy* (SCIS 746044). This is the second time James Moloney has won the prize (1992 *Crossfire* SCIS 707106). The following books were highly commended by the selection committee:

McKAY, Amanda *A future for myself*. Omnibus, 1993 SCIS 759150

MARSDEN, John *Looking for trouble*. Pan Macmillan, 1993 SCIS 758641

DEAN, Anna and STEVENS, Colin *Meggie's magic*. Viking, 1993 SCIS 737325

The award seeks to encourage the writing of children's literature which focuses on growth enhancing solutions to real problems.

■ The Newbery Awards

The 1994 Newbery Medal winner is: *The giver* by Lois Lowry (SCIS 757760).

The Newbery Honor books are:

Eleanor Roosevelt: a life of discovery by Russell Freedman;
Dragon's gate by Laurence Yep; and
Crazy lady by Jane Leslie Conly.

■ The Caldecott awards

The Caldecott medal for 1994 was won by Allen Say for *Grandfather's journey* (SCIS 799023).

The Caldecott Honor books are *Peppe the lamplighter* written by Elisa Bartone and illustrated by Ted Lewin; *In the small, small pond* by Denise Fleming (SCIS 778343); *Owen* by Kevin Henkes (SCIS 795675); *Raven: a trickster tale from the Pacific Northwest* by Gerald McDermott; and *Yo! Yes?* by Chris Raschka (SCIS 774182).

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