

# SCAN

Curriculum Resources and Information Services

INFORMATION

REVIEWS

ENQUIRY

Defining

Locating

Selecting

Organising

Presenting

Assessing

- LYNNE REID BANKS
- JENNIFER ROWE
- AN OUTCOMES AND PROFILES APPROACH: INFORMATION SKILLS
- INFORMATION HIGHWAY
- WHY SCIS IS FOR YOU



# ISSUES FOR THE 90s

Discover why *Issues for The Nineties* has become Australia's bestselling educational resource series on contemporary social issues.

*Issues for The Nineties* is designed to help you easily locate information on contemporary social issues.

### Each volume:

- ⌘ contains 44 pages, presented in an attractive A4 format for improved readability
- ⌘ uses headings, sub-headings and extensive quotes to signpost key points

### and features

- ⌘ Accessible, topical information
- ⌘ A balanced range of viewpoints
- ⌘ Government statistics, reports & graphs
- ⌘ Poetry, cartoons & illustrations
- ⌘ A comprehensive index & resource list.

*Issues for The Nineties* - used and recommended by teachers, students, librarians, university and TAFE lecturers and community educators.

The Spinney Press publishes 3 new titles in *Issues for The Nineties* every 3 months.

If you would like to receive our quarterly newsletter listing new titles

please  this box and fax or mail your address details in the box below.

All titles are available direct from the publisher or through leading bookshops, educational and library suppliers throughout Australia.

Mr/Mrs \_\_\_\_\_  
 Ms/Miss \_\_\_\_\_  
 Position \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_  
 Postcode \_\_\_\_\_  
 Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

Order No. if applicable: \_\_\_\_\_



**The Spinney Press**  
 226 Darling St, Balmain NSW 2041  
 Ph: (02) 555 9319 Fax: (02) 810 6024

Please send me the following issues at **\$12.95 each**

Qty	Volume No.	
<input type="checkbox"/>	1.	<b>A Question of Colour</b>
<input type="checkbox"/>	2.	<b>No Fixed Abode</b>
<input type="checkbox"/>	3.	<b>Whose Life Is It?</b>
<input type="checkbox"/>	4.	<b>Animal Rights</b>
<input type="checkbox"/>	5.	<b>Deadly Habits?</b>
<input type="checkbox"/>	6.	<b>HIV/AIDS</b>
<input type="checkbox"/>	7.	<b>Crime and Punishment</b>
<input type="checkbox"/>	8.	<b>Rich World, Poor World</b>
<input type="checkbox"/>	9.	<b>Changing Roles in the Family</b>
<input type="checkbox"/>	10.	<b>Indigenous Peoples</b>
<input type="checkbox"/>	11.	<b>The Media in Focus</b>
<input type="checkbox"/>	12.	<b>A Violent Society?</b>
<input type="checkbox"/>	13.	<b>Towards a Republic?</b>
<input type="checkbox"/>	14.	<b>Children in Care</b>
<input type="checkbox"/>	15.	<b>Living with Disability</b>
<input type="checkbox"/>	16.	<b>When Families Break Down</b>
<input type="checkbox"/>	17.	<b>Human Rights</b>
<input type="checkbox"/>	18.	<b>Gender &amp; Discrimination</b>
<input type="checkbox"/>	19.	<b>Civil Rights</b>
<input type="checkbox"/>	20.	<b>Changes at Work</b>
<input type="checkbox"/>	21.	<b>Ageing: Everybody's Future</b>
<input type="checkbox"/>	22.	<b>Children's Rights</b>
<input type="checkbox"/>	23.	<b>Genetic Engineering</b>
<input type="checkbox"/>	24.	<b>The Body Beautiful</b>
<input type="checkbox"/>	25.	<b>Governing Australia</b>
<input type="checkbox"/>	26.	<b>Mental Health</b>
<input type="checkbox"/>	27.	<b>IVF &amp; Surrogacy</b>
<input type="checkbox"/>	28.	<b>Racism &amp; Reconciliation (Nov. title)</b>
<input type="checkbox"/>	29.	<b>Life and Death Matters (Nov.)</b>
<input type="checkbox"/>	30.	<b>Population (Nov.)</b>
<input type="checkbox"/>	31.	<b>What About the Environment? (Nov.)</b>

### Also available

<input type="checkbox"/>	IN1	<b>Issues for The 90s Annual Index Vols. 1-15</b>	<b>\$15.95</b>
<input type="checkbox"/>	IN2	<b>Issues for The 90s Annual Index Vols. 16-27 (Nov.)</b>	<b>\$15.95</b>
<input type="checkbox"/>	RD	<b>The Spinney Press Social Issues Resource Directory</b>	<b>\$19.95</b>

Books can be sent with invoice on approval, if required, to libraries or educational institutions.

For individual orders please include payment by cheque or credit card and add \$5 for postage & packaging of your order.

My cheque for \$..... is enclosed or please charge my  
 Visa  Bankcard  Mastercard

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Expires   (month and year)

Name of Cardholder \_\_\_\_\_

Signature of Cardholder \_\_\_\_\_

# SCAN

Vol 13 No 4 October 1994

<b>FROM THE EDITOR</b>	<b>2</b>
<b>CURRENTS</b>	<b>3</b>
<b>FEATURES</b>	
An interview with Jennifer Rowe	6
Audio education via spookiness!	10
A conversation with Lynne Reid Banks	11
Poetry and 1994's Best Books	15
What does Mrs Walsh do?	18
<b>TEACHING LEARNING</b>	
Information skills: Where do they fit in an outcomes and profiles approach to teaching and learning?	20
The Maclean High School/Maclean TAFE College joint library	24
The HSC English Bibliography collection	27
<b>INFORMATION TECHNOLOGY</b>	
CD-ROM reviews	28
The information highway and Australia's schools	36
Information technology planning for the technologically illiterate	40
The legal angle on CD-ROMs	43
<b>MANAGEMENT</b>	
Resource-sharing networks	44
Stocktaking with OASIS Version 2	48
Whose stupid idea was this?	51
SCIS Schools Catalogue Information Service	52
<b>RESOURCES</b>	
In review	56
Picture books	56
Fiction	
For younger readers	58
For older readers	61
Poetry and drama	63
Information	65
Professional reading	79
<b>COLUMNS</b>	<b>82</b>
<b>INDEXES</b>	<b>84</b>

Scan Editorial Board  
 Chairperson  
 Ms B. McLaren, Senior Curriculum Adviser - Library and Information Literacy  
 Ms D. Hoermann, Principal, Chatswood High School  
 Ms G. Henley, Information Skills / OASIS Consultant, Metropolitan West  
 Ms M. Ellis, Teacher-librarian, Woollooware High School  
 Mr J. Gore, Chief Education Officer, Curriculum Directorate  
 Ms A. Glasscock, SCIS Review Coordinator  
 Ms P. Morgan, Director, Sydney Quality Assurance Unit

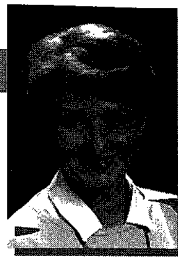
Editor  
 Lee FitzGerald

Review Editor  
 Alison Glasscock

Word processing  
 Nicholle Hicks-Ussher

Production  
 Richard Tabaka, ID Studio

Subscription enquiries to:  
 Erudition  
 Ph: (02) 729 0207  
 Fax: (02) 729 0208



Recently, whilst out scouting for *Scan*, I've attended two conferences at two wonderful venues – the first was the School Library Association of NSW conference at Panthers at Penrith; and the second was the Metropolitan North Regional Teacher-librarians Conference at the Taronga Zoo Conference Centre. The messages from SLANSW were about teaching as the fostering of thinking and learning, catering for different learning styles, and harnessing technology for the purpose of lifelong learning.

At the Zoo, the theme of the conference was the link between information skills and an outcomes and profiles approach in the KLAs. Implicit in this approach is a challenge for teacher-librarians to take a leadership role in ensuring that information skills continue to be taught effectively. There will be an increased need for cooperative planning and teaching with classroom teachers by teacher-librarians, the information specialists in schools. This issue of *Scan* carries an article by Beth McLaren on information skills and an outcomes and profiles approach. An interesting cross section of speakers at the conference included Dr Anne Eggins, Manager, Curriculum Services Unit; Ray Cavanagh of NSW Teachers' Federation; Geoff Williams, Principal, Neutral Bay Primary School; and three KLA consultants. Our conferences and inservices need to include significant people who are not teacher-librarians to avoid the fruitless result of preaching to the converted.

Yet another challenge to teacher-librarians is in leadership in information technology – this issue carries an article on the information highway. Learning about the Internet and the educational advantages it offers is timely. We would like to hear from teacher-librarians who are already using the Internet – on questions such as access, and access to what and for what purpose? Other articles planned for 1995 include changing patterns of library service in high schools, looking at such issues as timetabling, extra hours and the need for extra staff; and further articles about information skills and an outcomes and profiles approach. Remember that *Scan* is your journal, aimed at supporting you in your increasingly complex role. If there are topics you would like us to address, if you have an issue you want to raise, please let us know.

Margaret Sparkes-Carroll has asked us to bring to your attention an oversight in her article in the last issue of *Scan* on quality assurance in her school. She wishes to acknowledge that the skills referred to in the study of philosophy (p. 47) are quoted from a brochure published by the Federation of Australian Philosophy for Children Association, written by Philip Cam.

This issue, as is appropriate for the last one of the year, has a winding down, relaxed mode, with an emphasis on literature. The burning issues will still be there next year!

Lee Fitzgerald  
The Editor

*Scan*, published by the NSW Department of School Education, is a journal which supports the effective use of resources and information services in the school curriculum. *Scan* is published 4 times per year and is available on subscription from Erudition, P.O. Box 3032, Wetherill Park 2164 Phone (02) 729 0207 Fax (02) 729 0208.

Contributions and correspondence are welcomed and should be addressed to: The Editor, *Scan* Private Bag 3 Ryde 2112 Phone (02) 808 9501 Fax (02) 808 9413. Views expressed in *Scan* are not necessarily those of the editor or the Department of School Education.

Copyright NSW Department of School Education ISSN 0726-4127

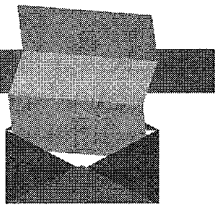
© 1994 Department of School Education, Curriculum Directorate

#### RESTRICTED WAIVER OF COPYRIGHT

The printed material in this publication is subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the material contained in the publication for use within a school subject to the conditions below.

1. All copies of the printed material shall be made without alteration or abridgment and must retain acknowledgment of the copyright.
2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.
3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

Beth McLaren is Senior Curriculum Adviser—Library and Information Literacy



It is now three years since the State Office of the Department was re-organised in response to the Schools Renewal program. Services to schools, including those associated with school libraries, were re-focussed with some functions becoming a regional responsibility and others remaining with State Office.

In discussion with teacher-librarians I have become aware that many are concerned about what is perceived as the loss of system support since 1991.

There has certainly been change but support for school libraries and for information skills programs remains strong.

#### Curriculum Directorate support

Much of the State Office support, once offered through Library Services in the Services Directorate, is now the responsibility of the Library and Information Literacy Team in the Curriculum Directorate.

This team has a number of functions including cataloguing records for SCIS, reviewing materials to support the NSW curriculum, identifying NCIN documents, publishing *Scan* and providing policy advice on information skills and information services in schools.

#### Scan

Lee Fitzgerald, the *Scan* editor, is well known to you. *Scan* supports all aspects of the work of a teacher-librarian. By publishing accurate information about current policy combined with articles describing best practice *Scan* assists teacher-librarians clarify their role and negotiate with schools to ensure that this role can be implemented effectively. *Scan* endeavours to publish current information about the profession, continues to emphasise the importance of information skills in teaching and learning and supports school library manage-

ment. But of course subscribers to *Scan* already know this.

#### Reviewing

*Scan* readers will also be aware of the reviewing service provided by the Curriculum Directorate. Alison Glasscock is the SCIS Review co-ordinator. The process for reviewing has changed since 1991 when one or two teacher-librarians were deployed for an extended period to write reviews. We now have a panel of reviewers from across the state. It gives me great pleasure to note that this change has meant greater participation in reviewing by country teachers and teacher-librarians. The SCIS budget allows us to review approximately 1000 items a year. Each of these reviews is added to SCIS, and a selection is published in *Scan*.

#### Cataloguing

The Curriculum Directorate's contribution to the national SCIS cataloguing program is a major element in the support given to school libraries by the Department. Schools who do not use the services of SCIS are in fact missing out.

The emphasis given to SCIS is deliberate. It has the potential to make a significant impact on the time teacher-librarians are able to give to teaching and learning because it eliminates needless duplication of effort in which staff in schools generate cataloguing records for the same items. The purchase of SCIS records saves both professional cataloguing time as well as repetitive data entry by clerical staff.

An objective analysis of the benefits of using SCIS records should convince most principals that the maximum cost of 60 cents per record far outweighs the cost of staff time associated with local cataloguing and data entry. Teacher-librarians in schools are highly valued for their contribution to the educational program in

schools, not for the time spent cataloguing. As information specialists we know catalogues are an essential tool to provide access to school resources but I would suggest that this can be achieved best by purchasing records.

The SCIS Cataloguing team represents NSW when decisions are made about changes to SCIS standards or to the SCIS subject headings. Anne Dowling manages the NSW input into SCIS. She maintains contact with teacher-librarians so that the advice she provides reflects the needs of our schools.

A recent publication of the NSW SCIS Cataloguing team **Classification of Literature for secondary schools** has been sent to all government secondary schools.

#### SCIS online training courses

The Library and Information Literacy Team has offered SCIS online training courses since early 1993. The courses have been designed to give participants hands-on experience using SCIS. Almost 200 people have attended an online course over this time. The Curriculum Corporation has given each participant an hour's free access to SCIS following the course to allow further practice.

#### Bibliographies

The NCIN Bibliography is compiled by Alison Glasscock, the SCIS Review Coordinator. This is an annotated list of documents published by the Department, OTEN and the Board of Studies which is sent to all government schools. Three NCIN bibliographies have been published and despatched to schools in 1994. Teacher-librarians can use these to check that all relevant Departmental documents have been received. The inclusion of a SCIS number allows the purchase of a cataloguing record.

In the last few months the reviewing program has undertaken a special project to review 100 videotapes. All government schools will have received this bibliography at the beginning of Term 4.

Bibliographies for LOTE have been identified as a priority. **Chinese teaching materials: annotated bibliography** has been sent to all teachers of Chinese language. Compiled by Helene Bartleson, an experienced Chinese Language teacher, it lists a collection of materials donated to the Department by the Peoples

Republic of China. Helene is now working with the SCIS team to compile a bibliography of Chinese language materials available in Australia.

#### Policy advice

An important function of Library Services prior to 1991 was the provision of policy advice to senior Departmental officers on school information services and information skills programs. I have been appointed as a Senior Curriculum Adviser – Library and Information Literacy to provide this policy advice. Among the most interesting projects with which I have been involved have been those associated with joint use libraries and State Library information services to school students.

As a member of the Curriculum Directorate I work with the Chief Education Officers in each KLA. My role here is not unlike that of the teacher-librarian in the school. I endeavour to increase the awareness of KLA specialists of information skills and the role of the teacher-librarian.

My responsibilities include liaison between State Office and Regions. I have greatly appreciated the opportunities I have had to speak at Regional Conferences. These allow me to disseminate information to teacher-librarians and to keep in touch with emerging issues in the profession by maintaining contact with practitioners.

As the leader of the Library and Information Literacy team I am concerned that the support we offer does in fact reflect the needs of teacher-librarians. Visiting Regions, involvement in professional development activities and phone contact with individual teacher-librarians are all strategies I employ to keep in touch.

#### Other State Office support

Training and Development Directorate has continued its highly effective School Based Support Course for Teacher-librarians. Forty teacher-librarians from across the state have undertaken the 1994 course. In addition the Department offers sponsorship to teacher-librarians undertaking post-graduate studies in teacher-librarianship through the University of Technology Sydney or Charles Sturt University.

OASIS Library has been the responsibility of the Information Technology Directorate. The recent announcement by the Minister that schools with an enrolment of under 300 will receive OASIS Library means that every government school will have an automated library system. This is a tremendous achievement the success of which can be attributed largely to the way in which teacher-librarians have so successfully implemented OASIS.

#### Regional support for school libraries

Regions have adopted different support models. Some have established Regional committees, others have developed strategic plans for libraries, relief days or seeding money have been provided for projects, one region has an information skills consultant, many regions hold one or two day annual conferences.

Much of this only happens because of the commitment and energy of groups of teacher-librarians. Such groups have become empowered and have taken a pro-active role in ensuring effective support and professional development for themselves and their colleagues. This would seem to me to be a more effective and appropriate support model than one which implies that the only expertise resides at state or regional office.

#### Working together

The teacher-librarian's role is challenging and there are times in every teacher-librarian's working life when the task seems overwhelming. The role can also be a lonely one as no

other teacher in the school shares quite the same experience. However after reading the above I hope that any impression that we are without Departmental support has been dispelled.

#### Australian Library Week

Destination Information is the theme for Australian Library Week which is from 17th - 21st October this year. ALIA has produced a broadsheet which is packed full of ideas for all libraries including school libraries. Contact ALIA for copies of the broadsheet. This issue of **Scan** has an order form for other Australian Library Week promotional material produced by ALIA. Public libraries usually promote Australian Library Week and perhaps this might be an opportunity for school libraries to work with their local library to raise the community's awareness of the role of libraries.

#### Special offer to Scan readers

This issue of **Scan** has a 1994 SCIS subscription form from the Curriculum Corporation. The Corporation has made a once only special offer to **Scan** readers. Schools who have not subscribed to the microfiche service may do so at no cost for 1994. Similarly schools wishing to register as online users do not have to pay the \$100 registration fee for 1994. Normal connect charges, based on actual usage, will apply. Use the form to register your wish to take up this offer. ■

## Classification of literature for secondary schools (1994) is available from

Erudition P.O.

Box 3002, Wetherill Park NSW 2164

Ph: (02) 729 0207 Fax: (02) 729 0208.

Please quote

NCIN No. 21940133



# AN INTERVIEW WITH JENNIFER ROWE



Jennifer Rowe, alias Emily Rodda, has done it again! Her *Rowan of Rin* has won the Children's Book Council Book of the Year Award: Younger Readers. She has now won it five times, making her the most-awarded author in the history of the Children's Book Council. Her *Something special* won the same award in 1985, as did *Pigs might fly* in 1987, *The best-kept secret* in 1989 and *Finders keepers* in 1991. All of her previous children's novels have been contemporary fantasy, but in *Rowan of Rin* she takes a new direction—into the traditional quest, set in the enchanting world of Rin. Jennifer has been editor of the *Women's Weekly*, and a children's book editor with Angus & Robertson, and currently writes adult mysteries under her real name, as well as working on a sequel to *Rowan of Rin*, as well as launching the new eight part series of *Teen Power Inc!* And the day the *Scan* editor spoke to Jennifer, she was in the process of moving house, as well as speaking at the Children's Book Council conference. This provided a starting place.

**You must be superwoman! How do you do all you do?**

Well, I guess you just do, if the opportunity presents itself and if you have a lot of things you want to do. And you've got to support your family, of course!

**Have you any thoughts on time management?**

What I do when I'm really strapped is make a list of all the things I have to do and then I order them by the thing that's going to have the worst consequence if I don't do it. So that, for example, just before Christmas, the children's presents aren't bought and you've got a book to finish and you need to do this, that and the other thing, and you're in a panic. So you write this list and you think what would be worst thing if I didn't do it? Now when you clear your mind like that, the worst thing would be that the children didn't get their Christmas presents—that would be worse than anything! So that goes on at No. One on your list, and then you do that. That's off your mind,

then you go and do No. Two on the list. It's amazing, it does clear your mind.... like the prospect of hanging! It gives you an understanding of what really is important to you. So, that's my only tool of management.

**And what have you replaced the *Weekly* with?**

I'm doing a little bit of book publishing type work for a couple of publishers—one is Allen & Unwin. I've done a couple of consultancies here and there, but increasingly most of the time I'm writing. I wasn't sure I could support everyone that way, but now it seems I can. So..... I'm happy—because writing is what I prefer to do above everything.

**You are writing for adults now?**

As soon as I've finished my new *Rowan of Rin* book, I'll be working on a new mystery.

**A new *Rowan of Rin*?**

Yes. When I sent the book to Omnibus, I said I would like it to have at least one sequel, because I really love this place, Rin. The one

I'm working on now is about Rowan and the travellers. Later I might move on to other characters—Rowan's little sister, Annad, is interesting, for example.

**And what about *Teen power inc*?**

That's been an exciting project, with a really big start. Ashton's has eight titles already. I've always wanted to write—and I think we really need some good light Australian adventures to take the place that Enid Blyton took in my childhood. *Teen power inc.* is slightly more complex than Blyton—more today's kind of books—but action-packed as Blyton was.

**What age group are they intended for?**

I should think that nine or ten is the absolute optimum age, from the school kids I have met—but good readers of eight are reading them very happily. The idea was that *Teen power inc.* could take the place of English and American imports. It seems that in the more literary areas, I suppose you'd say—such as my books *Finders keepers*, *Pigs might fly* etc.—Australians are producing masses of books so that our children can read as many Australian books as they wish. This they can combine with English and American titles. But in the area of straight commercial fiction there is very little. The reason for this is completely economic. It's because nobody has done what Ashton's has done, that is, put their push behind some low price paperbacks which all come out at once so that people can collect them. What Ashton's is doing is marketing them, eight titles at once, presented in a stand, with very eye-catching covers. They're giving them a chance to attract children's imaginations. If it works, it'll be Australia's first series, if you don't count the earliest ones, like the *Billabong* books. That was a long time ago—this is a new concept.

**What is your main aim in writing for children?**

My main aim in writing for children is giving them—and me—a good story. I don't write in order to push a particular line. When I'm finished a book, I might find that some of my feelings have come out, and I think good, I'm glad I said that because that's a useful thing. But basically, I love to entertain. My whole children's writing grew out of telling stories to my own children. I remember how wonderful it

was to be lost in that world that someone creates for you. I received a letter once from a little girl who said *Pigs might fly* was the best book she'd ever read. Even if she finds that in a fortnight she has another book that's the best she's ever read, it is a most satisfying thing to have done.

**I shared *Rowan of Rin* with my children—they were transported. There's a magic world in *Rin*. Do you think it's similar to your others?**

It's similar to me—it obviously still has the things I find interesting—fantasy, puzzles, quests etc—but the big difference is that it is not contemporary. I wouldn't stop writing contemporary novels but you can't imagine how freeing it is—you see in the everyday world, you have to think of things like... Patrick has to get to the supermarket (*Finders keepers*)...For a child his age to get to one is not an easy thing. You need parents to take you—you're not allowed to go off roaming the streets. But in Rin, you're expected to go off on adventures on your own—you're able to climb the mountain and face the dragon. And that is marvellous—finding that freedom, and that is one of the reasons why I enjoyed Rin so much—because anything can happen there.

**Would you say that another similarity between *Rowan of Rin* and your other novels is that the main character is given a chance to prove his mettle?**

We all think we're ordinary, and even the most apparently self-confident of us feel that we're not as good as other people, and we're all indecisive. And so my heroes and heroines are like that. Rowan is a particular case, as he is seen as inferior by himself and by others. This is not the case with my other characters. They're perfectly ordinary children who just happen to be plunged into an adventure for one reason or another. Rowan does feel like the odd man out and that is actually a difference. But he really is no different from a contemporary child. Most people today are not trained to be fearless, and as comes out in the book it's not really very sensible to be fearless (*as peril after peril besets the characters!*). And the bravest people are scared all the time really. They just act against their fear, because they care enough to be fearless.

*Would you like to talk about the process of writing?*

When I start writing, I always have the ending and I know basically what's going to happen—and I always know my characters. But I don't know exactly what's going to happen. This was not the case with **Rowan of Rin** which started life as one of my occasional attempts to write a picture book. I perceived it as a sort of fantasy/mystery/picture book. I started writing, and at the end of 2000 words realised this was not going to be a picture book! And also I got too interested in the characters and I couldn't bear to leave them alone and so it ended up at 25,000 words and a failed attempt (*which won the Book of the Year Award: Younger Readers!*). But in that particular case when I began to write, I knew what stages the characters were going to go through to get to the end. It was to be a traditional quest, each character would have a weakness that was to be exposed. In that sense, it is less fluid than some of my other books, because you know that in the next chapter someone else is going to drop off. So in that sense it falls more into the traditional tale-telling tradition than most of my books. But the kids seem to find it fun.

*What about being shortlisted? What difference does that make to any book?*

It makes an enormous difference in terms of sales. Even though Emily Rodda is fairly well known, so the books tend to sell all right because people have heard of her before, any shortlisting will help any author, new or established, to sell very many more than they normally would. So in the case of **Rowan of Rin**, it showed that kids didn't mind if I stepped out of the way I had been writing before and did something a bit different. It was based on quests that I could see my children working with on computers and **Dungeons and dragons** games. I had thought that adults might find it unoriginal, dismissing it as a straight quest, or they might say this is not as fresh as **The best-kept secret** or **Finders keepers**. And so for me the fact that it was shortlisted showed that this wasn't the case, that I can step out of the pattern. I had written six contemporary fantasies in a row and much as I love doing it, it was quite nice to step into a different mode, so that people don't define me in

only one way. Another good thing about the shortlisting—as I had wanted to write a sequel, the fact of the first book being given a really good recommendation would help to make the second book acceptable and read by more children than it otherwise would be. There's no doubt about it, a shortlisting makes a huge difference.

*Do your children help with your writing?*

They read what I've written and they give me their comments—each to his own age group. They aren't critical because they love me. My daughter (who's much older—eighteen) will criticise. What happens with the other three is that I'll give it to them, and then I'll find it still lying there, and they'll have wandered off, and then I'll know! I mean, when they're asking for it all the time, and saying have you written any more? have you written any more? Then I know that it's working. Sometimes they'll criticise my language and tell me that **no one** says that, Mum! The other thing they do is point out vulgarisms which I haven't perceived, because you know how dirty minded children are! There are various phrases which have a double meaning, and they will always point them out to me and laugh a lot. And so I know to change them because they're usually in a totally inappropriate place where I don't want people to laugh—I want them to be scared or something serious! It is quite horrifying to find out just how vulgar your children are!

*What do you think about author promotions?*

I feel as though part of my position as an author is complicated by the fact that I was also a book publisher and I know so well how important that side of it is. Book publishing is a matter of money for publishers—they are investing a lot of money—and of time for writers. If you can do it, if it doesn't faze you too much, and if it doesn't make your life a misery, or take so much time that you can't write, it's in your interests to cooperate. Simply because the more people you contact, the more people who've heard about the book, the more it sells. If you're writing to entertain, you're writing not just for the few people who might hear about it on the grape vine, you want **everyone** to read it. Then it will sell well, and you'll have enough money to write the next one!

*What's the story behind your pseudonym?*

When I wrote **Something special**, I was working at Angus & Robertson. I wanted to get a dispassionate view—I was a children's publisher so I could hardly publish my own book, but since it had received positive reports, neither could I just dismiss it. So I gave it to Richard Walsh and he read it and said, "The woman writes very well. It's a bit slight (It was only 10,000 words). You'd have to think about how you'd publish it. Ring her up and see how old she is and whether she's got any more books in her." So then I told him that it was me. He laughed and thought it was fun. He said to go ahead, publish it under the other name. Nobody knew it was me, except the contracts manager, Richard and me. But then when it won the Book of the Year: Younger Readers, Richard told everyone. And got excited. Then I kept the name—it is my grandmother's maiden name—because obviously once that name had won an award, I had to go on. It hasn't been a bad idea, because when I went on to write the murder mysteries under my own name, it was quite handy to have two different personae.

*Humour—I enjoy your humorous explanations for daily domestic disasters such as missing socks....*

Well, where have they gone???? I challenge you!

*Oh, they've gone through the Barrier.*

We all say that now! Once you've created something like that, you do start to believe it. I think humour is part of family life. It's often the saving grace, in fact. And I think it's good to laugh about the things that go wrong as well as the things that go right. I think the thing is that some people are natural pessimists and cynics and they write one kind of book and they're fine; other people are natural optimists, humorists etc. and they write an entirely different kind of book. And so long as everybody reads a lot of different authors, I don't see the harm in that. You can't change the kind of person you are, you must speak in your own voice, and people more or less have to take it warts and all. So I have a fairly laissez-faire attitude to reading and to writing. I feel that everyone should be free to write the book they want to write and everyone should be free to

read the book they want to read. And our main job as writers, editors, publishers and educators is to give children a huge range of books they can look at so that they'll turn on to the whole idea that somewhere in this print is a way of escaping, learning, and getting in touch with other people's minds and it's more or less infinite. There are hundreds of thousands of minds waiting out there for them to meet and, once they learn that (and I don't care if they learn that from **Uncle Scrooge** comics or through **Choose your own adventures** or through magazines or through **Sweet dreams**)...they're all right.

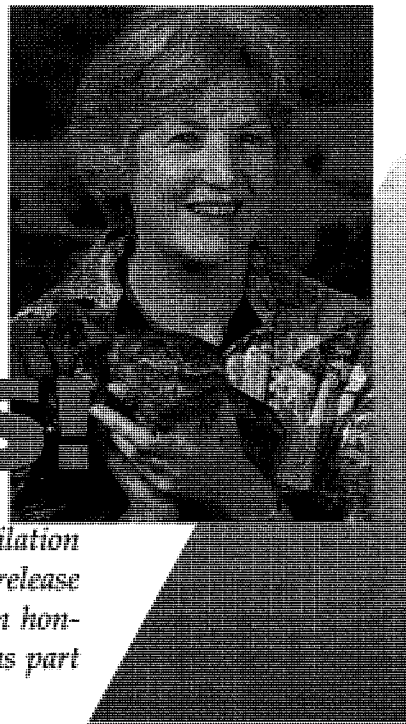
*Children do tend to lose interest in books in adolescence—why do you think this happens?*

One of the reasons for this might be that there aren't so many contemporary books giving them what they want. What they want is humour and there's not terribly much. I remember my daughter changed from being an omnivorous reader because a lot of the books available for her were about death and suicide and other dark problems. She actually said to me that she wanted something light to read. I gave her on that occasion **Three men in a boat** by Jerome K. Jerome which was written in about 1900 and it was absurd that I had to give this to a teenage girl. Yes, they do go off reading. But then they come back to it. You see they go off a lot of things as teenagers and come back to them, like piano lessons and communicating with their parents! But they do return to most of these things.

**BIBLIOGRAPHY**

- Rodda E. & St Claire, J. **Green for danger**. Ashton Scholastic, 1994 (Teen Power Inc. mysteries) SCIS 806144  
 Rodda E. **Beware the Gingerbread House**. Ashton Scholastic, 1994 (Teen Power Inc. mysteries) SCIS 805218  
 Rodda E. & St Claire J. **The sorcerer's apprentice**. Ashton Scholastic, 1994 (Teen Power Inc. mysteries) SCIS 794155  
 Rodda E. & Forrest M. **Cry of the cat**. Ashton Scholastic, 1994 (Teen Power Inc. mysteries) SCIS 794036  
 Rodda E. & Forrest M. **The disappearing TV star**. Ashton Scholastic, 1994 (Teen Power Inc. mysteries) SCIS 793298  
 Rodda E. **The ghost of Raven Hill**. Ashton Scholastic, 1994 (Teen Power Inc. mysteries) SCIS 788402  
 Rodda E. **The timekeeper**. Omnibus, 1993 SCIS 765095  
 Rodda E. **Rowan of Rin**. Omnibus, 1993 SCIS 737935  
 Rodda E. **Finders keepers**. Omnibus, 1991 SCIS 696283  
 Rodda E. **Crumbs!** Omnibus, 1990 SCIS 650427  
 Rodda E. **The best-kept secret**. Angus & Robertson, 1990 SCIS 615915  
 Rodda E. **Pigs might fly**. Penguin, 1988 SCIS 426607 ■

# AUDIO EDUCATION VIA SPOOKINESS!



Jill Morris explains the audio education features of her latest compilation for Greater Glider Productions, *Sounds spooky!* which is due for release in October. *Australian owls, frogmouths and nightjars* was an honour book in this year's Eve Pownall award for information books, as part of the Children's Book Council awards.

In October, Greater Glider releases **Sound Spooky!**—an anthology of six new stories read by two readers who are extremely able but new to the library resource world—actress Katy Walsh and storyteller John Shield.

In this new release we are relying on five main factors:

- the urgent need for top quality audio products in schools
- the current market's hunger for multimedia productions particularly for children of the 'adventurous' middle to upper primary group
- our belief in the appeal to listeners of strong storylines
- the growing appeal of the natural Australian environment
- the growing importance of audio in the modern school curriculum.

**Sounds spooky!** also combines fiction read by an individual voice with brilliant original music and sound effects by theatre and film composer Ralph Tyrrell; so that each story becomes a sort of atmospheric tone poem; an upbeat story-song with a prose voice, likely to be of major appeal to the target age of 8-12 years.

The authors of the stories are Pamela Graham, Sharon Montey, June Glover, Laurie Keim, Mark Svendsen and myself, as compiler of the anthology and contributor of one of the stories.

I have had about 70 books published; the other authors are relatively unknown but well on the way to success. Mark Svendsen's book of poetry is due for release this year from UQP; Sharon Montey has had a junior novel accepted; and June Glover appeared in the gender equity-based audio anthology **Clever company** which I produced in 1992 for Curriculum Corporation.

The strength of the **Sounds spooky!** anthology is in story and production—not the marketed stardom of the authors. And in a children's market, quality is of the utmost importance.

I have long believed in the importance of audio in the school language curriculum, particularly if it is tackled in a creative way. If classes merely start copying radio news and weather or disk jockeys' music announcements, audio education hits brick walls of the mind.

If we begin with the five senses and words which express their riches, moving on to personal recollection and dramatic conflict, audio/radio can quickly prove itself the most creative medium.

For this process to begin in schools, teacher-librarians need high quality audio materials as models—not just 'audio books' read by a famous person against copyright-free stereotypical music.

In content the **Sounds spooky!** collection focuses on spookiness—but there's not a ghost in sight! All six stories tackle the spookiness of the natural Australian environment, told by two youthful-voiced readers. In *The slippery one*, a giant frog tries to save a swamp with the help of a computer whiz; in *Into the greenshade*, a red sea eagle protects legendary Slygos from environmental destruction; and in *Cane toad formula*, a girl wrestles with scientific solutions against the enthusiastic bumbling of an inventor uncle.

How does sound enhance these stories? Ralph Tyrrell's sound effects are always beeping and booming away in a multi-layered background, amid upbeat music and involving story. The

music has been supplied with the stories and also separately, so teachers can use it for prediction. Students can also use it to enhance their own creative writing. **Sounds spooky!** is innovative in its applications in schools.

The whole publication experience has been a learning curve for the creative team at Greater Glider—multimedia production tends to go round in circles as each medium adds its own layers and affects and amends the work of the others. This was harder work than anything I produced in seventeen years at the ABC.

**Sounds spooky!** will be followed by other **Sounds...!** collections, hopefully on CD-ROM. The complex sound track of **Sounds spooky!** is a score we will find hard to beat. ■

## A conversation with Lynne Reid Banks

*Lynne Reid Banks opened this year's Children's Book Council Conference with a powerful assertion of the value of the imagination. Children's books are more important than adults' books, she claimed, because for society's sake we must raise children with the ability to imagine the consequences of their actions, and to empathise with the situations of others. A healthy imagination is thus a powerful tool for the young as they approach the adult world. In addition to this philosophy, which underpins much of her fiction for children, Ms Reid Bank's writing is notable for her compassionate portrayal of families, and her ability to bring characters, both real and fantastic, to life.*

*Judith Ridge has taught English and worked in the libraries of several schools in Sydney's South West. She was Secretary of the NSW Branch of the Children's Book Council for two years, and is currently on the editorial staff of the NSW School Magazine. Judith discussed with Ms Reid Banks her thoughts on the rôle of fiction, and her various approaches, both technical and philosophical, to writing for children and teenagers. She began by asking her whether her years in the theatre helped nurture her ability to explore and create character.*

**LRB** You know, I really think in a way it does, although there's a great difference between writing a character and acting one. The writer of a character in a play has done a lot of work for you. What you're doing then is not creating, you're interpreting, and your body and everything about you has to enter into that character as if it's a kind of costume. You go into it and animate it. But while you are acting it, you have to be that person, as nearly as possible. But this ability or training that enables you to project yourself into people, to act them, is certainly the same faculty. It's very useful in creating character, because you do the same sort of trick, only instead of doing it with your body on the stage, you're doing it

in your head. What makes it much more complicated than acting a role is that you've got to do it for a lot of different people, and it's like acting all the parts in the play yourself and without a script. In a way, it's like being in a play that hasn't been written yet. It is a kind of improvisation, and you're trying to figure out, what is the best thing for me to do here? It's like playing chess with yourself. You're anticipating, and yet at the same time you're feeling it. And sometimes the dialogue absolutely flows wonderfully, and at *that* point you can almost withdraw, you're not in their heads any more, they're there in front of you doing it, very nicely. You're copying down what they're saying, you watch their reactions. And then you can actually observe it. Of course, if you're writing a first person narrative, you can never get out of their head, that one head. It's like playing one rôle, and everything else impacts onto you. It's complicated. It's interesting!

**JR** In the *Indian in the cupboard* series in particular, you depict a great range of characters based on "types", and you've successfully transcended those types. We care very deeply when the soldier-medic Tommy Atkins dies, for instance, even though he's only "on stage" for a very brief time. This is a great facility, to be able to make a reader care so much about somebody who has just a very brief moment of glory.

**LRB** I called him Tommy Atkins, which I'm sure you know is the generic name given to all British soldiers at that time, and I wanted him to be that, just your good natured, working-class soldier, who happens to be a medic. Yet having started in this way, as with all of them, he became to me tremendously alive and individual, while still being, in a way, a type. Matron is a type, but she became very real to me, and she's actually one of my most beloved characters, not least because she rescued me from a terrible doldrum I'd fallen into at about that time with that book. I'd brought some woman to life who was supposed to be the nurse, and she was so boring, I can't tell you. She never did anything. I actually had to throw quite a lot of chapters away before Matron appeared and said "My dear, you've had a terrible time, just leave it all to me, just watch what I do, write down what I say, I'm going to

deal with it." And this can be what happens. They start as types, stereotypes almost, of toys, it's the toy and it's the stereotype. But then, inevitably, like with everything, they deviate from that type. The cowboy, Boone, becomes this soft hearted thing, and he's also a boozier and a bigot...

**JR** And also very courageous...

**LRB** When the moment comes, he's strong as a lion.

**JR** As in helping with the birth of the baby.

**LRB** Oh yes, I did like that part!

**JR** And the whole conflict between Omri and Patrick is that Patrick hasn't yet got to an understanding that these aren't cowboys and Indians that he's playing with, they're two men.

**LRB** Exactly so. They're not toys.

**JR** I particularly enjoy the relationship between parents and children in your books, particularly the trust the parents have in their children. The children in your books are granted a great deal of independence and a great deal of privacy, which is an issue that several speakers raised at the Children's Book Council Conference. What seems to be lacking in your books is the overriding anxiety about children and their physical and moral safety that currently seems to dominate discussion about children, and about children's books. You've struck a balance between the parents' trust of the child (and the ability to give them privacy and so on), and their great support and care.

**LRB** That's something I believe in because it's been a part of my family's experience, but I think I may eventually have to pick up on this. I'm thinking now about a story about a single parent who is over-protective, perhaps for good reason. The child needs to break away from this, feels restricted, rather than protected and cared for, and needs to break away in order to have adventures. Even going to the shops by yourself is now an adventure, for a child as old perhaps as nine. I can imagine that this generation coming up now under these



Lynne Reid Banks

restraints will break away. They'll react against it, they'll want to prove that they're all right, yet at the same time they may have a lot of fear in their hearts, and expect almost every stranger to be inimical. I think this is going to cause quite a lot of interesting conflict which can be used, of course, in children's literature.

**JR** Adults, be they parents or otherwise, in fact play quite a large rôle in many of your stories. I can remember when I first read *The fairy rebel*, being so very surprised that it focussed on adults for such a good part of it. This is very unusual for a children's book.

**LRB** Yes, it is unusual. But don't forget *Midas* as well, there's no child in that, except that poor little daughter who's solid gold practically throughout the book. So there's an old guy who's having his adventures, of course, he's got a childish quality about him, but he's nevertheless a middle-aged man, and the whole story's about him. There's no rule (about having to have children in children's books).

**JR** There's fashion.

**LRB** There's fashion, and there are pre-conceptions. My new novel, *Broken bridge*, (Penguin 1994) which is a teenage book, has

many different points of view. The family in the book goes from the age of 8 to the age of 75, and you go into the heads of all these people, not just the teenage children. (My American publishers) asked me to re-construct the whole bloody thing, and do it all from the point of view of the teenager. Impossible! When you read it you'll see, it's impossible. I had to go into the grandfather's head, I had to be the little girl, and all the intervening cousins in their mid-twenties and everything. I had to do that, because I had to show how they're all reacting to this tragedy that happens. And I think this is important for children, for teenagers certainly. They're looking ahead to adulthood, they're feeling themselves almost adult, so they're thinking, "What will it be like when I'm 24, what will it be like when I'm my grandfather's age?" I don't see any reason why there should be a rule that teenage books have to be exclusively from a teenage point of view. Think of the Mary O'Hara books, *Flicka* and *Thunderhead*. There's a lot in *Flicka* about the marriage of the parents, and grown up feelings. There's a whole chapter about the mother, how she's worried about her family, and whether her husband still loves her. And of course there's a whole lot from the horse's perspective as well, and it's not a book for horses! Mary



O'Hara was trying to get the reader to extend himself. If you keep all the time to a teenage point of view, all right, the reader is imagining another teenager, but what a much greater exercise for the imagination to get into the mind of a grown up or the mind of a horse.

**JR** To continue talking about what people think ought and ought not to be in kids books: you face sometimes taboo subjects like sex and death fairly well head on, when it's required. *Melusine* deals with incest, *I Houdini* with....

**LRB** Oh, yes, the sex scene in *I Houdini*! I've had very funny reactions. The publisher in America has sent on letters that they've received, saying "We have removed this book from our library shelves. We do not think the mating scene is suitable. We do not think that the hamster's attitude to the female is a good rôle model for young men". Well, I have one response to that. If young American males have no better rôle models than golden hamsters, it's a pretty poor lookout! Houdini actually says, "This would no doubt seem high-handed in a human male, but this is the way hamsters are!" And I think the mating scene is very funny. I once read it to a whole conference in America, and they absolutely fell about. It's supposed to be **humourous!** But it's also supposed to be true of **hamsters**. I think all that's very funny. I've written back to one or two really pompous headmasters and said "Come along, a little humour!" A little lightness of spirit has got to be brought to these things. After all, he's a grown up hamster, and he has his needs.

**JR** You've just referred to teaching and you were, I felt, quite critical in your Conference lecture, of teaching which doesn't permit the encouragement of imagination. You seem to see the creative arts and literature specifically as being social agents....

**LRB** A social agent! I love that, can I borrow that?! Very good! Yes, that's right, literature is a social agent but I have this dichotomy of feeling between what I as a political, mature woman who is worried about society, and therefore what I impose upon stories, and what I actually feel when I am creating them. I don't allow that social agent element consciously to come out in the stories, but later on people tell

me it's there. It's just that I'm sometimes surprised (by what other people find in my work).

**JR** How do you feel about your books being used in the classroom, as teaching texts?

**LRB** Lovely. Why should I mind? Obviously, this is absolutely wonderful.

**JR** Some authors do object, because they feel that teaching by it's very nature is sort of anti-enjoyment...

**LRB** I don't think that. I only ask teachers to read to children, even at quite an advanced age. I want them to rôle play, I want them to interpret books, not just ask questions such as, "And what did Omri do then, children?" Making dioramas and all these lovely things you can do to fix the book firmly in your head. But I also want the teachers to act the book, and interpret it, and make it alive for the children, and I often feel without any smarm, that teachers are due for a great deal of thanks from authors, because if they read it badly, it'd be better if they didn't read it. But so often kids write to me and say "Miss So-and-so did read it so well and she put on all the accents, and she cried at the end." Teachers who read our books well are our interpreters. Wonderful!

#### BIBLIOGRAPHY

- Broken bridge.** Hamilton, 1994 SCIS 797292  
**The mystery of the cupboard.** Collins, 1993 SCIS 763797  
**The magic hare.** Young Lions, 1993 SCIS 763796  
**The adventures of King Midas.** HarperCollins, 1993 SCIS 762148  
**The Indian trilogy.** Lions, 1989 SCIS 730206  
**The secret of the Indian.** Doubleday, 1989 SCIS 705860  
**I, Houdini.** Collins, 1989 SCIS 469550  
**Melusine a mystery.** Hamilton, 1988 SCIS 472332  
**The farthest-away mountain.** Collins, 1988 SCIS 424352  
**Path to the silent country.** Penguin, 1988 SCIS 424225  
**Casualties.** Penguin, 1987 SCIS 420211  
**The fairy rebel.** Dragon, 1987 SCIS 399678  
**Defy the wilderness.** Penguin, 1983 SCIS 399314  
**Dark quartet.** Penguin, 1986 SCIS 243594  
**Maura's angel.** Heinemann, 1986 SCIS 388384  
**The warning bell.** Penguin, 1986 SCIS 231091  
**The writing on the wall.** Penguin, 1982 SCIS 705861  
**Children at the gate.** Penguin, 1980 SCIS 125756  
**One more river.** Penguin, 1980 SCIS 132330  
**The L-shaped room.** Longman, 1977 SCIS 104268  
**My darling villain.** Bodley Head, 1977 SCIS 231943  
**Sarah and after.** Bodley Head, 1975 SCIS 41705  
**Two is lonely.** Penguin, 1974 SCIS 91454 ■

# Poetry and 1994's best books

*Dr Kerry White is NSW Judge for the 1994 and 1995 Children's Book Council awards. She is presently compiling an index of children's poetry anthologies which will include an extensive subject guide to around 12 000 poems and she is author of Australian children's books: a bibliography and Australian children's fiction: the subject guide. A list of this year's CBC winners is to be found in the Columns section of this issue of Scan. The "notable list" referred to in the article is the list of titles from which the CBC shortlist is chosen – the shortlist for the shortlist!*

This year's Book Week theme, **A carnival of books**, inspired many creative ideas for extending, showcasing and enjoying the shortlisted titles. Although I am best kept at a safe distance from scissors, glue and crepe paper, I do have a strong interest in children's poetry and offer here a few suggestions about poems to accompany some of 1994's shortlisted and notable books. Linking poems with prose sharpens children's perceptions of the thematic or emotional aspects of a book and may work well as a way into discussion of these aspects. The few poems noted here may prompt you to recall others that complement this year's notable titles. Codes noted after a poem refer to some of the anthologies where the poem can be found,

and there is a key to the codes at the end of this article.

#### Information books

There are two poems about taking moss from a forest and the subsequent guilt of the taker that extend the ideas of diversity and balance implicit in **Life in a rotten log**: Emily Dickinson's *I robbed the woods* and Theodore Roethke's *Moss-gathering*. Both of these are in a fine anthology of conservation poetry, **What on earth...?** (WOE) which also includes a number of poems that complement **V for vanishing**, especially *Leviathan* by Pamela Gillilan with the final lines,

When none are left...

Their pictures wonderful on the page  
 At W in a child's alphabet,  
 Like D for Dodo,  
 H for humanity.

Also for **V for Vanishing**, try Rossetti's short prayer *Hurt no living thing* (IWB, WBP, YPBV) and S. J. Stanley's *For the spirits of small animals* (PRR), and both of these poems also relate to **Toby** (see below). For **Australian owls, frog-mouths & nightjars** there is a wide selection of poems about owls, including Australian ones such as Leon Gellert's *The nightjar* (UPT) and Anne LeRoy's *Tawny frog-mouth* (BDRA) or poems about the night like Geoffrey Dutton's *Night birds* (BSB) and Jenifer Kelly Flood's *If you go softly* (BSB).

#### Picture books

There are so very many poems about dogs and, of course, dogs feature in two of the shortlisted picture books, **Toby** and **Dog tales**. A companion for the former is James S. Tippett's *Sunning* (BPPA, IWB, WBP, YPBV) about an old, old dog or Miriam Vedder's *Epitaph for a Persian kitten* (IWB) which celebrates the joy, however short-lived, that animals bring to our lives. From a vast choice James Hurley's *Greedy dog* (KBCP) reflects some of the fun in **Dog tales** and, of course, from the shortlisted **Honey sandwich**, *Stick-crazy dog* and *Patting Chugga*.

From dogs to cats—well, a cat burglar—in **The Paw**, one could start with that rollicking favourite by T. S. Eliot, *Macavity* (BPPA, ILP, OBCV) which begins, 'Macavity's a Mystery

Cat: he's called the Hidden Paw'. Also, dip into the various ballads about Robin Hood such as *Robin Hood* and *Allan a Dale* (GTP, PMF). And from cats to birds (there seems to be a pattern here!) with Max Fatchen's *The cormorant* (PR) or the fun of Edward Lear's *The pelican chorus* (BBF) to accompany **The best beak in boonaroo bay**. Human animals feature in **First light** and **Is it true, Grandfather?** and I highly recommend Langston Hughes' *Aunt Sue's stories* (WAW) and Ronald McCuaig's *The folk song* (SFB) for the latter. Roderic Quinn's *Stars in the sea* (TaS) has different themes and mood from **First light**, but does continue the idea of the strangeness and possibilities of the sea at night, 'So many go fishing for stars in the sea, that it's hardly a subject for laughter'. On the child and parent relationship is Michael Rosen's *Father says* (BPPA, PMF), and Vernon Scannell's *Nettles* (PFOT), a fine poem about how parents can't shield children from the hurts of life.

From the "notable list", Hilaire Belloc's *The frog* (ILP, OBCV, WBP), 'Be kind and tender to the Frog', is a fun accompaniment to **Hairy Charlie and the frog** and Patricia Hubbell's *House moving* (JVF) is a chant that works well as a performance piece extending a major incident in Bob Graham's **Spirit of hope**.

### Younger readers

For **Lucy in the leap year**, there are the many versions and parodies of Jane Taylor's *Twinkle, twinkle, little star*. Margaret Mahy's *Family treasures* (BSB) is about special things passed from father to daughter and on to the daughter's daughter. Or James Elroy Flecker's *Stillness* (CH) where, like Lucy, the speaker realises his smallness in the vastness of the universe of time and space. Walter de la Mare's *Then* (IWB) is a wonderful poem about the nightwatchman calling out the hours and the security this gives 'little children snug abed', a link with Lucy's fascination with the news running on the building nearby.

Poems about dragons and quests complement **Rowan of Rin** and Judith Wright's *Legend* (TaS) is a favourite with the stirring last lines, 'He went home as bold as he could be with the swinging rainbow on his shoulder.' Or J. R. R. Tolkien's *Far over the misty mountains cold* (from **The Hobbit**, ILP), the dwarves' song about

seeking their gold from the dragon Smaug. **Featherbys** links with Enid Derham's *The suburbs* (TaS) which is a joyous poem about the suburbs (for a change), 'Miles and miles of quiet houses, every house a harbour'. And on the subject of friendship between old and young, Shel Silverstein's *The little boy and the old man* (WBP). Family relations and guilt are major preoccupations of **The last week in December** and there are many poems about families (and stealing, consider Alan Ahlberg's *I did a bad thing once*, KBCV), but an interesting contrast with Bella's minor 'crime' is Leanne B's reflections on stealing, *Taken back* in **Spirit song** (a "notable listing" this year).

Sea, teeth, giants and perceptions of reality are part of **The giant's tooth**. Roy Fuller's *End of a girl's first tooth* (TDO), 'Once she'd a tooth that wiggled' and of course Robin Klein's wonderful verse about fairies and teeth, *Thanks a lot!* (GB, TTF) reflect just a little of the themes in this delightful book.

And to accompany **Honey sandwich**, Elizabeth Honey's beguiling collection of poetry? An eager reader will do nicely! A most enjoyable unit could be built up around the title poem, looking at the many poems on food in the collection.

From the "notable list", although Colin Thiele's **Timmy** features a hare, Elizabeth Madox Roberts' *The rabbit* (GTP, WBP, YPBV) extends the notion of empathy between a young child and a small animal. And on the theme of the dangers the latter face, Shakespeare's *The hunted hare* (DW) or W. Flexmore Hudson's *Hare in summer* (UPT). For riotous fun, Ann Coleridge's *Ravens horde* (PeP, TTF) is a match with Allan Baillie's **The bad guys!**

### Older readers

While there are many poems that refer to particular incidents in the various books in this category, I've had little success finding poems that reflect the essence of the themes. When one thinks of the complexity of **Angel's gate** or **The gathering**, for example, this is not surprising! However like Crew, poets have been drawn to examine the notion of hospitality and Mary Coleridge's *The witch* (WiW), Kit Wright's *The frozen man* (PBCP) and Moira Andrew's *Letter from Egypt* (PBCP) explore the risks and plea-

ures in welcoming strangers. John Bunyan's *Of the child with the bird on the bush* (OBCV) is on another major theme, freedom. And linked to this in **The gathering** is the notion of control, the theme of Elizabeth Brewster's *Magnolia avenue* (KWP).

*A cruel man a beetle caught* (KBCV) recalls an unforgettable scene in **The collectors**,

A cruel man a beetle caught,  
And to the wall him pinned, oh!  
Then said the beetle to the crowd,  
'Though I'm stuck up I am not proud',  
And his soul went out of the window. Anon

Langston Hughes' poem, *I, too* (ILP) is told by a black American but highlights aspects of **Dougy** and the poems collected in **Spirit song** reflect on the variety of Aboriginal experience. Peter McFarlane's *Lullaby* (IMHBS), 'Adolescence half covers you', is in tune with **Love me, love me not** as is Redmond Phillips' *My brother's voice is breaking* (RW).

From the "notable list", Caroline Macdonald's **Secret lives** and Alistair Morrison's *Hagger night tell?* share the themes of truth and self-perception.

### Anthologies

- BBF **Birds beasts and fishes: a selection of animal poems**. Carter, Anne (ed.) Walker, 1991 SCIS 697050
- BDRA **Big Dipper rides again**. Epstein, June et al (eds) Oxford, 1982 SCIS 135284
- BPPA **The best primary poetry anthology—ever!** Pyott, Lesley (ed.) Longman Cheshire, 1983 SCIS 195579
- BSB **The Puffin bedtime story book**. Price, Rosalind and McVitty, Walter (eds) Penguin, 1990 SCIS 662009
- CH **Come hither**. de la Mare, Walter (ed.) Kestrel, 1978 (first published 1923) SCIS 632671
- DW **Delights and warnings**. Beer, John and Beer, Gillian (eds) Macdonald, 1984 SCIS 193709
- GB **Going barefoot**. Hanzl, Anne and Pollock, Yvonne (ed.) Martin Educational, Bookshelf, 1987 SCIS 407954
- GTP **The golden treasury of poetry**. Untermeyer, Louis (ed.) Collins, 1961 SCIS 1597
- ILP **I like this poem**. Webb, Kaye (ed.) Penguin, 1979 SCIS 104139
- IMHBS **It must have been summer**. Keane, Sarah (ed.) Oxford, 1990 SCIS 620935
- IWB **I will build you a house**. Butler, Dorothy (ed.) Hodder, 1984 SCIS 193699

- JVF **Junior voices, the first book**. Summerfield, Geoffrey (ed.) Penguin, 1970. SCIS 13244
- KBCP **The Kingfisher book of children's poetry**. Rosen, Michael (ed.) Kingfisher, 1985 SCIS 223714
- KBCV **The Kingfisher book of comic verse**. McGough, Roger (ed.) Kingfisher, 1986 SCIS 376799
- KWP **A world of poetry**. Rosen, Michael (ed.) Kingfisher, 1991 SCIS 680730
- MBRA **Mulga Bill rides again**. Winch, Gordon (ed.) Macmillan, 1988 SCIS 432654
- OBCV **The Oxford book of children's verse**. Opie, Iona and Opie, Peter (eds) Oxford, 1973 SCIS 95754
- PBCP **The Puffin book of Christmas poems**. Magee, Wes (ed.) Penguin, 1990 SCIS 707655
- PeP **Petrifying poems**. Covernton, Jane (ed.) Omnibus, 1986 SCIS 240426
- PFOT **Poems for over 10-year-olds**. Wright, Kit (ed.) Penguin, 1985 SCIS 226766
- PMF **Poetry in many forms**. Pyott, Lesley (ed.) Longman Cheshire, 1987 SCIS 419174
- PR **A pocketful of rhymes**. Fatchen, Max Omnibus/Penguin, 1989 SCIS 454592
- PRR **A puddin' rich and rare**. Hawke, Kathleen (ed.) NSW Dept. Education, 1988 SCIS 422262
- RW **Rattling in the wind**. Heylen, Jill and Jellett, Celia (ed.) Omnibus, 1987 SCIS 392056
- SFB **Someone is flying balloons**. Heylen, Jill and Jellett, Celia (ed.) Omnibus, 1983 SCIS 145486
- SpS **Spirit song: a collection of Aboriginal poetry**. Mafi-Williams, Lorraine (ed.) Omnibus, 1993 SCIS 757181
- TaS **Taking the sun: poetry from Australia**. Mappin, Alf (ed.) Longman Cheshire, 1981 SCIS 127154
- TDO **Themes to dream on**. Schafer, Diane and Irving, Cheryl (ed.) Oxford, 1990 SCIS 642116
- TTF **Ten times funny**. Dugan, Michael Houghton Mifflin, 1990 SCIS 624320
- UPT **Under the pepper trees**. Muir, Marcie (ed.) Wakefield Press, 1987 SCIS 397839
- WAW **Wheel around the world**. Searle, Chris (ed.) Macdonald, 1983 SCIS 157171
- WBP **The Walker book of poetry for children**. Prelutsky, Jack (ed.) Walker, 1985 SCIS 195736
- WiW **Witch words: poems of magic and mystery**. Fisher, Robert (ed.) Faber, 1987 SCIS 715319
- WOE **What on earth—?** Nicholls, Judith (ed.) Faber, 1989 SCIS 488768
- YPBV **The young Puffin book of verse**. Ireson, Barbara (ed.) Penguin Books, 1970 SCIS 47483 ■

# What does Mrs Walsh do?

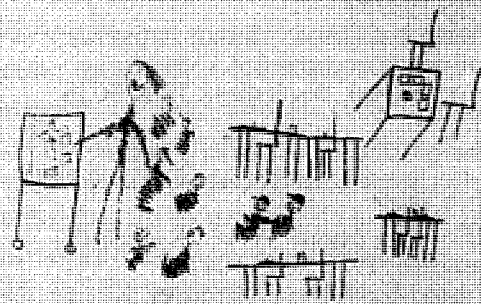
Kate Walsh of Putney Primary School posed this question to her pupils. Here are some of their responses.

A librarian is a very challenging job. You have to teach all the classes, keep the books in the right place. Put barcodes on the books and put the book's title and author on the computer, organise camp. Look after the computer and the borrowing system. Repair all the tattered books. Prepare Bookweek. Remind people about overdue books.

Lisa Kinsky 5/6F

She sorts book out with some year helpers so the children can borrow. When the children come up, she tells them about libraries. At second half lunch a lot of children come up to do work, read or borrow.

Wade Ball 3/4A



Mrs Walsh helps us if we want a book. If its borrow. Or if its not borrow us



MRS Walsh's JOB

I think being a school liberearin you have to take classes and and know how to work Library Computers and know location and know how to put books in alphabetical and humarical order and know how many books in the library. you also have to sort out books and look after the library. you would have to organise book week and themes.

# INFORMATION SKILLS

## Where do they fit in an outcomes and profiles approach to teaching and learning?



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

Teacher-librarians have an understanding of information skills and feel confident in a role which requires close collaboration with classroom teachers to provide student learning experiences which assist the development of these skills. The introduction of an outcomes and profiles approach to teaching and learning has the potential to strengthen the teacher-librarian's teaching role.

### Background

In 1993 Statements and Profiles in each of eight Key Learning Areas (English, Mathematics, The Arts, Languages Other than English, Studies of Society and Environment, Technology, Health and Physical Education and Science) were published as the result of a collaborative effort over a period of two years by education systems across Australia. These documents specify outcomes of student learning at eight levels. The Board of Studies is rewriting New South Wales syllabuses to incorporate, where appropriate, the outcomes specified in these documents. Teachers will continue to program from NSW syllabus documents, not from the Statements and Profiles.

The first two syllabuses in which the Board of Studies has incorporated outcomes from the profiles are English K-6 and Aboriginal Studies 7-10.

### An outcomes and profiles approach

Each profile includes level statements, strands, outcomes, pointers and work samples.

Level statements in the national profiles give a general description of student performance at each of the eight levels of learning within a learning area.

Strands are the major organisers within a learning area.

Outcomes refer to the knowledge, understandings and skills a student is expected to achieve within a course of study.

The achievement of an outcome can be demonstrated and assessed.

Teachers are assisted in making judgements about achievement of outcomes by the provision of pointers, or indicators of success, and annotated work samples that provide examples of actual work that demonstrate that success.

Pointers are not a checklist. Teachers will determine many pointers of their own that will also indicate achievement of outcomes.

### The place of information skills in the outcomes and profiles approach

As the outcomes from these documents are going to be an integral part of all future syllabuses, teacher-librarians will be concerned to know if they provide opportunities for teaching information skills. Each school has received a

complete set of the documents and a quick glance will reassure teacher-librarians that accessing and using information remains an essential skill in each of the key learning areas.

In addition the strands in a number of the profiles have an explicit relationship with information skills. For example:

Technology has four strands:

- Designing, making and appraising
- Information
- Materials
- Systems.

Science has a strand called *Working scientifically* in which the strand organisers include:

- planning investigations
- conducting investigations
- processing data
- evaluating findings.

Human Society and Its Environment includes a strand called Investigation; communication and participation.

We do not yet know if each of the specific outcomes from these strands will be incorporated into NSW syllabuses but the inclusion of such

an emphasis has the potential to greatly assist the introduction of an information skills program in the learning area in which it occurs. However we need to guard against the perception that information skills are the responsibility of a specific learning area and therefore do not need to be covered in others. Such an assumption contradicts **Information skills in the school** which advocates that information skills should be integrated into every learning area. The assumption by some that information technology is the responsibility of TAS is of particular concern.

Although it is easy to identify outcomes which encompass information skills in the profiles and in English K-6 and Aboriginal Studies 7-10, the information skills process (defining, locating, selecting, organising, presenting, assessing) is implicit not explicit. If we look at the outcomes in English K-6, for example, only some elements of the process are represented in a specific outcome.

In the Reading strand, the following outcomes represent the defining, locating and selecting steps in the process.

TEXT AND CONTEXT				
Level 1	Level 2	Level 3	Level 4	Level 5
With teacher guidance, finds information from a variety of written sources.	With teacher guidance, selects own reading material, and gathers and sorts information on a topic from a variety of sources.	With teacher guidance, uses several strategies for identifying resources and finding information in texts.	With peers, identifies information needs and finds resources and information for specific purposes.	Systematically finds and records information.

To find the organising and presenting steps, we must move to the Writing strand

TEXT AND CONTEXT				
Level 1	Level 2	Level 3	Level 4	Level 5
Produces written symbols with the intention of conveying an idea or message.	Writes brief imaginative and factual texts which include some related ideas about familiar topics.	Experiments with inter-relating ideas and information when writing about familiar topics within a small range of text types.	Uses writing to develop familiar ideas, events and information.	Uses a variety of text types for writing about familiar or accessible subjects and exploring challenging ideas and issues.

or the Talking and Listening strand

GRAMMATICAL PATTERNS				
Level 1	Level 2	Level 3	Level 4	Level 5
Draws on implicit knowledge of the linguistic structures and features of own variety of English when expressing ideas and information and interpreting spoken texts.	Experiments with different linguistic structures and features for expressing and interpreting spoken ideas and information.	Usually uses linguistic structures and features of spoken language appropriately for expressing and interpreting spoken ideas and information.	Controls most linguistic structures and features of spoken language for interpreting meaning and developing and presenting ideas and information in familiar situations.	Discusses and experiments with some linguistic structures and features that enable speakers to influence audiences.

In the classroom teachers and teacher-librarians will continue to encourage students to apply each step of the process to each information task. Students may be moving towards the achievement of a number of outcomes with each learning experience.

Outcomes such as those at each of the levels in the English K-6 syllabus are very broad. Students will progress from one level to another over a period of time—approximately twenty months.

The information skills process is a complex one and progress from attempting a simple information task, using simple texts and providing a response with a simple presentation, to attempting a complex task, using a variety of complex sources of information and providing a sophisticated presentation is not strictly linear. Teachers and teacher-librarians provide learning experiences in which students develop proficiency at different steps in the process over a period of time. This will still be necessary as students work towards achieving the outcomes specified at each level.

In addition the outcomes do not explicitly refer to steps in the information process such as **defining** the information task and **assessing** success at the task.

The development of pointers for each of the outcomes associated with the information process provides an opportunity to address both the complexity of the information process and the need to provide learning experiences

which require each of the steps in the information skills process. Pointers describe achievements which provide evidence that a student has reached a level.

Some possible pointers for the Level 3 outcome from the Reading strand in English K-6 (*With teacher guidance, uses several strategies for identifying resources and finding information in texts*) could be that the student :

- predicts and lists a range of resources for answering focus questions (print and non-print, literary and factual films, photographs, charts, people)
- searches for and finds a few information resources relevant to topic or questions by browsing, asking for help, using a catalogue, skimming texts
- finds information in junior reference material using the table of contents, index, page numbers, heading and captions, key words
- makes brief notes of information relevant to the topic, recording resources used
- makes some comparisons between information from different formats and sources
- participates in class brainstorming activities to identify and narrow a research topic, to cluster and categorise ideas and to develop focus questions to guide a search for information.

Pointers that will be provided in syllabuses, or in syllabus support documents are not intend-

ed as definitive lists. Teacher-librarians should work collaboratively with teachers to develop additional pointers to ensure that students have opportunities to provide evidence of achievement in each step of the information process at each level.

### An outcomes and profiles approach and the teacher-librarian

An outcomes and profiles approach to teaching and learning provides teacher-librarians with opportunities to work collaboratively with classroom teachers to integrate the teaching of information skills into each key learning area.

As the outcomes being incorporated into Board of Studies syllabuses provide a standard of achievement, it is likely that students working towards a specific level in relation to information skills in one KLA will be working towards the same level in other KLAs. In secondary schools the teacher-librarian will have an overview of the information skills being taught in each area and may be able to encourage teachers from different KLAs to build on the learning experiences provided in other KLAs.

Students will often demonstrate achievement of outcomes related to information skills while engaged in tasks in the library. Teacher-librarians will be able to make a contribution to teacher judgements as to whether a student has in fact demonstrated achievement of specific outcomes for a level.

None of this will be possible if teacher-librarians have not developed the same conceptual understandings of an outcomes and profiles approach to teaching and learning as their colleagues.

In three of the Department's focus areas for curriculum support in 1994, English K-6, Introduction of Profiles in KLAs in Year 7 and Literacy across the Curriculum in Year 7, teachers are being given an understanding of this outcomes and profiles approach. Teacher-librarians must participate in the professional development activities associated with these focus areas so that they share the understandings with classroom teachers which will allow them to continue to be effective partners in teaching information skills. ■

## MASTERCRAFT VIDEOS

**VIDEO - TEACHING READING-The Phonics Method (1992)** 50 mins \$53.95  
This video is an invaluable aid to those teaching reading through phonics for the first time. It provides instruction on how to implement a complete systematic teaching programme. Practical demonstrations show how different teaching materials should be used in the first two school years. How to use games.

**BOOK OF EXERCISES: 'STEP-BY-STEP'** \$18.50  
The book may be used on its own but in the form of 90 'day' exercises, it provides excellent back-up material for use with the video and audio programmes.

**'FUN WITH LETTERS'** \$ 8.00  
Simple word games with pictures.

**VIDEO - 'FIRST STEPS IN READING'** 60 mins \$49.95  
The video teaches directly to the pupil and is divided into easy-to-follow stages. For children 4 years and over and for people of any age who want to learn to read.

**TWO CASSETTE SET - 'LEARN TO READ'** 160 mins \$44.95  
A two-cassette audio phonics programme. A set of 42 sound cards is included with the cassettes.

**BINGO SET** \$ 3.00  
Word bingo cards and letter set.

(TOTAL PACKAGE \$160.00 PLUS \$10.00 P & H - SAVE APPROX. \$25.00)

Postage & Handling:  
Please add - Videos \$6.00 each  
Cassette Set with Sound Cards \$4.50  
Books, Bingo Set - one or more \$3.00 total.

From  
MASTERCRAFT VIDEOS  
PO BOX 331, NORTHBRIDGE 2063  
Tel: (02) 958 1724 Fax: (02) 958 0201

**Online on PressCom**

**THE TIMES**  
**THE SUNDAY TIMES**  
**THE BUSINESS AUSTRALIAN**  
**The Advertiser**  
**Sunday Mail**  
**Herald-Sun**  
**Sunday Herald-Sun**  
**MERCURY**  
**Tasmanian**  
**South China Morning Post**  
**South China Morning Post**  
**Messenger**  
*Your Community Voice!*

Call PressCom today for a 5 day FREE trial.  
**Ph (08) 206 2559**

**PressCom Australia**

*On behalf of the Library Advisory Committee, Charmaine Caskey, Insitute Librarian, North Coast Institute of TAFE and Greg Hutchinson Teacher-Librarian-in-charge, Mclean High School/Tafe College Joint Library write about :*

# The Maclean High School/ Maclean TAFE College joint library



Late last year, the Hon. Virginia Chadwick, M.L.C., Minister for Education, Training and Youth Affairs and Minister for Tourism, officially opened New South Wales' second High School/TAFE College Library at Maclean.

Maclean is a country town on the North Coast of NSW with a district population of 14,000. Maclean and Grafton TAFE Colleges form the Clarence Cluster of the North Coast Institute of TAFE.

Maclean TAFE College is small, with a total of 31 full and part-time teachers, and approximately 760 full and part-time enrolments.

Maclean High School has a teaching staff of 60 and a full-time student population of 860.

Prior to the advent of the shared library, clients of the TAFE College only had access to a small resource collection and no library staff. The Maclean High School clients had access to a large library collection of over 15,000 items. However, it had outgrown its accommodation and had limited security.

As separate entities neither institution could provide optimal library and information services to support the educational outcomes of the college or the school.

### Current situation

The new Library building is purpose designed and ideally located between the school and the TAFE college. The building meets the building standards of both TAFE and Department of School Education.

The teacher-librarian in charge is Greg Hutchinson, and the TAFE librarian is Robert Monks.

The library includes three seminar room, AV workroom and classroom area. It provides an

appropriate range of equipment, supplied to all TAFE college libraries, including AV equipment, a photocopier, two CD-ROM units, two student use computers, a purpose designed circulation desk, and a book security system.

The installation of a modem attached to one of the student use computers has enabled access to the NEXUS database and also supported the involvement of Maclean High students in the Department of Water Resources' (N.S.W.)

**Stream watch** and Department of School Education's Keylink **Newsday** telecommunications project.

TAFE has recently supplied a new student use computer and a lap-top computer as well as software upgrades on the existing student use terminals. Students of both the High School and TAFE can access these computers during and outside school hours to gain experience in the use of software programs such as Wordperfect and QBasic.

This equipment complements Department of School Education facilities and is readily meeting the demands of the students and staff.

An establishment grant of \$31,500 and a recurrent allocation of \$5,300 was provided by TAFE in 1992/3 to support collection development in the area of vocational education and training. The TAFE contribution enhanced the \$18,000 provided annually by the Maclean High School, and the Parents and Citizens Association.

The Maclean High School/TAFE College Library was fortunate to be chosen as a trial site for OASIS version 2, one of only three trial sites in the North Coast Region.

The library contributes to the successful educational outcomes of the two institutions through the provision of a high quality, integrated library and information service to staff and students of both sectors on an equitable basis.

The current staffing establishment is: two full time professional librarians, ie. a teacher librarian in charge, and a TAFE librarian, and one full-time and one part-time school clerical assistant. Additional 'in kind' staffing support is provided by TAFE through access to centralised ordering and cataloguing of the TAFE component of the collection.

Policy and planning advice is provided by a Library Advisory Committee which is composed of highly motivated individuals committed to the success of the facility. The Committee comprises the Principal, Maclean High School, the TAFE College Director, the two Librarians, the North Coast Institute of TAFE Institute Librarian, a library support staff representative, a P & C representative, the Assistant to the College Director at Maclean College and teacher representatives from both sectors.

Interim guidelines, including a set of objectives, for the successful operation of the facility, have been developed by the Advisory Committee in consultation with staff and students.

### Benefits

The benefits to clients of a joint-use library are considerable:

- access to a broader collection is available to clients of both sectors as a result of resource sharing
- unnecessary duplication of resources is eliminated
- the library is open extended hours including 3 evenings
- 2 full-time professional librarians ensure high quality reader and reference services at all times, including during the extended opening hours
- all library staff are extending their skills through access to advanced technology and new resources, and providing services to a broader range of clientele
- all accessions functions for TAFE and High School material are performed jointly except for OASIS entry which is performed by the High School clerical staff only
- employing two librarians enables them to share and discuss management and policy issues and strategies with each other and all library staff
- inter-library loans are available to senior school students and staff via the TAFE NSW Library Network CD ROM Catalogue
- the library has a larger overall budget, as it receives funding from both sectors
- student use computers are available to senior high school students as well as to TAFE students

- CD-ROM products are available to high school staff and students, in addition to TAFE clients
- online circulation is available on the OASIS system and information retrieval is available through OASIS to the local collection and through the TAFE NSW Catalogue on CD-ROM to resources held in TAFE libraries state-wide
- a membership card which can be used to obtain reciprocal borrowing privileges with other TAFE NSW College libraries is available to registered borrowers.

### Future directions

The Advisory Committee plans, develops, implements and evaluates all aspects of the library's functions to ensure that appropriate services and facilities are provided to all clients.

As with any innovative project, there have been challenging and complex issues which have arisen, and the successful resolution of these issues has been due to the cooperation of this effective Advisory Committee.

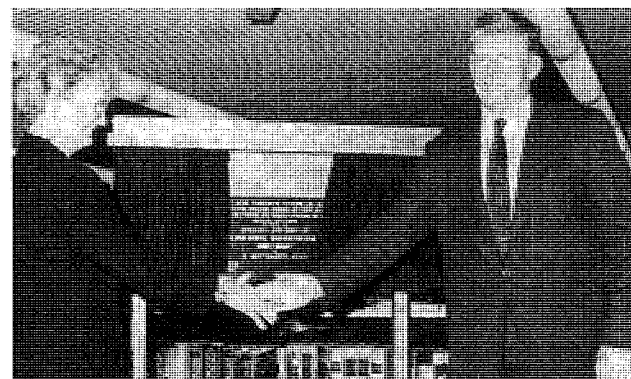
Management issues which have arisen and which have been resolved by the Advisory Committee in consultation with staff include:

- development of interim guidelines for the effective operation of the facility
- access of different user groups
- TAFE staffing contribution
- supply of book security system
- extended opening hours
- payment for utilities eg. electricity
- legal liability
- interim procedures for the interfacing of the TAFE and High School models for the provision of technical and reader services functions
- borrowers card and reciprocal borrowing privileges.

The Advisory Committee has continually addressed issues as they arise and resolved or referred them on to the senior management as appropriate for action or consideration. Key issues currently under review include:

- recommendations on job descriptions, responsibilities and remuneration of staff associated with the unique nature of service provision

- extended library opening hours in line with different award conditions of staff
- community access
- preparation of a joint collection development policy for course support
- interfacing of the computer systems for circulation and information retrieval
- legal liability
- access for students expelled from either institution.



The Hon. Virginia Chadwick, MLC Minister for Education, Training and Youth Affairs and Minister for Tourism, with the hon. Ian Causley, MP, NSW Minister for Agriculture and Fisheries and minister for Mines, at the Official Opening of the Maclean High School/Maclean TAFE High School Library on 2 September 1993

### Conclusion

The Maclean High School/TAFE College Library is providing an enhanced service to clients from both sectors.

The concept of a joint use library is a relatively new and exciting development for TAFE NSW and for the High School at Maclean. As it is a new concept issues will continue to arise which need to be resolved to the satisfaction of both sectors.

The continued success of the facility depends on the goodwill and cooperation of all staff and students, and the adherence to the equity of service principle.

Library staff will continue to focus on the students and staff of their respective sectors, while at the same time ensuring the library and information needs of all clients are met. ■

# THE HSC ENGLISH BIBLIOGRAPHY COLLECTION

*Cheryl Barnier, HSC English collection holder for Metropolitan South West, provides an update on the collection and reports on a recent meeting of holders with Beverley Barrett, Chief Librarian of the Department of School Education Library. Strategies are being put in place to ensure optimum conditions for the collection but support from groups or individuals who do not wish to see this valuable resource for teachers eroded would be appreciated. If you wish to offer support, contact the collection manager for your area.*

The Department of School Education's HSC English Bibliography collection was distributed from Parramatta to all regions earlier this year. In second term, informal communication between regions revealed that support from regional level, operational methods and usage rates had been quite diverse. There was a perceived need for a meeting of all the teacher-librarians who had become the managers of these collections to discuss these issues and to address the problem of updating the collections. Beverley Barrett, Chief Librarian at the Department of School Education Library, was requested to co-ordinate a meeting of all holders of the HSC collections. That meeting was held at Parramatta on Thursday 28th July, 1994 with nine regions present; six in person and three participating by teleconference.

All those present identified the two major concerns as being

- the need to update the collection in order to maintain its viability, and
- the need to have financial support for the collection in order to meet the requirements of all teachers of HSC English.

The DSE Library has made a commitment to continue the publication of the bibliography which accompanies the collection. There will be some major revisions to last year's format dependant in part on the result of approaches to be made following the meeting. In order to keep costs and infringements on school time to a minimum all sites agreed to share the workload of collecting the material identified in the HSC bibliography.

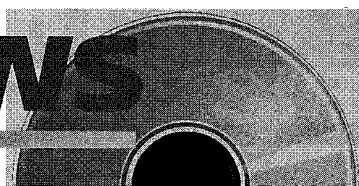
Following this meeting all regions will be contacted to initiate a uniform approach to the ongoing support that is considered essential for the maintenance and updating of the collection. Discussions will also be held with the Department's Legal Branch to ensure that copyright and other legal aspects are addressed.

The site holders believe that the HSC English collection can be an invaluable resource for English teachers and teacher-librarians looking for current material and have made a commitment to develop and improve their service to their regions.

The HSC English collection is held at:

REGION	SCHOOL	TEACHER-LIBRARIAN
Hunter	Newcastle High School	Wendy Muskin
Metropolitan East	Fort Street High School	Vicky Chiplin
Metropolitan North	Hornsby Girls High School	Barbara Deece
Metropolitan South West	Fairvale High School	Cheryl Barnier
Metropolitan West	St Marys Senior High School	Rikki Brown
North Coast	Alstonville High School	Ros Sharp
North West	Peel Technology High School	Sue Marshall
Riverina	Albury North High School	Maureen Bowden
South Coast	Shoalhaven High School	Dorothy Beaupeurt
Western	Bathurst High School	Judith Page ■

# CD-ROM REVIEWS



## The World book new illustrated information finder Version 3.0

World book, 1994. [030]

Niki Kallenberger is teacher-librarian at Cherrybrook Technology High School

This latest CD-ROM version of the well-respected and popular encyclopedia is the North American edition of **The world book encyclopedia**, not the international edition that has been so warmly received here in Australia. It is nevertheless an impressive offering. **Information finder** boasts the complete text of **World book** (specified as 17,000 articles, 1,700 'Quick facts' tables and 60,000 cross references) as well as 225,000 entries from **The world book dictionary**. This new version is enhanced by the addition of an atlas, timeline and 3,000 colour illustrations and retains the topic and keyword searching options of the previous version. Unlike many other CD-ROM encyclopedias, **Information finder** does not offer sound, video clips or animation.

### Hardware and software requirements

**Macintosh** Minimum LC or other colour model, 2 Mb RAM, and 5 Mb of hard disk space; 12" or larger monitor; System 6.0.5 or higher.

**Windows** DOS 3.1; Windows 3.1; Microsoft CD-ROM extension 2.2

### Contents of package

An easy to use 37-page user's manual accompanies the disk. However, as noted in the paragraph below headed **Getting started/help**, what the manual suggests and what the program does are not always the same thing, at least not in the Macintosh version that was evaluated.

### Installation

Installation of the review copy of the Macintosh version was simple and straight forward. Instructions include information on customising file storage and print settings.

### Getting started/help

Users familiar with the previous version of **Information finder** will need little assistance in using this new version. For those who have not used the resource before, an 8-page quick tour in the user's manual or an on-screen guided tour will readily provide the basics.

When the user needs to know more, the manual provides most answers, but because it is not indexed, finding what is needed is not always easy. On screen help is available. It is of average quality, presented in small type with no headings or other assistance for the user. It has an index of just fifteen topics, and like the manual, offers little assistance for trouble-shooting. Quite a lot of reading is sometimes required before the answer is found. Network users are likely to rely heavily on this on screen help, and may be disappointed in the quality of this help.

Note: The Macintosh version user's manual shows *Help* as a button on the top menu, but no such button could be found. This is in fact true for the Windows version but not the Mac. Help for Macintosh users is found under the Apple icon in the 'About WB Info Finder . . .' file. It is to be hoped that the manual will be revised. (*The Australian suppliers of World book have notified World Book of this error in the manual so that it can be rectified - thanks to our reviewer!*)

### Features and functions

The screen is divided into two main areas: a control bar across the top and feature article window below. The control bar contains icons for *search*, *results*, *next/previous resources*, *notepad*, *bookmark*, *article*, *atlas*, *timeline*, *gallery* and a feature called *Info tree* (more on each of these later). Labels, graphics and placement of these icons are clear and useful, with the possible exception of the somewhat small, fuzzy and

unlabelled *notepad* and *bookmark* icons. A more conventional menu bar above the control bar duplicates many of the controls.

The *feature article* window is divided into three areas: the article itself on the right hand side with outline and graphics preview areas on the left. The user can scroll through the article using the scroll bar, or move to the outline window where another scroll bar allows the users to skim through the outline. Selecting and clicking on a heading in the outline takes the user to that part of the article. Print size and the use of white space make reading the text a comfortable task. Headings are used effectively.

Small icons in the outline indicate the inclusion of graphics, maps or 'Quick facts' tables. The graphics preview window can be closed to reveal more of the outline. If left open, however, this window displays a 'thumbnail' (a giant's thumbnail, really) of the graphics attached to the article, with a next/previous control bar and a 'show it' option, which enlarges the graphic to about two-thirds of the screen size.

Although this description may sound as if the screen layout is busy or confusing, it is in fact nicely designed and is quite comfortable for both navigation and reading/viewing. Articles are reproduced just as they are in the print edition of the encyclopedia. Reading level and vocabulary are thus exactly what **World book** users are used to.

Other program features include the *atlas*, *timeline*, *gallery* and *Info tree*. The *atlas* starts with a world map (or if you've already used the atlas, the last map used). Active labels turn the arrow into a pointing finger; clicking the mouse takes the user to the appropriate map. Clicking on the name of a city takes the user to the article on that city. A map list offers an alphabetical listing as an alternative location strategy; the 'see article' button takes the user to the corresponding article. Only political maps are offered; topographical ones are not an option.

The *timeline* moves through history from the age of the dinosaurs to the present. Coloured 'timebars' indicate periods of history; clicking on one reveals a summary where a 'see article' button allows the user to go to further detailed information. Graphics on the bottom half of the timeline represent people, ideas and events.

They, too, are active in a manner similar to the timebars. Only scrollbar movement is possible through the timeline; a specific date cannot be searched.

The *gallery* brings together **Information finder's** illustrations and photographs grouped into 32 categories. Four galleries display categories such as reptiles, human body, culture and anthropology and US and Canadian history. Click on a category and an alphabetical listing of graphics is offered for selection. Like the *timeline* feature, the *gallery* does not offer searching of a specific term.

*Info tree* arranges the articles according to topics and subtopics. The user simply clicks through a series of subcategories. The last level in the hierarchy is *article headings*; clicking on one displays that article. A title search option is available for searching *Info tree*.

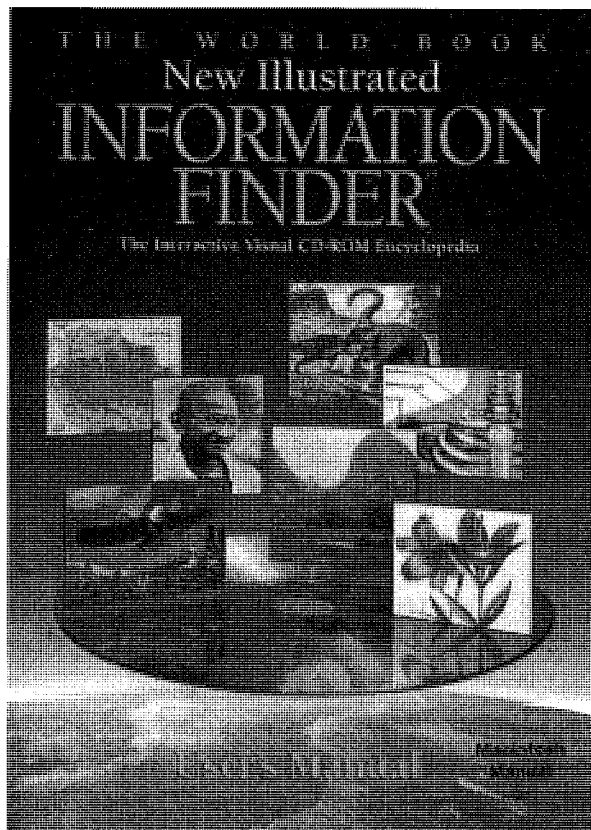
Navigation from article to graphic to timeline, etc. is straightforward and easy. Retracing one's steps, however, is not quite so easy. The addition of a *back* button would be useful at times. Increased familiarity with various features as users become more experienced may address this concern.

### Searching

Either topics or keywords can be searched. The former is probably the easiest, but may not be the best for all purposes. The topics are the terms in **World book's** index, and this function simply takes the user to the closest matching article. Pressing the results icon provides the user with a ranked list of topics and resources related to the topic being searched. Highlighting one of these and then clicking a display button will take the user to the article. Alternatively the next/previous icon simply allows the user to click on an arrow to bring the next (or previous) result - there's a bit more excitement this way, not knowing in advance exactly what you'll get!

Keyword searching looks through every word in the encyclopedia to find matches. Not surprisingly, it takes a little longer. Boolean operators (and, or, not) can be used. The user can also control the proximity of keywords by specifying that the words be found in the same sentence, paragraph, heading or article. Pressing the results icon displays up to 100 articles con-





taining the word/s being searched together with the number of hits in each article. The next/previous button functions as in topic searching.

A user searching via either method is offered no assistance with spelling. This was a very helpful feature of the previous version and it is disappointing to find it missing from this new edition. In general, however, advice in the user's manual is helpful for both modes of searching, and particularly worth reading before using the somewhat more complex keyword mode.

### Graphics and sound

Graphics are colourful and of very high quality, particularly in their enlarged versions. The preview function accompanying articles is a welcome improvement on other CD-ROM encyclopedias, as loading a full-sized version can be a time-consuming process (and time-wasting, when it isn't what you want). Sometimes the choice of graphics included with articles is a little puzzling. The article on New South Wales, for example, has a map and a photo of the Grand Parade at the RAS Show in Sydney! As noted in the introduction, **Information finder** has neither animations nor video clips.

**Information finder** also doesn't have sound. While this will be disappointing to many users, it may well be a feature which will appeal in network situations because workstations won't need sound cards and speakers or headphones.

### Other features

The user's manual refers to **Information finder's** other features as *research tools* and this is quite apt. The notepad, with a capacity of about 35 pages can store both the user's own notes and copied extracts from articles. This can be printed or saved to disk for use in a word processing program. Up to 25 bookmarks can be set. Double clicking on any word in an article will open up the dictionary; an option to hide definitions gives an alphabetical listing of words, helpful for checking spelling or terminology. Finally *Go to* lets the user move to any of the related articles shown in caps in the body of the text or listed at the end of an article.

Saving information to disk and printing are readily available functions throughout **Information finder**. Items printed come with a copyright statement; so too do those saved to disk and opened as a text file in a word processing program. Printing of graphics takes time; however, quality on a laser printer was very good. Results from other kinds of printers were not tested. As noted above, print settings can be customised (or even turned off).

### Relevance and credibility

**Information finder's** North American bias is very evident. For example, only portraits of US presidents and Canadian prime ministers are displayed in the gallery. This bias obviously limits **Information finder's** curriculum relevance in some ways – it is like having a print version of the pre-international edition **World book** without the Australasian supplement. This is not to say Australian content is lacking altogether, for it certainly is not; it is just limited in its scope and depth.

On the other hand, **Information finder** has all those qualities users appreciate in **World book**, such as its well-rounded, wide-ranging general coverage, accessible information and non-judgmental approach. These qualities ensure its relevance and usefulness for both primary and secondary schools.

Like **World book**, many articles are signed. There is, however, no listing of contributors nor mention of their qualifications. Given that the text of **World book** has simply been reproduced in this new format, it seems safe to assume the authority acknowledged in the print version is unchanged in **Information finder**.

### Conclusion

Frankly, the previous version of **Information finder** was pretty boring; it had no graphics and lacked features such as an atlas or timeline. Nevertheless, it has been well liked and widely used by many students, particularly at my school, where it has some flashier competitors. Its authority, substance and ease of use seem to be characteristics that count in the long run. Students at my school *play* with other CD-ROM encyclopedias; they *use* **Information finder**.

The enhancements in this latest version are very welcome; it is finally truly, if not fully,

multi-media. It may be greedy to ask for more, but I will: if **World book** would add well-chosen animations and/or video clips and sound, **Information finder** would be a first class multi-media resource for schools. As it is, **The new illustrated information finder** is a big improvement on the earlier version. It seems certain to be enthusiastically received by all who use it, and justifiably so. I'm confident the students and teachers at my school will be delighted with it, and I'm equally confident the information they will find and use is of a very high standard.

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

**AVAIL:** \$449.00 **World book** Tel: (02) 439 3400 Fax: (02) 439 4289 (Purchased with print edition: \$249) A network site license is available for additional \$500.00.

MAC version SCIS 798100

Windows version SCIS 802520

### Art right now.

Discovery Media, 1994

ISBN 187561933X

[700.994]

Dean Edwards is a visual arts teacher at Newtown High School of the Performing Arts.

This is a locally produced CD-ROM that showcases contemporary Australian artists. It presents a varied range of artists and their artworks, along with text that analyses the themes and content of the works.

### Platforms supported

**Macintosh:** Any colour MAC, system 6.0.7 or 7.1. 4Mb of RAM or greater. 1Mb hard disk space.

**IBM compatible:** 386 or 486. 4Mb RAM or greater. 1Mb hard disk space. MS-DOS and Windows 3.1. SVGA.

A printer is optional. Installation was easy on this reviewer's Macintosh. There is a trouble free graphic user interface. Set screen settings to 256 colour and click on icons. Single user access is possible over a network.

### Scope

**Art right now** features 450 artworks from 48 artists. All are Australian and represent an excellent cross section of the contemporary art

scene. Eleven leading Aboriginal artists are included in this exciting mix. The artists seem to have been selected from their pedigree as exhibitors or recipients of major art prizes. Each artist is pictured and the accompanying text (biography) gives an account of their work, themes and study experience. The media represented in the program range from painting to sculpture to installation works. The scope is comprehensive and gives insight into the current directions being pursued by artists.

### Using Art right now

The structure of the software is hierarchical, running off a main menu. Four buttons are on the opening screen that, once clicked, lead into the different data banks. These are *Artists*, *Themes*, *Test*, *Slide show* and *Credits*.

The *Artist* button opens a screen that displays the painting files of the 48 artists; clicking with the mouse on the desired artist transports the user to the text and painting file that contain full screen digitised images and notes on the

works. Some artists' folios are accompanied by the artist talking about his or her work. The *Themes* button opens a section that concentrates on the thematic concerns of artists; cross references are made between different artists and different artworks. Themes include aboriginal art, feminist perspectives, imaginary lands, patterns symbols and words, and cultural commentary. The *Test* button reveals a question and answer database that tests the user's knowledge; the user is immediately informed as to the correctness of the answers. The *Slide show* allows the user to create a slide show of art images from the available 450 artworks.

### Curriculum relevance

**Art right now** is suitable for the senior NSW Visual Arts syllabus but also serves well as a general reference document on contemporary Australian artists. The content of the text is concerned with the rationale behind the artists' work, thematic and technical, citing influences and personal experiences. The programming also allows for cross-referencing of themes that would otherwise seem disparate, such as elemental qualities including colour, line, shape and so on. This feature is in keeping with the necessary examination process that students are encouraged to develop to strengthen their ability to read artworks.

### Design of package

The package is the only disappointment in an otherwise user friendly CD-ROM. The opening

## HealthROM

Department of Human Services and Health, 1994 [362.1]  
Colleen Foley is teacher-librarian at Cranebrook High School.

### Requires:

**IBM compatible:** 386 PC, Windows. 4Mb available RAM or 386 PC. DOS. 1.8Mb available RAM

**Macintosh:** System 7 minimum 4Mb RAM.

(Both DOS and Windows installable from this CD-ROM). Installation onto our PC network was fairly straightforward.

This Australian CD-ROM is produced by the Department of Human Services and Health in conjunction with the Australian Institute of

sequence of the program is poor in design qualities: the strobing "Art right now" title is large and childish. The copyright statement that is labelled as scary is a bit too scary to contemplate. The presentation package appears to have been designed and then filled with data. This leads to many unfilled and memory-hungry space-wasting parts in the design. There could have been more pictures with less space wasted. The children of the tech-age are a discerning lot and require products that reach out to challenge. An art CD-ROM should be exciting and not another musty museum. The interface should be tasteful, attractively coloured, with organic textures and artistic design features. The framework of the program has not been pushed to a refined level.

### Evaluation

This is an exciting step for art teaching. Unfortunately, the limits of the "practical concerns" still loom large. Limited access at the one time does make the experience expensive. While interactivity is limited, the CD-ROM does instruct and inform; it is fun to use and the artworks are varied and interesting.

**LEV:** Upper secondary

**AVAIL:** Schools \$195; 5 pack \$395; 10 pack \$495; general public \$295. Discovery Media, PO Box 263, Woollahra NSW 2025

**KLA:** CA

Health and Welfare, the National Health and Medical Research Council, the National Library of Australia and the Alcohol and Other Drugs Council of Australia. With the exception of maps, information is limited to text including tables. Entries incorporate full text documents and journal articles though much appears to be citation and bibliographic lists only. The majority of items are government health policy and related working party material rather than general reference and social indicators information students would be seeking. I couldn't help but

cheer when I found a readable article on cannabis.

"Help!" is the operative word I would use when trying to use this CD-ROM. You certainly can't just sit down and have a go. Navigability is difficult, with standardisation problems, in relation to type of information, found within given menu groupings. It is not particularly user friendly. Included are helpful location signposts (such as bookmarks) which will be recognizable to those of us familiar with Microsoft products. However, use of **HealthROM** remains difficult with many new - though logical - icons with which to become familiar. The reasonably computer literate health studies teacher I invited to sample the CD-ROM gave up in frustration, questioning any use it would have even for teachers. It's almost as if the information was dumped on

the CD-ROM from an online database without rethinking the needs of CD-ROM users.

While there is good information across a range of health issues areas (including communicable diseases, drugs, nutrition), it is a challenge to locate. Users would need to be highly skilled in bibliographic style databases and be at a fairly senior level of research. **HealthROM** would be far more suitable for users at the tertiary and health industry level. Marketing of the product actually seems aimed at these groups.

**LEV:** Upper secondary Professional

**AVAIL:** \$350 libraries; network fee as applicable. Department of Human Services and Health ph (06) 289 8488 fax (06) 289 7102

**KLA:** PD/H/PE; HSIE

**EVAL:** Try before buying

## The Sydney Morning Herald : quarterly on CD-ROM

Fairfax, 1994.

ISSN 13220675

[070.1]

Marjorie Lobban of Peter Board High School has reviewed this software.

### Introduction

The full text (including captions but not illustrations) of **The Sydney Morning Herald** is contained in this CD-ROM format. The first disk produced covers the period January 1994 to June 1994. The annual subscription will buy a disk which is updated quarterly on a cumulative basis. A full year disk will be produced at the end of the year, and archival disks are planned. While this evaluation is of **The Sydney Morning Herald**, also available in the same format are **The Age**, **The Australian Financial Review** and **Business Review Weekly**. The **Herald** CD-ROM also contains the text of **The Good Weekend** magazine, which is accessed separately. To allow searching of the database, Folio VIEWS VIP software is supplied with the CD-ROM.

### Hardware requirements

The same disk can be used on DOS, Windows and Macintosh platforms. What a wonderful creature! For all, a mouse is strongly recommended (CD-ROM without a mouse is like a weekend without a Saturday). A double speed CD-ROM drive is also recommended.

**Macintosh:** System 7.0 on a 68020 machine; 8 Mb of RAM.

**Windows:** 386 or better; at least 8 Mb RAM; MS DOS 3.1 or higher; MS Windows 3.1 or higher.

**DOS:** 386; 8 Mb of RAM; MS DOS 3.1 or higher; VGA display.

### Contents of package, installation

1 CD-ROM disk; 1 User Manual. This manual is for the most part a model of plain English. I only found one small section where my eyes glazed over in incomprehension. Macintosh installation was straightforward, and demanded no skills on the part of the installer.

### Curriculum relevance and scope

The contents of the daily newspaper have long been regarded, via the laboriously maintained vertical file, as an indispensable resource. Senior courses are increasingly reliant on current information: Geography, Society and Culture; Science for Life; General Studies; English topic areas. In fact it is hard to think of a curriculum area which is not enhanced by access to the vast resources of a major newspa-



per. Besides the information to be garnered from this source, it also allows a close examination of the newspaper medium itself.

This format makes the newspaper both accessible and searchable in a variety of ways, in a manner that a vertical file, no matter how well maintained, is not.

The CD-ROM does not make the daily newspaper obsolete; there is obviously an up to 3 months' time lag until some reports will appear.

Although all the articles can be accessed via powerful searching, there are also some collections of articles which have been pre-selected under the headings of *Major Stories by the quarter* and *Issues in the classroom*. On this disk some major stories identified were: Bosnian conflict; January bushfires; South African elections. Major issues in the classroom were things such as HIV/AIDS, the environment and pollution, republicanism and the flag. These are obviously useful shortcuts for searching.

#### Presentation and style

This is a very simple database. It is not multimedia, although the pre-selected groups of stories are introduced with cartoons.

The screens are clear and consistent, and with a fairly brief introduction, movement around the database is easily achieved. The screens have familiar pull-down menus (File, View, Edit etc)

across the top and a niftily named Toolbelt down the left hand side. Tools in the Toolbelt allow the user to move quickly between the text of articles and a list of articles; to move backwards and forwards through a contents list; to call up the Query function for searching; to make marginal notes in an article; to highlight sections of an article (using pink, blue or yellow hi-lighters); to bookmark and to print.

#### Searching and navigability

Obviously one does not buy this CD-ROM to replace one's morning paper. Its searching capability is all-important. I used the Help Menu to explore the searching capability, before discovering that searching was explained with admirable clarity in the User's Guide. The Help Menu is designed to be generic for whatever database to which the VIP software is attached. However the printed User's Guide refers to the relevant newspaper database, making it the better of the two methods of learning.

Searches can be made by subject, date of publication, writer or section of the newspaper (Computers; Good Living; Business etc). Key word searches for subjects can range from a single word such as *Euthanasia*, through to complex Boolean searches using **and**, **or**, **but not**, and combinations of these (searches such as "articles containing *Sydney* or *Melbourne* but not both"; "articles containing *Sydney* but not *Melbourne*"). There is a wildcard and stem

searching capability, and phrases can be searched, as well as strings of words in a proximity and order which can be set by the searcher. In short the searching facility is excellent, and although it may appear daunting, when presented with examples is easy to follow. It is also possible to just search for words in headlines; otherwise searches are made through the full text of articles.

Once a search has been constructed, a chronological list of the articles matching it is produced. This is accessed through the Contents tool in the Toolbelt. It is possible to toggle easily between articles and the contents list. I found that the searches I constructed, whilst not particularly sophisticated, yielded useful results with very little rubbish.

I encountered only minor problems in using the software. I had to learn to return to the main screen, rather than closing a screen by clicking in the left-hand corner. This actually resulted in quitting the program. Rather mystifyingly, on the main part of the screen one chooses articles or options by double-clicking; on the Toolbelt one selects with a single click.

Articles can be printed singly or a number tagged and then printed together. It is not possible to download to disk.

#### Accuracy and authority

Articles include their source and/or byline. Their accuracy must be assessed with the same healthy scepticism one would assess any newspaper report.

#### Overall evaluation

This is an excellent resource which is current, relevant and easy to use. That nearly all schools would find it valuable I have no doubt, but whether they will choose to afford it at its current rate is not so certain.

LEV: Upper primary Lower secondary  
Middle secondary Upper secondary

AVAIL: Schools \$450 annual subscription from DA Electronic Media, 648 Whitehorse Rd Mitcham Vic. 3132. Ph (03) 872 3535 Fax (03) 872 4814. Check before purchase as special offers are being made. Network fees are available above this charge. SCIS 806202

## Life jackets for libraries

If you're drowning in work, make just one call – to the University Co-op Bookshop's Library and Professional Branch!

Here's why...

- Services tailored to suit your special needs for both subscriptions and books.
- Competitive prices to help you manage shrinking budgets.
- Ready availability of a wide range of books, videos, cassettes and software so you get the item you want quickly and with a minimum of fuss.
- Online bibliographic searching and ordering of books to simplify your acquisitions activities.
- National and international journals and periodicals, all in \$A.
- A serials consolidation service which saves you time and administration costs and speeds up receipt of issues.

Stop treading water. Call the Co-op and see what a difference we can make.



P.S. The University Co-op Bookshop is the official mail order supplier for Open Learning textbooks.

80 Bay Street, Broadway NSW 2007

Book Orders – Tel: +61 (02) 325 9700

Subscriptions – Tel: +61 (02) 325 9722

Free call: 1 800 222 762 • Fax: +61 (02) 325 9701

INTERNET: NCOOP@SLIM.SL.NSW.GOV.AU



and Professional Branch

# THE INFORMATION HIGHWAY AND AUSTRALIA'S SCHOOLS

*Mal Lee is an Educational Consultant at ITEC (Information Technology Education Connection), a Canberra-based consultancy concerned with moving education into the information age. ITEC recently held a conference—The information highway and Australia's schools—in Sydney. In this article, Mal espouses the value of schools using the information highway to access information.*

The information highway is already having a pronounced effect upon the world's economy, its people and their education. Even allowing for all of the hype, the signs point to it having an even more dramatic impact in the very near future, particularly when the developments with the highway are coupled with those in digital convergence.

Australia's schools need to decide whether to be proactive and shape the kind of impact these developments will have or to simply let the developments wash over them. Some schools and systems have responded. Some teachers and teacher-librarians can see what needs to be done but cannot get any change. Others seem to be largely oblivious to the dramatic changes that are occurring around them and continue to provide an education for another era.

John Dewey wrote in the 1920s "Man, a child in understanding of himself, has placed in his hands physical tools of incalculable power. He plays with them like a child ....The instrumen-

talty becomes a master and works fatally ....not because it has a will but because man has not". (Snider: 1992: 316).

Australian education is fast reaching the stage where it needs to take control or to suffer the consequences. In the USA President Clinton has declared that all schools will be linked to the information highway by the year 2000.

## The information highway

The term **information highway** is applied to that plethora of worldwide communications systems that have emerged with the convergence of telecommunications, computing and broadcasting. It is not a simple entity. Rather it is a linking of a host of computer and communications networks across the globe, and the adoption of arrangements that allow information to be readily transmitted from one network to the other. The expression **information super highway** is usually reserved for the digital,

broadband networks that are now emerging, that allow for the transmission of interactive, multimedia material.

Probably the clearest expression of the information highway is the **Internet**. This is a simple linking of a host of academic computer networks across the world that allows any computer on the 'Net' to speak to any other. It has grown like Topsy, with little or no governance or structure. It is estimated there are currently around 20 million users of the Internet, with the number doubling annually. There are no transmission costs; simply the cost of joining. In Australia, access to the Internet is usually via AARNET, the Australian Academic Research Network. It is administered by Australia's universities. It is estimated to have approximately 500,000 users.

What we are seeing across the world and in Australia is the rapid growth of this highway system, a marked expansion of its capacity and its extension into virtually every part of the workplace and into most homes. With pay TV, optical fibre, microwave links, interactive multimedia, digital convergence and the such like the possibilities are boundless. Suffice it to say the highway will impact on the wider education of the young whether the schools so decree or not.

## The impact

George Lucas recently commented (Huey: 1994: 9) "I see us in the beginnings of the real digital revolution now. This is one of those sociological, historic pivot points that changes the way all society is going to work forever. It's as dramatic a change as the Industrial Revolution was. To a lot of people, its scary because the world is turning upside down, but for those of us who like the future, it's exciting."

Closely allied to the digital revolution and the creation of the information highway is the central role knowledge and learning are coming to play in the modern economy. Lewis Perelman in **Schools out** (1992: 20) has commented "knowledge is the steel of the modern economy—the essential commodity all else depends on—learning has become the strategically central enterprise for national economic strength that steel making was in the industrial age."

Indeed Perelman (1992: 22) contends that "learning has become too essential to the modern economy to be left to the schools."

While one might not, at this stage, share his views, the observation nonetheless serves to underscore the fundamental importance of our youth having the skills needed to access and work with vast amounts of information, at speed.

## The highway and the schools

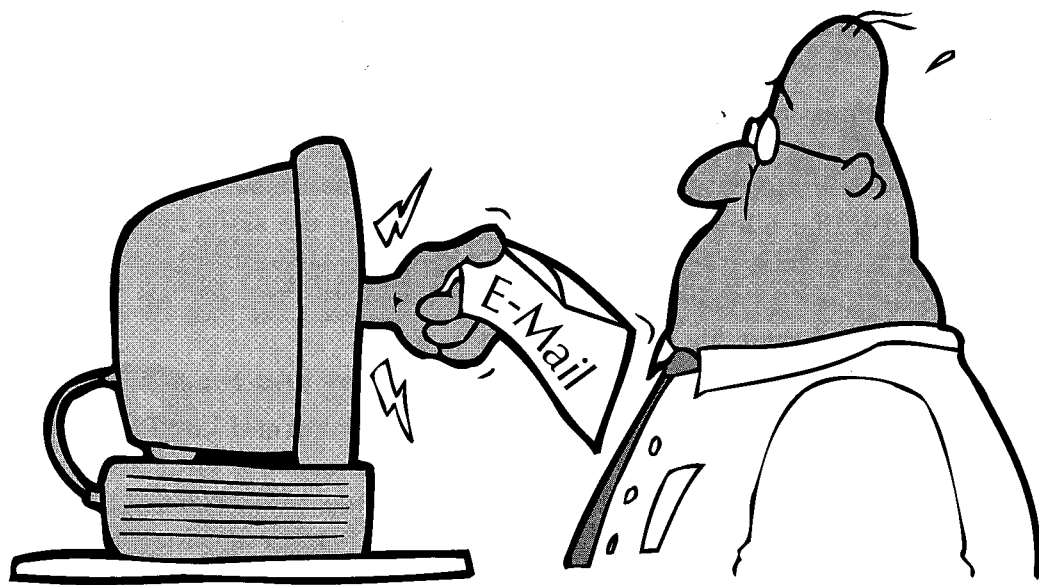
President Clinton and Vice President Gore have both recognised the vital importance of the United States' young using the information highway to help to develop the requisite skills. Not only has the USA embarked on the creation of its National Information Infrastructure (NII), but it is actively encouraging the development of K-12 information networks in each state.

The US leaders, like many leaders of industry, have recognised the necessity of the country's young having ready access to the information highway and utilising that technology, in conjunction with other forms of IT, to develop an immense proficiency in working with information.

Access to the information highway will enable schools not only to enrich their present offerings, but perhaps more importantly, will assist them to adjust, in time, their total teaching and learning operations to a model that is more in keeping with the needs and opportunities of the information age.

The major limitation at the moment is the mindset of teachers and administrators. The technology is readily available and is now relatively inexpensive.

It simply remains for educators with vision to show what can be done. Not only can the information highway, along with other resources, be used from Kindergarten onwards, to develop the students' capacity to access and process vast amounts of information at speed and to use the appropriate technology to convert that information into strategic advantage, but it can be used, with a little imagination, to enhance most major learning objectives and all of the attributes identified by the Mayer Committee and now embodied in the Key Competencies. It



can moreover be used to maximise access to all of the resources in one's own background and to link local schools, libraries, homes, universities, museums, broadcasting services and industry in ways never thought possible.

The same highway can provide ready access to the world's learning and provide both students and teachers a level and richness of knowledge unimagined. Indeed even now few, if any, are able to foretell of the power or indeed ultimate nature of this resource.

### Getting on to and using the highway

Ideally schools should gain access to the information highway, and the Internet in particular, at the broadband level. This will enable them to work at speed and to use highly friendly software, and increasingly, various forms of interactive, multimedia communication.

However it needs to be recognised that most schools currently accessing the Internet do so at the lowband level and while this largely restricts them to using e-mail, they are able, in a split second, usually for the cost of a local telephone call, to make contact with three quarters of the world. The opportunities for kids and teachers on the lowband width are immense and simply limited by one's imagination and expertise in navigating the Internet.

While we all would like to eventually travel the world's highways in an air conditioned, fully automatic BMW there is still much to be gained

from travelling in a Mini Minor, and much fun and learning to be had.

At this stage there is no simple answer as to how you can get your school on the Internet. Here are **some** of the possibilities:

- Contact Henry Legedze at NEXUS in South Australia.  
Phone: 08 243 5606  
Fax: 08 347 1781  
Email: Henry@nexus.edu.au  
NEXUS provides access to Internet anywhere in Australia.
- Contact the Director of the computing centre at your local university.
- For enquiries about what Internet can do for schools, contact Michelle Huston, K-12 Internet Training Co-ordinator, Australian National University on mobile 015 296412 or phone (06)249 5037. For enquiries about connection to AARNET, phone Brenda Aynsley on (06)249 4968.
- Contact Daniel Ingvarson, at **SchoolsNet**, on (03) 696 7097.
- Contact Michael Komoroski, at Oz-Email on 008 805 874, or Ruth Slattery at Ednet on 008 810 372—for information about the Ednet.
- For information on the global family of I\*EARN teleconferences, contact Bill Coppinger, National Director, I\*EARN Australia, P.O.Box 268, Broadford, VIC. 3658. Voice-mail: (61) 057843452; Fax: (61) 057841921; E-mail: bcoppinger@peg.apc.org.

The same sources can provide you details on costing. In general terms to access the Internet you will be responsible for:

- your equipment
- usually an annual subscription fee
- probably the cost of a local call each time you connect, unless you are on a state/territory network.

Once you are into the Internet you can move around the world free of charge, for as long as you like.

### Making best use of the highway

Getting on to the information highway is in many respects the easy part. The challenge is then to make the best use of the facility.

Doing this will require educating the staff, students and probably the parents on how to make best use of the opportunity. Staff will need to be convinced of the value of using the new opportunity.

The Internet is not a neat, clear road. It is simply a mass of computer networks that have been linked. It will take skill, time, training and not a little frustration to reach the desired destinations. It will moreover impact on the role of the resource centre, which will require some rethinking.

The hope is that schools will recognise they are in an information age; do need to prepare their students for a rapidly changing world and that the information highway, used wisely, can be an invaluable resource.

Like all roads it will cause its share of problems, particularly as the traffic grows, but it is also apparent that those who cannot gain access and use it, be they individuals, schools or nations, will be strongly disadvantaged.

It is vital that teachers and educators at all levels proclaim this concern and work towards ensuring all students are provided the appropriate opportunity.

### Bibliography

- Huey, J. **Waking up to the new economy**. Fortune Section in *Time* 27:2-9,1994
- Perelman, L. **Schools out: hyperlearning, the new technology and the end of education**. Williams Morrow, 1992 SCIS 784241
- Snider, R.C. *The machine in the classroom* Phi Delta Kappan Vol 74 No 4 316-323,1992 ■

# BEGIN

## (BEGINNING INTERNET)

A DOS based interactive tutorial-on-disk that simulates actual use of the Internet to teach the novice 6 of the Net's most widely used functions: Archie - Gopher - FTP - News Groups - E-mail - Telnet.

Single user licence \$45. Multiple user licence \$135  
southern skles software PO Box 232 Churchill VIC 3842  
Telephone 051 226874

## Classification of literature for secondary schools (1994) is available from

Erudition P.O.  
Box 3002, Wetherill  
Park NSW 2164  
Ph: (02) 729 0207  
Fax: (02) 729 0208.  
Please quote  
NCIN No. 21940133

# Information technology planning for the technologically illiterate

The last issue of Scan carried an article by Kylie Hanson of Glen Innes High School about the development of technology at the school, and what technology to choose. In this article, Colleen Foley, teacher-librarian at Cranebrook High School, writes on the processes involved in planning for information technology, that is, the how of planning for technology.

How does a person like me (reasonably technologically illiterate) go about successfully developing a Technology Corner (library-based) for whole-school technology access and skills development and maintain my sanity as a teacher-librarian?

The following factors help:

- confidence in yourself as the school's information and resource specialist
- being firm and enthusiastic in playing a key role in the school's technology program
- clarity of vision
- knowledge of the outcomes you wish to achieve
- doing your homework; being patient with yourself
- ongoing planning based on the above.

## Confidence (no-one needs to know you aren't completely brimming with it!)

My task was made easier by having in place a school information skills policy, library vision

statement and policy, and links with the school strategic plan, as well as much discussion about the potential of computers, networking and CD-ROM with anyone who would listen. Pushing the benefits of information literacy across the curriculum is part of this. Information literacy is a key to successful learning for life, no matter what the format.

## Vision

We wanted a challenging learning environment where students could develop lifelong learning and information skills for a technological age, bearing in mind that few of our students would have resources at home. Equity issues, enhancing the school's positive learning environment, and the use of a student empowerment model, are part of our ideals and approach. Providing access to and teaching the relevant skills for competent use of various technologies across KLAs (software packages, CD-ROM etc.) is integral to this.

The practicalities of enacting this included wanting computers with software (including CD-ROMs) available for use by individuals,

small groups and classes in the library environment. This would be the starting point. Inservice would be required for library staff and teachers. Availability to teachers for lesson planning goes without saying. For increased access, networking across the school one step at a time is foreseen. Planning our initial set-up was based on such long-term visions.

## Objectives

A variety of documents including recent syllabus documents, **Education 2000**, **Excellence and equity**, **Scan** articles over the last few years, and **Information skills in the school** all provide supportive ideas here.

The following objectives were stated in our submission for the first stage of our technology corner:

*Students are to become skilled users of a variety of tools (print, technological etc) which support learning and independence as learners.*

*Students will be empowered, self-motivated learners.*

*The following are integral to effective learning.*

*Students will be:*

- *competent users of the information process*
- *aware of a range of information sources*
- *skilled in using the tools required to access these sources*
- *skilled in using a variety of tools to analyse, organise and present found information.*

The following additional outcomes and objectives from **Education 2000** are also included:

**Objective 1:** *To develop in students the knowledge, skills and attitudes required in key learning areas, to enhance their quality of life and contribution to society.*

**Outcome 1.02:** *Students apply information skills, think critically to solve problems and support their conclusions with reasoned statements.*

**Objective 9:** *To use technologies that enhance the delivery, quality and effectiveness of teaching, learning and administration.*

**Outcome 9.04:** *Student learning is supported by technology in all syllabus areas.*

**Outcome 9.04:** *The planning, evaluation and operational needs of staff are supported by communications technology and information systems.*

## Homework and patience

My principal was encouraging in my vision for whole-school technology access for skills development. Previous **Scan** articles were a helpful part of the research process. I consulted with a wide range of people: local and not-so-local teacher-librarians; our Met West OASIS/Information Skills consultant. I communicated and consulted constantly with our Computer Studies coordinator. We had an initial meeting with representatives from Telesystems then visited some schools. I am grateful to Niki Kallenberger (Cherrybrook Technology High School), Darelyn Dawson and John Grimmond (Pennant Hills High School) and Michelle Ellis (Woollooware High School) for sparing time for us amid their hectic schedules. The inservice at Marist Sisters Woolwich was also invaluable. Then we presented a written submission to our principal, which divided implementation into stages.

## Planning

Planning a library-based Technology Corner for whole-school use was a logical extension to existing activities and developments.

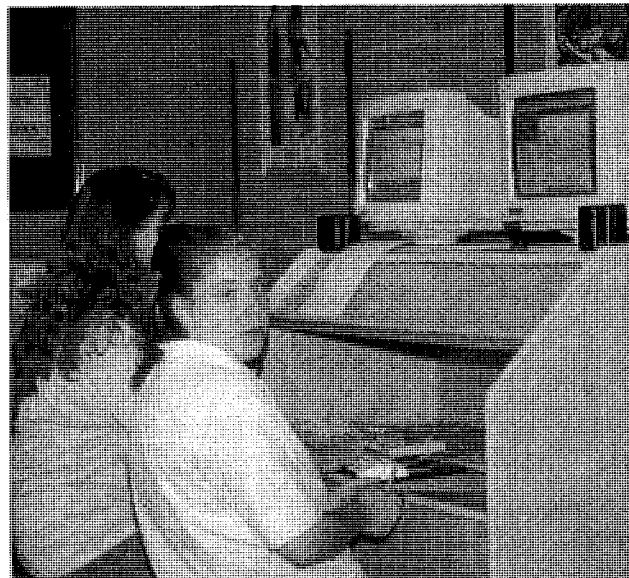
The planning process included a number of ongoing steps.

- Preparation of a written submission outlining stages of development, starting with a basic level of fileserver with two CD-ROM drives and one or two PCs (two Omegas in our case; IBM compatibles). This initial level can be built on, rather than replaced, later.
- Preparation of submissions for further stages based on need and readiness (to be judged by enthusiasm of response to beginnings, ongoing evaluation, use rates etc). We are about to implement the second part of stage one: adding one PC (IBM compatible) and two Macs to the network in the library. I'm told adding the Macs to the same network is radical stuff but I wanted students to have access to the major types of computing technology available (at school/work/home) and to be in keeping with computing developments and experience of our school. It will also allow a variety of software.
- Networking to other interested areas of the

school which will mean increasing our system network licence. Already two faculties have expressed firm interest in being networked by the end of the year and we're not even one term old! One faculty wishes to network in their staffroom, the other in a classroom. We're investigating costs and costing arrangements. Further stages will incorporate access to online databases.

- Inservicing teachers/staff, for example on staff development days (we've done two staff sessions to date and an inservice for library staff). Planning for this was included in our submission.
- Developing policy: we now have a Technology Corner Use Policy.
- Providing additional workshops for students, including those who wish to be leaders/peer and staff tutors. These students come from the general student body, the SRC and Student Empowerment roll group. Such workshops are offered in school time based on negotiation with teachers.
- Collaborative planning and team teaching of class groups in context.
- Making presentations to School Council and P&C. The P&C has been extremely supportive despite its limited means and has given \$1,400 towards the project to date (virtually their bank balance!).
- Costing based on consultation with Telesystems – looking at needs, pruning, re-negotiating system set-up etc. Having an additional back-up kitty of up to \$1,000 for unforeseen expenses once final quotes have been accepted would be helpful; and in the long-term (i.e. from 1995 budget period) a budget specific to the network system in addition to accepted submissions for growth costs will be necessary.

I'm not a technical expert. I relied on my research, consulting with the computer studies coordinator, and quizzing the Telesystems consultant and technician. I gave clear guidelines as to my expectations, e.g. for system security. This is where vision is important. Our school was very happy with the expertise, service, support and great after sales service we received.



Students at Cranebrook High School using the Technology corner.

### Other key considerations

- Long term planning has been vital: we wanted something we could continue to build on rather than having to start again in two or five year's time. We couldn't afford to do that.
- Security: thanks to plans shared by Pennant Hills High School and Woolooware High School, we have good security cabinets with additional 'link'n lock' systems. This gives freedom of location in the library in a safe place in an easy position for supervision. As part of loading from the fileserver the Control-Alt-Delete function has been disconnected to prevent system interference. The actual computer is locked inside the cabinet and students/staff wishing to save to a disk need to place a request with the teacher-librarian.
- In planning and policy development, these new computers (which run separately from OASIS but at some stage may well be linked in) were espoused as **tools** not toys, and this has been imperative in encouraging responsible system use. In accordance with our Technology Corner Use Policy, teachers who wish their classes to use the system consult and book with me and I team teach initial lesson(s). To be eligible to book use of the networked computers, students must have attended a class-based system introduction (in context) or one of the special introducto-

ry courses I run. Use of them is by booking only. They are fully booked every recess and lunch. Advanced courses are to come.

- Further points from the Rationale of our submission include:
  - improved equity of access to a range of information and a broader range of literacy skills development
  - encouragement of independent learning and other information/literacy skills vital to lifelong learning
  - technology as a whole-school and cross-KLA resource and tool for effective learning
  - information literacy development as the responsibility of all staff
  - information (in many forms) as a major commodity today
  - provision of broader learning and teaching opportunities by providing further tools for learning/teaching
  - catering to greater range of learning styles
  - catering to greater population in terms of how people learn (highly visual; combined visual/hearing/active learning thence greater retainment)
  - commitment to effective learning **processes**
  - further developing educational programs and resources that are responsive to our student needs.

The process of implementing a Technology Corner has been rewarding as well as frustrating. Juggling management priorities is painful at the best of times and this addition to the teaching load compounds it – and this is just the beginning. I've already been asked to consider putting on clones! The gains are great: variety in teaching/learning, feeling on track with the reality of a technological world, enthusiastic feedback etc. We've struggled to make a realistic start at the level we can afford. It has meant some adjustments to my 1994 library budget. We have no choice but to head in this direction if we wish to offer our clients the range of learning/teaching opportunities that is their right. Hopefully some of this will be helpful to you. I'm happy to offer whatever support I can in the planning process. ■

## The legal angle on CD-ROMs

Alan Ventress is Manager of the Australian Research Collections & Mitchell Librarian at the State Library

With the proliferation of CD-ROMs and their increasing popularity, a few words about the "legalities" are timely. Here are some guidelines which you may find useful.

- Maintain a register of all CD-ROM products with attached licence agreements. [*Teacher-librarians may also consider adding licence agreement information to the notes section of the record of the software on OASIS- Ed.*]
- Check that fine print. Is the product licenced or owned? You may have to send everything back if you stop subscribing. For example, subscribers to **Business periodicals online** are allowed to keep all discs after two years of subscribing. If the subscription is cancelled before this everything must be returned.
- Some network fees are punitive. Check on the exact wording of the contract, some contracts are open to interpretation. For example, the **Wilson indexes** indicate that wide area networking is permissible for main libraries and their branches – when is a branch a branch? It is possible to have 200 PCs on a physical network but to configure the network so that only 3, 4 or 5 simultaneous accesses are possible. In this case it can be argued that only 5 PCs are ever on the network at one time.
- Negotiate with CD-ROM producers. Return of discs was an onerous duty to the State Library for many discs so we negotiated the right to keep superseded discs. Many producers have now dropped this from their agreements. Examples include **Whitakers book bank**, Bowker products, and **Scientific American consult**.
- Be aware of copyright and fair dealing. Obviously the size of CD-ROMs makes it difficult to download masses of information, but as larger storage optical drives come on line this will change. For example, the State Library has limited the number of records which can be downloaded to 1,000.
- Multimedia: Do not reuse pictures or sound without copyright permission. Increasingly picture and sound libraries are being created by giants such as Microsoft who are guarding their copyright ferociously, e.g. **Encarta**. ■

# Resource-sharing networks

Resource-sharing amongst government and non-government schools and public and university libraries is very much still alive and kicking, as the following networks show. Personal networking amongst teacher-librarians is one of the valuable benefits to result from formalised resource-sharing.

Jenny Bounds has been a teacher-librarian in both primary and secondary schools in the Nepean area for the past fifteen years. Avril Llewellyn has been a teacher-librarian in local primary schools for 14 years. She was involved in the writing of *The role of the library and teacher-librarian in Catholic schools*. Following is a joint article on...

## The Nepean libraries network

### History

The Nepean libraries network was formally established at an inaugural meeting at the now University of Western Sydney when it was the new campus of the Nepean CAE (College of Advanced Education) Kingswood, 13 years ago. A pilot committee was set up consisting of the Audio-Visual librarian at Nepean CAE and two primary teacher-librarians.

Networking has become an accepted concept today but in the late seventies it was a new idea to most educationalists and a great many meetings took place before the idea was accepted by the local District Inspector and school principals. The original idea was to set up a union catalogue of AV holdings of member institutions which could be borrowed by arrangement with members if they were not in use in the owner library. The idea was well received by local teacher-librarians and several principals offered support.

One of the principals had had experience with the Waverley Municipal Library's 'Maxi Kit' lending scheme which that library had developed to gain a closer relationship between schools and the public library. Large crates of

AV material had been purchased to support the curriculum and were available for local teachers to borrow. Waverley Library loaned the hardware to schools which did not own their own equipment.

Our committee went to Waverley to inspect the scheme and were impressed. A new scheme was drafted to develop a collection of maxi kits jointly owned by member schools who would pay an annual subscription of \$100 to the network. The risk of damage or loss was a concern and it was decided that each member institution would pay \$25 on joining the network which would cover repairs, loss or damage. Penrith City Library was also interested and was most willing to lend support.

The concept of the maxi kit collection was acceptable to the Department of School Education and to school principals. A constitution was drafted and was accepted by the schools and the Penrith City Library with the initial emphasis placed on the maxi kit collection but still incorporating in the constitution the concept of the union catalogue.

For many years the collection was housed in the Nepean CAE AV department and teacher-librarians could book their kits through the clerical staff and pick the kits up at the loading dock. This was very convenient as the CAE library hours were longer than school hours. Two of the member institutions applied for and received a special innovation grant – there was money flowing in those days – with which to develop the first kits. Many kits were developed and several primary schools developed units of work in key learning areas which depended on the kits for resources. The kits were as practical as possible and contained

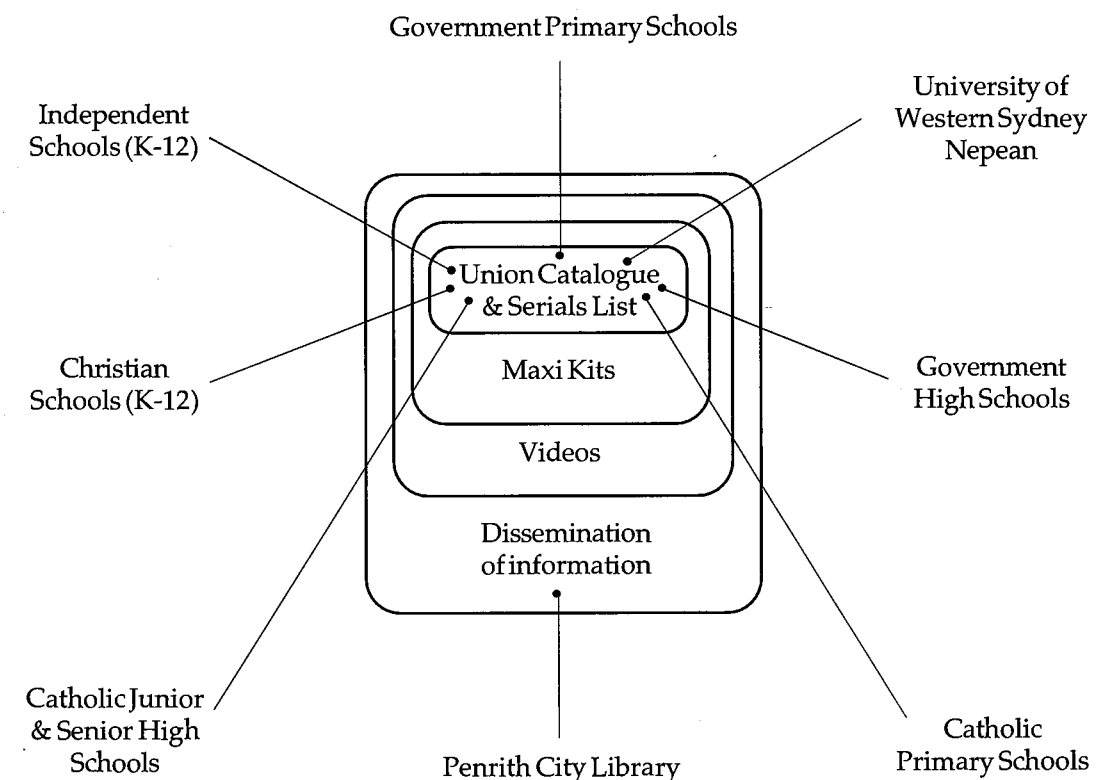
realia, pictures, books, slide sets, film strips and later, video cassettes. Regular meetings were held each term and the interaction and idea sharing was and still is an important aspect of membership. Telephone calls for help and advice were and are frequent.

### Union catalogue data base

Work continued on developing the union catalogue as the librarians still saw the interlibrary loan aspect as the core of the network. The first union catalogue was typed by the staff of Penrith City Library. This was an enormous

task, made more so by the fact that the list went out of date quickly. It was determined that the list would have to be computerised, and the CAE came to our aid with a mainframe computer. This was used for print-outs until 1993, when the database was down loaded onto disk. The network has recently decided to purchase a stand alone PC on which to update. New lists will be circulated on disks or as hard copy as convenient to members. A policy and procedures manual, upgraded regularly, is also available to members on disk.

### Structure of Nepean libraries network



As the diagram shows, the member institutions are varied and there are few networks that involve so many different educational establishments. Most institutions contribute to the Union Catalogue and serials list, most jointly own the 41 maxi kits and 100 videos and all may be involved in the dissemination of information so essential to the effective role of a teacher-librarian in a school.

The Nepean network has expanded its horizons and extended beyond the bounds of the Nepean district as schools further afield have requested membership although the vast

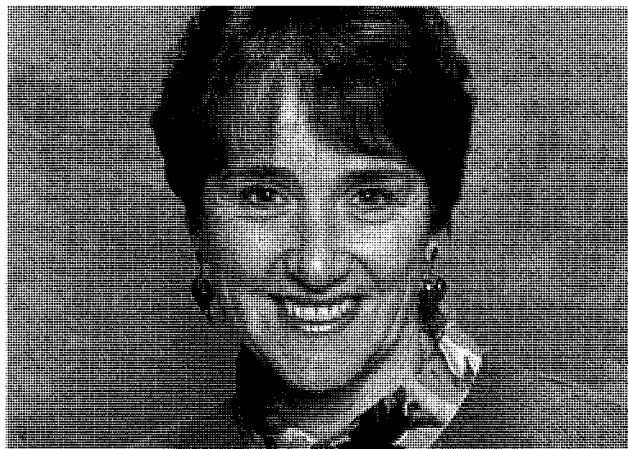
majority are centred around the Penrith area as the resources are housed locally.

The rationale for the existence of the network is obvious—resources can be shared with professional co-operation. The meetings deal with management of resources, suggestions for new joint resources, identification of personnel in member institutions, sharing of information from other meetings and/or in-services and professional development for teacher-librarians. The meetings are a coming together of librarians from schools in different systems and at different levels enhanced by the expertise and knowledge of the librarians from UWS





Jenny Bounds



Avril Llewellyn

(University of Western Sydney) and Penrith City Library. We all have a shared goal – to promote and use resources for the educational development of students at whatever level – K – tertiary. The meetings are held in various libraries and this gives all a chance to see other libraries and share experiences. At the present time the kits are housed in the Ward Library in the Curriculum Resource Centre at UWS. This is an ideal venue as the kits are now displayed instead of being locked away or upstairs in a hidden part of a school library. They are part of the resources held at the University. Member institutions need to book in advance for the use of the kits, and they are available for one month. The committee is made up of a representative of all member institutions with a president, secretary and treasurer and a member to represent each sector of education.

### Future directions

It is hoped that in the future the network:

- will purchase a PC which can be used to further the union catalogue and for any other network needs
- will employ casual staff as necessary – to stock take, enter data, process new resources, although the librarians will

always have responsibility for cataloguing

- will have new members joining from TAFE, new schools, schools that wish to benefit from the network
- will purchase more video cassettes to build up the collection as these are the most popular form of resource in schools at the present time
- will update and develop the maxi kits as appropriate. Many schools plan themes or units with the kit as an essential component to promote resource-based learning.

The Nepean libraries network is an evolving, flexible organisation that adapts as the needs of the member organisations change. We are proud to have been involved in the network.

*Pamela Wyles of Shore Preparatory School writes of a lower North Shore institution highly regarded by local teacher-librarians:*

### The Mosman audio visual library group

The Mosman AV library group began its resource sharing project in September, 1979. It was born out of a School's Commission grant. The grantee was to be either an independent school or the local library. St Joseph's School, Neutral Bay became the group's banking authority and accepted the grant of \$2,500 on behalf of the group. The money was to be used for the purchase of primary curriculum kits and for equipment for the viewing of the material.

Twelve schools participated initially, including

- Middle Harbour Primary School
- Neutral Bay Primary School
- SCEGGS Redlands
- Mosman Preparatory School
- Shore Preparatory School
- Beauty Point Primary School and
- Marist Sacred Heart Primary School.

The material was based at the Mosman Municipal Library

A constitution and set of rules regarding membership, management, and the handling of materials were accepted by the Schools Commission and the group.

□ **Membership**—was to be open to all members of the Mosman AV group and to institutions admitted to the membership of Mosman AV group who would agree to be bound to the Code of Rules and who would sign the form of contract with the administering authority. Any member wishing to withdraw was required to

give six months notice of their intention.

□ **Management**—The control and administration of the group was vested in a Management Committee which met once per month.

□ **Materials handling**—Each participating school was to share in the responsibility of processing material acquired.

Materials decided upon by the committee were to be ordered by a nominated school which in turn processed them and delivered them to the municipal library as soon as possible. The municipal library was responsible for all the maintenance and insurance of the AV hardware and all equipment.

A register was kept at the municipal library of approved users and AV equipment. Loss of, or damage to the equipment was the responsibility of the last user.

The committee members were to assess the AV collection on a regular basis, at least annually.

When the original grant was used an annual maximum charge of \$50 was payable (from 1980) by all participating members other than Mosman Municipal Library. This money was deposited in the special account administered by the nominated school.

### 1994

The Mosman AV group is still alive. Several years ago the regional director gave permission for teacher-librarians in Metropolitan North to be released from their school duties for one half-day meeting per term. This valuable time was appreciated by the group as it meant that all members could attend all meetings.

Our purchases for the group collection have broadened. Initially we concentrated on picture kits, film cassettes, a strip film projector, a cassette player and models such as the eye and the ear. Our latest purchase is a full skeleton. This year our membership will cost \$60. The group is hoping to purchase a book mending machine.

As St Joseph's School Neutral Bay has now closed, our accounting is undertaken by Mosman Preparatory School.

There have been some weaknesses in the AV resource sharing project:

#### Selection policy

We felt that we should have established this at the outset. We relied on the suggestions from group members at random.

#### Acquisition of materials

We had inconsistencies in our scheme when each school processed the material according to its procedure. This was overcome by dividing the workload between four member schools: one undertook the ordering and accounting for the resource, one undertook accessioning, one cataloguing and classification and one physical processing.

#### Usage

Over the past twelve months the material owned by the group has not been extensively used. Much of our original collection is now out of date and needs culling. Initially a shelf list of our holdings was printed and distributed to each member to be publicised amongst the staff at their own schools. This needs to be undertaken annually.

#### Storage

Much of the collection is housed in the office of the Children's Librarian at Mosman municipal library and borrowed from this point. Space for storing the collection is a problem.

#### Advantages

Despite the weaknesses above, the advantages of belonging to a resource sharing group can definitely be measured. All schools in the area now have access to a whole range of materials that would otherwise have been beyond their financial means.

We have avoided unnecessary duplication of expensive material within our small area.

The Mosman AV library group is very much a viable one with regularly attended meetings. We discuss a wide arrange of topics related to schools, library work, curriculum and children's literature. Participation in the resource sharing scheme has had a cohesive effect on the group; indeed over 16 years only one school has withdrawn. We see ourselves as an on-going concern.

*Margaret Steinberger is teacher-librarian at Irrawang High School. Over the past three years, the Hunter Region has developed a strong network for sharing periodicals. Margaret writes here of ...*

### Hunter magnet

In 1991 the Hunter Region secondary librarians' group recognised the need to give a more formal structure to the informal networks

already in place amongst its members.

I coordinated the publication of the resulting union periodicals list, **Hunter magnet**, for the first two years. In the first year, twelve schools, government and non-government, were represented.

After the second edition, with eighteen schools, it was clear that the numbers of schools interested in participation was increasing, and changes were needed in both the method of collection of material and the presentation of information.

Accordingly, the 1994 edition, which I also coordinated, was produced with a database designed by Malcolm Peisker with data entry by Mary Forbes, both of Gloucester High School. Support was given by the Hunter Region teacher-librarians management group.

The current **Hunter magnet** is a union periodicals listing of the holdings of 35 schools in the Hunter Region. Four non-government and 31

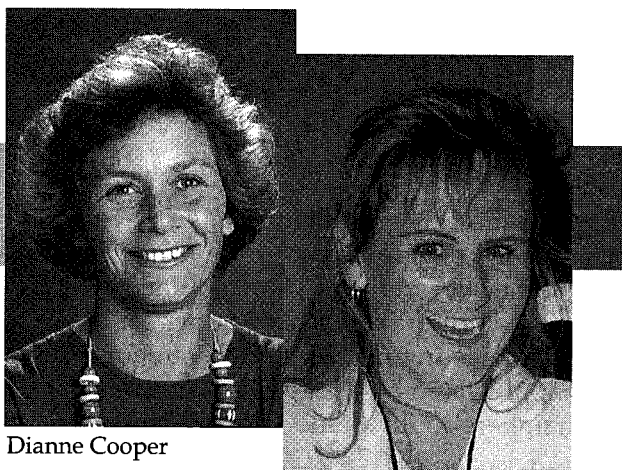
of the 36 government secondary schools in the region are listed.

For each periodical listed, 161 titles in all, the school and details of the teacher-librarian's name, phone and fax numbers are given. Teacher-librarians then make their own arrangements about receiving the material. At this point the fax machine comes into its own, couriers are used, or the occasion becomes a good excuse to meet for afternoon tea.

In some cases the listing has also been useful for rationalising the holdings of particular libraries, most necessary as budgets are tightened.

And what magazines do most libraries hold? **ECOS**, **National Geographic** and **Scan** are all front runners, but the winner is **Choice**, being held by 31 of the 35 schools libraries participating. ■

## STOCK TAKING WITH OASIS VERSION 2



Dianne Cooper

Joann Sayers

*Dianne Cooper is teacher-librarian at Menai High School. OASIS Version 2 has been in operation at the school since September, 1993. Joann Sayers is in charge of OASIS Library Support for Metropolitan East Region, and, with comments from Dianne, writes about stocktaking with OASIS Version 2, in the context of the stocktake Dianne carried out at Menai late last year.*

Well, it was that time of year again—the dreaded stocktake—and with a new version of OASIS there was a little trepidation. Previous stocktakes using OASIS Version 1 had proceeded smoothly, but you never know just what to expect. But all things considered, stocktaking with Version 2 was a relatively pain-free experience.

### Getting ready—preparing for stocktake

Whilst it is possible to undertake an OASIS library stocktake at any time of the year and

without closing the library, I decided to do it during the last two weeks of last year. The great feature of the OASIS stocktake is that circulation does not have to stop while the stocktake is in progress. If, like me, you are doing stocktake at the end of the year and borrowing ceases anyway, the new master due date feature of Version 2 which requires all resources to be returned by a specific date is excellent!

I decided to stocktake the library one section at a time as I felt it was easier to manage than doing the whole collection at once. The first step was to ensure that the books were in their correct location so I wouldn't forget to enter any resources once I had started the stocktake. It is not necessary to have the shelves in perfect shelf list order as you do with a manual stocktake. I also searched under shelves and other areas of the library for any resources that might be in 'hiding'.

Prior to initialising the stocktake, I did a Rebuild, Weekly Housekeeping and a Data Backup.

It is useful to have a chart that outlines:

- all your locations
- when each location is initialised
- when the entry is complete
- when the reports are run
- and the date each location is finalised.

This helps keep track of exactly where you are up to. It will also assist as a future reference for the date of the last stocktake for each location.

Following are the steps we took to complete the stocktake:

### OASIS gets ready—initialising the stocktake

The initialisation process marks each resource for stocktake. All other users must be logged out when you initialise a section. The process may take a long time to run. If you are initialising the whole collection, you may prefer to run the process overnight with the monitor switched off and a big sign to warn the cleaners and other library users not to switch off the terminal or the fileserver. Select H1 from the Circulation menu. Choose <S>elect to do a section at a time or <A>ll to do the whole collection. If choosing a location range, to ensure that all records are initialised (including those with-

out a suffix), the suffix range should be from Blank to ZZZ e.g.

From Classification: F

Suffix:

To: Classification: F

Suffix: ZZZ

If this is not done, any resources without a suffix will not be initialised. Lower case suffixes also cause problems (as we discovered) and these should have been corrected before conversion to OASIS Version 2 using the **Correct suffixes head office floppy**.

Another point to note is that resources with an 'A' prefix in the classification such as Australian literature need to be initialised separately as they are not included in the normal Non Fiction initialisation. I initialised these immediately after initialising Non Fiction so that I didn't need to go to the same shelves twice looking for books. Any 'A's out of order will be picked up in the entry along with all Non Fiction books.

Once a section has been initialised no further resources should be added to that section. Resources can be borrowed after the initialisation and they are automatically included in the stocktake.

*Handy hint: Write down exactly what you type in when you initialise a section so that you finalise the same group of resources later on.*

### Getting on with the job—entering the data

Barcodes can be entered using either a fixed or portable barcode reader and two or more people can enter barcodes simultaneously. The portable barcode reader is more convenient as it can be taken to the shelves and the barcodes downloaded into OASIS.

It is necessary to set up your portable barcode reader so that the barcodes are transferred at a speed OASIS can read (Function 15, carriage return = 005, enter, comma delay = 000, enter). You also need to clear any stored barcodes left over from circulation (Clear Memory Function) before starting entry for stocktake. (Don't forget to charge your portable barcode reader overnight if you don't normally use it).

Next step: armed with the portable barcode reader, hit the shelves! My preference was wand a shelf or two at a time and then

downloading the barcodes. This makes it easier to find books with invalid barcodes if they show up in the report. As each barcode is wanded check to make sure that the barcode has been read correctly by the barcode reader. Any wrinkled or damaged barcodes should be entered manually to avoid misreading. Once you have wanded a suitable area, return to the workstation, connect up your portable barcode reader and select H2 Accept Remote Batch to download the data. After each download return to the main menu to allow the data entered to be archived. Clear the memory of the portable barcode reader before doing the next shelf.

Always print all reports OASIS offers as it may be the only chance you get to view the information. (Error Report, Items Marked as Previously Missing, Items Marked as Not Initialised and Items not in Shelf Location). An EOF (End of File) message is always printed. To save paper you may wish to print this report to screen and then <R>eprint to paper only if there are additional errors.

*Beware!: When using a portable barcode reader you do not get a report of 'Books on Loan' and the message scrolls past too quickly on the screen to record the barcode.*

### Entry using a fixed barcode reader

Bring the books to the computer and select H3 Entry, All Shelf Locations and wand the barcode of each book. Note any messages that are displayed on the screen such as 'On Loan' and take appropriate action. When you have finished press [Esc]. Return to the main menu periodically for archiving purposes. It is useful to have a number of boxes handy for resources that need further work, i.e. books without barcodes, repairs, on loans, etc.

At the end of each day you should do a CTR backup to have an additional copy of the data entered.

Once you have initialised a section or sections you can go in and out of entry as often as you like and over as many days as you like. Don't be scared of turning the machine off at the end of the day.

### What's disappeared?—the report

Once you have entered all the resources for a section, you are ready to run the first Missing

Report (H4—select the location you have finished with). Notice there is both a summary and detailed report in Version 2. The summary report gives the number of items on hand, missing and disposed for each location. The more useful report is the detailed one which includes the titles. Good news: the missing report now comes in Shelf List order not barcode order as in Version 1.

With the report in hand, you can hunt for the missing books. Possible hiding places at Menai included: underneath shelves, circulation desk, reservations, displays, repairs, teacher-librarian's office and the normal places students hide their favourite books so nobody else can borrow them. If you have been circulating manually you need to take into account any resources which have been entered in OASIS but are on loan manually.

When you are sure that you can't find any more of the missing items you are ready to finalise the stocktake for that section.

### Finishing the job—finalisation

The stocktake is still in progress until you run the finalisation option. Before finalising you need to run Weekly Housekeeping. Select H5 Finalise and enter exactly the same details as you did at initialisation (remember to leave the suffix blank if you did this in the first case). A feature of Version 2 is that you now enter a date to write off missing items rather than a number of stocktakes. Think carefully about the date you choose as all items missing prior to that date will be written off. *Warning: Do not choose the current date as all items missing will be written off, even those missing for the first time this stocktake.* Answer yes to 'Write Off Disposed Items Also' to remove them from general resources. Note that any items without a date in the Missing/Disp field in General resources will not be written off. If you make a mistake about the finalisation otherwise, <C>onfirm. It may take a long time to finalise a large section so you may want to run it overnight. Print a detailed report as this gives full bibliographic details of the resources written off. Audit requires you to keep the report and your Principal should sight and sign it.

After the stocktake is finalised, run the Stocktake Statement (tells you the opening stock, additions since the previous stocktake,

items recovered, items missing, disposed items and closing stock for each location). Be aware: there may be a conflict between stock figures generated using OASIS and those derived from your manual figures. I suggest you bite the bullet and accept the OASIS figures. Also, if you are attached to the idea of completing the magic stocktake table from the Library Handbook, you will find OASIS Reports dou-

ble count missing books, i.e. 'missing' figures include resources missing 1,2,3...times. You would normally only be counting those missing for the first time since others have been deducted in previous years.

If you've kept up with me to here take a bow - you've survived the stocktake on OASIS Version 2! ■

## WHOSE STUPID IDEA WAS THIS?

*Cheltenham Girls' High is situated in the north west of Sydney. It has an enrolment of 1200. The teacher-librarian is Margaret Sim—well-known, amongst other things, for her Christmas generosity!*



Margaret Sim

It was ten years since I had actually worked in a school library when I was appointed to Cheltenham Girls' High as teacher-librarian in 1973, but I had spent those years studying and teaching librarianship so I had a few ideas.

One of them was that it was silly to keep thousands of books locked up over the Christmas holidays when the holidays were the best chance for the girls to read. The Principal asked: "Do you think that is a good idea, dear?" I assured her it was. My clerical assistant was new to school libraries and so believed everything I said.

I persuaded the staff that we should do stocktaking earlier than usual so the girls could use the library in the last two weeks of school. The girls thought it was great and I got carried away, saying things like: "Ten books? Not enough, take fifteen." It was only after four exhausting days of stamp-

ing book and pupil cards (remember them?) and date due slips during the last week of term, that my clerical assistant turned to me and said "Whose stupid idea was this?"

We have continued doing this ever since, hence my amazement when asked to write about it for *Scan* [*We're always in search of new ideas at Scan!*] Nowadays it is easy with OASIS to upgrade the number of items a student may borrow and wand those borrowings

into the computer. I encourage the girls to be realistic about the number of books they need and the number they can carry home each day. More now borrow senior non-fiction than previously, when the emphasis seemed to be on fiction.

What are the minuses? Some of the paperbacks do come back with sand in them. There are always some families who move interstate during the holidays and some girls forget where they put the books borrowed in December when it is February and need to be given lots of encouragement to have a good look at home. Much depends on the mobility of your population. Consider however, how many books would be lost if there were a fire in the library during the holidays! I just look at it as the books being boarded out for safekeeping during the holidays and students having the opportunity to read what they never had time to during term time. ■

# SCIS

## Schools catalogue information service



Anne Dowling is Divisional Librarian—Cataloguing—at Curriculum Directorate. She co-ordinates NSW's input to the national database, SCIS. Here she describes what SCIS is and does, to a hypothetical new user.

### What is the Schools catalogue information service?

SCIS is the national education database for schools. It contains catalogue records for over 450,000 resources to support teaching and learning. To provide teachers, teacher-librarians and students with more details about resources, some records have abstracts or reviews attached to a selection of them. This information can form the basis for selection and location of resources to support teaching and learning. Each record and the evaluative information about the resource is accessible online.

### What is a SCIS record?

Online the record looks like this

#### Searching

#### Titles

Full information Document 727050

Dinotopia a land apart from time written and illustrated by James Gurney.  
Crawford Bathurst, N.S.W., 1992.

159 p. col. ill., map, music

ISBN/ISSN 1963330550

Names: Gurney James ( )

Titles: Dinotopia a land apart from time written and illustrated by James Gurney

Publisher: Crawford Bathurst, N.S.W.

Subjects: Dinosaurs Fiction

Class numbers: F a12

Notes: collatn: 159 p. col. ill., map, music

### Why was SCIS developed?

#### The cataloguing module

Before SCIS was available, each teacher-librarian catalogued all the resources coming into the school library. Many schools have similar resources in their libraries and so the same titles were catalogued many times in schools across the nation. SCIS was developed so that high quality catalogue records for the resources held in school libraries would be available for purchase.

When you order a machine readable record the same record appears in a form called ASCIS 80. If you put this record into a computer using DOS the record would look like this

```

SCIS order no.      001 727050
                   008 930507s1992
                   082 00aF
                   cGUR          Book number
                   x12          Dewey Edition
Author            100 10aGurney
                   hJames
Title             245 00aDinotopia
                   ba land apart from time
Publication details 260 00aBathurst
                   bCrawford
                   c1992
Collation         300 00a159.
                   bcol ill., map, music
ISBN              595 00a1963330550
SCIS subject heading 650 10aDinosaurs
                   xFiction
  
```

Because the record is written in this way it can be loaded into computerised library systems like OASIS. You may never see the record in this form but simply order the records you need and load them all straight into your automated library system.

These records can be bought as either a card set, a microfiche catalogue or in machine readable form. The card sets and microfiche catalogue are in standard library catalogue format.

### How do I buy SCIS records?

SCIS records are available for purchase from the Curriculum Corporation in Melbourne.

Postal address:

PO Box 177

Carlton South

Victoria 3053

The schools help line phone number is 008+337405.

### What can I buy and what does it cost?

#### Machine readable records

Catalogue records, available on floppy disk can be loaded into OASIS or other automated library systems. These records can be ordered as ASCIS 80 records or by using a software program called SCIS RECON.

### ASCIS 80

ASCIS 80 records can be ordered either by using an order form available from the Curriculum Corporation or by using the product ordering module online. Records are ordered by listing either their ASCIS order number (727050 in the samples above) or the ISBN.

Included in the online access subscription is a module called Product Ordering. This is simply an order form, on the screen, which is filled out by adding the SCIS order number or the ISBN and following the instructions on the screen. The order is sent direct to Ferntree Computer Services through the modem and the telephone line. The records are delivered through the post to the library ordering them on a floppy disk within a few days. The records cost 60 cents each. A maximum of 700 records can be ordered per disk. There is no limit to the number of disks you can order and no minimum number.

### SCIS RECON

Records can be ordered in machine readable form using a software package called SCIS RECON. The program costs \$140 and is designed to be installed on an IBM or compatible computer. By using the program an order disk is created which can be mailed to the



Clockwise from top left: Ann Webber, Fay Miller, Nicolle Hicks-Ussher, Anya Smeaton, Anne Dowling and Deidre Zachert—the SCIS team. [absent: Sue Baillie]

access other online databases such as Nexus, which is a host for AAP database and an Internet gateway.

### Information retrieval

Access using the SCIS database online is available by author, title, subject, publisher, ISBN or ISSN, classification number. Access is also possible by the words in the reviews or abstracts.

### Who does the cataloguing?

SCIS is owned by the nation's education authorities. The cataloguing records are input by each of the agencies established by the state and territory departments of education, and by the National Catholic Education Commission. The database is managed by the Curriculum Corporation in Melbourne.

In NSW, catalogue entries for a minimum of 6000 resources are added annually. Materials in all formats, print and non-print, are included. In addition, the NSW team adds approximately 1200 reviews/abstracts of items which support the NSW curriculum.

To increase the range of materials on SCIS some schools have been invited to send suitable materials that are not on SCIS to the NSW team for cataloguing.

The cataloguing team in NSW consists of

- one divisional librarian
- two librarians
- one library technician
- one assistant library technician

SCIS in NSW is part of the Curriculum Directorate. As part of the Library and Information Literacy team, cataloguers work with the SCIS Review Coordinator and the Editor of the journal *Scan*. The unit reports to a Senior Education Officer, Beth McLaren.

### Which Dewey number should I use?

Schools are generally advised to use the 12th abridged edition. However secondary schools use the 20th edition for literature or parts of the collection where longer numbers are needed. The SCIS cataloguers include both numbers for each item on the database. The records purchased by schools have either the 12th or the 20th as specified on the order.

Curriculum Corporation. The records required are loaded to the disk and returned to the school placing the order. Records ordered using RECON cost 15c each. Schools using RECON must pay for a minimum of 100 records each time they send an order disk.

### Card sets

Card sets are available at 65 cents per set.

### Microfiche services

At the end of each year all the records on the database are printed onto microfiche to form a catalogue. The microfiche is organised by the main entry for each record. Ten monthly updates with all the records added that month are produced. This product, which includes the subject authority microfiche costs \$150 a year.

The subject headings are also available on a separate microfiche with 4 updates a year at a total cost of \$30.

### Online services

Users need a computer, communications software and a modem to access the database online. Included in an online subscription is the searching module, product ordering, electronic mail and a bulletin board. The cost of an online subscription is \$100 registration fee. Subscribers then pay online charges of \$25.00 per hour based on actual usage. The same computer, software and modem can be used to

### SCIS subject headings

The subject headings that SCIS uses have been developed by the cataloguing agencies and the Curriculum Corporation. The headings are specially designed for use in schools in Australia and New Zealand. As new subject areas evolve new headings are proposed. For each new heading the agencies prepare proposals that are discussed at teleconferences. When all agencies agree on the form of the heading and its reference structure, it is accepted. New headings are available online straight away and are in the next update of the microfiche authority file.

### Where does the NSW agency get resources?

- Publishers send review copies of their materials to the agency for entry onto the database and for review in *Scan*.
- Curriculum documents are collected by the SCIS Review Coordinator. Abstracts with details on availability and appropriate level are added to the bibliographic record for each of these.

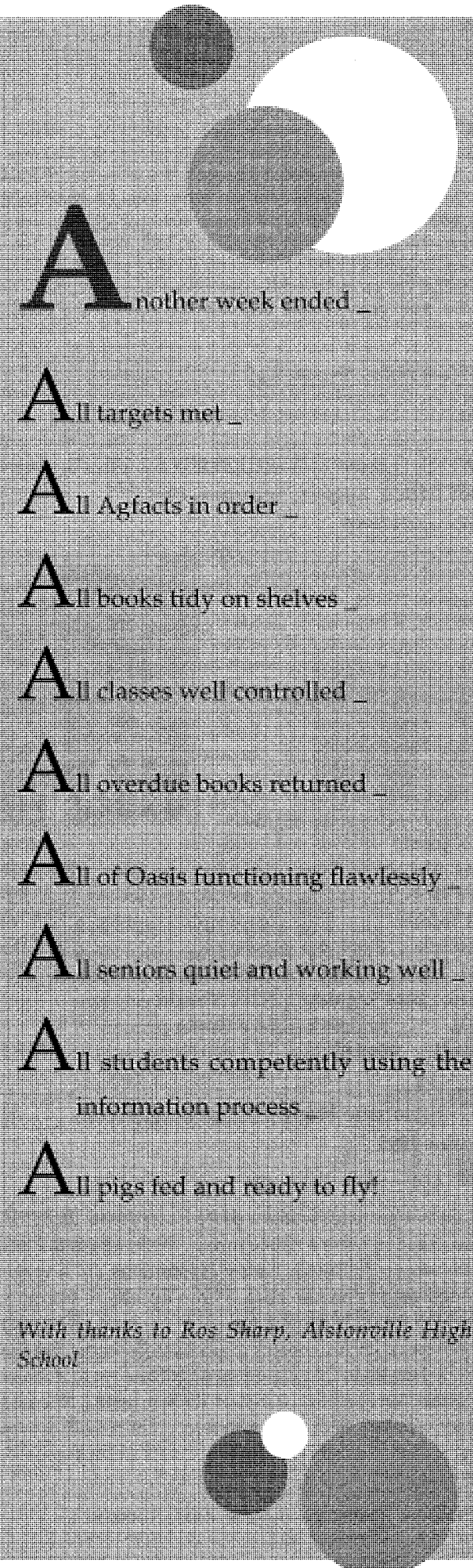
### The future with Voyager

Dobis Libis, the current software supporting SCIS was state of the art technology several years ago but is no longer supported by IBM. Voyager software from MarCorp was chosen from the companies tendering for the Curriculum Corporation contract. The software is being customised to our requirements.

The schools projected date of change will be the beginning of Term 1 1995.

### Why use SCIS?

- to gain access to information about the latest resources produced here and overseas
- to obtain records to build the school library catalogue in a cost effective way
- to benefit from the expertise of professional cataloguers
- to gain access to information about curriculum documents
- to allow more time to balance the teacher-librarian's roles of team teacher of information skills, information technology expert and manager of the library. ■



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.

BATES, Dianne and MIDDLETON, Phoebe **Big bad Bruce.** Angus & Robertson, 1994  
ISBN 0207176965

Big bad Bruce is tough indeed. He leads the roughest gang of not quite young bikies in town, boasting disreputable characters such as Chuck A Wheelie, Chopper Toezoff, and Ferret-face. The gang is hungry and makes for Moose McGreasy's, leaving a trail of terrified people in their wake. Next Bruce has dangerous business to attend to, and heads off on his Harley down the highway to a picnic with his wife and kids. The illustrations bring the bikies alive with stubbled faces, leather clothes, monstrous Harleys, wonderful tatoos, and Squeezeapimple's telling pieces of elastoplast. Catch the knowing leer and beer gut of the bkie trying to impress the very bored waitress! This picture book is great fun. L.FitzGerald



LEV: Middle primary Upper primary  
AVAIL: \$18.95 SCIS 802641

COLE, Babette **Winni Allfours.** Hamilton, London 1993  
ISBN 0241133696

Winni is a girl who wants a pony. Her parents disagree. This situation takes a comic turn in the hands of Babette Cole, whose gloriously funny illustrations are a major strength of this picture book. Winni decides to eat more vegetables, finally turning herself into a pony as a result of excessive carrot consumption. She finds her equine state to be a liberating experience and goes on to a career as a racehorse. With a twist at its conclusion, the plot avoids a happy ending. A bittersweet satire with a very English feel, this story maintains Cole's usual standard. J. Buckley

LEV: Lower primary Middle primary  
Upper primary  
AVAIL: \$18.95 SCIS 777869

EBLING, Peter and WILLIAMS, Sophy **Aria.** Viking, 1994  
ISBN 0670850624

In his first picture book, British comedian Peter Ebling tells the tale of a little girl who can only utter bird-like cries, and who seeks refuge in the jungle. Here she befriends the parrots, macaws and other exotic birds abounding there. Danger appears in the shape of the birdseller and follows her into her idyllic world. Aria saves the birds by warning them of the birdseller's approach. She weaves herself a beautiful cloak of bird feathers. Further perils await her from the birdsellers, taking the story to a fairytale ending. A beautifully presented book, with superb parchment-like paper, and soft, glowing pastel illustrations in chalk and watercolour. L. FitzGerald

LEV: Middle primary Upper primary  
AVAIL: \$19.95 SCIS 801949

EVERITT, Betsy **TV dinner.** Harcourt Brace, 1994  
ISBN 015283950X

Other books by Betsy Everitt include **Mean soup** and **Frida the wondercat.** This one is about a harlequin-like little girl, Daisy Lee, who, watched by her pet pig, rejects peas, soup, rice and all things nice, to consume the TV – the channels, the programs, and finally the set itself, knobs and all. She suffers indigestion, because Godzilla is showing inside her, and she burps a show from Channed 9. Illustrated in pastel colours in surreal style, reminiscent of children's paintings, this story is mildly amusing. The message must be that kids will swallow anything, specially when it comes to TV. It left this reviewer unresponsive. L. FitzGerald

LEV: Preschool Lower primary  
AVAIL: \$24.95 SCIS 804544

GARDNER, Sally **The little nut tree.** Orion Children's, 1993  
ISBN 1858810108

With loving care a young girl tends to the little nut tree sent to her on her birthday. When the tree bears a silver nutmeg and a golden pear the news spreads far and wide. Even the queen of Spain visits with her daughter, the princess, who is given the tree to take home with her. But there is a wonderful surprise for the original owner when she finds a little golden twig left behind. The simple narrative and charming illustrations remain true to the old nursery song, capturing well its lively tone and spirit. The introduction of the golden twig and interpretation of the final verse is particularly imaginative and clever. Children will enjoy the four page pull-out in the centre of the picture book. B. Richardson

LEV: Preschool Lower primary  
AVAIL: \$19.95 SCIS 776263

HAYES, Sarah and CRAIG, Helen **This is the bear.** Candlewick, 1994

ISBN 1564022706 [821]  
Any child who has ever loved and lost a teddy bear will enjoy this big book version of the original story in the

series (which also includes **This is the bear and the picnic lunch** and **This is the bear and the scary night**). The bear is thrown into the rubbish by the winning dog of the story, setting in train a dump-wide search for the bear, who never feels lost at all. The dog finds the bear and all's well that ends well. The rhythmical and rhyming text begs to be chanted, and further meaning and humour is added to the story by Helen Craig's soft water colours. Who could resist that daggy dog with his wicked intent? L. FitzGerald

LEV: Preschool Lower primary  
AVAIL: \$19.95 SCIS 801327

LINDBERGH, Reeve and ISADORA, Rachel **Grandfather's lovesong.** Viking, 1993

ISBN 0670848425 [811]  
Grandfather's love for his grandson is expressed through metaphors of New England (U.S.) seasons and landscapes. The simple verse and sentiment is probably more suitable for toddlers than those closer in age to the young boy pictured. But the large, strong, clear watercolours are outstanding, as is the opportunity for grandfathers to express their softer side. G. Phillips



LEV: Preschool Lower primary  
AVAIL: \$16.95 SCIS 783100

LIPNIACKA, Ewa and BOGDANOWICZ, Basil **To bed...or else!** Penguin, 1994 (Picture Puffins)  
ISBN 0140549102

Reissued in paperback, this picture book tells the story of Asha and Hannah, best of friends who often stay the night at each other's houses. Hannah's mum reaches desperation point trying to get them to go to bed. She loses her temper and threatens them with 'Go to bed by the time I count to three—or else!' While Mum ever so slowly counts to three, the friends speculate on what 'or else' might mean. Imagination runs high, and the girls go to sleep just in case any of the terrible things they imagine happen. An innocent story, not slick or sophisticated – and very appealing. The illustrations perfectly complement the simplicity of the story, with amusing touches such as Mum turning into an ice-cream eating, medicine dispensing changer-of-little-girls-into-frogs. L. FitzGerald

LEV: Lower primary Middle primary  
AVAIL: Paper \$7.95 SCIS 797634

McLEAN, Janet and McLEAN, Andrew **Dog tales.** Allen & Unwin, 1993  
ISBN 1863734880

Loving observation of canine behaviour combines with understanding of the interests of young children in this successful work. Extremely simple in structure, it depicts five dogs and the children who spend time with them. The well honed, rhyming text and delightful, relaxed pencil illustrations cover all aspects of a dog's life. And what a glorious life it is too! Various noses, ears, tails, paws and jaws and their uses fill the initial pages. Demonstrations of dogs being friendly, fighting, being clever

or cheeky and just being dogs develop the experience of this picture book, which is honour book for the 1994 CBC awards. J. Buckley

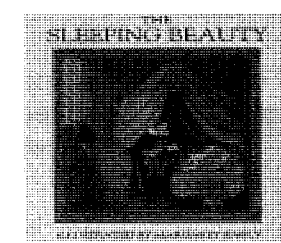
LEV: Preschool Lower primary  
AVAIL: \$17.95 SCIS 770092

McPHAIL, David **Pigs aplenty, pigs galore!** Blackie Children's, 1994

ISBN 0216941296 [811]  
Written in rhyming verse, this humorous story will delight young readers. While the poem is simple, the book's strength lies in its outrageously funny, action-packed illustrations which add new dimensions to the simple text. Like a dream sequence, pigs of all shapes and sizes in all types of clothing suddenly appear and create havoc, gorging themselves on food and behaving abominably. It will appeal to those large numbers of students who enjoy the bizarre, and is great for reading aloud. J. Anderson  
LEV: Lower primary Middle primary  
AVAIL: \$18.95 SCIS 790676  
KLA: E

PERRAULT, Charles **The Sleeping Beauty** / retold by Margaret Early. McVitty, 1993

ISBN 0949183822 [398.21 PER]  
This retelling of Perrault's classic tale has a format featuring illuminated borders and beautiful illustrations which create a warm, realistic setting for the story. Based on the Chateau d'Usse in the Loire Valley which was the location Perrault had in mind when he wrote the story, the illustrator has used oil paint on synthetic canvas with a gold focus which gives a richness to the illustrations. The ornamental borders are based on the "white vine" designs commonly found in Romanesque manuscripts. These add an exciting new dimension to the presentation and the text and illustrations complement one another making it a wonderful version for reading aloud. J. Anderson



LEV: Lower primary Middle primary  
Upper primary  
AVAIL: Paper \$22.95 SCIS 782724  
EVAL: Highly recommended

SCHOTTER, Roni and WINTER, Jeanette **A fruit & vegetable man.** Little, Brown, 1993  
ISBN 0316774677

Mr Ruby Rubenstein, Delano Street's old fruit and vegetable man, takes great pride in carefully selecting the best farm produce and displaying it for sale with supreme artistry. Sun Ho, a recent immigrant, is captivated and asks Ruby to teach him all he knows. When Ruby takes ill and decides to retire, it seems only natural that Sun Ho should become Ruby's successor. This is a warm, satysfying story with a strong multicultural flavour, told in natural, flowing language. The complementary artwork is rich and evocative, its strong patterns reflecting Ruby's careful fruit and vegetable arrangements. In addition to being a fine narrative, the picture book offers a number of concepts, such as pride in work, growing old, relia-

bility and multiculturalism, to consider and discuss. B. Richardson

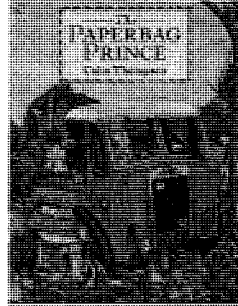
LEV: Preschool Lower primary Middle primary  
AVAIL: \$19.95 SCIS 787531

**THOMPSON, Colin** *The paperbag prince.*

Random Children's, 1994 (Red fox)

ISBN 0099933209

The ecological consequences of rubbish dumps are explored in this story containing beautiful, very detailed, illustrations. Villagers have desecrated a verdant valley through dumping. The dump caretaker, a slightly eccentric old man, is told that dumping will cease. He rejoices, orders some old train carriages for his home and settles down in harmony with the animals living in the rubbish. The garbage decomposes and slowly nature repairs the land. A gentle, yet powerful story of hope and renewed life after pollution damage. J. Bruce



LEV: Lower primary Middle primary  
Upper primary Lower secondary  
AVAIL: Paper \$7.95 SCIS 791254

**THOMSON, Jim and LOBBECKE, Eric** *The koala who bounced.*

Random Australia, 1994 (Red fox / A Mark Macleod book)

ISBN 009182897X

Karri is a koala with the ability to bounce. Being a little different leads to becoming isolated from his family, so Karri sets out to find a friend. He mistakes a basketball for another bouncing koala, which brings about a new friendship. Possible danger from a threatening bushfire is averted by Karri's actions. The contrived plot and trite ending of this pleasant but undemanding picture book make it less than satisfying. Colour illustrations by Eric Lobbecke contribute humour and detail to the story. J. Buckley

LEV: Preschool Lower primary  
AVAIL: Paper \$8.95 SCIS 782729

**Van GARDEREN, Ilse** *Winter bacon : the story of a little pig.*

McVitty, 1993

ISBN 0949183865

Beautiful illustrations, reminiscent of an old-fashioned European fairy tale, and a simple narrative, also traditional in style, tell the story in this picture book of a little pig who manages to avoid becoming the winter bacon. At first no-one except Matya values the tiny piglet that she finds in a cornfield and takes home to her family's poor cottage on the edge of the forest. What possible use (apart from providing food) is a pig to this family who all must work so hard on their farm to eke out a living? But the little pig proves its worth and saves its life when it rounds up the sheep during a big storm. The story, while not particularly original, is presented with much charm and has great appeal to children. B. Richardson

LEV: Preschool Lower primary  
Middle primary  
AVAIL: Paper \$17.95 SCIS 788385

**WALDHERR, Kris** *Persephone and the pomegranate : a myth from Greece.*

Dial books for young readers, 1993

ISBN 0803711913

[292.1]

Young readers will find this an exciting and beautiful introduction to Greek mythology. A simple text, and oil and pastel artwork, bring to life the legend of the seasons. In a picture book dedicated to the author/artist's own mother, Persephone illustrates the love of a daughter and her grief at being captured in Pluto's underworld away from the goddess of the harvest, her mother Demeter. For units on the family or the seasons, this will provide much stimulation. M. Williams

LEV: Middle primary Upper primary  
AVAIL: \$22.95 SCIS 788897



**Fiction for younger readers**

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

**A treasury of stories from around the world**

/ chosen by Linda Jennings. Kingfisher, 1993

ISBN 1856970612

Seventeen stories from sixteen cultures are gathered together in this interesting collection, although, unfortunately, there is no inclusion from Australia. Each story retains and reflects some of the unique flavour of its country of origin yet, as is the nature of folktales, there is a commonality in the portrayal of people: of universal human frailty and fallibility, of motivation, cause and effect and, of course, the frequent intrusion of magic and the supernatural. Illustrations by popular artist, Victor Ambrus, also have a unifying effect. Children will enjoy the stories read aloud or savoured silently. B. Richardson

LEV: Lower primary Middle primary  
Upper primary  
AVAIL: \$9.95 SCIS 772049

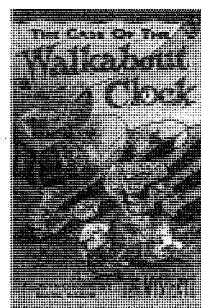
**BALL, Duncan** *The case of the walkabout clock.*

Angus & Robertson, 1994

(Skinny mystery / Young bluegum)

ISBN 0207182973

An antique clock mysteriously disappears while the Wagner family, using anonymously posted tickets, attend the circus. The police arrest a burglar, just released from jail, for stealing the clock. The children, Anna and Tim, begin their own detective work. They confront the postman and discover interesting clues. The crime is solved by their logical deductions. The suspect didn't do it! A lively



story for emerging readers. Amusing drawings by Mark David and 20-30 words per page make for easy reading. J. Bruce

LEV: Lower primary  
AVAIL: Paper \$7.95 SCIS 787037

**CARMICHAEL, Claire** *Minimal farm.*

Random, 1994 (A Mark Macleod book)

ISBN 0091829089

*Minimal farm* is sort of a nursery for very small naughty wild animals which are continually assessed as not ready to be pets. It is an excellent book for those readers who are just beginning to want to do it for themselves: the language is extremely simple but interesting; sentences are short; and there is some subtle repetition. Humour is pitched very much at the level of the young child and is garnered from both text and illustrations; the latter sometimes augments the humour of the text. It is refreshing and rare to see an attractive, appropriate and enjoyable work for this reading level. F. Gardiner

LEV: Lower primary  
AVAIL: \$14.95 SCIS 786719

**CARTWRIGHT, Pauline** *The reluctant pirate.*

Angus & Robertson, 1993 (Young bluegum)

ISBN 0207183457

Amos the narrator is a pirate only because he has to follow in his late father's footsteps. Salvation arrives in the odd guise of a takeover by a feminist pirate ship led by the amazing Griselda with whom Amos falls in love and, by the end of the story, marries. The intent of the book is zaniness and this is achieved in a variety of techniques; loony storyline; wild illustrations: ultra-busy design; interspersal of comic strips, speech bubbles, 'hand written' notes, all of which probably have appeal for young newly independent readers. F. Gardiner

LEV: Middle primary  
AVAIL: Paper \$7.95 SCIS 782070

**CAVE, Kathryn** *Best friends for ever.*

Viking, 1994

ISBN 0670852279

Alex and Sam have always been best friends but their friendship is put to the test when they are given the job of looking after Emma, the new girl at school. Although a new competitiveness develops between them and Diane, Sam's sister tries to shake their friendship, it survives the test. Large print and black and white illustrations make the novel suitable for emerging readers although verbalising Emma's speech with her front teeth missing is disconcerting. The novel gives some insight into the dynamics of relationships but the pace is slow and the story line somewhat simple and uninspiring. J. Anderson

LEV: Middle primary Upper primary  
AVAIL: \$22.95 SCIS 794246

**CRESSWELL, Helen** *The Puffin book of funny stories*

/ chosen by Helen Cresswell.

Penguin, 1993 (Puffin books)

ISBN 0140347763

Three quite dated stories from the turn of the century, a James Thurber, a funny Anne Fine and Joan Aiken for middle to upper primary, a long excerpt from one of

Cresswell's own Bagthorpe novels, an excerpt from Diana Wynne Jones' *Witch week* and a Chinese Whispers mix-up from Jan Mark, padded out with an excerpt from *Adrian Mole* more suitable for thirteen year olds, constitute a mixed bag, with none requiring a really good guffaw! Paul Jennings has no worries here. G. Phillips

LEV: Middle primary Upper primary  
Lower secondary

AVAIL: Paper \$8.95 SCIS 783724

**DUBOSARSKY, Ursula** *The white guinea-pig.*

Viking, 1994

ISBN 0670856258

I read all the way through this hoping that it was going to prove to be a yarn with a great punning punch line at the end. But no, it was just a rather silly story, degenerating at the end into what I consider very bad taste symbolism, told in language that is terribly self conscious and far beyond the level of the potential or intended audience. Geraldine has a guinea pig thrust upon her by a school acquaintance to be minded during the latter's absence on holiday. The guinea pig disappears and all sorts of other story strands are introduced, with minimum effect. F. Gardiner

LEV: Upper primary  
AVAIL: Paper \$14.95 SCIS 790959

**FRENCH, Vivian** *Under the moon.*

Walker, 1993

ISBN 0744531764

Three truly delightful, original stories—ideal for reading aloud—are contained in this collection. Each story is spiced with magic and is told in a voice reminiscent of the oral folk story teller. In the first tale we meet a little old woman who is a compulsive cleaner, in the second a grandmother who outwits a wily wolf to rescue her grandson and last, but certainly not least, a small green apple child who matches wits with an elder 'bogle'. The collection is all too short, the stories whet the appetite for more of the same. Quirky fine-line black-and-white drawings add their own off-beat humour and charm. Recommended for reading aloud collections as well as junior bookshelves. B. Richardson

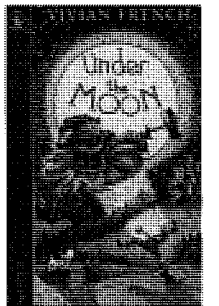
LEV: Lower primary Middle primary  
AVAIL: Paper \$6.95 SCIS 791500

**JORDAN, Sherryl** *Tanith.*

Omnibus, 1994

ISBN 1862912025

Wolves hold a significant place in human cultures, even in one such as ours that has no direct connection with them. Jordan's novel is a paeon to wolves' integrity and loyalty, projected in great contrast to that of humans. Within this contrast is a poignant love story, between Tanith, raised by wolves, and one of her adopted human family—most of whom are bitterly and narrowly opposed to this wolf-woman's



presence in their midst. Tragedy is an inevitability. The assurance of Jordan's prose is matched by its lucidity and beauty. F. Gardiner

LEV: Lower secondary  
AVAIL: Paper \$9.95  
EVAL: Highly recommended SCIS 787355

**KELLEHER, Victor** *Where the whales sing.*

Viking, 1994

ISBN 0670832081

*Where the whales sing* recalls Hemingway's *The old man and the sea* in that it deals with an ordeal at sea, and resultant spiritual growth, and in its deceptively simple language. Claire and her father encounter a storm in which a whale overturns their boat and Claire is left to fend for herself, with an injured knee. She becomes fevered and the line between dream and reality begins to blur. Claire swims frequently and befriends whales, and together they are borne towards Antarctic waters. Here Claire's courage and endurance are tested. The anti-whaling message is very strong. But it is the teasing question—is she dreaming? which tantalises. Kelleher's lyrical descriptions of the undersea world match perfectly the superb blue illustrations of Vivienne Goodman. A masterpiece. L. Fitzgerald

LEV: Upper primary Lower secondary  
AVAIL: \$18.95 SCIS 798299  
EVAL: Highly recommended

**KIDD, Diana** *Spider and the king.* Angus & Robertson, 1994 (Bluegum)

ISBN 0207183082

Something terrible has happened in Sam's family: we know that his sister has suffered some trauma, some of which is gradually revealed to us throughout the novel. But life has become too much for Sam and he takes the option of running away. What happens to Sam on the streets is told in Diana Kidd's inimitable, finely crafted and refined style. This novel is however much more complex than her previous trilogy, introducing a stream of consciousness technique which introduces some ambiguity to the text, challenging the reader and providing splendid opportunities for discussion. F. Gardiner

LEV: Upper primary Lower secondary  
AVAIL: Paper \$8.95 SCIS 800502

**KING-SMITH, Dick** *Sophie in the saddle.*

Walker, 1993

ISBN 0744524644

The irrepressible Sophie is back again this time with a new puppy called Puddle. Puddle in tow, Sophie and her family enjoy a holiday on a farm. Here Sophie is initiated into the delights of swimming at the nearby beach and horse riding. In his familiar style, the author presents another warm, gently humorous story in which the lives of family and animals are intertwined. Plentiful black-and-white illustrations capture the fun. Beginning readers should enjoy this latest adventure. It is also ideal for reading aloud and could provide entertainment for

preschoolers as well as older students who will delight in and greatly appreciate the humour of Sophie's language bloopers. B. Richardson

LEV: Preschool Lower primary  
AVAIL: \$14.95 SCIS 791489

**MATTINGLEY, Christobel** *No gun for Asmir.*

Penguin, 1993 (Puffin)

ISBN 0140367292

Based on the real experiences of Asmir and his family during their escape from Sarajevo, this is a straightforward and touching story. Because the plight of refugees is told simply from the innocent viewpoint of a seven-year-old boy, the descriptions of war, destruction, loss of loved ones, parting and confusion are very evocative and so will have appeal for many age groups. Similarly the Muslim background of the family is sensitively portrayed. M. Hamlyn

LEV: Middle primary Upper primary Lower secondary  
AVAIL: \$8.95 SCIS 768339

**PRETTY, Ron Nicole** : *another chance at life.*

Five Islands, 1993

ISBN 1875604162

The poignant true story of Nicole Bowden, Australia's youngest heart transplant recipient, is presented in a fictional, first-person prose narrative from the perspective of her younger sister, Mellisa. This narrative form makes the story particularly accessible to child readers who should empathise with Mellisa's feelings of hurt, rejection, sorrow, guilt and gradual acceptance. She and her parents must cope with the stresses of Nicole's decline in health and long hospitalisation, agonise over the transplant and its aftermath, deal with public and media scrutiny, delight in her homecoming and suffer the tragedy of her death. An unsentimental story of family, of love, and of a special kind of courage, it also offers a not-so-pretty insight into less desirable human traits, particularly those of some members of the general public and the media. B. Richardson

LEV: Middle primary Upper primary Lower secondary Middle secondary Upper secondary  
AVAIL: \$12.95 SCIS 767446

**READER, Dennis** *Into the jungle.*

HarperCollins, 1993 (Picture lions)

ISBN 0006642802

An ordinary overgrown suburban garden is transformed into an exciting jungle of lions, crocodiles and lost temples. Jonathan and his elderly neighbour are able to imagine all sorts of fun and adventure as their friendship grows. Highly detailed illustrations and a clear simple text make this a rewarding journey for the emerging reader. This is a tale of friendship and the independence and self reliance that can grow after a friend leaves. M. Williams

LEV: Lower primary Middle primary  
AVAIL: Paper \$8.95 SCIS 769320

**SLEIGH, Barbara Jessamy.** *Knight*, 1993

ISBN 0340195479

This is an involving time-slip novel. Because Jessamy is an orphan she is forced to spend her holidays with the housekeeper of a large old empty house. There she finds her name written in a cupboard in the old nursery. Young Jessamy is drawn into family life in England in 1914 during the First World War, with the additional mystery of a family theft. The lifestyle of 1914 and family members are engagingly developed but as the book was first published in 1967, the 60s 'present' is vague, familiarity being assumed. This and the English setting may distance some readers. M. Hamlyn

LEV: Upper primary Lower secondary  
AVAIL: Paper \$7.95 SCIS 783653

**STANNARD, Russell** *World of 1001 mysteries.*

Faber, 1994

ISBN 0571170498

As the title implies, the author, a professor of physics, has borrowed his story format from the tales of the Arabian Nights in order to present physics in an appealing and entertaining way for young readers. Phusis, a school teacher, is the modern-day Scheherazade who enthralled the appeals judge with her stories of the incredible mysteries and wonders of the world, thus cleverly delaying its destruction by Fred with his Schlorpfit World Disposal Unit. Among the marvels presented by Phusis are stories about light, matter, time and energy. But, it is the school children who save the world in the end. Palatable physics with a strong conservation message. B. Richardson

LEV: Upper primary Lower secondary  
AVAIL: Paper \$7.95 SCIS 792143

**SWINDELLS, Robert** *You can't say I'm crazy.*

Penguin, 1994 (A young Puffin)

ISBN 0140365060

Two separate stories about the same group of four children constitute this short easy-to-read book. Both stories deal with inexplicable tales of para-magic, the first bordering on mild horror concerning a Guy Fawkes with a tendency to assume a life of its own. The language is simple but not simplified and this, together with the intriguing plots and Tony Ross's numerous black and white illustrations, make this an excellent addition to the collection for newly independent readers. F. Gardiner

LEV: Lower primary Middle primary  
AVAIL: Paper \$6.95 SCIS 790644

**THOMAS, Ruth** *Guilty!* Random Children's, 1993

ISBN 0099185911

Kate is a ten year old who imagines herself in *Secret Seven* mould, and itches to investigate a local robbery. Her attempts to enlist her friend Desmond meet with uncertain success, as his father, recently released from prison, is chief suspect according to their classmates. The investigation leads to a nasty twist of events and a few unpleasant lessons about friendship, loyalty and judging people on face value. This story is simply written, and occasionally relies on its use of idiom to convey a working class atmosphere, but it contains enough strong character development and unpredictability to keep the reader interested. M. Steinberger

LEV: Upper primary Lower secondary  
AVAIL: Paper \$6.95 SCIS 786736

**ZAMBRANO, Mary Frances** *Journeyman wizard.*

Harcourt Brace, 1994 (Jane Yolen books)

ISBN 0152000224

Though it does not have their classic qualities, this novel is certainly reminiscent of *The dark is rising* and *Narnia* series—there is even homage paid to the latter. The second tale about young Jermyn, apprentice spellmaker, may be the foundation for future books in the series. This one sees his spellmaking skills being stretched to the limit as suspected murder weaves its way round him. It is a very accessible work and will thrill those who enjoy magic and mystery. F. Gardiner

LEV: Upper primary Lower secondary  
AVAIL: \$29.95 SCIS 791994

**Fiction for older readers**

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

**BOARD, Richard** *Netherworld season.*

Mammoth Australia, 1994

ISBN 1863301429

A variation on fantasy worlds is created in this story of Prent, a young man who is coming of age when he is affected by an ancient spell which changes his world. To save it, with the help of Scut (an elf who has been tainted by evil), Prent has to cross to the Plane of Souls. The characters are hazy. The story is based mainly on action against giant ants and androids, and the flow of the plot is not compulsive, the reader being distracted by questions of who and what various beings and states of being are. M. Hamlyn

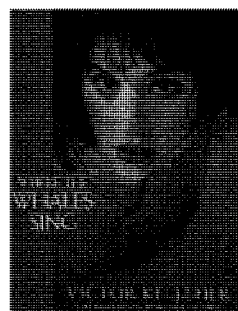
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$10.95 SCIS 787818

**BOSSE, Malcolm J.** *Ganesh.* Random Children's, 1993 (Red fox)

ISBN 0099967006

This reprint of the 1981 novel should gain some new readers for Bosse's subtly written story. Jeffrey is an American-born fourteen year old who has grown up in India, but must return to live with his aunt in the United States when his father dies. His attempts to fit into American teenage society when his behaviour and thinking are Indian cause many problems for him and those he encounters. A threat to his aunt's house from a highway development provides an opportunity for a fusion of elements of both societies, and a discovery of common characteristics in everyone. This highly readable story will also help readers gain an understanding of what culture shock means for all involved. M. Steinberger

LEV: Lower secondary Middle secondary Upper secondary  
AVAIL: Paper \$6.95 SCIS 786714





JAY, Charlotte **Arms for Adonis**. Wakefield, 1994  
ISBN 1862542961

The lurid cover, with subtitle 'Blood and love in Lebanon' is a good yardstick for measuring this novel – this truly awful novel which would surely have a very limited audience. First published in 1961, reissued in 1994, the story concerns a restless English woman who, in the process of leaving her lover and Lebanon, finds herself caught up in a feigned assassination attempt. Although she is in the presence of the victim for only a couple of hours she falls for him hook, line and Mills & Boon. So little really happens in the couple of hundred pages that this reader felt she was in the middle of a travelogue, being related in trite language with a fair sprinkling of typos. F. Gardiner

LEV: Upper secondary  
AVAIL: Paper \$14.95 SCIS 788308

CLARK, Margaret **Living with Leanne**.  
Random Australia, 1994 (A Mark Macleod book)  
ISBN 0091828988

If teenagers like this book, we ought to pack up shop and go home in defeat. From the cover, featuring a semi naked girl, to the racy style, to the supposed teenage attitudes and idiom, it is obviously designed to appeal to a young audience. It is also brimming with sickly political correctness: Aboriginal youngsters who just need a (white) helping hand to turn their lives around; an estranged father who turns out to be an unpleasant racist contrasted with a mother who is Disney good. Some writers have the knack of being able to mirror the world of the young into a wry, self deprecating humour. Not this slick, often ugly, work. F. Gardiner

LEV: Lower secondary  
AVAIL: Paper \$9.95 SCIS 792048

COPPARD, Yvonne **Everybody else does!**  
**Why can't I?** Penguin, 1994 (Plus)  
ISBN 0140365958

A year in the life of a mother and daughter is told in parallel diary entries. It is a hilarious but thought provoking exploration of the 'communication', assumptions and misinformation between them, particularly about relationships. Jenny is in her GCSE year, trying to find the right boy, help her friends with their emotional crises and cope with her little brother. When Jenny's mother becomes pregnant again she is hesitant about telling her children. Jenny misinterprets her evasiveness as guilt about having an affair. The situations are unerringly believable. The fluent style is light and very readable. M. Hamlyn

LEV: Middle secondary Upper secondary  
AVAIL: \$8.95 SCIS 790583

FRENCH, Jackie **Somewhere around the corner**. Angus & Robertson, 1994 (Blue gum)  
ISBN 0208193597

At a contemporary demonstration, adolescent Barbara slips through time to Sydney in 1932, during the great Depression. She meets Young Jim, who uses appealing language like "I could eat a maggoty horse as long as it had sauce on it", and they jump a train to his welcoming parents in the makeshift camp of Poverty Gully. French portrays well the hardship, struggle and humour, as well

as showing the community strength that developed. Entertained by sharp dialogue and strong, deftly-drawn characters, Barbara (and the reader) gain a clear understanding of the stresses that those economic difficulties caused. A. Barber

LEV: Upper primary  
Lower secondary  
AVAIL: Paper \$9.95 SCIS 785504



SCIS 785504

HAWTHORNE, Susan **The falling woman**.  
Spinifex Press, 1992  
ISBN 1875559043

I wouldn't presume to say that I understand the complexities of this novel which deals with the life of a lesbian woman, presented in a non-linear fashion, and in particular addressing her struggle with epilepsy, all set against the varying backdrops of suburbia and the outback. Interwoven is a mystical voice which seems to emanate from a Dreamtime but which could just as well be a stray from something like Hawkings' **Brief history of time**. The style is simultaneously matter of fact and poetic which is enjoyable; for people who crack the code of the narrative, it will be a literary journey that is satisfying and rewarding as well. F. Gardiner

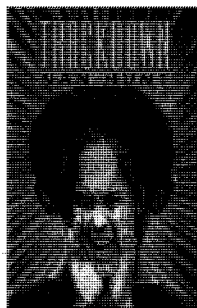
LEV: Upper secondary  
AVAIL: Paper \$17.95 SCIS 791727

HUNT, Nan **Trackdown**. Random Australia, 1994  
(A Mark Macleod book)

ISBN 0091827272

Two teenagers, somewhat disconnected from their peers, realise as soon as Julie starts at her new school they share a strange metaphysical bond. This linking of minds happens on several occasions before a real crisis occurs requiring that both Julie and Turtle use this power to save the latter's life. The plot is dubious to say the least but the action flows well and the characters are pleasantly realised. The cover will attract readers who for the most part won't be too disappointed. F. Gardiner

LEV: Lower secondary  
AVAIL: Paper \$9.95 SCIS 786726



LARKIN, John **Ghost byte**. Random Australia,  
1994 (A Mark Macleod book)

ISBN 0091829402

There are some interesting elements in this funny, off-beat adventure/ghost story. Brendan has a normal fourteen year old's interest in girls, colourful language, videos, his mates' practical jokes and body humour, computers and beating his rival at swimming. After returning from a visit to his father and brother in Western Australia, Brendan discovers that he has been accompanied by a ghost which communicates through his computer. With the ghost's eccentric help Brendan wins his race and his Asian girlfriend back from his rival. Repa-

ying the ghost involves Brendan and one mate hitching across the Nullabor with Sandra, the truckie. M. Hamlyn

LEV: Middle secondary  
AVAIL: Paper \$9.95 SCIS 786740

LAWRENCE Louise **Ben-Harran's castle**.  
Random Children's, 1994 (Red fox)

ISBN 0099109115

Christopher, a teenage boy from Earth finds himself transported to another world after the plane he is travelling in crashes. Imprisoned in Ben-Harran's castle, Christopher meets Mahri, a warrior queen from Herra-Venda and the beautiful Kysha from Erinis. Certain events lead to Ben-Harran, one of the Galactic Controllers, having to stand trial before the High Court of Atui and his three captives from alien planets have their part to play in his case. Christopher finds his circumstances confusing and his mission puzzling. This is a book for those readers who especially enjoy science fiction. C. Sly

LEV: Middle secondary  
AVAIL: Paper \$7.95 SCIS 791264

NOLAN Han **If I should die before I wake**.  
Harcourt Brace, 1994  
ISBN 015238040X

Driven by hatred a young American girl, Hilary, joins a neo-Nazi group and becomes an Aryan warrior. However she undergoes a radical change when, following a serious bike accident, she is trapped in a coma. On the brink of death Hilary is visited by visions of the degradation and torture suffered by a young Jewish girl named Chana who miraculously survives the Holocaust.



Through this strange experience of Chana's life, Hilary awakens to a new understanding of life, love and hope. She is charged to use her enlightenment for the betterment of humanity. This is a thought provoking, powerfully moving story. C. Sly

LEV: Middle secondary Upper secondary  
AVAIL: \$27.95 SCIS 791701

SWINDELLS, Robert **Stone cold**. Hamilton, 1993  
ISBN 0241133009

A chilling story of homeless young people in London, this is a tale of destitute people lured to their death by a cunning serial killer. Leaving his hometown in the north of England to escape terrorisation by his stepfather, Link moves to London in search of work. He quickly finds himself one of the unemployed and homeless. Befriended by a lad called Ginger, Link learns to survive. After Ginger's mysterious disappearance, Link meets a girl known as Gail. Together they begin to investigate the movements of a strange man called Shelter. A sensitive and disturbing narrative, this is compelling reading. C. Sly

LEV: Middle secondary Upper secondary  
AVAIL: \$ 22.95 SCIS 790673

TAMAR, Erika **The things I did last summer**.  
Harcourt Brace, 1994  
ISBN 0152824901

A summer holiday at an American beach resort holds some unexpected encounters for seventeen-year-old Andy Szabo. Three women have a significant impact on his life at this time. His stepmother, Lorraine provides a caring family context. Local newspaper editor Lex Bernstein cultivates his talent for journalism and the enigmatic beach girl, Susan, leads him to previously unknown passions. Experiences of pleasure and pain hurl Andy across the abyss between adolescence and maturity. His own account of this memorable summer is told with humour, sensitivity and honesty, making this an enjoyable, moving tale. C. Sly

LEV: Upper secondary  
AVAIL: \$18.95 SCIS 791695

ZWI, Rose **Safe houses**. Spinifex, 1993  
ISBN 1875559213

At any time this would be a novel worth reading. The re-necency of Nelson Mandela's election as President of South Africa adds interest as the story is set in an Africa of the 80s where the prospect of such sweeping political change is unimaginable. The three narrators are Jewish South Africans, with direct or indirect links with the Holocaust thus adding to the poignancy and tragedy of the South African situation as portrayed here. The lives of both black and white characters intertwine, all paying the price of a regime which is devoted to oppression. Zwi's style is direct and evocative. F. Gardiner



LEV: Upper secondary  
AVAIL: Paper \$18.95 SCIS 780570

## Poetry and drama

Resources are in Dewey order.

CAMERON, Neil **Fire on the water : a personal view of theatre in the community**.  
Currency, 1993 (Currency dramatists)

ISBN 0868193070 [792]

The author has twenty years experience involving large scale community performance arts projects throughout Australia and elsewhere. Although not a prescriptive handbook, this useful and practical resource is helpful to anyone thinking of successfully staging such events. It covers such areas as street theatre, open air performance, community and celebratory theatre (festivals, parades and rituals). Fundamentals of planning and rehearsal are covered. A. Barber

AUD: Professional  
AVAIL: Paper \$14.95 SCIS 783530  
KLA: CA

PRYOR, Nick **Putting on a play.** Wayland, 1994  
ISBN 075020706X [792]

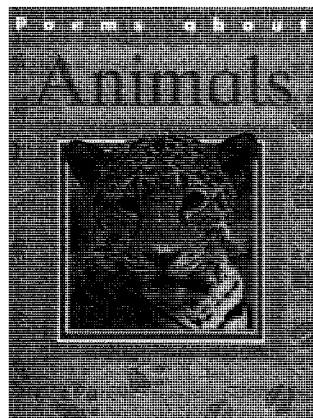
This resource offers a complete guide to do-it-yourself student productions. The age group intended is unclear as the content is detailed, while photographs and illustrations target middle to late primary. Students are taken from the initial idea to *Showtime!* There is a rather simplistic section on choosing the play itself; planning and holding auditions; organising the stage crew; props, costumes, makeup and sound effects; characterisation; blocking and detailing; and the technical and dress rehearsals. A notes section listing theatrical words (bolded in the text); a bibliography; notes for teachers (with the aim of helping students manage unaided) and an index complete the resource. L. FitzGerald

LEV: Upper primary Lower secondary  
AVAIL: \$29.95 SCIS 801224  
KLA: E; CPA; CA

EARL, Amanda **Poems about animals.**  
Wayland, 1994 (Poems about)

ISBN 0750210346 [808.81]

One of a series of six poetry books, this title contains twenty-one simple illustrated poems with large type and full colour photographs and drawing. Poems include examples on cats, dogs, snakes, rabbits, insects, seals and birds. The book is indexed and offers a brief but useful section on how poetry might be used with children. Text acknowledgements allow for follow up in other anthologies. This is a useful book for whole class teacher reading, class discussion or modelling of a variety of poetry styles. Other titles in this series: **Colours, Feeling, Food, Journeys and Weather.** F. Broomham



LEV: Preschool Lower primary  
AVAIL: \$26.95 SCIS 798128  
KLA: E; ST

FLORIAN, Douglas **Bing bang boing.** Harcourt  
Brace, 1994

ISBN 0152337709 [811]

Variety is the keynote in this entertaining collection of limericks, shape poems, and longer poems by Douglas Florian, author/illustrator of **Beast feast, Monster motel and Vegetable garden.** Subjects of the poems are varied and surprising, such as fat *Genny Glubber* (how I love her!), *Gideon Giles* (of the seven smiles), *Smelly socks* and *Tired hair*. Many are intended to be chanted, most contain the kind of humour which appeals to the child in everyone, and all are illustrated simply and tellingly with dark pencil drawings. Shape poems such as *Ping pong poem* and *Sea shell* could be imitated by children. Overall, the poems are not too specifically American. L. FitzGerald

LEV: Middle primary Upper primary  
AVAIL: \$27.95 SCIS 800519  
KLA: E

KUSKIN, Karla **Soap soup and other verses.**  
HarperTrophy, 1994 (An I can read book)

ISBN 0064441741 [811]

Each illustrated poem in this collection of short simple rhyming verses is one to two pages long, with a maximum of ten lines of large type per page. The poems are mainly nonsense verse and topics covered include: me, my body, weather, animals and food. The poems are arranged in a random order without titles, and are not indexed. The simple text used would be suitable for beginning readers, or when teachers are introducing rhyme to younger children. F. Broomham

LEV: Preschool Lower primary  
AVAIL: Paper \$5.95 SCIS 794152  
KLA: E

HUGHES, Shirley **The nursery collection.**  
Walker, 1994

ISBN 0744532108 [821]

Five Hughes favourites—*Bathwater's hot, When we went to the park, Colours, All shapes and sizes* and *Noisy*—are gathered into this nursery collection. Each introduces and illustrates its concept in the context of family, and in particular the little girl and her winsome baby brother. Hughes' characteristic illustrations glow with family love and security, albeit with a slightly northern light. Concepts such as opposites are illustrated in the context of everyday family situations and everyday humour. The text is sparse, as is appropriate for the young readers, and poetic. *Colours*, in particular, contains wonderfully evocative word pictures, summoning up the northern seasons and colour as richly as do the illustrations. L. FitzGerald

LEV: Preschool Lower primary  
AVAIL: \$19.95 SCIS 801637  
KLA: E

OWEN, Gareth **My granny is a sumo wrestler.**  
HarperCollins, 1994 (A Young Lion poetry book)

ISBN 000674883X [821]

This is a collection of forty-five, one to two page poems. Narrative and nonsense poems predominate, with both rhyming and non-rhyming text. Titles covered are varied, and text is of simple standard size with each poem titled and indexed. Themes are based on life in England, but the variety and ease of reading allow them to remain relevant to Australia. The book is aimed at the young, or reluctant reader, but could easily be read by teachers promoting both writing and listening to children's poetry. It provides simple models of form and composition to stimulate children in the poetry writing process. F. Broomham

LEV: Middle primary  
AVAIL: Paper \$7.95 SCIS 795014  
KLA: E



**The Penguin book of Australian ballads**

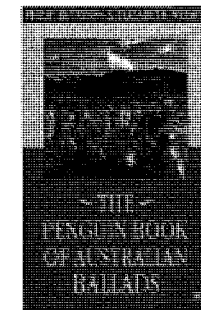
/ edited by Philip Butters. Penguin, 1993

ISBN 0140423710 [A821]

A replacement for the original Russel Ward edition, this collection of about 150 ballads ranges from British and convict songs to early twentieth century poetry. The careful selection process reflects issues and themes in Australia's development highlighted in more recent historical and social writing. There are many familiar works and writers but also enlightening and rarely seen material, and women writers are better represented than usual. The useful introductory essay could have been extended by the provision of commentary on individual works. The collection will be a valuable adjunct to studies of Australian literature and history. Beware, though – your clients will quickly find *The Bastard from the Bush*. G. Spindler

LEV: Lower secondary Middle secondary  
Upper secondary

AVAIL: Paper \$17.95 SCIS 778856  
KLA: E; HSIE

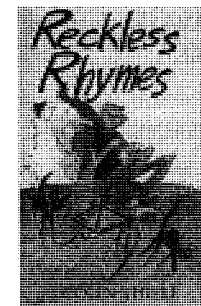


THIELE, Colin **Reckless rhymes.** McVitty, 1994

ISBN 094918389X [A821.3]

A collection of funny rhymes and limericks introducing whimsical characters such as Mister Bouncer (rubber man), Triple Pete (with three feet), and Albert Alpenstocks. The rhymes create quick word pictures perfectly visualised in pen and ink by David Cox, so that Albert Alpenstocks with his nasty habit of cutting his toe nails in the bus lingers in the mind's eye, as does Shelley of the pendulous belly. Subjects of the rhymes range wide, with favourites being the man from Sunset Rise (with ping pong balls for his eyes) and the trouserless young man from Eudunda. Should appeal to anyone with a childish sense of humour! L. FitzGerald

LEV: Middle primary Upper primary  
AVAIL: Paper \$7.95 SCIS 793406  
KLA: E



SCOTT, Eric **Five more : one-act plays.**

Longman Cheshire, 1993

ISBN 0582801117 [A822]

These five short play scripts are designed for class use, including performance. Simple characterisation and familiar dialogue in a realistic Australian style should enable less experienced drama students to develop confidence, while straightforward staging demands should not overtax teachers if taken to full scale production. Casts are small (six to ten) but expandable with extras. Themes generally reflect contemporary issues, and are treated in an appropriately light manner. A. Barber

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$15.99 SCIS 778004  
KLA: CA; E

## 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).

HEINEMANN, M. **Computerwise : tasks for practical computing methods.** Jacaranda, 1993

ISBN 0701631929 [004]

Written for the Queensland Year 11 and 12 course in Practical Computing Methods for DOS systems, **Computerwise** has many activities adaptable to Macintosh. The format suits an independent learn-by-doing approach, with pre-tests and self-evaluation checklists to be included in a folio of completed activities. Thirty-five photocopiable checklists are appended. Access to a variety of computer magazines, online data bases, CD-ROMs, newspapers and software packages is needed for initial brainstorming activities and for extension work. The content includes word processing, desktop publishing, spreadsheets, databases, communications, expert systems, and control technology. **Computerwise** is a useful textbook, offering ideas for many student-centred activities. It has little supplementary material and no index. G. Phillips

LEV: Lower secondary  
AVAIL: Paper \$32.95 SCIS 779077  
KLA: TAS

**Contemporary Australian issues : volume**

**one** / compiled by Dierdre Morris. Thorpe, 1993

ISBN 1875589295 [016.994]

Each of the nine issues covered here is treated in much the same way: a general outlining overview, a chronology, brief biographies, bibliographic details of articles and books, addresses, and glossary. Although this is all very useful, balanced, relevant and relatively up-to-date, readers will have to go elsewhere for the text of items cited. Topics in this volume are: management of waste, republicanism, prisons and sentencing, racism and the immigration debate, women in the church, land rights, IVF, family violence, and AIDS. This resource is the first of a projected series. A. Barber

AUD: Professional  
LEV: Upper secondary  
AVAIL: Paper \$25.00 SCIS 773612  
KLA: HSIE

**SHILSON-THOMAS, Annabel A first Puffin picture book of Bible stories.** Viking, 1993

ISBN 0670848719 [220.9]

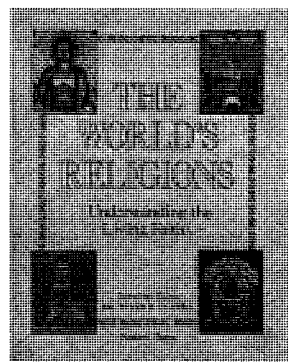
Stories from both Old and New Testaments of the Bible are faithfully retold, in simple and concise language, in this collection for young readers and listeners. Each story is contained on one page within a border of colourful characters. The page facing has a matching border within which are illustrations specific to the story. All the art is in a lively, naive style by Barry Smith but depiction of events remains true to the time and setting of the stories. A notable feature is the multicultural nature of human characters and angels. A few pages do appear somewhat cluttered and busy, but the overall effect is cheerful and inviting. B. Richardson

LEV: Lower primary Middle primary  
 AVAIL: \$22.95 SCIS 788316  
 KLA: HSIE

**The world's religions : understanding the living faiths /** edited by Peter B. Clarke. Readers Digest, 1993

ISBN 0276421167 [291]

This is an outstanding presentation of the religions of the world, equally suitable for the researcher and the general reader. The major religions are of course there, but one of the book's strengths is in its inclusion of those less well known to Westerners, Zoroastrianism, Jainism, Shintoism and religions of China. Each is placed into context as it is related to world historical events and movements. Readability is enhanced by highlighting specific aspects of each religion for special presentation. The selection of photographs, maps, contemporary illustrations and graphics is quite superb. A useful addition is the appendix outlining major sects and philosophies associated with some religions, such as Hizbollah, Mennonites, Rastafarians and "new age" groups. M. Steinberger



LEV: Lower secondary Middle secondary  
 Upper secondary  
 AVAIL: \$40.00 SCIS 787123  
 KLA: HSIE  
 EVAL: Highly recommended

**MASTRANGELO, Giovanni Little Buddha : the story of Prince Siddhartha.** Random Australia 1994

ISBN 0091829755

This fanciful tale of the life of Siddhartha Guatama, the founder of the religion that came to be known as Buddhism, is confusing in its presentation with no clear target audience. Written by the researcher of the film *Little Buddha* the language is overly simple and at times almost trite as a result.



The narrator appears to be very unclear whether the audience is being told a story or is an observer in the tale as the tense switches from past to present and direct questions are asked. I found little to inspire me in this interpretation. J. Anderson

LEV: Middle primary Upper primary  
 Lower secondary  
 AVAIL: \$19.95 SCIS 791258  
 KLA: HSIE

**BIRCH, Charles Confronting the future : Australia and the world, the next hundred years.** Penguin, 1993

ISBN 0140232095 [303.49]

Despite the vastly changed attitudes to the environment over the last fifteen years, the central theme of this book remains the same as in the first edition published in 1976. Birch maintains that the world faces two main dilemmas if it is to survive : progress as we define it in western countries is not ecologically sustainable; and that the growing gap between rich and poor countries is unjust and equally unsustainable. The author is a distinguished scientist who provides lucid solutions to these two dilemmas and argues that Australia is uniquely placed to lead the way. A thought provoking challenge for educators and senior students. D. Collins

AUD: Professional  
 LEV: Upper secondary  
 AVAIL: Paper \$17.95 SCIS 778722  
 KLA: S; HSIE

**Issues for the nineties**

Issues for the nineties is a valuable series which addresses the need for accurate information on Australian contemporary issues. Sources include government publications, newspapers and magazines, lobby groups and charities. The information is presented without comment so it is the reader's responsibility to evaluate it critically. It is also a good resource for the study of bias, construction of an argument and the difference between fact and opinion. These quality paperbacks represent good value and include an index and list of additional resource organisations. Spinney Press produces a new title each month, and each title is updated every two years. Highly recommended as a general library resource, with special relevance to senior courses such as English, General Studies, Human Society and Culture, and Legal Studies. D. Collins

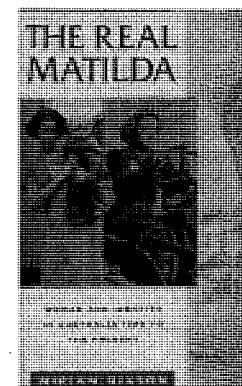
LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$11.95  
 KLA: E; HSIE; TAS  
 EVAL: Highly recommended

Recent titles with SCIS numbers include:

Crime and punishment	746492
When families break down	775567
Changes at work	787059
Ageing : everybody's future	787048
A violent society	756047
Towards a republic	764627
Indigenous peoples	758952
Human rights	776238
Rich world, poor world	746509
Gender and discrimination	776241

**DIXSON, Miriam The real Matilda : woman and identity in Australia, 1788 to the present.**3rd edition, Penguin 1994  
ISBN 0140238751 [305.4]

Miriam Dixson's book has become a classic of Australian history writing in the eighteen years since publication of the first edition. It is appropriate that she has updated it, firstly in 1984 and now in this third edition, to reflect the great changes of the past two decades. The new material in this edition is contained in a final chapter, which presents an analysis of recent events and of other historical publications.



As well, it allows an interesting and instructive glimpse into the process of writing history and its place in social context, as Dixson reveals how she would change the book if she were now writing it from scratch. M. Steinberger

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$17.95 SCIS 787327  
 KLA: HSIE  
 EVAL: Highly recommended

**YOUNG, Elspeth Aborigines, land and society.** Longman Cheshire, 1993(Australian geographical issues)  
ISBN 0582870410 [306.08]

The relationship between Aborigines and the land is examined from a geographical perspective. The book details how Aborigines lost control of their land after the coming of the Europeans and how they have now regained control of significant areas through land rights and negotiations. Much of the material comes from central and northern Australia. The chapters are supplemented by *Inquiries* which extend investigation into key areas, and case studies presented to illustrate concepts. In these, primary sources are based on the author's own fieldwork and the recent writings of geographers and anthropologists. A highly informative and serious study for senior students of Geography, Legal Studies and Aboriginal Studies. D. Collins

LEV: Upper secondary  
 AVAIL: Paper \$12.95 SCIS 775822  
 KLA: HSIE

**BUTTERWORTH, Jane Straight talk : how to handle sex.** Pan MacMillan Children's, 1993

ISBN 0330324624 [306.70835]

The very Britishness of this well-intentioned book hinders its relevance in Australia, and leads to errors: unqualified statements like "gay men can't legally have sexual relationships until they are twenty-one" and "only use condoms which have a British Safety Standards mark" are not true. Nine pages of useful British phone numbers and addresses contrast with just over one page of corresponding Australian information. However, there is much useful information here for ado-

lescents concerning sex, sexuality, safe sex, contraception, pregnancy choices and sexual abuse. A. Barber

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$8.95 SCIS 781844  
 KLA: PD/H/PE  
 EVAL: Read before buying

**POULTON, Prue People and their communities.** WWF, 1993

ISBN 0947613390 [307]

A whole curriculum perspective is a useful feature of this teachers' manual in a subject area normally the province of social science teaching. The learning activities provided (upper primary/lower secondary, but adaptable) are relevant to English, science, maths, history, and geography, and use environmental education as a theme. Comprehensive teaching units (complete with aims, focal questions, prepared activities, suggested resource boxes, and outcome behaviours) are provided on two major topics: the student as an individual, and the student as a community member. The normal management processes of communities emerge from the investigations included as activities. H. Gordon

AUD: Professional  
 AVAIL: Paper \$29.95 SCIS 783322  
 Ideas Centre Fax (02) 281 9639  
 KLA: HSIE; PD/H/PE

**COPPELL, Bill Australia in facts & figures.**Revised and enlarged edition. Penguin Australia, 1994  
ISBN 0140147020 [319.4]

First published in 1974, this 1994 revised and enlarged edition is an excellent balance of statistics, cartoons, quotations, charts, tables and clear text, an essential reference resource. How many deaths from AIDS? What were Australia's worst fires? What are the most popular sports? These and many other questions can be answered via a 10 page index and lengthy table of contents. Researchers are well assisted by a list of selected references.

M. Williams  
 LEV: Upper primary Lower secondary  
 Middle secondary Upper secondary  
 AVAIL: Paper \$17.95 SCIS 791115  
 KLA: HSIE  
 EVAL: Highly recommended

**STEARMAN, Kaye Freedom of expression.**Wayland, 1993 (Human rights)  
ISBN 0750208333 [323]

An excellent basic introduction to free expression in books, journalism, music, 'mother tongue,' and to racism. Case studies include Burma, Northern Ireland, Romania, the Kurds, the Kanakas and Neo-Nazism in modern Germany. First person plural and fictitious young narrators seem deliberately chosen to gain sympathy and understanding. The glossary, double-spacing, and colour photos also increase accessibility to these 41 pages of text. The index is very basic and the bibliography refers to British sources, but the appended list of addresses for such organisations as Amnesty International (to which the author belongs), PEN and Article 19 is valuable. A good introduction but Australian students would also need to be reminded of the experience of minorities in this country, and legislation such as our singular libel laws. G. Phillips

LEV: Upper primary Lower secondary  
Middle Secondary  
AVAIL: \$24.95 SCIS 783500  
KLA: E; HSIE

**CASTLE, Robert Focus on economics :  
managing the Australian economy.**

Oxford University Press, 1994

ISBN 019553462X [330.994]

A section by section approach is adopted to explain economic theories, both macro and micro, in content. Contemporary economic management receives a chapter on its own. Language is accessible and a good glossary and index are provided. Objectives are set out at the start of each chapter while focus questions are used throughout to aid notetaking. Discussion questions, writing exercises and a summary are provided at the end of each chapter. Diagrams, graphs, tables and cartoons provide additional information. A suitable text for Year 11 students in Economics. D. Lane

LEV: Upper secondary  
AVAIL: Paper \$32.95 SCIS 781768  
KLA: HSIE

**The economy in reform : readings in  
Australian economic policy /** edited by Garry

Bell. VCTA, 1993

ISBN 0868590312 [330.994]

Australia's economic structural reforms are under the spotlight. Leading academics and commentators deal with this contemporary problem in seven broad areas—the international context, the policies, the goals, the philosophies, the labour market, the micro view and the environment. Relevant graphs and statistics highlight written information. The content is contemporary and will appeal to abler Year 12 HSC Economics students as well as first year tertiary students. D. Lane

LEV: Upper secondary  
AVAIL: Paper \$30.00 SCIS 783550  
KLA: HSIE

**ANDREWS, Peter Financial markets.** Oxford  
University Press, 1994 (Business in Australia)

ISBN 0195534646 [332.0994]

Written specifically for the 3 Unit Business Studies Year 12 course, the content of this title closely follows the syllabus. Information is authoritative while still being accessible. Headings and subheadings signal main ideas while a conclusion, questions to guide notetaking, and discussion are provided for every chapter. Graphs, activities and case studies highlight the text. Students doing Business Studies elective topic 'Financial markets' will find this book essential reading. D. Lane

LEV: Upper secondary  
AVAIL: Paper \$13.95 SCIS 788904  
KLA: HSIE

**MORGAN, Sally The super science book of  
the environment.** Wayland, 1994 (Super science)

ISBN 0750206357 [333.7]

Environmental issues are the focus of this science book which presents the earth as a living integrated system and demonstrates in text, diagrams, drawings and photographs, the problems caused by human intervention in the web of processes that control it. Simple, relevant, hands-on experiences are also suggested, each accompanied by clear step-by-step instructions. Content is divided into two-page sections which include: an environmental overview, life cycles, populations, energy production and use, recycling, water availability and usage, air purity and pollution, atmospheric gases, the importance of trees and soil and disappearing habitats. Glossary and index are included. B. Richardson

LEV: Middle primary Upper primary Lower  
secondary  
AVAIL: \$24.95 SCIS 791537  
KLA: ST; S; HSIE

**SADLER, Tony Forests and their  
environment.** Cambridge University Press, 1993

(Science and our future)

ISBN 0521437865 [333.750994]

Objectivity and breadth of content are striking features of this informative introduction to forest management in Australia. The nature of forests, scientific aspects of their growth, the purposes and processes of forestry (including fire), pests and diseases, commercial, recreational and cultural significance of forests and lastly the scientific background to the issue of forest as environment, are lucidly explained in chapters supplemented by discussion topics. Excellent illustrations and an adequate index are provided, but independent learners would benefit from the addition of a glossary, as some scientific terms are not explained in the text. H. Gordon

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$19.95 SCIS 781859  
KLA: HSIE; S

**De SAULLES, Janet Power from the earth.**

Wayland, 1993 (Energy)

ISBN 0750208139 [333.8]

Part of a series looking at alternative energy sources, this book highlights the concept that the earth has a big store of heat which comes to the surface as volcanoes, geysers and hot springs. Its approach is not too technical and it relates the information given to the real world at an easily understood level for younger students. The clear, concise text and numerous coloured photos and diagrams add to readability. It concludes with an experiment highlighting the concepts discussed. J. Anderson

LEV: Lower primary Middle primary  
Upper primary  
AVAIL: \$24.95 SCIS 763298  
KLA: ST; HSIE

**LAW, Cheryl Justice.** Wayland, 1993 (Human rights)

ISBN 0750206446 [340]

These Amnesty International writers begin their explanation of justice in terms of a child's concept of fairness, then, somewhat unfairly, use the last quarter of the book to describe fund-raising and lobbying activities of school

children for human rights causes, though admittedly Amnesty International is not named specifically. Case studies in China and India need more depth for secondary, and the long section on British immigration problems is not particularly relevant. The discussion of capital punishment in the US is an adequate beginning. This is disappointing compared to the *Freedom of expression* book in the same series. G. Phillips.

LEV: Upper primary Lower secondary  
AVAIL: \$29.95 SCIS 779756  
KLA: CA; HSIE

**BEVAN, David A case to answer : the story of  
Australia's first European war crimes  
prosecution.** Wakefield, 1994

ISBN 1862543232 [341.6]

My ambivalence about the frustration, futility and expense of Australian European war crimes trials ended with this book, which simply tells, essentially from the investigators' and prosecution viewpoints, the story of this unique event in Australian legal history. Quite properly, the question of the guilt or innocence of Adelaide pensioner, Ivan Polyukhovich, is left to the jury, who, after three years of investigation and legal processes, found him not guilty. The conflicts of cultures, law and court rulings, and the horrible truth of the crimes set against the elusive quality of the evidence available a half-century later will provide thought-provoking reading for mature students interested in historical, legal, social and moral issues. G. Spindler

AUD: Professional  
LEV: Upper secondary  
AVAIL: Paper \$16.95 SCIS 797466  
KLA: HSIE

**CUDMORE, Greg Computers and the law :  
legal issues and implications.** VCTA, 1994

(IT in action)

ISBN 086859055X [343.09]

The dilemma of the traditionally slowly-changing law, acting to protect Australian society from the potential dangers of rapidly-changing technology, is the starting point of this text aimed at students of Legal Studies and information technology. The issues raised—information efficiency vs privacy, computer crime, computer viruses, software piracy and copyright law, privacy and data security, and the application of computers in the management of the law itself – are also relevant to General Studies and Society and Culture. The case studies and issues for discussion, provided at the end of each chapter, are imaginative, stimulating and thought-provoking. H. Gordon

LEV: Upper secondary  
AVAIL: Paper \$14.00 SCIS 787217  
KLA: HSIE; TAS

**FLOOD, Sean Mabo : a symbol of sharing :  
the High Court judgement examined and  
commentary on the Native Title Act 1993**

(Cth). 3rd ed. Student's edition. Fink, 1993

ISBN 0646148036 [346.9404]

Students of Legal and General Studies will find this a very accessible publication on a complex topic. To date most research on Mabo comes from newspapers and magazine clippings; yet here are 38 pages of law and literature that greatly assist an understanding of Aboriginal history. As indicated in Bill Hayden's foreword this is an unashamedly biased interpretation from a barrister with twenty years involvement with black issues. A glossary, black and white illustrations, clear subheadings and questions to students, provide much for classes studying native title. Whilst the mining industry has provided free material to schools on 'Mabo' to represent their case, Flood provides details of another point of view far more sympathetic to the Aboriginal cause. M. Williams

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$17.00 E. Fink, P.O. Box 937  
Glebe NSW 2037 SCIS 788836  
KLA: HSIE

**FORELL, Claude R. How we are governed :  
federal, state and local government.** 11th ed.

Longman Cheshire, 1994

ISBN 0582802431 [354.94]

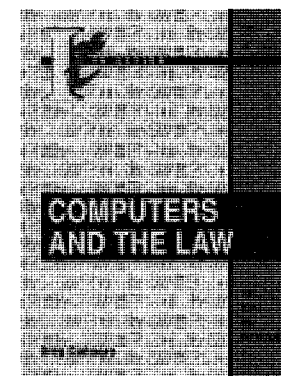
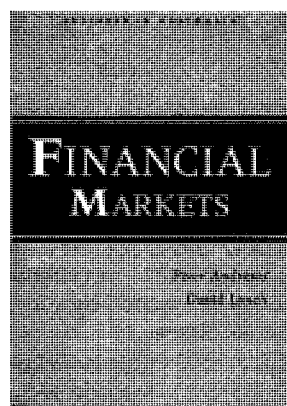
A standard reference in Australian schools for many years, this excellent work probably needs no introduction to most teachers. The new edition is updated to late 1993, and in addition to the chapters explaining government, parliament, cabinet, elections, Federalism, local government and territories, law and justice and foreign affairs, it has a new chapter outlining the republican debate. Text is supplemented by explanatory photographs, diagrams, and selected political cartoons by Petty and Tandberg. In addition to the traditional users, classes in Legal Studies will find the chapter on law and justice a very readable, interesting background for their studies. H. Gordon

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: Paper \$17.99 SCIS 783534  
KLA: HSIE

**BAINES, John Environmental disasters.**  
Wayland, 1993 (The World's disasters)

ISBN 075020849X [363.3]

There are times when multiple copies of this title would be very useful for all those English, Science for Life, Geography and General Studies classes studying disasters. Other titles in this series investigate air, sea and natural disasters; this takes us to the much publicised oil, chemical and nuclear disasters. *Exxon Valdez*, Bhopal and Chernobyl are three examples of the range of often researched topics covered here. Excellent colour photo-



graphs, maps and clear large print text assist students at many levels. M. Williams

**LEV:** Upper primary Lower secondary  
Upper secondary  
**AVAIL:** \$24.95 SCIS 786480  
**KLA:** HSIE; S; ST  
**EVAL:** Highly recommended

**WOOD, Richard A Victorian school.** Wayland, 1993 (Victorian life)  
ISBN 075020690X [370.941]

Victorian in reference to the time period, not the Australian state, this examination of schooling presents an interesting view of how schools have changed. It uses colour photographs of artefacts and buildings of the period with distillations of first hand accounts to convey the atmosphere of the times, therefore providing a good model for the process of using such sources in history. Concepts covered include the differences in schooling according to gender and wealth, patterns of discipline, and subject matter taught. Attractive presentation enhances the resource's impact. One of a series on aspects of life in the Victorian era, it may cause today's students to reflect on the way things have changed. J. Buckley

**LEV:** Upper primary  
**AVAIL:** \$26.95 SCIS 769937  
**KLA:** HSIE

**DENT, Kerry Creative commerce : ideas and activities for commerce classes.** Longman Cheshire, 1993

ISBN 0582913381 [380.1076]

Provided is a variety of puzzles focusing on junior commerce. Topics range from our wants and needs to the economy. The skills of commerce are taught and practised in a variety of vocabulary and comprehension exercises, with answers being provided. The book could be used to introduce, revise or extend commerce students. Teaching strategies are highlighted. D. Lane

**LEV:** Lower secondary Middle secondary  
**AVAIL:** Paper \$24.99 SCIS 783545  
**KLA:** HSIE

**NOTTRIDGE, Rhoda Summer.** Wayland, 1994 (Let's celebrate)

ISBN 0750211784 [394.2]

The title is misleading for the reader who doesn't take in the smaller print informing that the topic is really festivals. Even the festivals themselves are not, in most instances, a celebration of summer; the fact that they are celebrated in the summer months has more to do with the dates of historical events rather than the season of the year. Apart from the misnomer, the resource offers useful, interesting and easily read information about a variety of festivals celebrated in Great Britain, Europe, Japan, China, USA, Australia and New Zealand. The design is clean, print a good size, and the supporting photographs are colourful and appropriate. Includes contents, glossary and index. B. Richardson

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$26.95 SCIS 791511  
**KLA:** HSIE

**Te KANAWA, Kiri Land of the long white cloud : Maori tales, myth and legends.**

Puffin, 1993  
ISBN 0140345337 [398.20993]

This reprint will introduce young readers to many Maori myths, tales and legends. Each is only a few pages in length, contains a short introduction and is illustrated with a full-page drawing by Michael Foreman. Several legends of Maui are included, amongst them the well-known *Maui tames the sun*. There are legends about lakes, rivers, trees, birds and monsters, providing a range of tales to satisfy most readers. Good for private reading or reading aloud. A short glossary is included.

M. Steinberger  
**LEV:** Upper primary Lower secondary  
Middle secondary  
**AVAIL:** Paper \$8.95 SCIS 489802

**Brookfield, Sue Writing.** HarperCollins, 1993 (Collins eyewitness guides / A Dorling Kindersley book)  
ISBN 0732249589 [411]

An illustrative treat with magnificent photographs supported by succinct, informative text and captions, this fascinating work is like a visit to an excellent museum of writing and publishing. Unfortunately, for all its marvelous displays, it is almost exclusively a museum of antiquities. Computers, modern printing techniques (i.e. after Caxton) or even twentieth century typewriters go virtually unmentioned. Despite this odd scope decision, the matters dealt with are beautifully presented and not Eurocentric, with Asian, Arabic and even Native American writing well presented. There is a modest but adequate index. G. Spindler

**LEV:** Upper primary Lower secondary  
Middle secondary  
**AVAIL:** \$24.95 SCIS 762330  
**KLA:** E; HSIE

**The English language** / edited by W.F. Bolton. Penguin, 1993

ISBN 0140177604 [420]

One in a series on the history of literature, this volume focuses on the English language. Students of linguistics will find this a helpful aid to study. Various aspects of the English language are considered in chapters on the inter-relationship between languages, technicalities such as phonology, morphology, syntax, vocabulary and style, as well as the historical development of English through to modern usage. An extensive bibliography directs readers to further research in these areas making this a useful reference for both secondary and tertiary students. C. Sly

**LEV:** Upper secondary  
**AVAIL:** Paper \$16.95 SCIS 787122  
**KLA:** E

**VERMA, Surendra Fast science facts.** Longman Cheshire, 1993

ISBN 0582800706 [503]

Almost encyclopaedic in its breadth of coverage, this book has a surprising array of most useful scientific information concentrated in its 238 pages. The nineteen chapters cover core science subjects as well as science timelines, glossaries of equipment, how to write reports, and biographies of scientists. Some of this information is

necessarily brief but is visually very accessible with much of the data presented in tables and diagrams. This makes the book an excellent guide to revision and the detailed index makes it a useful reference tool.

M. Hamlyn  
**LEV:** Lower secondary Middle secondary  
Upper secondary  
**AVAIL:** \$14.95 SCIS 777756  
**KLA:** S; HSIE

**MORGAN, Nina Famous scientists.** Wayland, 1993 (Famous people)  
ISBN 0750206691 [509.2]

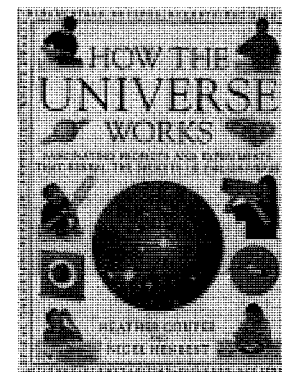
Twelve scientists - nine men and three women, are profiled in this attractively presented resource. The chronologically arranged collection includes obvious choices such as Newton and Einstein, as well as less widely known scientists, for example Dorothy Hodgkin and Richard Feynman. The material presented covers the scientific achievements of the individual, the social and research environment of their time, and any relevant personal factors (for example Stephen Hawking's illness and the professional impact of Marie and Pierre Curie's marriage). Emphasis is also placed on the originality and personal strengths of each scientist. Effective use of colour illustrations and photographs enhances this readable volume, which concludes with a good glossary and a select list for further reading. J. Buckley

**LEV:** Upper primary Lower secondary  
Middle secondary Upper secondary  
**AVAIL:** \$26.95 SCIS 778785  
**KLA:** S; ST

**COUPER, Heather How the universe works.** Readers Digest, 1994 (A Dorling Kindersley book)

ISBN 0864385129 [523.1]

Designed to enhance understanding of the universe through simple experiments using everyday equipment, this book requires a high level of reading competency. Each of the six sections begins with a double-page spread of general information and each of the related experiments and projects gives additional information. The directions are quite detailed, the explanations are often technical and some advanced concepts are developed. Colour photographs, diagrams and step-by-step illustrations increase understanding of the text, while a detailed glossary and index provide access to the very comprehensive information.



J. Anderson  
**LEV:** Upper primary Lower secondary  
**AVAIL:** \$40.00 SCIS 793568  
**KLA:** ST; S

**ZEALEY, Bill Physics : the forces of life.**

Oxford University Press, 1994  
ISBN 019553395X [530]

Co-authored by secondary and tertiary physics teachers, *Physics* is tailored to the NSW 2 Unit Physics core, and three of the nine electives. Astronomy is a notable omission. The chapters contain fully worked problems and exercises and conclude with a set of review questions, problems and experimental work. The experiments assume the availability of a moderate level of physics apparatus. A 300 word glossary, index and appendix are included and a companion volume of multiple choice questions and answers is also available. Recommended for teachers who want a practical manual, text and problem book in one volume. P. Phillips

**LEV:** Upper secondary  
**AVAIL:** Paper \$36.95 SCIS 779280  
**KLA:** Science

**HOPLER, Paul Atmosphere : weather climate and pollution.** Cambridge University Press, 1994 (Science and our future)

ISBN 0521436397 [551.5]

The scientific details of weather and climate are put into their social context in this book, the first third of which is a discussion of global warming and air pollution. To engage the reader in the process of 'finding out' there is visual presentation of diagrams and photos on most pages. Terms are then clearly explained in the complementary text. Revision questions are interspersed at the end of each section to reinforce understanding. Some unexpected aspects of weather are included, for example safety during thunderstorms, and rain and snow making. M. Hamlyn

**LEV:** Lower secondary Middle secondary  
**AVAIL:** Paper \$19.95 SCIS 784349  
**KLA:** S; HSIE

**Creative pathways in science.** Science Research Associates, 1993

ISBN 0574282602 [551.5078]

This kit includes three modules : making a weather station; weather and the environment; and the social implications of weather forecasting. Each module contains notes and blackline masters for teacher and student use. Although extensive groupwork is encouraged, the program does state that it is not essential that all students do all activities. Some expectations seem unrealistic. The second module involves a role-playing activity. There are four other experiments in this module and quite a hefty homework activity on CFC's. The third module involves surveying family and teachers and producing a weather report. An excellent video produced by the Bureau of Meteorology explores the history of weather forecasting in Australia beginning with the Aborigines right up to present day, and is a valuable component of the kit. Overall, however, although parts of the kit are excellent and it is relevant to stage three, "What's the weather?" in the Science K-6 syllabus, its use would be complementary rather than central to the curriculum. J. Eade

**LEV:** Upper primary Lower secondary  
**AVAIL:** SRA SCIS 795102  
**KLA:** ST

**ATKINSON, Kathie** *Life in a rotten log.* Allen & Unwin, 1993 (A wild book for kids / A little ark book) ISBN 1863733302 [574.5]

Written as the story of what happens to a fallen forest tree, this book follows the process of decay and regeneration. The agents of nature are shown in beautifully detailed colour photographs of fungi, insects, plants and animals. The narrative style and the natural illustrations make this picture book an attractive introduction to science for quite young children. The food web is explained so as to arouse wonder, 'you could say they turned the caterpillars into birds.' Small colour inset paragraphs which explain terms, and the brief index, introduce information, location and interpretation skills. Honour book in the 1994 Book of the Year awards. M. Hamlyn

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$16.95 SCIS 773598  
**KLA:** ST

**LANGLEY, Andrew** *Grasslands.* RD, 1993 (Nature search / A Joshua Morris book)

ISBN 0864384505 [574.5]

Information on grasslands around the globe, in Africa, Argentina, North America, the Rocky Mountains, Europe, Asia and Australia, are featured. Each is given a large double-page spread, colourfully illustrated with the region's fauna and flora, accompanied by basic information. Children are urged to use a magnifying glass (provided) to find creatures camouflaged in the grasses and to test their powers of observation to solve puzzles. Puzzle answers and listings of animals are included. Children will be attracted by the gimmickry of the magnifying glass set into the cover. Teacher-librarians will probably find it frustrating to try to keep track of it. B. Richardson

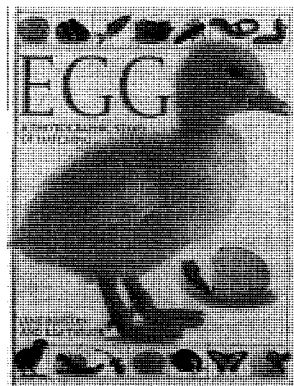
**LEV:** Middle primary Upper primary  
**AVAIL:** \$17.95 SCIS 786971  
**KLA:** ST

**BURTON, Robert Egg.** Angus & Robertson, 1994 (A Dorling Kindersley book)

ISBN 0207181519 [591.1]

An unusual topic is enhanced by remarkable photography which gives young students a unique look at the hatching process. Graphic close-up photographs capture in step-by-step sequence the hatching of the eggs of many species of birds, insects, reptiles, amphibians and others. Beginning with an overview of what an egg is, who has eggs and how eggs develop, the focus then turns to individual cases. These provide background information about the mating process and, together with the appealing presentation and simple text, ensure the book will fascinate younger students. J. Anderson

**LEV:** Lower primary Middle primary  
**AVAIL:** \$19.95 SCIS 794258  
**KLA:** ST



**WALKER, Richard** *The children's atlas of the human body.* Readers Digest, 1994 (A Quarto book)

ISBN 0864386133 [611]

Beginning with a general overview of the systems of the body, this resource then takes the reader on a tour, with a body map on each page highlighting the part being detailed. Because of the large format, many organs are shown life size while a double-sided chart shows the skeleton, muscles and organs. Strong graphic design with airbrush, line drawings and colour photographs provide realism to the text. The clarity of the illustrations allows even quite young children access to the information while the easily readable, non-technical language is appropriate for a range of ability levels. A valuable resource. J. Anderson

**LEV:** Middle primary Upper primary  
Lower secondary  
**AVAIL:** \$24.95 SCIS 791708  
**KLA:** PD/H/PE; ST; S  
**EVAL:** Highly recommended

**MacKINNON, Debbie** *All about me.*

Angus & Robertson, 1994 ISBN 0207183341 [612]

A format of colour photographs with limited, large text is a feature of this book. Photographs are used to illustrate the purpose of each part of the body. The final section suggests ways for children to look after their body. Photographs include children from a range of ethnic groups. The book could be used for introducing a unit or promoting discussion. It would be useful to teachers of special needs children. F. Broomham

**LEV:** Preschool Lower primary  
**AVAIL:** \$14.95 SCIS 789990  
**KLA:** PD/H/PE; E

**SONGHURST, Hazel** *Bodies.* Wayland, 1993

(Criss cross) ISBN 0750207558 [612]

Body types and functions are beautifully explained in this resource. The concepts are simply stated, basic facts are provided, and young readers are encouraged to reflect on their own understandings as the work progresses. The short, well written text is set within large, high quality photographs which are a highlight of the book. They illustrate, extend and enrich this resource, which explores the topic with care and style. J. Buckley

**LEV:** Preschool Lower primary Middle primary  
**AVAIL:** \$26.95 SCIS 774274  
**KLA:** ST; PD/H/PE

**POWELL, Jillian** *Where did you come from?*

Wayland, 1993 (All about you) ISBN 0750207310 [612.6]

Superb photography depicting adults and children from different cultures, and simple, easily understood information in large type, are features of this resource which tells the story of birth and development from conception through to early childhood. The photographs are particularly appealing, conveying feelings of parental warmth, joy, love and protection. Included are a glossary, index and short related bibliography for children, and a topic web and notes for teachers. This is a useful resource

on reproduction and early child development, attractively packaged for young readers. B. Richardson

**LEV:** Preschool Lower primary Middle primary  
**AVAIL:** Paper \$24.95 SCIS 778929  
**KLA:** ST; HSIE

**QUALTER, Anne** *Stay fit!* Wayland, 1993

(Look after yourself) ISBN 0750208716 [613]

Understanding the basic functions of the body is combined with encouragement to take care of yourself in this well designed resource. A straightforward text simply states the facts, makes suggestions for health oriented behaviour and asks readers to reflect on their own understanding. Each double-page spread includes appropriate activities and experiments to demonstrate the principles being examined. The resource uses excellent colour photographs of children and clear colour diagrams. It conveys a positive message in an attractive form and would be an excellent focus for discussion and class activities. J. Buckley

**LEV:** Lower primary Upper primary  
**AVAIL:** \$24.95 SCIS 778940  
**KLA:** PD/H/PE

**MACKENZIE, Frances** *The Penguin guide to women's health: puberty to menopause and beyond.* Viking, 1994

ISBN 0670905143 [613.0424]

Women and adolescent girls will find many answers to their health problems in this comprehensive and authoritative guide. The author writes in a direct, commonsense style from an orthodox medical viewpoint. Black-and-white sketches enhance the text, and a short glossary and detailed index are included. The final effect is a bit dry and students may find the level of language difficult. A good supplement to the health reference collection. D. Collins

**LEV:** Upper secondary  
**AVAIL:** Paper \$29.95 SCIS 791108  
**KLA:** PD/H/PE

**DUNN, Andrew** *Dams.* Wayland, 1993 (Structures)

ISBN 0750204974 [627]

This is one in a series of brief, clear information texts that will be of use to technology, science and social science projects. Numerous experiments and models of dams are clearly illustrated to help children learn for themselves about water and construction. Colour photographs describe the famous dams around the world from Aswan to the Snowy Mountains. A glossary of terms explains words in gold print throughout the text, such as sluices and buttresses. Further recommended reading and a brief index assist the students, though neither of the dams mentioned above appear in this index. Chiefly a celebration of skilful engineering, there is also room given to the critics of dams in rainforests and historical and beautiful areas. M. Williams

**LEV:** Upper primary Lower secondary  
**AVAIL:** \$24.95 SCIS 758845  
**KLA:** S; HSIE; TAS; ST

**Easy cook book.** RMIT, 1983

ISBN 0864440642 [641.5]

"You simply look and cook" is the claim of this A3-sized, glossy, durable, (spill resistant) three part series. Apart from being of mouth-watering general appeal, it is suitable for lower secondary Design & Technology students, and upper primary students. Additionally, it has uses for people with physical disabilities and literacy problems. It is possible to choose and execute each recipe without reading the very clear instructions at all, because a simple colour guide defines food categories (soups, main meals etc.); a step-by-step colour guide accompanies each page and each photograph; measuring utensils are colour coded and temperature guides and cooking times are graphically indicated. The quality of the photography is exceptional, as are the recipes themselves. L. FitzGerald

**LEV:** Upper primary Lower secondary  
**AVAIL:** \$24.00 TAFE Publications  
Unit, 37 Langridge Street, Collingwood  
VIC 3066, Ph (03) 419 6611 SCIS 222328  
**KLA:** CPA; E; TAS  
**Also available:** Vol 2 ISBN 0864441037 \$33.00 SCIS 243165  
Vol 3 ISBN 0864442513 \$39.50 SCIS 733935

**RIDGEWELL, Jenny** *A taste of Italy.* Wayland, 1993 (Food around the world)

ISBN 0750207442 [641.5945]

Here is an overview of Italian food and cooking, simply written and logically organised. It examines the main features of Italian cuisine, its historical background, and the role of food in Italian life. The last third of the book is devoted to clearly arranged recipes of basic Italian dishes. The cover blurb promises 'a fascinating insight into life in Italy'—I don't think this is the case. It is thorough and reasonable, but not particularly stimulating. Although well placed adjacent to relevant information, colour photographs are small and uninspiring. Clear page design enhances this work. Information retrieval is assisted by a comprehensive glossary and index. J. Buckley

**LEV:** Middle primary Upper primary  
**AVAIL:** \$26.95 SCIS 781730  
**KLA:** HSIE; ST; CPA

**PALMER, Elizabeth** *A new approach to business communication.* Addison-Wesley, 1993

ISBN 0201539322 [651.7]

Teachers and able students could use this book as a resource in developing particular styles of writing. Part 1 deals with the theory of communication and includes chapters such as principles of effective business, writing letters and memos, reports and briefings, applying for jobs, and meeting minutes. The second part of this book suggests practical writing assignments such as letters of complaint, reports, media releases, and submissions. D. Lane

**LEV:** Upper secondary  
**AVAIL:** Paper \$39.95 SCIS 782300  
**KLA:** HSIE

**HAMILTON, Fiona Wool.** Kondinin, 1993  
(The workbook series)

ISBN 0646148583 [677]

The first of a series on life in rural Australia, this fascinating book gives a unique and realistic insight into the wool industry and the lifestyle of families on sheep stations. Although the coverage of information is comprehensive and quite detailed, the colourful presentation and the inclusion of a humorous character "Blunnie the Boot", who adds interesting snippets and jokes, ensures the book's appeal. Strong graphic design and an unusual colour-coded format make it an interesting and valuable resource. A research flow chart lists questions which provide an outline for each section of the book and together with the index allows for easy retrieval of information. J. Anderson

LEV: Middle primary Upper primary  
Lower secondary

AVAIL: \$15.95 SCIS 767174

KLA: HSIE; TAS

EVAL: Highly recommended

**WILLIAMS, John Toys.** Wayland, 1993

(First technology)

ISBN 0750207809 [688.7]

Popular toys, both old and new, are depicted in bright cheerful colours on every page, with children from different cultures obviously enjoying themselves at play. The text, in large print, is contained within coloured boxes and carries simple information and questions for the reader to answer or investigate. The main focus is on technological aspects such as what toys are made from, how they are made, and how they work. There are also instructions for making a jumping machine, an activity that would need close supervision as it has the potential to be quite dangerous. Added are notes for teachers, a glossary and an index. B. Richardson

LEV: Preschool Lower primary

AVAIL: \$24.95 SCIS 778050

KLA: ST

**GRAVETT, Christopher Castle.** HarperCollins,

1994 (Collins eyewitness guides / A Dorling  
Kindersley book)

ISBN 0732250455 [728.8]

Castles are presented in a high-interest mix of modern photographs, contemporary drawings and some photographic reconstructions. The text is brief, mainly apposite descriptors of illustrated items. Castle examples are drawn from Europe and beyond and a wide range of topics is covered, including castle development, types, uses, lifestyles, warfare, construction, agriculture and crafts. The themes and images approach leaves the presentation short on context and there is little consideration of castles after gunpowder. There are plenty of resources on this subject, but in terms of impact and understandability, this book is very effective. G. Spindler

LEV: Middle primary Upper primary  
Lower secondary Middle secondary

AVAIL: \$24.95 SCIS 796268

KLA: HSIE

**BURGESS, Anna and GAMBLE, Kim The  
do-it-yourself drawing book.** Lineup, 1994

ISBN 0646171992 [741.2]

Anna Burgess believes that anyone willing to practise has the capability of being a competent artist. Browsing through this fascinating guide to basic drawing techniques makes the reader almost believe this! Beginning with basic equipment required, the book covers such things as techniques for drawing with perspective and proportion; composing your picture; shading techniques; drawing figures; still-life such as fruit; land scapes, city scapes and animals. Techniques for expressing movement complete the book. Throughout, Book-worm appears with a reference to famous painters who employed the technique being illustrated. The step-by-step nature of the Kim Gamble's illustrations make drawing appear easy. L. FitzGerald

LEV: Upper primary Lower secondary  
Middle secondary

AVAIL: Paper \$8.95 SCIS 797570

KLA: CA; CPA

**WELTON, Jude Looking at paintings.**

HarperCollins, 1994 (Collins eyewitness art / A Dorling  
Kindersley book)

ISBN 0732249996 [750.1]

Guided art mini-tours seems what the Eyewitness series was made for. Here, emphasis is on analysing works, techniques, themes, issues, not art movements like Impressionism or Cubism. Interlinked only by the works themselves, some twenty-eight varied topics are briefly addressed in intelligent glimpses rather than any real detail. This approach works better for some than others—landscape painting in two pages and eight paintings? European works are used almost exclusively (few more recent than Turner) with one interesting and deliberate exception. The brevity of treatment and the deceptive randomness creates, however, a browser's delight and the glossary is a little masterpiece of its own. G. Spindler

LEV: Upper primary Lower secondary  
Middle secondary

AVAIL: \$24.95 SCIS 796272

KLA: CA

**DAVIS, Carl A creepy crawley song book.**

Anderson Press, 1993

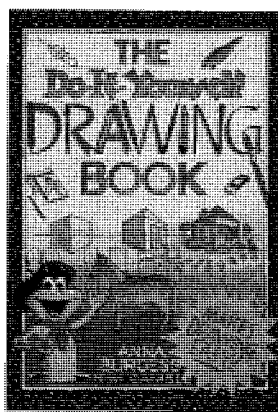
ISBN 0862643619 [782.7]

These sixteen original songs with catchy humorous lyrics will appeal to younger students. The musical scores are simple and require minimal proficiency while the attractive colourful presentation is enhanced by the humorous illustrations. The songs feature insects and spiders familiar to most young students and are designed to impart information as well as enjoyment. J. Anderson

LEV: Lower primary Middle primary

AVAIL: \$24.95 SCIS 774174

KLA: CPA



**The Lift off fun book.** Mammoth, 1993

ISBN 1863302123 [793]

An activity book featuring games, puzzles, stories, poems and much more aimed at the three- to -eight-year-old age group. Based on episodes of *Lift off*, the television series produced by the Australian Children's Television Foundation, the activities provide a cross-curriculum perspective. Humorous, with easy to follow directions, the twenty-six themes have multiple activities and are clearly set out. The colourful presentation is widely illustrated with drawings and photographs of characters from the series. Useful for the wealth of across the curriculum teaching ideas it provides on popular themes. J. Anderson

LEV: Lower primary Middle primary

AVAIL: Paper \$12.95 SCIS 770114

KLA: CPA; E

**ANSHEL, Mark H. Sports psychology : from  
theory to practice.** 2nd ed. Gorsuch Scarisbrick,  
1994

ISBN 0732926289 [796.01]

This is a comprehensive reference book on applied sports psychology written by a lecturer from Wollongong University. Chapters include Science of sports psychology, Characteristics of successful athletes, Regulating anxiety and arousal, Motivation, Aggression, Leadership, Communication and Coaching. The primary purpose of the book is to help coaches and players have a better understanding of their ability and their sport. There are black-and-white photographs, tables and graphs. The language is accessible and headings and subheadings signal main ideas. D. Lane

LEV: Upper secondary

AVAIL: Paper \$54.95 SCIS 783851

KLA: PD/H/PE

**GILL, Lloyd Rugby Union.** Wayland, 1993

(Sports skills)

ISBN 0750207000 [796.333]

The authors have provided newcomers to Rugby with thumbnail sketches of the skills involved in the game. There are sections on handling the ball, and the skills of various positions and phases of the game. There are some terrific colour photos and diagrams that provide 'how to' information. The fundamentals of the game are covered at a fairly general and easy to read level. D. Lane

LEV: Lower primary Middle primary  
Upper primary

AVAIL: \$24.95 SCIS 781691

KLA: PD/H/PE

**VALENTINE, Nina The compact guide to  
writing letters.** Penguin, 1994

ISBN 0140176225 [808.6]

A handy little book for home or office, this publication outlines the techniques of letter writing. Whether formal or informal, all the major aspects of correspondence are

covered. Strategies for and organisation of a variety of letters are clearly explained. If you need to write a business letter, job application, formal or informal invitation, personal letter or even send a fax, this book will be of great assistance. Sections on special forms of address and Australian postcodes provide a ready reference. The positive approach and simplicity of this handbook are sure to inspire even the most reluctant correspondent. C. Sly

LEV: Lower secondary Middle secondary  
Upper secondary

AVAIL: Paper \$5.95 SCIS 791000

KLA: E

**GROVE, Robin Emily Bronte's Wuthering**

**Heights.** Sydney University Press, 1994

(Horizon studies in literature)

ISBN 0424001985 [823.8 BRO]

Emily Bronte's passionate, enigmatic novel is discussed in some depth. Students should find this an inspiring critique as it offers interesting insights into the strange world and characters of this nineteenth century work. Written in a clear and direct manner, it particularly considers the motivations of the characters, especially the narrators, who colour the readers' understanding with their own prejudices and biases. This commentary throws light on many of the complexities of this frequently studied novel. C. Sly

LEV: Upper secondary

AVAIL: Paper \$9.95 SCIS 784370

KLA: E

**MONTFORD, Selma My history scrapbook.**

Wayland, 1993

ISBN 0750203781 [907]

Absolute Englishness does not detract too much from the usefulness of this comprehensive introduction to the processes and principles of family, local history and heritage studies. Well illustrated and presented, authoritatively written and supported with a worthwhile timeline, glossary and index, it could be used in a variety of ways such as for comparative purposes, or as a model from which students could develop their own approach to local studies. G. Spindler

LEV: Middle primary Upper primary  
Lower secondary

AVAIL: \$29.95 SCIS 778860

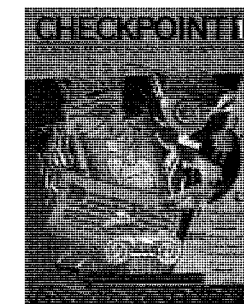
KLA: HSIE

**Checkpoint 1 : from the ancient world to the**

**new world / Michael Pyne and others.** Longman  
Cheshire, 1994 (Themes and skills in world history)

ISBN 0582802393 [909]

There has been an overwhelming rush to produce texts and resources for the mandatory Australian History 7-10 course but a rather more sedate one to support the options. Checkpoint, in two volumes, is the first specific effort to do so. Volume 1 skips the less-trod ground of Option 1 to deal with Options 2, 3 and 4 with reasonable success. Source material could have been more



extensively and effectively used – including more use of its own illustrations – and in the text, the need to broad-brush huge sweeps of history inevitably results in oversimplification or generalisations that many would challenge. The index is thin but compensated for by the detail of the contents pages. Attractive layout, rich and varied illustration, and large numbers of exercises and tests of understanding will ensure that this is quite an acceptable textbook. G. Spindler

LEV: Lower secondary Middle secondary  
 AVAIL: Paper \$26.95 SCIS 795235  
 KLA: HSIE

Also Available: **Checkpoint 2 : from the eighteenth to the twentieth century.** SCIS 797253

**TOWNSON, Duncan The new Penguin dictionary of modern history, 1789–1945.** Penguin, 1994

ISBN 0140512748 [909.803]

I was immediately impressed by this dictionary's scope. The emphasis is somewhat British-European but the rest of the world is well represented including many entries on Australia. With almost a thousand pages and even more well selected entries, I had great difficulty thinking of reasonable topics that weren't to be found. Cross referencing is simple and extensive and, like the presentation overall, emphasises usefulness and accessibility. The entries make easy reading, rising above the frequent blandness of such dictionaries, and are of sufficient length to be meaningful. Certainly one of the best of its kind and an essential library reference. G. Spindler

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$19.95 SCIS 797699  
 KLA: HSIE

**PINNEY, Peter The road to anywhere : the travel writings of Peter Pinney.** University of Queensland Press, 1993

ISBN 0702225525 [910.4]

This book comprises tantalising excerpts from four books by extraordinary Australian traveller, Peter Pinney. His amazing journeys across the globe between 1947 and 1962 were usually without funds, travel papers or any luggage that didn't fit in a string bag. His roguish audacity is at times breathtaking: escaping Burmese head hunters only to see his companion drowned in the Chindwin, eating cat in Algeria, springing the animals from a zoo in Martinique, stowing away across the Pacific and breaking immigration rules. His 'high style' of writing relaxes with the years but it is always vivid, entertaining and filled with fascinating characters, places and conversations. I'm now in search of the original works. G. Spindler

LEV: Upper secondary  
 AVAIL: Paper \$14.95 SCIS 779001  
 KLA: E; HSIE

**CODRINGTON, Stephen Appreciating Australia.** Cambridge University Press, 1994 (Active geography)

ISBN 0521467004 [919.4]

Written for the NSW Geography Syllabus 7–10 by practising teachers and academics, this title covers the 100 mandatory hours while the other four books in the series

cover the elective sections. It is a very attractive, contemporary look at Australian environments prepared for Years 7 and 8. This resource has colour photographs on almost every page, clear maps, informative diagrams, student activities, development of geography skills, further readings, glossary and index. It can be used both as a classroom text and as a general library resource.

D. Collins  
 LEV: Lower secondary  
 AVAIL: Paper \$24.95 SCIS 790962  
 KLA: HSIE

**MILLARD, Anne The Collins atlas of ancient worlds.** HarperCollins, 1994 (A Dorling Kindersley book)

ISBN 0732249732 [930]

The large format of the book allows a double-page spread for each culture or people highlighted, with a detailed map as the focus. At first glance the intricate layouts are visually a little daunting with very small print being used to fit in the necessary information. On closer inspection the miniature illustrations inside the maps are fascinating and packed with details. The text is well supported by coloured drawings and photographs of ancient artefacts and provides an excellent visual presentation of ancient history which would stimulate interest in the topic among older students. Great for casual browsing. J. Anderson

LEV: Upper primary Lower secondary  
 AVAIL: \$29.95 SCIS 794042  
 KLA: HSIE

**CLARE, John D. Knights and the structure of medieval society [kit] : (Medieval realms : Britain 1066–1500).** Bodley Head, 1993 (I was there investigation pack)

ISBN 0370318374 [940.1]

This well-presented educational kit is designed for classroom use. Group work is the teaching style encouraged, as ten laminated cards and question sheets are provided, each focusing on a specific area of life at that time. Each of the cards has a full-colour A4 picture of a modern reconstruction of an aspect of medieval society, and several items of source material, both print and pictorial. A glossary is included. Questions assist students to gain information and to compare and assess sources. The teacher's guide presents useful ideas, as well as cross-curriculum perspectives. The suggestions for assignment boxes, including a large fiction section, will be of particular value to the teacher-librarian. M. Steinberger

LEV: Upper primary Lower secondary  
 AVAIL: \$39.95 SCIS 785354  
 KLA: HSIE

**Andrews, E. M. The Anzac illusion : Anglo-Australian relations during World War I.** Cambridge University Press, 1993

ISBN 0521459893 [940.3]

In this accessibly written reassessment of some of the images of Australia's First World War experience, Andrews scrutinises the image and effectiveness of Australian soldiers, relationships with the British army and Government, and Australia's shifting role in the Empire. Some feathers could be ruffled, since much wartime pro-

paganda and nationalist sentiment was perpetuated in our longer view of history, but it is a timely work, given the historical myths being aired once more on both sides of the republican and flag debates. Surely we will be better served by trying to understand this critical time in our national development than by mythologising it. This book contributes to that process of understanding. G. Spindler

LEV: Upper secondary Professional  
 AVAIL: \$29.95 SCIS 783237  
 KLA: HSIE

**WINTER, Denis 25 April 1915 : the inevitable tragedy.** University of Queensland Press, 1994

ISBN 0702224723 [940.4]

In this study of the Anzac landing at Gallipoli, Winter focuses on preparations for and decision-making on the first day, based, he says, on greater access to documents than earlier writers. Without sensationalism, he challenges some of the treasured ideas (such as the "accidental" landing at Anzac Cove) but the available material probably never will permit definitive conclusions. He certainly demonstrates that poor and confusing planning, training and support almost guaranteed that the Turks would never lose control of the military situation. It is a worthwhile re-examination of this seminal moment in Australia's national history and development, but more for teachers than middle secondary students. G. Spindler

AUD: Professional  
 LEV: Upper secondary  
 AVAIL: Paper \$18.95 SCIS 790960  
 KLA: HSIE

**CHALKER, Jack Bridger Burma railway artist : the war drawings of Jack Chalker.** Viking, 1994

ISBN 0670905836 [940.54]

Jack Chalker provided the most detailed and important visual record of the Allied POWs in Japanese captivity in Singapore and Thailand. A British gunner with an artist's eye and skill, he was witness to and player in a great tragedy as it unfolded. Later he worked closely with "Weary" Dunlop, recording the conditions of the sick, and the methods and ingenious appliances used in their treatment. The works range with great impact through moody washes and pencil sketches, dispassionate technical drawings and watercolours of surprising sophistication. Together with his personal story, presented here with simple restraint, the book is a compelling companion to the library of POW material. G. Spindler

LEV: Middle secondary Upper secondary  
 AVAIL: \$29.95 SCIS 797463  
 KLA: HSIE; CA

**CROSS, Robin Technology of war.** Wayland, 1994 (Era of the Second World War)

ISBN 0750211601 [940.54]

All wars have been tests of technology but technology is often presented merely as a postscript to the big events and players. World War II as noted here, began with a Polish cavalry charge and ended with an atomic bomb, and the post-war world was quite different as a result. The book concentrates on the more visible military technology, and other less apparent aspects, such as in me-

dicine, could have been considered more. So, too, could have the post-war impact of war technology in civil aviation, computers or food technology. But this well presented and illustrated publication, with its time line and small glossary, is a useful survey. G. Spindler

LEV: Upper primary Lower secondary  
 Middle secondary  
 AVAIL: \$26.95 SCIS 798141  
 KLA: HSIE

**HILLEN, Ernest The way of a boy : a memoir of Java.** Penguin, 1994

ISBN 0140179755 [940.54]

The capacity of children to adapt to abnormality is both frightening and reassuring. Like J. G. Ballard's *Empire of the sun*, this is the autobiographical recollection of a young European boy in a Japanese internment camp. The child's viewpoint prevails: curiosity, acceptance, the search for friends and possessions. The ever present mistreatment and death are presented with surprising dispassion, as are the Japanese themselves. Hillen, as with Ballard, lived in the present, expecting only ever to live and die in the camp. This is an honest book perhaps having less impact than Ballard's but with a simplicity and emotional restraint that convinces you that this could be the experience of any child whose world went wrong. G. Spindler

LEV: Lower secondary Middle secondary  
 Upper secondary  
 AVAIL: \$14.95 SCIS 791958  
 KLA: HSIE

**TRIGGS, Tony Kings and queens.** Wayland, 1993 (Tudors and Stuarts)

ISBN 0750207493 [942.05]

Queen Elizabeth I might not be amused at her smallish role in this survey of the monarchs of the two royal houses during this important and complex period in English constitutional history. The text is simple and some events seem selected more for their appeal to primary-age students than their relative historical significance. Nonetheless the essentials are there. The overall appeal is added to by excellent and widely sourced illustrations (almost twenty percent being of executions – which were quite a feature of the period), good timelines, a few questions based on interesting evidence, plus glossary, references and index. G. Spindler

LEV: Middle primary Upper primary  
 AVAIL: \$26.95 SCIS 778957  
 KLA: HSIE

**CUMMING, David Germany.** Wayland, 1994 (Countries of the world)

ISBN 0750208589 [943.087]

Well-illustrated and quite comprehensive, this will be a useful conventional introduction to contemporary Germany. The land, history, lifestyles, education, religion, culture, industry, transport and government are introduced realistically. More sensitive issues such as history are there, though in the careful neutrality of modern Euro-speak. Some important social controversies are raised including growing discontent over the impact of reunification and environmental concerns – though the neo-Nazi resurgence is not mentioned. G. Spindler



LEV: Middle primary Upper primary  
Lower secondary  
AVAIL: Paper \$26.95 SCIS 791529  
KLA: HSIE

VITEBSKY, Piers **The Saami of Lapland.**

Wayland, 1993 (Threatened cultures)

ISBN 0750208767 [948.97]

The difficulties of life as a minority group are highlighted in this overview of the lifestyle of the Saami people. Spread over four countries with much of their territories lying north of the Arctic Circle, they have often been forced to conceal their origins in order to survive. The result has been the loss of their traditional lifestyle and many difficulties in adapting to new cultures. Understanding of the Saami's lifestyle is made clearer by numerous coloured photographs but a lack of sub-headings in the text makes access to specific information more difficult for the targeted age group. The series however would be a useful resource in highlighting the sensitive issue of threatened cultures. J. Anderson

LEV: Upper primary Lower secondary  
AVAIL: \$26.95 SCIS 787275  
KLA: HSIE

RADY, Martyn **The breakup of Yugoslavia.**

Wayland, 1994 (Conflicts)

ISBN 0750211474 [949.702]

This is a coherently written and brave effort to make the Yugoslav disaster understandable at a school level. Dr Rady offers some comments or conclusions that would not be presented as simplistically or absolutely in a consideration in depth. Nevertheless from his concise outline of the former nation's historical background and ethnic makeup, the confusing forces and counter forces at work do begin to take clearer shape. Supported with appropriate illustrations which are not excessively graphic, frequent brief documentary inputs, and a more than adequate index, glossary and further source information, this book really can contribute to our understanding of an important and confusing situation. G. Spindler



LEV: Middle secondary Upper secondary  
AVAIL: \$26.95 SCIS 795018  
KLA: HSIE

MACKERRAS, Colin **China in revolution 1850-1976: history through documents.**

Longman Cheshire, 1993

ISBN 0582910609 [951.05]

The special strength of this excellent collection of documents is variety. Almost all sources are Chinese, not western, and include a wide range of illustrations, poems, songs and play extracts. The carefully organised documents deal with revolution, social and cultural change in China between 1850 and 1949, before examining the early Communist period and Cultural Revolution. Each document is placed in context by introductory comments and followed by appropriate questions. Chapters conclude with substantial extension

activities and interesting "value dilemmas" which could become hypotheticals or role plays. A superb resource for 3 unit Revolutions and 2/3 unit National Studies in Modern History. G. Spindler

LEV: Upper secondary  
AVAIL: Paper \$19.99 SCIS 780237  
KLA: HSIE

**The Cambridge encyclopedia of Japan.**

Cambridge University Press, 1993

ISBN 0521403529 [952]

Compiled in this 400 page volume is an in-depth and very comprehensive coverage of all aspects of life in Japan, past and present. Interspersed with full colour photos, graphics and maps which highlight aspects of the text, the book provides an excellent reference source of current, up-to-date information on Japan, and an insight into its culture. Coloured blocks of information highlight important issues while a detailed index allows access to the wealth of material presented. Although the type is small it is highly readable and fascinating in its analysis of a country little understood in the west. J. Anderson

LEV: Middle secondary Upper secondary  
AVAIL: \$85.00 SCIS 769493  
KLA: HSIE; LOTE  
EVAL: Highly recommended

Parliamentary Education Office **Prime ministers of Australia.** Australian Government

Publishing Service, 1994

ISBN 0644296690 [994.04092]

Produced as part of a useful HyperCard package but also separately available, this booklet is a simple factual handbook with brief details of the backgrounds, parliamentary service and travels of Australia's twenty-four prime ministers. It is a dry but useful quick reference with excellent lists of additional resources. G. Spindler

LEV: Upper primary Lower secondary  
Middle secondary Upper secondary  
AVAIL: Paper \$9.95 SCIS 793958  
KLA: HSIE

BULLEN, Susan **The Arctic and its people.**

Wayland, 1993 (People and places)

ISBN 0750204877 [998]

This title examines the Arctic Circle, seen as a living wilderness, from a strongly conservationist point of view. Topics include the flora and fauna, the changing lifestyles of Arctic indigenous peoples, the history of early trading and its effects, as well as future planned developments and the need to protect this unique environment. The effects of various environmental hazards such as Chernobyl, the ozone hole and the Exxon Valdez oil spill are described. This is a quality resource with excellent colour photographs, maps, index, glossary, bibliography and a list of addresses of relevant organisations. D. Collins

LEV: Upper primary Lower secondary  
AVAIL: \$29.95 SCIS 781709  
KLA: HSIE; S

HASICK, David James **Antarctic journal.**

Martin International, 1993 (A Keystone book)

ISBN 1863740651 [998]

Here is a wonderful resource for stimulating interest in the Antarctic, and promoting understanding of Australia's scientific role in the area, and the personal qualities of expeditioners. Based on the journal kept by the leader of the 1991-1992 expedition, it offers a glimpse of the varied activities undertaken at Mawson base during that year. Attractive format with lots of colour photographs is further enhanced by the inclusion of messages to Year 6 at a Sydney school, a press article and a good map in envelopes within the text. A positive and exciting work, this resource raises important issues about the conservation of the area within a personal framework. J. Buckley

LEV: Middle primary Upper primary  
AVAIL: \$22.95 SCIS 778741  
KLA: HSIE

**Professional reading**

Resources are in Dewey order.

WHITE, Kerry M. **Australian children's fiction: the subject guide.** Jacaranda, 1993

ISBN 070163149X [015]

This resource providing comprehensive subject access to over 3500 titles is a pleasure to hold and to use; from the jacaranda-coloured glossy hardcover through to the sewn binding of quality paper. Kerry White's extensive background of bibliographic research and reading were drawn upon for this thorough, and invaluable, reference tool. The main bibliography is best used via a subject list based upon SCIS headings complete with cross references, and then going to the subject guide itself. But also useful are a genre guide, title index and illustrator index. The genre guide leads to such types as letters, mysteries and humour books. The main entries include book type, genre and reading age. Up to six or even eight subject headings are given to each title. The great attention to detail (every title was read!) and thoroughness make this a treasure trove. It is to be hoped the publishers will produce frequent up-dates. G. Phillips

LEV: Professional  
AVAIL: \$45.00 SCIS 746983  
KLA: E  
EVAL: Highly recommended

**Dreams and dynamics: selected papers.**

Australian School Library Association, 1993

ISBN 0909548145 [027.8]

This is a second-best alternative (or lasting souvenir) to actually attending the Adelaide conference. The four major topics of the conference are covered: the future, literature, education and technology. Authors include Barbara Poston-Anderson on Aboriginal stories and virtual reality,

Maureen Nimon on violence in children's literature and Heather Kesall on CD-ROMs in secondary schools. The twenty-five other papers span a wide range of topics of relevance to librarians, and an enthusiasm and vision that is helpful to all teachers seeking professional development. Academics and practising teacher-librarians have presented their papers and each is reproduced in its original form; hence the variety of typesetting and contrasting (or lack of) bibliographies and illustrations. A useful 320 pages to be read for private interest or shared at local support group meetings. M. Williams

AUD: Professional  
AVAIL: Paper \$30.00 SCIS 775600

NIEUWENHUIZEN, Agnes **The written world: youth and literature.** Thorpe, 1994

ISBN 1875589309 [028.5]

This is the definitive answer to that band of literary Luddites who maintain that What Our Children Should Be Reading is not all this contemporary problem guff but The Classics - experiencing the joys of searching for island treasure, plodding through Victorian England etc. I say this not only because of the content of the essays but also because the breadth and scope of the contributors indicates a supremely healthy concern for, and interest in, the subject. You will be excited, irritated, challenged, instructed - in short, stimulated - by the articles, the contributors of which range across librarians, booksellers, authors, classroom teachers, publishers and parents. It is an eclectic collection which will draw an eclectic audience. F. Gardiner

AUD: Professional  
LEV: Upper secondary  
AVAIL: Paper \$30.00 SCIS 787646  
KLA: E

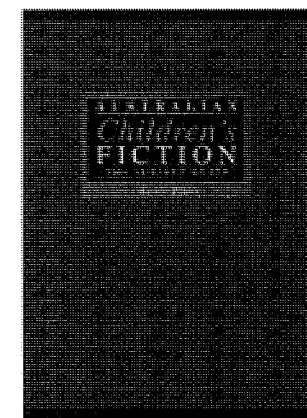
**Thinking stories 2: teacher resource-activity book philosophical inquiry for children /**

edited by Philip Cam. Hale & Iremonger, 1994

(The children's philosophy series)  
ISBN 0868065102 [107.6]

A fascinating and divergent resource intended for use alongside the **Thinking stories 2 storybook** (SCIS 786484). It consists of master sheets containing discussion plans and exercises for each story. Many philosophical problems such as the nature of freedom, appearance and reality, are raised by the stories, and an ordered way of discussing these problems is thus provided. Basic philosophical tools such as analogy and metaphor are illustrated. Suggestions for implementing the discussions and exercises are included. Philosophical enquiry has much in common with the enquiry process (questioning, seeing what's relevant, sticking to the point, classifying, constructing explanations, generalising from particulars). It aims, as the enquiry process does, at placing thinking at the centre of the curriculum. L.FitzGerald

AUD: Professional  
LEV: Middle primary Upper primary Lower secondary  
AVAIL: Paper \$24.95 SCIS 786490



**WALSH, John The Australian environment.**

Socom Educational Resources, 1993

ISBN [333.7]

This is a set of photocopiable masters on the Australian environment, its history, problems and contemporary issues with possible solutions. Each chapter is clearly laid out with keywords, student activities and extensions, review tests, and some maps and diagrams. This is clearly intended as a teaching resource and, despite the valuable information it contains, it offers little to the student researcher. D. Collins

**AUD:** Professional  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$40.00 SCIS 769095  
**KLA:** HSIE

**THOMSON, Barbara J. Words can hurt you : beginning a program of anti-bias education.**

Addison-Wesley, 1993

ISBN 0201455021 [370.115]

Difference and prejudice occur universally, and are sensitive and complex issues to approach in schools. This comprehensive American handbook is readily adaptable to the Australian context, and teachers will find it both confidence-building and generous with detailed lesson plans. Strategies are included to confront sexism, ethnocentricity, disability bias, stereotyping and ageism, and to promote positive appreciation of difference. The activities provided, aimed at the preschool to Year 3 age group, inspire immediate planning for a much more advanced level. The book's usefulness is therefore not limited to preschool and lower primary teachers, though they are its prime target and beneficiaries. H. Gordon

**AUD:** Professional  
**LEV:** Lower primary Middle primary Upper primary  
**AVAIL:** Paper \$24.95 SCIS 781399  
**KLA:** PD/H/PE  
**EVAL:** Highly recommended

**RENTON, Linnea The school is us : a practical guide to whole school change.** WWF, 1993

ISBN 0947613943

Here is a do-it-yourself change manual for schools wishing to ensure that their change is effective and lasting. Practical, reasoned advice and master sheets are provided for each stage of the process: climate analysis, establishing priorities, improving procedures, staff relationships. Pervasive threads are communication, empowerment and co-operation. Documents and ideas are based on schools' experiences. Simplicity of expression and presentation promote successful change as achievable, even for the faint-hearted. H. Gordon



**AUD:** Professional  
**AVAIL:** Paper \$23.95 The Ideas Centre  
 Fax (02)281 9639 SCIS 783306

**Language and culture in Aboriginal Australia** / edited by Michael Wall. Aboriginal Studies Press, 1993

ISBN 0855752416 [499]

Teachers in schools where courses in Aboriginal Studies are established or being considered will find a close reading of this work both rewarding and fascinating. It occupies that middle ground between academic studies of linguistics and popular works, and in fifteen papers provides an overview of extant Australian languages and the social implications of their structure and usage. Papers giving linguistic perspectives on Aboriginal/European relations from 1788 in New South Wales, and on the history of Tasmanian Aborigines, are particularly interesting. Universal reading of the paper on Aboriginal English speech habits *Language and the law*, would avoid many cultural and legal clashes between white and Aboriginal Australians. H. Gordon

**AUD:** Professional  
**AVAIL:** Paper \$24.95 SCIS 763137  
**KLA:** E; HSIE; LOTE

**JORDON, Marcia Mathematics : how to assess and report.** Ashton Scholastic, 1993

ISBN 086896834X [510.7]

Practical advice and ideas are presented in this simple, easy to read text which is divided into the four areas: – methods of assessment, evaluation, records and reporting. Based on the premise that assessment needs to be ongoing, and carried out while the children are working at their tasks, it provides practical classroom examples and sample sheets for student self evaluation. Written by a classroom teacher, it suggests that traditional testing at the end of a unit of work is of little use with the most comprehensive picture of the student being obtained using a variety of assessment techniques. J. Anderson

**AUD:** Professional  
**AVAIL:** \$14.95 SCIS 773180  
**KLA:** M

**RICKARD, Jenny Relaxation for children.** ACER, 1994

ISBN 0864311486 [613.707]

A ten session program for teaching children life-long relaxation skills in a structured format, which incorporates suggestions for tranquil music and black line masters for class use. Each session is aimed at increasing children's knowledge and experience of body harmony and individual space. They begin with group instruction and exercises in body and muscle awareness and relaxation. This is followed by practice in entering one's own space with guided imagery – such as lying lotus-like on clouds and magic carpets. A section for parents to help their children relax has a selection of most appealing relaxation routines. I'm going home for a scalp massage now! L.FitzGerald

**AUD:** Professional  
**AVAIL:** Paper \$26.95 SCIS 806014  
**KLA:** PD/H/PE  
**EVAL:** Highly recommended

**CLEMENTS, Dee Book chat : a book club model for the classroom.** Oxford University Press, 1994

ISBN 0195535960 [808]

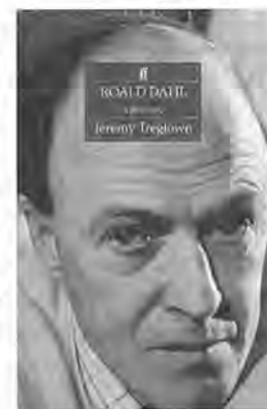
Real books have now almost universally replaced readers in classrooms and for this we can be thankful. But all too often the underlying philosophy and the methodology of instruction remains much as it was, despite or even because of the plethora of manuals that now exist on using whole language. This is one such book. The idea is to adopt the book club idea—where adults meet to talk about specific books—to the classroom. Two vital differences exist however: firstly that adults are voluntary participants and secondly that adults choose their own reading matter. There are however some worthwhile ideas and a useful list of novels so it may prove to be of some use. F. Gardiner

**AUD:** Professional  
**AVAIL:** Paper \$22.95 SCIS 788911  
**KLA:** E

**TREGLOWN, Jeremy Roald Dahl : a biography.** Faber and Faber, 1994

ISBN 0571165737 [823 DAH]

Essential reading for anyone interested in literature, particularly children's literature, is this well researched, frank and readable biography of Roald Dahl. Drawing on a multitude of oral and written sources, Treglown recreates the fascinating life story of this man whose works have been and continue to be, despite their critics, avidly sought and devoured by millions of fans, both child and adult, the world over. The book provides interesting insights into Dahl's colourful life and the people, institutions, circumstances and events that helped influence and shape him and his writing. But it is the man himself who takes centre stage, rivalling any of his own fictional figures. His enigmatic nature, and his often explosive, controversial and contradictory opinions and behaviour continue to intrigue. Who was the real Dahl? This biography doesn't



**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**

provide the answer, but certainly helps to peel back some of the layers. B. Richardson

**AUD:** Parents Professional  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** \$45.00 SCIS 791926  
**KLA:** E  
**EVAL:** Highly recommended

**The Ausfolio.** Socom Educational Resources, 1993 [994]

Subscribers to Ausfolio receive two complete sets of materials and two sets of teachers notes in a ring-binder. The materials are student units on A4 photocopiable sheets with information taken from current and authoritative sources on Australian society. Factual text is supplemented by maps, diagrams, tables and questions, and suggestions for classroom activities. 1993 topics include: Should Australia become a Republic?, Women in politics, Aboriginal land rights, and Law and the environment. Its value is as a teaching/learning rather than research resource. D. Collins

**AUD:** Professional  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** \$45.00 yearly subscription SCIS 790931  
**KLA:** HSIE

**Who reviews?**

Reviewers for *Scan* and for the SCIS database are selected from teachers and teacher-librarians across the state. In this issue, they included the following, who are teacher-librarians unless otherwise indicated:

- Judith Anderson, North Sydney Primary
- Andrew Barber, Newtown High School of the Performing Arts
- Frank Broomham, Hanwood Primary
- Jill B. Bruce, Beacon Hill Primary
- Jill Buckley, ex *Scan* editor
- Diana Collins, Peakhurst High
- Jan Eade, Pymble Primary
- Lee FitzGerald, *Scan* Editor
- Fay Gardiner, ex *Scan* editor, casual primary teacher-librarian
- Helen Gordon, Maitland Grossman High
- Marion Hamlyn, Wollongong High
- David Lane, Economics teacher, Balgowlah Boys' High
- Georgia Phillips, Smiths Hill High
- Peter Phillips, Science teacher, Corrimall High
- Beverly Richardson, primary teacher-librarian on leave
- Cathy Sly, English teacher, Barrenjoey High
- Graham Spindler, Parliament House Education Officer.
- Margaret Steinberger, Irrawang High
- Maryanne Williams, Moss Vale High

### Professional development

#### ■ University of Technology, Sydney

From 1995, a new course — **Master of Arts in Information** — will be offered by full-time study (three semesters) or part-time study (six semesters). Course work, with the possibility for specialisation in teacher-librarianship or information provision or user documentation will comprise its content. Those who do the teacher-librarianship specialisation must have a recognised teaching qualification.

The Graduate Diploma in Information is an option for those who successfully complete two semesters full-time or four semesters part-time and decide to finish their studies or are not eligible to continue. It is possible to gain advanced standing in this course if you have an undergraduate degree or graduate diploma from the School of Information Studies at UTS. From 1995 these courses will be offered at the city campus of UTS. For further information contact:

School of Information Studies  
University of Technology, Sydney  
PO Box 222  
Lindfield 2070  
ph: (02) 330 5336  
fax: (02) 330 5523

#### ■ School Library Association of NSW

An early date for your diary:

Professional day and Annual General Meeting  
Date: Saturday, 11th February 1995, 9.30 am  
Venue: State Library of New South Wales

#### ■ NSW ALIA Acquisitions Section

A **Multimedia interactive information seminar** is to be held by the above group, which invites teacher-librarians to participate.

Date: Monday 31st October 1994, 8.45am – 4.30pm.

Venue: Parramatta Park Royal

Cost: \$60 ALIA members  
\$70 Non ALIA members  
\$50 Students

Bookings: Judy Ryan  
Ph.: (02) 689 5737  
Fax: (02) 689 2281

Parking available.

#### ■ Metropolitan West Region

Metropolitan West Region is holding a course entitled **Technology: using CD-ROM in your information skills program**. It is aimed at improving whole school planning in the implementation of CD-ROM technology. This is not a course aimed specifically at teacher-librarians but will be of particular interest for any teacher wanting to include a technology component in their curriculum area.

Date: 9th November 1994  
Times: 9 am - 3 pm  
Venue: Cranebrook High School  
Course  
Coordinators: Colleen Foley, Cranebrook High School  
Deborah Russell, Auburn Girls' High School

#### The Ideas Centre

The Ideas Centre, a non-profit independent library and resource centre concerned with global issues and current information on developing countries, has been forced to close down, as from 1st September. The first **Scan** of this year carried an article on The Ideas Centre and its unique services. Negotiations are currently under way between The Ideas Centre and University of Technology and University of New South Wales to locate the collection at one of these universities. Further information will be provided as it becomes available.

#### Copyright

A **teacher's guide to copyright** is a useful bulletin available from the Australian Copyright Council. It is intended as an introduction to copyright law for people who work in educational institutions. Print, music, radio, television, performance and computers are amongst the topics covered. The bulletin costs \$16.00 postage included and is available from:

Australian Copyright Council  
245 Chalmers Street  
Redfern 2016  
ph: (02) 318 1788  
fax: (02) 698 3536

### Film and video library locations

Region	Contact	Availability	Address	Phone	Fax
Hunter	Kaye Nebauer	Mon-Fri 9-5	PO Box 488G Newcastle 2300	049 255819	049 634674
Met East	Gail Ferrier	Mon-Fri 8:30-3:15	Riverwood ERC Union St Riverwood 2210	02 584599	02 5841560
Met North	Jill McLaughlin	Mon-Fri 1-5	Dee Why ERC Fisher Rd Dee Why 2099	02 9711455	02 9711532
Met South West	Val Buckman	Fri 9-4	PO Box 21 Glenfield 2167	02 8291300	02 8292369
Met West	Joy Muddle	Mon-Fri	Bert Oldfield School Oldfield Rd Seven Hills 2147	02 6717760	02 6223868
North Coast	Deborah Reid	Mon-Fri 8:30-4:30	154 Ballina Rd Goonellabah 2480	066 243800	066 243727
North West	Chris McGilvray	Mon 9-3 Wed 9-12 Thur 9-3	Locked Bag 1610 Tamworth 2340	067 684758	067 667539
Riverina	Wendy Webb	Tue-Thur-Fri	Bidgee Resource Centre PO Box 478 Turvey Park Wagga 2650	069 255488	069 254339
South Coast	Kim Beesley Debbie Nolan	Mon-Thur 9-5 Fri 9-12	414 Crown St Wollongong 2500	042 280830	042 280835
Western Region	Lindy Allan	Mon-Fri 1-5	212 Darling St Dubbo NSW 2830	068 825655	068 844991

#### Rippa reading

**Rippa reading** is a magazine produced by former SCEGGS Redlands student, Jonathan Appleton, for children about children's literature. The editors are calling for children to submit their own writing for publication in the magazine; and for children to submit reviews of new Australian books. For details, contact:

The Editor, Jonathan Appleton or  
The Publisher, Robyn Stroud or  
The Student Coordinator, Caroline McEvoy

at Rippa Reading  
SCEGGS Redlands  
Cremorne Campus  
Murdoch Street, Cremorne 2090  
ph: (02) 953 6022  
fax: (02) 904 1434

#### Awards

##### The Children's Book Council of Australia 1994 Children's Book of the Year Awards

##### ■ Book of the year, older readers:

Joint Winners –  
CARMODY, Isabelle **The gathering**. Penguin.  
SCIS 757242

CREW, Gary **Angel's gate**. William Heinemann. SCIS 770140

Honour book –

MOLONEY, James **Dougy**. University of Queensland Press. SCIS 746033

##### ■ Book of the year, younger readers:

Winner –

RODDA, Emily **Rowan of Rin**. Omnibus Books. SCIS 737935

## Honour Books -

HONEY, Elizabeth **Honey sandwich**. Allen & Unwin. SCIS 761835

WHEATLEY, Nadia and SEARLE, Ken **Lucy in the leap year**. Omnibus. SCIS 771224

■ **Picture book of the year:**

Winner -

GOULDTHORPE, Peter and CREW, Gary **First light**. Lothian. SCIS 774129

Honour books -

DENTON, Terry and PRIOR, Natalie Jane **The paw**. Allen & Unwin. SCIS 757879

MCLEAN, Janet and MCLEAN, Andrew **Dog tales**. Allen & Unwin. SCIS 794138

■ **Eve Pownall award for information books:**

Winner -

MULLINS, Patricia V for **vanishing: An alphabet of endangered animals**. Margaret Hamilton Books. SCIS 773520

Honour Books -

ATKINSON, Kathie **Life in a rotten log**. Allen & Unwin. SCIS 782732

MORRIS, Jill and TRACEY, Lynne **Australian owls, frogmouths & nightjars**. Greater Glider Productions. SCIS 772169

**The 1994 Xerox Fast Books Awards**

The Best Self-published Book of the Year Award was won by Sean Flood for his book, **Mabo: a symbol of sharing: the High Court**

**Judgment examined and commentary on the Native Title Act 1993**. SCIS 788836. A review appears in this issue of Scan.

**The Australian Awards for Excellence in Educational Publishing**

The 1994 inaugural awards were carried out by TREAT (Teaching Resources and Textbook Research Unit of the University of Sydney School of Teaching and Curriculum Studies) in conjunction with the Australian Book Publishers Association. The results were:

■ **Overall winner:**

IRONS, Calvin **Maths from many cultures**. Mimosa

■ **Primary single book category winner:**

Jacaranda junior atlas. Jacaranda Wiley SCIS 775780

■ **Primary series category winner:**

IRONS, Calvin **Maths from many cultures**. Mimosa

■ **Primary other category winner:**

AUSTRALIAN HERITAGE COMMISSION **Special places**. Australian Government Publishing Service SCIS 782170

■ **Secondary single book category winners:**

KINNEAR, Judith **Nature of biology. Book 2**. Jacaranda Wiley SCIS 782116

CONROY, J. **Time quest**. Jacaranda Wiley SCIS 781725

INDEX TO ARTICLES VOL. 13: TITLE

1990s: rearranging the jigsaw pieces or creating the picture, The 2: 27  
1994 SCIS subscriptions 1: 30  
At the cutting edge: profile of Celeste McNicholas, A 3: 20  
Audio Education via Spookiness! 4: 10  
Bushrangers at Baulkham Hills North 1: 16  
CBC Conference roundup 3: 13  
CD-ROM networks—a primary concern? 3: 36  
CD-ROM reviews 1: 33  
CD-ROM reviews 2: 41  
CD-ROM reviews 3: 30  
CD-ROM reviews 4: 28  
Children's Book Council news 1: 30  
Children's Book of the Year judges 3: 9  
Connecting to the SCIS database using Terminal software 3: 42  
Connectivity in the library 2: 47

Conversation with Lynne Reid Banks, A 4: 11  
Department of School Education and the ABC, The 2: 49  
Dreams and dynamics: ASLXIII/IASL 22 Conference, A 1: 6  
Everything I know about writing 1: 11  
experts review the short list, The 3: 4  
guide for libraries in small schools, A 1: 9  
HealthEd—the Health Education Unit database 2: 60  
HSC English Bibliography Collection, The 4: 27  
ideas centre, The 1: 48  
llanet 1: 31  
Information Highway and Australia's Schools, The 4: 36  
Information Skills. Where Do They Fit in an Outcomes and Profiles Approach to Teaching and Learning 4: 20  
Information Technology Planning for the

Technologically Illiterate 4: 40  
Interview with Jennifer Rowe, An 4: 6  
Leasing hardware in schools 3: 50  
Legal Angle on CD-Roms, The 4: 43  
Libby Gleeson visits the south-west slopes 2: 12  
Libraries on the move—part 2 3: 28  
Libraries on the move 1: 25  
Maclean High School/Maclean TAFE College Joint Library, The 4: 24  
Managing management 1: 42  
mark of The Paw, The 3: 10  
New programs in the ABC School Television Service 3: 48  
OASIS Library Version 2—preparing for library networks 2: 55  
OASIS Library Version 2 has arrived 2: 56  
Open Learning Centres in NSW TAFE 1: 40

Pacific PowerNet 2: 40  
Pathways and Directions—new roles for teacher-librarians? 1: 27  
Pegasus 2: 40  
Poetry and 1994's Best Books 4: 15  
Preparing for OASIS Version 2 1: 50  
Quality assurance and the library at Wingham Primary School 3: 45  
Quality Assurance and the school library 3: 44  
Redefining literature 2: 4  
Resource-sharing Networks 4: 44

sad tale—the Auburn West Primary School card catalogue funeral, A 2: 50  
SCIS Schools Catalogue Information Service 4: 52  
Selecting fiction for school libraries 1: 4  
Services available for legal studies teachers and students 3: 18  
Spreading the word 2: 7  
Stock Taking with Oasis Version 2 4: 48  
teacher-librarian and student welfare, The 2: 14  
Technology and remote comprehensive high schools—The Glen Innes High School story 3: 38

Walk TALL 2: 36  
What Does Mrs Walsh Do? 4: 18  
Whose Stupid Idea Was This? 4: 51  
word from SCIS, A 2: 19  
word from SCIS, A 3: 53  
Worth waiting for—OASIS Library Version 2 2: 51  
Writers' festival... readers' enjoyment 2: 20  
Year 7 review—part 2 2: 22  
Year 7 review 1: 20

INDEX TO ARTICLES VOL. 13: AUTHOR

Adams, Elizabeth 2:20  
Adams, Naomi 2:20  
Adams, Nikki 1:42  
Alford, Peter 3:50  
Amos, Howard 1:31  
Atkin, Alison 1:27  
Bailey, June 2:56  
Barnier, Cheryl 4:27  
Bastian, Josephine 2:20  
Bensemann, Judy 3:9  
Borg, Lesley 2:46  
Bounds, Jenny 4:44  
Bower, Alan 1:40

Buckley, Jill 3:20  
Bullus, Ian 2:55  
Butt, Elizabeth 3:18  
Caskey, Charmaine 4:24  
Cooper, Dianne 4:48  
Coulton, Lynne 1:20, 2:22  
Cramond, Lyn 2:36  
Deveson, Lance 3:42  
Dixon, Leonie 1:25, 3:28  
Dowling, Anne 4:52  
Drayton, Paul 2:56  
Eliot, Caryn 2:51  
Finn, Beth 2:36

FitzGerald, Lee 3:14  
Foley, Colleen 4:40  
Frew, Catherine 2:12  
Gardiner, Fay 2:7  
Gay, Ros 2:12  
Gibson, Cecile 2:51  
Glasscock, Alison 3:14  
Guthrie, Hilary 2:14  
Hanson, Kylie 3:38  
Harris, Jane 2:50  
Hughes, Elizabeth 1:6  
Hutchinson, Greg 4:24  
Kallenberger, Niki 1:6

Kirkby, Keir 1:40  
Lee, Mal 4:36  
Llewellyn, Avril 4:44  
Lowe, Kaye 2:4  
Marsden, John 1:11  
McLaren, Beth 4:20  
McLean, Ian 3:10  
Morgan, Patricia 3:44  
Morris, Jill 4:10  
Nash, Jan 2:51  
Novak, Matti 2:14  
Rickard, Cecile 3:36  
Ridge, Judith 3:14, 4:11

Russell, Margaret 2:12  
Sayers, Joann 4:48  
Simpson, DI 1:6  
Sparkes-Carroll, Margaret 3:45  
Steinberger, Margaret 4:44  
Todd, Ross 1:6, 2:27  
Tosh, Peter 2:47  
Walsh, Kate 1:40, 4:18  
Wendtman, 3:50  
White, Kerry 1:4, 4:15  
Wyles, Pamela 2:14, 4:44  
Yates, Barbara 1:40

CUMULATIVE INDEX VOL. 13: RESOURCES

1993 world population data sheet of the Population Reference Bureau 2: 75  
25 April 1915: the inevitable tragedy. 4: 77  
Aborigines, land and society. 4: 67  
Action rhymes and games. 1: 77  
Addy the baddy 2: 65  
Advertising 3: 76  
After the puce empress. 1: 58  
Aftershocks: a project of the Newcastle Workers' Cultural Action Committee 3: 68  
agony and the ego, The 1: 78  
Air disasters 3: 72  
Alexander's outing 3: 54  
All about me. 4: 72  
All day long: fifty rhymes of the never was and always is. 1: 63  
All pigs are beautiful 3: 76  
All-Nite Café, The 1: 63  
Amazing animal facts 2: 78  
amazing world of plants, The 1: 69  
Amazon rainforest and its people, The 2: 82  
American literature since 1900 67  
An alphabet in five acts 2: 61  
Angel's gate 3: 59  
Animal families. 1: 69  
Anne Frank beyond the diary: a photographic remembrance 2: 81  
Antarctic journal. 4: 79  
Antonio's rainforest 3: 74  
Anzac illusion: Anglo-Australian relations during World War I, The 4: 76  
Applied studies in science, mathematics & technology 2: 77  
Appreciating Australia. 4: 76  
Arctic and its people, The 4: 78  
Aria. 4: 56  
Arms for Adonis. 4: 62  
Arnold Z Jones could really play the trumpet 2: 62  
Art notes: senior study guide 1: 71  
Artists 2: 79

At the Florida 2: 73  
At the swamp's edge. 1: 57  
Atmosphere: weather climate and pollution. 4: 71  
Ausfolio. 4: 81  
Australia and Asia: a changing relationship 3: 80  
Australia in facts & figures. 4: 67  
Australia's conservation reserves. 1: 67  
Australia's wide world of sport. 1: 73  
Australian children's books: a bibliography. Vol 1 1774-1972. 1: 76  
Australian children's books: a bibliography. Vol 2 1973-1986. 1: 76  
Australian children's fiction: the subject guide. 4: 79  
Australian concise Oxford dictionary, The 3: 72  
Australian environment, The 4: 80  
Australian journey: environments and communities. 1: 66  
Australian pocket Oxford dictionary, The 3: 72  
Australian short stories: a workshop for readers and writers 3: 62  
Australian small business guide, The 1: 71  
Australian student's atlas. 1: 74  
Aztec 2: 81  
bad guys, The 1: 56  
Based on William Shakespeare's Hamlet 2: 68  
battle of Baked Bean Alley, The 2: 67  
Beach pirates 3: 54  
beast with a thousand teeth, The 3: 60  
Beautiful lies: Australia from Kokoda to Keating. 1: 75  
Behind the scenes: the inside facts about working in radio, theatre, television, film and video. 1: 72  
Belle. 1: 60  
belonging of Emmaline Harris, The 3: 60  
Ben-Harran's castle. 4: 63

Benzo junkie: more than a case history 2: 76  
best beak in Boonaroo Bay, The 1: 54  
Best friends 2: 74  
Best friends for ever. 4: 59  
best-loved plays of Shakespeare, The 1: 64  
Big bad Bruce. 4: 56  
big book of gifts to make, The 1: 77  
big horses, The 2: 67  
Billy can't bat 3: 58  
Bing bang boing. 4: 64  
black crystal, The 1: 60  
Black ships before Troy: the story of the Iliad 2: 73  
Block printing 3: 77  
Bodies. 4: 72  
Book chat: a book club model for the classroom. 4: 81  
Boss of the pool: the play. 1: 65  
Brahms. 1: 72  
Breaking the chain 2: 74  
Breakup point 3: 62  
breakup of the Soviet Union, The 1: 74  
breakup of Yugoslavia, The 4: 78  
Brilliant lies 3: 68  
brown ink diary, The 2: 70  
Bryna means courage 2: 68  
Bubble and shriek 2: 67  
bully, The 1: 62  
Bullying. 1: 68  
Buried secrets. 1: 61  
Burma railway artist: the war drawings of Jack Chalker. 4: 77  
Burnout: what happens when stress gets out of control and how to regain your sanity 2: 83  
Business and technology. 1: 71  
Business studies: a student companion. 1: 71  
busy day for a good grandmother, A 2: 62  
Calamity with the fiend 2: 65  
Cambridge encyclopedia of

Japan. 4: 78  
Canada 3: 79  
Canoes of the dead 2: 69  
case of the walkabout clock, The, The 4: 58  
case to answer: the story of Australia's first European war crimes prosecution, A 4: 69  
cast-off, The 1: 62  
Castle. 4: 74  
cat sat on the mat, The 2: 61  
Cats don't bark. 1: 57  
Cezanne. 1: 72  
Checkpoint 1: from the ancient world to the new world 75  
Child abuse 2: 84  
Children of Bach 3: 59  
children of Lir, The 3: 56  
children's atlas of the human body, The 4: 72  
chimney caper and other Christmas plays, The 3: 68  
China: tradition and change 2: 81  
China in revolution 1850-1976: history through documents. 4: 78  
Chronicle of Australia. 2: 82  
Cinnamon, mint & mothballs: a visit to Grandmother's house 3: 57  
circle, The 2: 74  
Circus girl 3: 55  
City through the ages 3: 70  
Civil rights 3: 71  
Class act 2: 74  
Clean environment 3: 72  
Code of deception 2: 71  
collectors, The 1: 60  
Collins atlas of ancient worlds, The 4: 76  
Come lucky April 2: 71  
comic strip Odyssey, The 3: 61  
coming of the Surfman, The 2: 63  
compact guide to writing letters, The 4: 75  
Computer applications in libraries: a directory of systems and software. 1: 76

Computers and the law: legal issues and implications. 4: 69  
Computerwise: tasks for practical computing methods. 4: 65  
Conflict in the Middle East 2: 81  
Confronting the future: Australia and the world, the next hundred years. 4: 66  
Connections: issues, text response and language for middle secondary students. 1: 68  
Conned! 2: 75  
Conrad Martens: on the Beagle and in Australia. 1: 72  
Contemporary Australian issues: volume one 4: 65  
Cooperative learning in Social Studies: a handbook for teachers 3: 82  
Corythosaurus: on the trail of the spectacular crested dinosaur 3: 74  
Count! 1: 53  
cousin from France, The 3: 61  
Cowboy 2: 79  
Crafty recycling: fantastic gifts to make from junk 3: 77  
Creating a nation 3: 81  
Creative commerce: ideas and activities for commerce classes. 4: 70  
Creative pathways in science. 4: 71  
creepy company, A 3: 62  
creepy crawly song book, A 4: 74  
Cross my heart. 1: 61  
Cybersaur 2: 68  
Daisy. 1: 58  
Damian Keogh: making a dream come true. 1: 73  
Damned whores and God's police 3: 70  
Dams. 4: 73  
Danube, The 3: 79  
daughter of the mountains, The 2: 73  
Dawn ride 2: 66  
day with Alice and Sam, A 1: 53

- Dead man at the door 3: 64  
 Dead meat! 3: 62  
 Death 2: 75  
 decade of destruction : the story of Amazonia's rainforest during the 1980s., The 2: 82  
 Deepwater black. 1: 57  
 Demon-spawn 2: 69  
 Dictionary of the theatre 3: 67  
 Digging up the diggers' war 2: 81  
 dinosaur called Minerva., A 1: 58  
 Discovering history 2: 80  
 distant home., The 1: 59  
 do-it-yourself drawing book., The 4: 74  
 Doctor De Soto and 5 other funny stories. 1: 52  
 Dog tales. 4: 57  
 dolphin in the bay, A 2: 65  
 Dragon boy 2: 65  
 Dreams and dynamics : selected papers. 4: 79  
 Drylongso 3: 60  
 Easy cook book. 4: 73  
 economy in reform : readings in Australian economic policy 4: 68  
 Edgar's eggs 3: 55  
 education of girls : policy, research and the question of gender., The 1: 76  
 Egg. 4: 72  
 Electronics 3: 75  
 Emily Bronte's Wuthering Heights. 4: 75  
 Emily good as gold 2: 66  
 emperor's new clothes., The 2: 61  
 empty summer., The 2: 68  
 Energy 2: 76  
 English power. Book 1. 1: 73  
 Environmental disaster 3: 72  
 Environmental disasters. 4: 69  
 environmental law handbook : planning and land use in New South Wales., The 3: 71  
 Essential elements of tai chi. 1: 73  
 Essentials of computing. 1: 66  
 Eucalypts : a bushwalkers guide 2: 78  
 Every step you take. 1: 62  
 Everybody else does! Why can't I? 4: 62  
 Everyday devils and angels. 1: 71  
 Everything I know about writing. 1: 78  
 Evolution 2: 77  
 exiles., The 3: 61  
 Eye of Horus : a history of ancient Egypt., The 2: 80  
 Fair game 3: 66  
 Falling into glory 2: 71  
 family album., The 2: 72  
 Famous campaigners for change 3: 71  
 Famous inventors 3: 75  
 Famous scientists. 4: 71  
 Fangerella 2: 66  
 Fashion by design 3: 77  
 Fast science facts. 4: 70  
 Fat chance 3: 59  
 Fearless Fiona and the Rolls-Royce racket mystery. 1: 59  
 Featherbys 2: 71  
 Fifteen plus and sunburnt. 1: 61  
 file on Fraulein Berg., The 2: 70  
 Finwood and Lisa. 1: 63  
 Fire on the water : a personal view of theatre in the community. 4: 63  
 First bite : an introduction to information processing 3: 69  
 First light 3: 54  
 first Puffin picture book of Bible stories., A 4: 66  
 Fishing in the Styx 2: 80  
 Five more : one-act plays. 4: 65
- Fleur 3: 64  
 Flying solo : a collection of short stories and extracts 3: 63  
 Focus on economics : managing the Australian economy. 4: 68  
 Food farming. 1: 70  
 For and against 69  
 Forests and their environment. 4: 68  
 four-legged sheriff., The 2: 63  
 Fourteen something. 1: 62  
 fourteenth summer., The 3: 65  
 Freedom of expression. 4: 67  
 frilling time., A 2: 64  
 From forest to sea : Australia's changing environment 2: 76  
 From Manchu to Mao : a history of modern China. 1: 75  
 fruit & vegetable man., A 4: 57  
 future for myself., A 2: 70  
 future trap., The 3: 64  
 Gandhi 2: 81  
 Ganesha. 4: 61  
 Ganges., The 1: 74  
 garden., The 3: 57  
 Garth pig steals the show 3: 61  
 gathering., The 1: 60  
 Gelam the man from Moa : a legend of the people of the Torres Strait Islands 3: 55  
 Germany 3: 80  
 Germany. 4: 77  
 Getting the story : how the news is gathered 2: 74  
 Ghost byte. 4: 62  
 Giraffe and the Pelly and me., The 2: 64  
 girl in blue., The 3: 58  
 Girls' own guide to ego maintenance. 1: 66  
 giver., The 2: 65  
 Go away, big green monster. 1: 53  
 Going home 2: 63  
 Going home : sequel to The boys from Bondi 3: 63  
 good, the bad, and the goofy., The 2: 67  
 Governments and budgets. 1: 67  
 Grammar works 3: 73  
 Grandfather's lovesong. 4: 57  
 Granny O'Brien and the diamonds of Selmore. 1: 52  
 granny who wasn't like other grannies., The 1: 56  
 Grasslands. 4: 72  
 Green slime. 1: 57  
 Greener than an emerald 3: 54  
 Griselda F.G.M.'s silver birthday 2: 67  
 Growing up female : stories by women writers from the American mosaic 3: 63  
 Guilty! 4: 61  
 Gulf War., The 3: 80  
 He said, she said, they said : poetry in conversation 3: 67  
 Hennessy 3: 63  
 Homemade houses 2: 79  
 Honey sandwich 2: 72  
 horrible gorilla with a hole in its head., The 1: 52  
 Horrorscope 2: 68  
 hottest boy who ever lived., The 3: 55  
 How do we know dinosaurs existed? 1: 69  
 How do we know energy exists? 3: 71  
 How do we know the earth is round? 3: 73  
 How do we know where people came from? 3: 79  
 How ducklings grow 2: 78  
 How the universe works. 4: 71  
 How we are governed : federal, state and local government. 4: 69  
 hummingbird king : a Guatemalan legend., The 1: 54
- Hurry up, Oscar! 3: 56  
 I am not a short adult! Getting good at being a kid. 1: 76  
 I am the clay 3: 65  
 I wonder who lives upstairs. 1: 56  
 I've been to Africa 2: 62  
 If dinosaurs were cats and dogs. 1: 64  
 If I should die before I wake. 4: 63  
 Illusions of identity : the art of nation. 1: 77  
 In real life 2: 68  
 In the year of the tiger. 1: 55  
 Industrial Revolution 3: 72  
 information book., The 1: 66  
 information technology dictionary., The 1: 66  
 InfoTech 2000 2: 73  
 Insects and spiders 3: 75  
 Inside dinosaurs and other prehistoric creatures 2: 77  
 Inside stories : exploring story structure with young children 3: 84  
 integrated curriculum in use : practical ideas for planning and assessment., The 3: 83  
 International affairs since 1939 3: 78  
 Into the jungle. 4: 60  
 Into the mummy's tomb. 1: 74  
 Introducing the law 3: 72  
 Inventive Australians. 1: 70  
 iron woman., The 2: 64  
 Issues, persuasion and the press 3: 78  
 Issues for the nineties 4: 66  
 Issues in adolescent sexuality : ideas for classroom teaching 2: 83  
 It was a dark and stormy night 2: 61  
 Jacaranda shadow 3: 58  
 Janice VanCleave's 200 gooey, slippery, slimy, weird & fun experiments. 1: 68  
 Japan : literature based multicultural unit. 1: 75  
 jazz anthology., The 1: 72  
 Jessamy. 4: 61  
 job for Wittilda., A 3: 54  
 John Watts : Australia's forgotten architect 1814-1819 2: 82  
 Journey to a dream. 1: 60  
 Journeyman wizard. 4: 61  
 Journeys 3: 79  
 Jump for joy : more raps and rhymes 2: 71  
 June 29, 1999. 1: 56  
 Justice. 4: 68  
 Key into spelling. Level 3 2: 84  
 Kids have all the write stuff : inspiring your children to put pencil to paper. 1: 77  
 King of Spain's daughter., The 2: 62  
 Kingfisher read-aloud storybook 3: 60  
 Kings and queens. 4: 77  
 Knight. 1: 74  
 Knights and the structure of medieval society [Kit] : (Medieval realms : Britain 1066-500). 4: 76  
 Know your dog : an owner's guide to dog behaviour. 1: 70  
 koala who bounced., The 4: 58  
 Kurds 3: 70  
 La compote verte! 2: 77  
 Land of the long white cloud : Maori tales, myth and legends. 4: 70  
 Land sea & sky poems to celebrate the earth 2: 72  
 Language and culture in Aboriginal Australia 4: 80  
 Laugh lines : exploring humour in children's literature 2: 84  
 Laverick High Inc. 1: 62  
 Learning for the future : developing information services in Australian schools 3: 82
- Legal studies for the VCE student : units 3 and 4. 1: 68  
 Leopards on Mars 2: 72  
 Letters to Leah 2: 64  
 Life in a rotten log. 4: 72  
 Life in the rainforest 3: 74  
 life of plants., The 1: 69  
 Lift off fun book. 4: 75  
 lion the witch and the wardrobe., The 1: 53  
 literature of delight : a critical guide to humorous books for children., The 3: 81  
 little Aussie fact book., The 1: 75  
 Little Buddha : the story of Prince Siddhartha. 4: 66  
 little nut tree., The 4: 56  
 little red bus and other rhyming stories., The 1: 64  
 littllest dinosaur., The 2: 64  
 Living with Leanne. 4: 62  
 Lockie Leonard, scumbuster 3: 66  
 Looking at paintings. 4: 74  
 Looking for Atlantis 3: 57  
 Looking for trouble. 1: 58  
 Love me, love me not. 1: 60  
 Lucky : a book of poems 3: 67  
 Lucy in the leap year. 1: 59  
 Mabo : a symbol of sharing : the High Court judgement examined and commentary on the Native Title Act 1993 (Cth). 4: 69  
 mages of Australia: an introductory reader in Australian studies 3: 81  
 magicians of Caprona., The 1: 61  
 magnetic dog., The 3: 57  
 Making kites 3: 77  
 Making puppets 2: 79  
 Managing anger without hurting yourself or others 2: 83  
 march of the mother duck., The 1: 55  
 Marketing strategies for libraries and information agencies : an ALIA training and development package 3: 82  
 Martin Luther King 3: 71  
 marvel of life., The 1: 70  
 Mathematics : how to assess and report. 4: 80  
 Metis, the octopus and the olive tree 2: 67  
 mice and the travel machine., The 1: 54  
 Micki Moon and Daniel Day 2: 66  
 Midnight forest with magic mirror - magic mirror with midnight forest 2: 72  
 Mike 3: 58  
 Miller's The crucible. 1: 63  
 Millie's letter. 1: 55  
 Mindspace 3: 59  
 Minimal farm. 4: 59  
 Mirette on the high wire 3: 56  
 Modelling 3: 76  
 Modern architecture : a critical history. 1: 71  
 Modern Australian plays. 1: 65  
 Modern Australian poets 3: 68  
 modern girl's guide to safe sex., The 2: 78  
 Mole in a hole (and bear in a lair). 1: 52  
 Money! Money! 1: 67  
 monster school curriculum : a step-by-step guide on how to be a complete monster., The 3: 59  
 Mother's Day stories of mothers and daughters 3: 63  
 Moving things : action packed toys and games to make yourself 3: 77  
 Mr Knuckles 2: 61  
 Mrs Simkin and the wishing well. 1: 56  
 Murray-Darling basin : a resource at risk., The 1: 67
- My cousin Clarette and other stories 3: 66  
 My fabulous new life 3: 59  
 My first magic book 2: 80  
 My grandfather : years of hope and vigour 3: 70  
 My granny is a sumo wrestler. 4: 64  
 My history scrapbook. 4: 75  
 My kind of people : achievement, identity and Aboriginality 2: 75  
 My mate Jock. 1: 59  
 My word book 3: 73  
 mystery of the missing garden gnome., The 2: 66  
 Napper's luck 3: 62  
 narrow squeak and other animal stories., A 3: 60  
 Natural disasters 3: 72  
 Relaxation for children. 4: 80  
 Netherworld season. 4: 61  
 Nevernever 3: 65  
 new approach to business communication., A 4: 73  
 new Penguin dictionary of quotations., The 3: 78  
 Nicole : another chance at life. 4: 60  
 No gun for Asmir. 4: 60  
 No job for a girl : a year in the life of an Australian country vet. 1: 70  
 Nora : maybe a ghost story 3: 63  
 Not just anybody 2: 74  
 Not just me : class and group activities for personal development 2: 83  
 not-so-jolly roger., The 3: 62  
 Now & then : Australian history and identity in the 20th century 3: 81  
 Only one earth : a multi-media education pack. 2: 74  
 Our excursion 3: 57  
 Our granny 2: 63  
 Over my tracks 1: 75  
 owl who became the moon., The 1: 53  
 Oxford companion to Australian children's literature., The 1: 78  
 Pacific people and place 2: 75  
 Paddymelon 3: 55  
 paperbag prince., The 4: 58  
 Papier mâché 3: 76  
 Pass the jam, Jim 3: 57  
 paw., The 3: 56  
 Penguin book of 19th century Australian literature., The 1: 73  
 Penguin book of Australian ballads 4: 65  
 Penguin working words : an Australian guide to modern English usage., The 2: 76  
 People and their communities. 4: 67  
 Persephone and the pomegranate : a myth from Greece. 4: 58  
 Personal effects 3: 66  
 Phoenix 3: 60  
 Photography of the Age : newspaper photography in Australia 2: 74  
 Physics : the forces of life. 4: 71  
 picture people : illustrators of contemporary Australian picture books., The 2: 84  
 Pigs aplenty, pigs galore! 4: 57  
 place for me., A 2: 71  
 Plane 2: 66  
 Played out. 1: 61  
 Poems 1970-1992. 1: 64  
 Poems about animals. 4: 64  
 poetry of Peter Skrzynecki., The 1: 65  
 Power from the earth. 4: 68  
 Practical stage lighting. 1: 77  
 Prime ministers of Australia. 4: 78  
 Princess Priscilla. 1: 52  
 promise of miracles., A 3: 73  
 Puffin book of funny stories., The 4: 59  
 Puffin book of science fiction., The 1: 62
- Puffins for parents and teachers : a guide to Puffin books, the best in children's reading 2: 83  
 Putting on a play. 4: 64  
 Puzzle planets 2: 79  
 Quest for wonders : myths and legends in the classroom. 1: 77  
 Radical reflections : passionate opinions on teaching, learning and living 3: 84  
 Ratface 3: 63  
 Raven 2: 70  
 reading writing roadshow., The 3: 83  
 Real girls 3: 64  
 real Matilda : woman and identity in Australia, 1788 to the present., The 4: 67  
 Reckless rhymes. 4: 65  
 Relaxation for children. 4: 80  
 reluctant pirate., The 4: 59  
 Resources. 1: 67  
 Restructuring schools: an international perspective on the movement to transform the control and performance of schools 3: 83  
 Rhino 2: 70  
 Rhythm and blues 2: 68  
 Riddle me this 3: 65  
 road to anywhere : the travel writings of Peter Pinney., The 4: 76  
 Roald Dahl : a biography. 4: 81  
 Roald Dahl's BFG : plays for children 2: 72  
 Rolf Heimann's phobiamania in 3D 3: 75  
 Roundabout. 1: 61  
 royal guest., The 3: 56  
 Rugby Union. 4: 75  
 Saami of Lapland., The 4: 78  
 Safe houses. 4: 63  
 Salamandastron : a tale of Redwall 3: 64  
 Sally's Marshall's not an alien! 3: 61  
 savage coast., A 3: 67  
 school is us : a practical guide to whole school change., The 4: 80  
 Science and your body 3: 75  
 Sea disasters 3: 72  
 Seashores : a beachcomber's guide 3: 74  
 second door., The 3: 61  
 second-hand tongue and other hilarious stories., The 3: 60  
 Secret lives 2: 70  
 secret sandwich., The 2: 70
- Seeing things. 1: 58  
 Seekers after truth. 1: 66  
 selfish giant., The 1: 59  
 Senses 2: 78  
 Sex : confronting sexuality 2: 75  
 Sexing the millennium : a political history of the sexual revolution 3: 69  
 Sexwords 3: 70  
 Shadow of the dragon 2: 69  
 Shakespeare's King Lear 3: 67  
 Shark Island. 1: 59  
 Sheep shape. 1: 55  
 silver train to midnight., The 1: 57  
 Sisters Hermanas 3: 65  
 Skateboarding 3: 78  
 Sleep time 2: 62  
 Sleeping Beauty., The 4: 57  
 smallest stegosaurus., The 1: 55  
 Snakes and Ladders 3: 68  
 snowman., The 1: 52  
 Soap soup and other verses. 4: 64  
 Sometimes gladness : collected poems, 1954-1992. 1: 64  
 Somewhere around the corner. 4: 62  
 Sophie in the saddle. 4: 60  
 Sound 2: 77  
 Speaking in public 2: 80  
 Spider and the king. 4: 60  
 Spirit of hope 2: 62  
 Spirit song : a collection of Aboriginal poetry. 1: 64  
 split., The 1: 57  
 Sports psychology : from theory to practice. 4: 75  
 Stay fit! 4: 73  
 Stephen Biesty's cross-sections : man-of-war 2: 76  
 Sticky beak. 1: 58  
 sting in the wattle : Australian satirical verse., The 3: 68  
 Stone cold. 4: 63  
 stones of Muncaster Cathedral : two stories of the supernatural., The 1: 63  
 Stories from the ballet 2: 79  
 Stradbroke dreamtime. 1: 54  
 Straight talk : how to handle sex. 4: 67  
 student guide to research in social science., A 2: 83  
 study guide to modern history., The 1: 74  
 Sugar and spice : sexuality and adolescent girls 3: 70  
 Summer. 4: 70
- super science book of space., The 3: 73  
 super science book of the environment., The 4: 68  
 Surfing. 1: 73  
 Swinging on the clothesline. 1: 78  
 Take me to your leaders 2: 64  
 Talking maths : encouraging children to explore ideas. 1: 77  
 Tanith. 4: 59  
 taste of Italy., A 4: 73  
 taste of Japan., A 3: 76  
 Teach your child how to think. 1: 76  
 Technology and the environment. 1: 67  
 Technology of war. 4: 77  
 Technology survey report : educational technologies 1994 3: 83  
 Telling the sea 2: 69  
 The English language 4: 70  
 The falling woman., The 4: 62  
 The nursery collection., The 4: 64  
 The Penguin guide to women's health : puberty to menopause and beyond., The 4: 73  
 things I did last summer., The 4: 63  
 Thinking it through : activities to develop good thinking skills 3: 82  
 Thinking stories 2 : teacher resource-activity book philosophical inquiry for children 4: 79  
 Thirteen going on seven 3: 61  
 This is the bear. 4: 56  
 three little wolves and the big bad pig., The 2: 63  
 three-legged cat., The 1: 53  
 Through the eyes of Thomas Pamphlett : convict and castaway 2: 82  
 Tikki Tikki Tembo. 1: 54  
 Time for bed 3: 55  
 time game., The 1: 58  
 Timelock 3: 64  
 To be a ghost : poems of magic, mystery and the supernatural. 1: 64  
 To bed...or else! 4: 57  
 Toby 3: 57  
 Tom takes tea and Tom the hero 2: 63  
 Tommy Niner and the mystery spaceship 3: 58  
 Tomorrow, when the war began 3: 64  
 top 10 of everything : the latest Australian edition of the world's favourite book of facts., The 2: 73
- Toys. 4: 74  
 Trackdown. 4: 62  
 treasury of stories from around the world., A 4: 58  
 Triceratops : on the trail of the incredible armoured dinosaur 3: 74  
 Troy 2: 69  
 Truth to tell : a non-fiction anthology 3: 78  
 Tunes for bears to dance to 3: 59  
 TV dinner. 4: 56  
 Under the moon. 4: 59  
 Understanding money 2: 75  
 Undone! more mad endings 2: 65  
 Untold tales 3: 58  
 V for vanishing : an alphabet of endangered animals 2: 62  
 Values strategies for classroom teachers 3: 83  
 VanCleave's machines : mind-boggling experiments you can turn into science fair projects 3: 76  
 Verse ahoy : early Australian nursery rhymes 2: 72  
 Victorian school., A 4: 70  
 Victorian Sunday., A 3: 80  
 Vietnam : the price of peace 2: 81  
 Viewpoints on film. Volume 1 1: 72  
 visual arts : a world survey from prehistoric times., The 3: 76  
 visual dictionary of dinosaurs., The 1: 69  
 visual dictionary of the earth., The 3: 73  
 Voicing the difference : stories and poems by South Australian writers of diverse cultural backgrounds 3: 66  
 Vote for Baz. 1: 62  
 watchers., The 1: 57  
 Water pollution : causes and effects in Australia and New Zealand. 1: 68  
 way of a boy : a memoir of Java., The 4: 77  
 Ways into literature 3: 84  
 We are all guilty. 1: 60  
 We are all in the dumps with Jack and Guy. 1: 55  
 Weary : the life of Sir Edward Dunlop 3: 80  
 Weather 3: 74  
 Weekend territory 3: 65  
 What's inside plants? 3: 74  
 What do we know about the Celts? 2: 80
- What happens when rain falls? 2: 77  
 What makes a Van Gogh a Van Gogh? 3: 77  
 What's for dinner? 1: 69  
 What's for dinner? and other stories. 1: 59  
 What's under the ground? 1: 69  
 Wheels and cogs 2: 79  
 When I eat 3: 75  
 Where did you come from? 4: 72  
 Where the whales sing. 4: 60  
 Where the wild things are and 5 other stories. 1: 55  
 Where we live : exploring local-global environment links 2: 76  
 white guinea-pig., The 4: 59  
 Who are you? 3: 69  
 Who do you think you are? stories of friends and enemies 3: 66  
 Wild Australia close up 2: 78  
 Wilma the wonderful whistler. 1: 54  
 Windows on our past : constructing Australian history 3: 81  
 Winin : why the emu cannot fly 3: 69  
 Winni Allfours. 4: 56  
 Winter bacon : the story of a little pig. 4: 58  
 Wishbones : a folktale from China 1: 56  
 witches and the singing mice., The 2: 65  
 women of the 1790 Neptune., The 1: 75  
 Woodlore 3: 56  
 Wool. 4: 74  
 Word origins. 1: 68  
 Words can hurt you : beginning a program of anti-bias education. 4: 80  
 Working it out. 2: 74  
 World leaders 3: 80  
 world must know : the history of the Holocaust as told in the United States Holocaust Memorial Museum., The 3: 79  
 World of 1001 mysteries. 4: 61  
 world's religions : understanding the living faiths., The 4: 66  
 Writing. 4: 70  
 written world : youth and literature., The 4: 79  
 Wyrld 2: 69  
 Yikes! in seven wild adventures who would you be? 3: 55  
 You can't say I'm crazy. 4: 61
- Adams, Nicholas 2: 68  
 Ahlberg, Janet 2: 61  
 Ahlberg, Allen 2: 61  
 Aiken, Joan 3: 62  
 Allen, Linda 1: 52, 56  
 Allen, Jonathon 1: 53  
 Allen, Pamela 3: 54  
 Amis, Kingsley 1: 60  
 Andersen, Hans Christian 2: 61  
 Andrews, Peter 4: 68  
 Andrews, E. M. 4: 76  
 Anshel, Mark H. 4: 75  
 Apietos, Stacey 1: 52  
 Argent, Leanne 1: 56  
 Ash, Russell 2: 73  
 Atkinson, John 1: 71  
 Atkinson, Kathie 1: 69, 4: 72  
 Bailey, Anne 2: 68, 3: 62
- Baillie, Allan 1: 56  
 Baines, Liz 2: 77  
 Baines, John 4: 69  
 Baker, Greg 3: 69  
 Ball, Duncan 4: 58  
 Banville, Vincent 3: 63  
 Baquedano, Elizabeth 2: 81  
 Barn, Denis 1: 56  
 Born, Poppy 1: 60  
 Born, Flint 2: 61  
 Born Andersen, Karen 2: 61  
 Bosch, Simon 3: 58  
 Bosse, Malcolm J. 4: 61  
 Bradman, Tony 3: 58  
 Braithwaite, Althea 2: 63  
 Brazier, Chris 2: 81  
 Brian, Janeen 3: 54  
 Bridgeman, Roger 3: 75  
 Briggs, Raymond 1: 52  
 Brinsmead, Hesba 1: 57  
 Brooke, William J. 3: 58  
 Brookfield, Sue 4: 70
- Bloomfield, Rex 2: 81  
 Blythe, Gary 3: 57  
 Board, Richard 4: 61  
 Bogdanowicz, Basil 4: 57  
 Bond, Denis 1: 56  
 Born, Poppy 1: 60  
 Born, Flint 2: 61  
 Born Andersen, Karen 2: 61  
 Bosch, Simon 3: 58  
 Bosse, Malcolm J. 4: 61  
 Bradman, Tony 3: 58  
 Braithwaite, Althea 2: 63  
 Brazier, Chris 2: 81  
 Brian, Janeen 3: 54  
 Bridgeman, Roger 3: 75  
 Briggs, Raymond 1: 52  
 Brinsmead, Hesba 1: 57  
 Brooke, William J. 3: 58  
 Brookfield, Sue 4: 70
- Brooks, Caryl 2: 68  
 Brown, Paul 3: 68  
 Brumpton, Keith 2: 63  
 Bryant-Mole, Karen 1: 68, 2: 75, 84  
 Buehner, Carolyn 3: 54  
 Buehner, Mark 3: 54  
 Bullen, Susan 4: 78  
 Bunn, Rex 1: 77  
 Burgess, Anna 4: 74  
 Burns, Marilyn 1: 76  
 Burns, Peggy 2: 81  
 Burton, Robert 4: 72  
 Butler, M. Christina 1: 52  
 Butler, Daphne 2: 77  
 Butterworth, Jane 4: 67  
 Callender, Gae 2: 80  
 Cameron, Lloyd Arthur 1: 63  
 Cameron, Alice 2: 61
- Cameron, Neil 4: 63  
 Capron, H.L. 1: 66  
 Carmichael, Claire 2: 68, 4: 59  
 Carmody, Isobelle 1: 60  
 Carter, Robert 1: 60  
 Cartwright, Pauline 4: 59  
 Cassidy, Anne 2: 68  
 Castle, Robert 4: 68  
 Caswell, Brian 3: 58  
 Catran, Ken 1: 57  
 Cave, Kathryn 4: 59  
 Cencic, Vilma 3: 54  
 Chalker, Jack Bridger 4: 77  
 Chamberlain, Margaret 2: 62, 3: 57  
 Chapman, Jean 3: 54  
 Charles, Mary 3: 69  
 Christie, Craig 3: 68  
 Clancy, Helen 2: 73
- Clare, John D. 3: 72, 4: 76  
 Clark, Margaret 3: 59, 4: 62  
 Clements, Dee 4: 81  
 Clyde, Laurel A. 1: 76  
 Codrington, Stephen 4: 76  
 Cohen, J.M. 3: 78  
 Cole, Babette 4: 56  
 Collington, Peter 2: 63  
 Collins, Alan 3: 63  
 Collins, Mark 3: 73  
 Connell, Desley William 1: 68  
 Cooke, Kaz 2: 78  
 Coolwell, Wayne 2: 75  
 Cootie, Roger 3: 72  
 Coppard, Yvonne 4: 62  
 Coppell, Bill 4: 67  
 Corbishley, Mike 3: 79  
 Cormier, Robert 3: 59  
 Couper, Heather 4: 71

CUMULATIVE INDEX VOL 13: RESOURCES-AUTHORS

# School Magazine Bookshelf List for 1995

Coveney, Janet 1: 67  
 Cowie, H.R. 3: 80  
 Cox, David 1: 52, 3: 57  
 Crabb, Peter 1: 67  
 Craig, Helen 4: 56  
 Cranby, Stephen F. 1: 74  
 Crawford, Evelyn 1: 75  
 Cresswell, Helen 1: 57, 4: 59  
 Crew, Gary 3: 54, 3: 59  
 Croser, Josephine 2: 64  
 Cross, Robin 4: 77  
 Cudmore, Greg 4: 69  
 Cue, Kerry 1: 66  
 Cull, Ron 1: 70  
 Cumming, David 1: 74, 3: 79, 3: 80, 4: 77  
 Curtis, Neil 3: 73  
 Dahl, Roald 2: 64  
 Dale, Rae 1: 54  
 Dale, Mitzi 2: 68  
 Dalgleish, Joan 1: 57  
 Dalton, Annie 2: 69  
 Dalton, Tina 2: 78  
 Davis, Noel 2: 83  
 Davis, Carl 4: 74  
 Davison, Alastair J. 2: 75  
 Dawe, Bruce 1: 64  
 De Bono, Edward 1: 76  
 De Boo, Max 1: 77  
 De Saullis, Janet 4: 68  
 Dennis, Lionel 3: 78  
 Dent, Kerry 4: 70  
 Denton, Terry 3: 56  
 Devries Evans, Susanna 1: 72  
 Dewan, Ted 2: 77  
 Dickins, Barry 3: 70  
 Dicks, Terrance 2: 64  
 Dillon, Ellis 59  
 Disher, Garry 3: 63  
 Dixon, Miriam 4: 67  
 Dracup, Angela 1: 57  
 Dubosarsky, Ursula 4: 59  
 Dumbleton, Mike 1: 52, 2: 61  
 Dunn, Andrew 4: 73  
 Dyer, Jane 3: 55  
 Earl, Amanda 4: 64  
 Ebling, Peter 4: 56  
 Ebury, Sue 3: 80  
 Edwards, Sharon A. 1: 77  
 Edwards, Richard 2: 72  
 Edwards, Hazel 59  
 Emberley, Ed 1: 53  
 Erbacher, John 3: 74  
 Eshuys, J. 1: 73  
 Evans, Jeremy 1: 73, 3: 78  
 Everitt, Betsy 4: 56  
 Fahey, Stephanie 2: 75  
 Fairbairn, John 1: 57  
 Fakh, Kimberly Olson 3: 81  
 Falla, Dominique 3: 56  
 Farrier, David 3: 71  
 Faulkner, Keith 3: 73  
 Faulkner, Simon 3: 80  
 Faust, Beatrice 2: 76  
 Fesl, Eve Mumwea D. 2: 75  
 Fienberg, Anna 3: 55  
 Fisher, Jo 1: 57  
 Fisk, Pauline 2: 69  
 Fleming, Denise 1: 53  
 Flint, David 3: 79  
 Flood, Sean 4: 69  
 Florian, Douglas 4: 64  
 Fogle, Bruce 1: 70  
 Forell, Claude R. 4: 69  
 Forrester, Martyn 3: 59  
 Foster, Teresa 2: 82  
 Fowler, Thurley 1: 60  
 Fox, Mem 3: 55, 3: 84  
 Frampton, Kenneth 1: 71  
 Francis, Jaye 1: 60  
 Francis, Jaye 3: 84

Franco, Betsy 1: 75  
 French, Vivian 4: 59  
 French, Jackie 4: 62  
 Galvani, Maureen 1: 53  
 Gamble, Kim 3: 55, 4: 74  
 Gamlin, Linda 2: 77  
 Ganeri, Anita 1: 69, 3: 74  
 Gardner, Sally 4: 56  
 Garland, Sherry 2: 69  
 Garland, Michael 3: 55  
 Gates, Phil 1: 69  
 Gela, Anne Abednego 3: 55  
 Giles, Barbara 3: 67  
 Gill, Lloyd 4: 75  
 Gleeson, Libby 1: 60, 2: 82  
 Gleitzman, Morris 1: 58  
 Gordon, Gaelyn 2: 64  
 Gough, Sue 2: 69  
 Gouldthorpe, Peter 3: 54  
 Graham, Bob 2: 62  
 Grant, Linda 3: 69  
 Gravett, Christopher 1: 74, 4: 74  
 Gray, Christine 2: 62  
 Greaves, Margaret 2: 79  
 Greaves, Henry 3: 77  
 Greder, Armin 2: 62  
 Greene, Constance C. 3: 63  
 Greenwald, Sheila 3: 59  
 Griffiths, Tony 1: 75  
 Griffiths, Andrew 1: 78  
 Grindley, Sally 1: 53  
 Gross, Philip 1: 63  
 Grove, Robin 4: 75  
 Grover, Paul 2: 80  
 Guthridge, Bettina 3: 56  
 Hallett, Keith 3: 81  
 Halton, Frances 1: 70  
 Hamilton, Margaret 2: 84  
 Hamilton, Virginia 3: 60  
 Hamilton, Fiona 4: 74  
 Harbor, Bernard 1: 74  
 Harris, Christine 1: 61  
 Harris, Wayne 2: 63  
 Hasick, David James 4: 79  
 Hawthorn, Roger 1: 68  
 Hawthorne, Susan 4: 62  
 Hayes, Sarah 4: 56  
 Hazell, Pat 3: 83  
 Healey, Kay 3: 71  
 Heddle, Rebecca 3: 75  
 Heimann, Rolf 3: 75  
 Heinemann, M. 4: 65  
 Heinrich, Sally 3: 55  
 Hill, Susan 2: 71  
 Hillen, Ernest 4: 77  
 Hilton, Nette 2: 64, 3: 60  
 Hobbs, Leigh 2: 61  
 Hodgson, Miriam 3: 63  
 Hoffert, Bernard 1: 71  
 Hogan, Bob 2: 84  
 Honey, Elizabeth 2: 72  
 Hopler, Paul 4: 71  
 Howe, Renate 2: 83  
 Hughes, Ted 2: 64  
 Hughes, Shirley 4: 64  
 Hunt, Nan 3: 60, 4: 62  
 Hurlie, Garry 3: 60  
 Ingram, Anne 1: 67  
 Isadora, Rachel 4: 57  
 Jacques, Brian 3: 64  
 Jay, Charlotte 4: 62  
 Jennings, Paul 2: 65  
 Jennings, Terry 3: 71  
 Jinks, Catherine 3: 64  
 Jones, Diana Wynne 1: 61  
 Jones, Vince 1: 61  
 Jones, Heather 1: 68  
 Jones, Carol 2: 61, 3: 64  
 Jones, Terry 3: 60  
 Jones, Sara 3: 72

Jordan, Sherry 4: 59  
 Jordon, Marcia 4: 80  
 Joy, Margaret 2: 65  
 Keene, Michael 1: 66  
 Kelleher, Victor 4: 60  
 Kelly, David 2: 69  
 Kelly, Philippa 3: 67  
 Kemp, Gene 1: 61  
 Keogh, Damian 1: 73  
 Kidd, Diana 3: 55, 4: 60  
 King, John 2: 81, 3: 70, 3: 80  
 King-Smith, Dick 2: 65, 3: 60, 3: 76, 4: 60  
 Kington, Miles 1: 72  
 Klass, Sheila Solomon 2: 70  
 Klein, Robin 1: 58, 3: 68  
 Koutsoukis, A.J. 1: 75  
 Kralling, Tessa 1: 58  
 Kuhn, Dwight 2: 78  
 Kuskin, Karla 4: 64  
 Lacy, Robert 2: 62  
 Laffin, John 2: 81  
 Langley, Andrew 4: 72  
 Larkin, John 4: 62  
 Lavelle, Sheila 2: 65  
 Law, Cheryl 4: 68  
 Lawrence, Anthony 2: 73  
 Lawrence Louise 4: 63  
 Lebkowski, Sylvia 2: 62  
 Lees, Stella 1: 78  
 Lees, Sue 3: 70  
 Leonard, Gary 2: 78  
 Leopold, Keith 3: 64  
 Lester, Alison 3: 55  
 Leunig, Michael 1: 71  
 Lewington, Anna 3: 74  
 Lewis, C.S. 1: 53  
 Leyton, Lawrence 2: 80  
 Lilburn, Pat 1: 77  
 Lindbergh, Reeve 4: 57  
 Lindenfield, Gael 2: 83  
 Lindsay, William 3: 74, 3: 74  
 Lingard, Joan 2: 70  
 Lipniacka, Ewa 4: 57  
 Lobbecke, Eric 4: 58  
 London, Jonathan 1: 53  
 Lowry, Lois 2: 65  
 Macdonald, Caroline 2: 70  
 Macfarlane, Margaret 2: 82  
 Macgill-Callahan, Sheila 3: 56  
 Macinnis, Peter 2: 77  
 Mackenzie, Frances 4: 73  
 Mackerras, Colin 4: 78  
 Mackinnon, Debbie 4: 72  
 Mackintosh, David 2: 61  
 Mafi-Williams, Lorraine 1: 64  
 Mahy, Margaret 1: 53, 2: 62  
 Mallan, Kerry 2: 84  
 Mann, Brenda 3: 76  
 Manning, Mary 3: 84  
 Marrone, Robert 1: 54  
 Marsden, John 1: 58, 78, 3: 64  
 Marshall, David 2: 79  
 Martell, Hazel Mary 2: 80  
 Masson, Sophie T 61  
 Masters, Anthony 2: 70, 3: 64  
 Mastrangelo, Giovanni 4: 66  
 Mathews, Barbara 3: 83  
 Mattingley, Christobel 4: 60  
 Maybrown, Bessie 1: 58  
 Maynard, Christopher 2: 78  
 McCarthy, Maureen 1: 61  
 McCord, David 1: 63  
 McCully, Emily Arnold 3: 56  
 McGough, Roger 3: 67  
 McKay, Amanda 2: 70, 3: 61, 3: 61

McKinnon, Josie 2: 79  
 McLean, Janet 4: 57  
 McLean, Andrew 4: 57  
 McNaughton, Colin 1: 64  
 McPhail, David 4: 57  
 McRae, Rodney 1: 52  
 McRobbie, David 3: 64  
 McSkimming, Geoffrey 1: 58  
 McTavish, Douglas 3: 75  
 Measday, Stephen 1: 58  
 Michael, David 3: 77  
 Middleton, Phoebe 4: 56  
 Millard, Anne 4: 76  
 Miller, Cameron 3: 56  
 Mills, Jane 3: 70  
 Milton, Mary 1: 55  
 Molleson, Diane 2: 78  
 Montford, Selma 4: 75  
 Morgan, Damian 1: 61  
 Morgan, Nina 3: 71, 3: 71, 4: 71  
 Morgan, Sally 3: 56, 3: 74, 4: 68  
 Morimoto, Junko 3: 60  
 Morphet, Tony 1: 59  
 Morris, Mary 1: 65  
 Morrison, Rob 1: 67  
 Morrison, Robert 2: 70  
 Morrison, Marion 2: 82  
 Mosel, Arlene 1: 54  
 Moxham, Rose 2: 70  
 Mühlberger, Richard 3: 77  
 Muir, Marcie 1: 76  
 Mulherin, Jennifer 1: 64  
 Mullins, Patricia 2: 62  
 Murdoch, David H. 2: 79  
 Nailon, Ken 1: 67  
 Needham, Anne 1: 75  
 Needle, Jan 1: 62  
 Nelson, Nigel 1: 67  
 Newberry, Linda 3: 65  
 Nicholls, Judith 2: 72  
 Nicholson, Margaret 1: 75  
 Nicholson, John 2: 79  
 Nicholson, Fay 3: 82  
 Nieuwenhuizen, Agnes 4: 79  
 Niland, Kilmey 1: 55  
 Nimmo, Jenny 2: 65  
 Nolan Han 4: 63  
 Noonan, Diana 2: 65  
 Noonuccal, Oodgeroo 1: 54  
 Norling, Beth 1: 52  
 Nottridge, Rhoda 3: 72, 4: 70  
 O'Brien, John 3: 61  
 O'Reilly, Susie 3: 76, 3: 77  
 O'Brien, John 1: 59  
 Oliver, Narelle 1: 54  
 Orr, Wendy 2: 66  
 Otley, Ted 2: 71  
 Owen, Gareth 4: 64  
 Oxenbury, Helen 2: 63  
 Palacios, Argentina 1: 54  
 Palmer, Elizabeth 4: 73  
 Park, Ruth 2: 80  
 Parker, Michael 1: 62  
 Parliamentary Education Office 4: 78  
 Patton, Wendy 2: 83  
 Paulsen, Gary 3: 65  
 Peacock, Graham 2: 77  
 Pearce, Chris 2: 82  
 Pearce, Margaret 3: 65  
 Peguero, Leone 2: 66  
 Peppé, Rodney 1: 54  
 Perrault, Charles 4: 57  
 Perry, Chris 3: 82  
 Petersen-Schaefer, Karin 2: 66  
 Phelps, Kerry 2: 75  
 Phillips, Louis 1: 55  
 Pilling, Ann 1: 62

Pinney, Peter 4: 76  
 Pirotta, Saviour 2: 66  
 Pook, Henry 3: 81  
 Potok, Chaim 3: 65  
 Poulton, Prue 4: 67  
 Powell, Ken 2: 83  
 Powell, Jillian 3: 69, 4: 72  
 Pretty, Ron 4: 60  
 Prior, Natalie Jane 3: 56  
 Pryor, Nick 4: 64  
 Purves, Libby 2: 74  
 Qualter, Anne 4: 73  
 Rachlin, Anne 1: 72  
 Rady, Martyn 4: 78  
 Rand, Ted 1: 53  
 Rankin, Louise 2: 66  
 Rayner, Mary 3: 61  
 Read, Miss 1: 64  
 Reader, Dennis 4: 60  
 Redmond, Diane 3: 61  
 Rees, Celia 1: 62  
 Reeves, Nicholas 1: 74  
 Renton, Linnea 4: 80  
 Rickard, Jenny 4: 80  
 Riddle, Toby 2: 62, 3: 56  
 Ridgewell, Jenny 4: 73, 3: 76  
 Robins, Deri 3: 76  
 Rodgers, Frank 1: 55  
 Rolls, Eric 2: 76  
 Ross, Stewart 3: 80  
 Rowe, Noel 3: 68  
 Royston, Angela 2: 66  
 Rubin, Susan Goldman 2: 66  
 Rutherford, Meg 1: 52  
 Ryan, Margaret 2: 62  
 Sachs, Marilyn 3: 61  
 Sadler, Tony 4: 68  
 Saxby, Maurice 2: 83  
 Schotter, Roni 4: 57  
 Schurmann, Ted 2: 67  
 Scieszka, Joe 2: 67  
 Scieszka, Jon 3: 62  
 Scott, Lynn 1: 66  
 Scott, Annmarie 3: 54  
 Scott, Eric 4: 65  
 Sefton, Catherine 1: 62  
 Selina, Li Duke 1: 55  
 Sendak, Maurice 1: 55  
 Sheldon, Dyan 3: 57  
 Shetterly, Will 3: 65  
 Shilton-Thomas, Annabel 4: 66  
 Simons, Moya 1: 62  
 Simons, Andrew 2: 76  
 Simons, Moya 3: 62  
 Sims, Bob 1: 71  
 Sleigh, Barbara 4: 61  
 Sogabe, Aki 3: 57  
 Songhurst, Hazel 2: 78, 4: 72  
 Spirin, Gennady 3: 56  
 Spooner, Carmel 3: 77  
 Spurr, Barry 1: 65  
 Stahl, Robert J. 3: 82  
 Stanley, Stephen 2: 79  
 Stannard, Russell 4: 61  
 Stearman, Kaye 4: 67  
 Steele, Mary 2: 71  
 Steele, Philip 3: 70  
 Stewart, Paul 2: 67  
 Suhr, Mandy 3: 75  
 Summers, Anne 3: 70  
 Sutcliffe, Rosemary 2: 73  
 Svetlanov, Maxim 3: 55  
 Swaney, Susan 1: 70  
 Sweat, Lynn 1: 55  
 Swindells, Robert 4: 61, 4: 63  
 Swinton, Joyce 1: 74  
 Sykes, Don 1: 71  
 Symmonds, M.K. 3: 76  
 Tamar, Erika 3: 66, 4: 63  
 Taylor, John Russell 3: 67

Te Kanawa, Kiri 4: 70  
 Thiele, Colin 1: 55, 4: 65  
 Thomas, Ruth 4: 61  
 Thompson, Colin 3: 57, 4: 58  
 Thomson, Jim 4: 58  
 Thomson, Barbara J. 4: 80  
 Tiller, Ruth 3: 57  
 Tingay, John 1: 77  
 Townson, Duncan 4: 76  
 Trainer, Stephanie 3: 77  
 Tranter, John 2: 73  
 Treglown, Jeremy 4: 81  
 Triggs, Tony 4: 77  
 Trivizas Eugene 2: 63  
 Umansky, Kaye 3: 57  
 Underwood, A.J. 3: 74  
 Ure, Jean 2: 71  
 Valentine, Nina 2: 80, 4: 75  
 Van Cleave, Janice Pratt 3: 76  
 Van Der Rol, Ruud 2: 81  
 Van Garderen, Ilse 4: 58  
 Vancleave, Janice Pratt 1: 68  
 Vaughan, Marcia 1: 55  
 Verdi, Richard 1: 72  
 Verma, Surendra 1: 66, 4: 70  
 Vitebsky, Piers 4: 78  
 Vivas, Julie 2: 63  
 Waddell, Martin 3: 62  
 Waldherr, Kris 4: 58  
 Walker, Colin 1: 70  
 Walker, Kate 3: 57  
 Walker, Richard 4: 72  
 Wallace, Karen 1: 59  
 Walsh, John 4: 80  
 Warbuton, Nick 2: 67  
 Waterlow, Julia 3: 79  
 Webby, Elizabeth 1: 65  
 Wellington, Jerry 3: 73  
 Wels, Barbara 1: 63  
 Welton, Jude 4: 74  
 Westall, Robert 1: 63, 2: 71  
 Westwood, Christopher 3: 66  
 Whatley, Bruce 3: 57  
 Wheatley, Nadia 1: 59  
 Whelan, Kathleen 2: 74  
 White, Kerry 1: 76  
 White, Kerry M. 4: 79  
 Wiesner, David 1: 56  
 Wignell, Edel 1: 56  
 Wild, Margaret 2: 63, 3: 57  
 Wilde, Oscar 1: 59  
 Williams, John 2: 76, 79  
 Williams, Dorothy 1: 59  
 Williams, Robyn 3: 73  
 Williams, Sophy 4: 56  
 Williams, John 4: 74  
 Williamson, David 3: 68  
 Willis, Anne-Marie 1: 77  
 Wilson, Raymond 1: 64  
 Wilson, Mary 1: 72  
 Wilson, Budge 3: 66  
 Winter, Jeanette 4: 57  
 Winter, Denis 4: 77  
 Winton, Tim 3: 66  
 Wong, Stanley 1: 55  
 Wood, David 2: 72  
 Wood, Richard 4: 70  
 Woodhouse, Jena 2: 67  
 Woodhouse, Cecelia 3: 78  
 Yates, Lyn 1: 76  
 Yeoman, John 2: 72  
 Young, Noela 3: 57  
 Young, Eispeth 4: 67  
 Zambrano, Mary Frances 4: 61  
 Zealey, Bill 4: 71  
 Zwi, Rose 4: 63  
 Zwicky, Fay 1: 64

One of the aims of the NSW Department of School Education's *School Magazine* is to help build bridges between the primary classroom and the library. To this end, each of the forty magazines produced over the course of a year reviews and recommends a recently published book or freshly available old favourite. The following is a list of the titles proposed for inclusion in the Bookshelf feature during 1995.

The list is checked with publishers and distributors to ensure that the titles are either currently available or expected to be available during 1995. It will be circulated to specialist children's bookshops and reprinted in *School Magazine Classroom Notes* for issues N° 10 1994 and N° 1 1995.

## COUNTDOWN

### Interest Level 8-9 years old

1. *Think of an Eel*, Karen Wallace, Mike Bostock (Walker 1993) SCIS 765213
2. *Arnold Z Jones Could Really Play the Trumpet*, Toby Riddle (Hodder Headline Australia 1993) SCIS 769422
3. *The Three-Legged Cat*, Margaret Mahy, Jonathan Allan (Hamish Hamilton 1993) SCIS 752462
4. *Martha Speaks*, Susan Meddaugh (Macmillan Children's Books 1994) SCIS 797875
5. *Grandfather's Journey*, Allen Say (Houghton Mifflin Company 1993) SCIS 799023
6. *Yikes! In Seven Wild Adventures, Who Would You Be?* Alison Lester (Little Ark, 1993) SCIS 776096
7. *Bently & Egg*, William Joyce (HarperCollins 1992) SCIS 753410
8. *The Widow's Broom*, Chris Van Allsburg (Anderson 1992)
9. *A Small Tall Tale from the Far Far North*, Peter Sís (Alfred Knopf 1993) SCIS 760692
10. *Minstrel and the Dragon Pup*, Rosemary Sutcliff, Ralph Thompson (Walker Books 1993) SCIS 771165

## BLAST OFF

### Interest Level 9-10 years old

1. *Mr Potter's Pet*, Dick King-Smith (Viking 1994)
2. *Under the Moon*, Vivian French, Ill. Chris Fisher (Walker Books 1993) SCIS 791500
3. *Sandy's Shadow*, Garry Hurlle, Jane Tanner (Omnibus Ripper 1994) SCIS 802287
4. *I. Findem, Pi*, Colleen Barton (Ashton Scholastic 1994) SCIS 794219
5. *Chess-Dream in a Garden*, Rosemary Sutcliff, Ralph Thompson (Walker Books 1993) SCIS 779704
6. *Tiger Roars, Eagle Soars*, Ruskin Bond (Includes *Tigers Forever* ©1983 and *The Eyes of the Eagle* ©1987, Walker Books 1994) SCIS 795469
7. *Gulliver's Adventures in Lilliput*, Jonathan Swift (retold by Ann Keay Beneduce), Gennady Spirin (Ashton Scholastic 1993) SCIS 798719
8. *A Day with Wilbur Robinson*, William Joyce (HarperCollins 1993) SCIS 777468
9. *Stradbroke Dreamtime*, Oodgeroo, Bronwyn Bancroft (©1972, Angus & Robertson. 1993) SCIS 764109

10. *The Greatest Show Off Earth*, Margaret Mahy (Hamish Hamilton 1994 SCIS 794308)

## ORBIT

### Interest Level 10-11 years old

1. *Fowl Pest*, James Andrew Hall (Red Fox 1994) SCIS 791263
2. *The Willow Tree's Daughter*, Pamela Freeman (Little Ark 1994) SCIS 803422
3. *Travelling Backwards*, Toby Forward (Puffin 1994) SCIS 790637
4. *Little Buddha — The Story of Prince Siddhartha*, Giovanni Mastrangelo (Random House 1994) SCIS 791258
5. *Black Belt*, Nicole Plüss (Angus & Robertson, 1994) SCIS 786051
6. *Flip-Flop Girl*, Katherine Paterson (Gollancz 1994) SCIS 802643
7. *Time and the Clock Mice Etcetera*, Peter Dickinson, Emma Chichester Clark (Doubleday 1993)
8. *Krindlekrax*, Philip Ridley (©1991, Red Fox 1992) SCIS 732170
9. *The Night of Wishes*, Michael Ende (Scholastic Children's Books 1994)
10. *The Iron Woman*, Ted Hughes (Faber & Faber 1993) SCIS 771445

## TOUCHDOWN

### For Advanced Readers

1. *Johnny and the Dead*, Terry Pratchett (Corgi 1994) SCIS 800122
2. *Somewhere Around the Corner*, Jackie French (Angus & Robertson 1994) SCIS 785504
3. *Jake*, Lee-Anne Levy (Ashton Scholastic 1994) SCIS 802282
4. *A Short Walk Around the Pyramids and through the World of Art*, Philip M. Isaacson (Alfred A. Knopf 1993) SCIS 799703
5. *The White Guinea Pig*, Ursula Dubosarsky (Penguin 1994) SCIS 790959
6. *Cairo Jim and the Sunken Sarcophagus of Sekheret*, Geoffrey McSkimming (Hodder Headline Australia 1994)
7. *The Mennymys*, Sylvia Waugh (Random 1993) SCIS 769107
8. *The House of Rats*, Stephen Elboz (OUP 1992) SCIS 741785
9. *The Girl with No Name*, Pat Lowe (Puffin 1994) SCIS 804236
10. *MapHead*, Lesley Howarth (Walker 1994) SCIS 801319

Information about subscriptions for 1995 is expected to be available shortly. For information write to *School Magazine*, NSW Department of School Education, Private Bag 3, Ryde NSW 2112, or fax 02 808 9588.

# AN OFFER TOO GOOD TO REFUSE FOR EVERYBODY WHO'S INTERESTED IN AUSTRALIAN EDUCATION

## SUBSCRIBE NOW TO EQ AUSTRALIA THE NEW, NATIONAL EDUCATION QUARTERLY

Be properly informed about what's happening on curriculum issues throughout Australia—and be entertained at the same time.

**EQ AUSTRALIA** is a new, professionally produced magazine that provides a forum for sharing information, debate and discussion in the education community.

It contains authoritative articles on developments in education, reference material you'll want to keep, cartoons to make you smile, and personal stories of classroom trials and triumphs from teachers all over Australia.

**EQ AUSTRALIA** represents all Australian states and territories. It will be published quarterly, and is available on subscription for individuals or institutions. Quoted prices include delivery to your door.

Individual subscription (One copy per issue)

**\$20 per year**

School subscriptions (Four copies per issue) **\$50 per year**



## PHONE NOW FOR YOUR SUBSCRIPTION TO EQ AUSTRALIA

To secure your subscription, phone **(03) 639 0699** or **008 337 405** (a free call for schools outside the Melbourne metropolitan area).

Curriculum CORPORATION



St Nicholas Place  
141 Rathdowne Street  
Carlton Victoria 3053  
Australia

Tel: (03) 639 0699  
Fax: (03) 639 1616