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- REDEFINING LITERATURE
- HAPPY AND SAFE SCHOOLS
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SCAN

Vol 13 No 2 May 1994

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A new initiative for **Scan** in March was our inaugural teleconference. Our plan was to brainstorm ideas for articles, and to gain feedback on how **Scan** is meeting the needs of teacher-librarians around the state. Teacher-librarians from each region were invited to participate, and it was a very rewarding experience for me to realise just how much support and enthusiasm for **Scan** there is out there in the 'real world'! I had writer's cramp by the end of the teleconference, and page after page of ideas, and possible writers, for **Scan**.

It was interesting to discover that our planned articles for 1994 largely meet the needs expressed, and that some others we have planned were not mentioned — which indicates that **Scan** has not only a reflective role but also an educative one. Participants in the teleconference repeatedly suggested the following topics for **Scan** articles, indicating that these are current major concerns for many teacher-librarians:

- quality assurance
- best practice in information skills
- CD-ROM and information skills
- flexible library hours and implications
- joint use facilities
- RFF
- management time
- OASIS updates.

If you would like to add to this list of possible **Scan** articles, or have any ideas you would like to express on how **Scan** is meeting your needs, I would very much like to hear from you.

This issue of **Scan** includes information and articles on OASIS Version 2 - Here at last! - and Ross Todd in visionary mode on the necessity for taking a holistic view of our multi-dimensional roles. There are three literature articles, and two articles supporting two of the Department's current priorities — happy and safe schools and community participation. We repeat our special section of CD-ROM reviews, which is additional to our regular reviews of new fiction, information and professional reading.

Scanning off,

Lee FitzGerald

CURRENTS

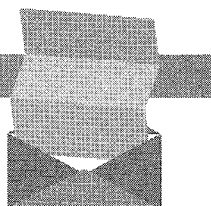
Beth McLaren is Senior Curriculum Adviser — Library and Information Literacy

The Department's 1994 curriculum support priorities are:

- English K-6 in primary schools
- KLA profiles in year 7
- literacy across and within the curriculum years 7-10 and
- vocational education.

The implementation of these priorities has implications for library collections and services. In addition the first three will have a significant impact on the teaching role of teacher-librarians.

The new English K-6 syllabus is being supported in a number of ways which have been publicised in a poster, *Support for quality teaching and learning in English K-6*, sent to schools at the end of Term 1. Teacher-librarians may wish to



include a copy of the packages and documents listed on this poster in the professional collection in the library as they become available. The three introductory courses listed are intended for all teachers. Teacher-librarians should participate in these when they are being run in schools. Apart from giving an insight into an important new syllabus the support materials for English K-6 will give teacher-librarians an understanding of how to program using an outcomes/standards approach. Information skills programs in schools will need to reflect this approach and teacher-librarians will find the English K-6 materials and courses helpful.

A number of training modules are being developed to support teachers' understanding of KLA profiles in Year 7. Regions are developing different models for the implementation of these courses. The teacher-librarian in a secondary or central school is one of the Year 7 teachers and should be proactive about being included in staff development activities to support this priority.

The focus on literacy across and within the curriculum gives teacher-librarians another opportunity to be involved in teaching and learning. The skills in the information process assist literacy development. Teacher-librarians will want to be actively involved in literacy programs being developed by schools. Materials, including courses, are also being developed to support this priority.

Keeping up with the new materials

The materials and courses being developed will be arriving in Regions and schools over the course of the year. As each is released Alison Glasscock will be adding it to the the NCIN database. An online search is the most efficient way to check whether you are aware of all the material being received in schools. A printed NCIN bibliography is planned for each term.

NCIN also makes units of work developed in schools more widely available. In order to assist the priorities for curriculum support we would especially like to receive units of work which reflect an outcomes/standards

approach. Please encourage your colleagues to send such units of work to Alison (see **A word from SCIS** for contact details).

National Statements and Profiles

Copies of the following documents have been sent to all schools:

- A statement on technology for Australian schools**
- Technology — a curriculum profile for Australian schools**
- A statement on studies of society and environment for Australian schools**
- Studies of society and environment — a curriculum profile for Australian schools**
- Science — a curriculum profile for Australian schools**
- A statement on science for Australian schools**
- A national statement on Mathematics for Australian schools**
- Mathematics — a curriculum profile for Australian schools**
- Mathematics — work samples**
- A statement on languages other than English for Australian schools**
- Languages other than English — a curriculum profile for Australian schools**
- A statement on health and physical education for Australian schools**
- Health and physical education — a curriculum profile for Australian schools**
- A statement on English for Australian schools**
- English — a curriculum profile for Australian schools**
- A statement on the arts for Australian schools**
- The arts — a curriculum profile for Australian schools**

Cataloguing records are available from SCIS.

Demonstrations of the World Book new illustrated information finder

Rose and Moore will provide a consultant to demonstrate this CD-ROM at meetings of teacher librarians and/or staff meetings. To arrange a demonstration phone 008 805 482, (02) 667 2775 or fax (048) 622 100. ■

ERROR Reference was made in **Scan 13/1** to **Agama**, the Northern Territory School Libraries' automated management system, in our report on the ASLA XIII/IASL 22 Conference, 'Dreams and dynamics'. Contact phone number for enquiries about **Agama** should have read:
Gail Dous or Mary West on ph: (089) 89 5915.



REDEFINING LITERATURE

Kaye Lowe is a lecturer in Education at the University of Western Sydney, Nepean.

My son arrived home from Year 7 with his English homework sheet. Being particularly interested in the expectations of English teachers, I read through the following questions: *What was the title of the last novel you read? When did you read it? If you have not read a novel recently, tell me why not.* The questions, and the resultant discussions I had with the teacher, did little to alleviate my concern about what we as teachers are currently doing with literature.

If you are aware of the reading habits of 13 year olds, and 13-year-old boys in particular, you would know that novels are not number one on their hit lists. Do these questions imply that the surfing magazines, **The Good Weekend**, the television guide, are not valid forms of reading? In relation to literacy, the curriculum must build on what students do successfully, rather than devalue their efforts because of the choices they make. Why is it that we have such an elitist attitude to what constitutes literature? Why do we close down the possibility of reading from a diverse range of genres and authors to narrowly define literature according to our own tastes and preferences?

Admiration shared by teachers and students for works by popular authors such as Dahl, Jennings, or Gleitzman should be encouraged but not at the exclusion of the vast array of literature available. It is paramount that the operational definition of literature encompass picture books, traditional stories, oral and written stories, plays, poems, students' writing and speaking and non fiction. The voices of popular authors have a lot to offer. However, an effective curriculum will expose students to the many and varied ways of exploring and interpreting human experience. They will be free to

enquire beyond the limits of a prescriptive curriculum and make their own judgements, pose their own questions and draw their own conclusions. Literature is the key to generating new curriculum.

Literature exists in many forms and structures and consequently is available for each of us to manipulate and make our own. The literature to which we are exposed becomes a way of making sense of our lives through story. What Rosen (1988) states is often overlooked: 'there is no one way of telling stories; we learn the story grammars of our society, our culture. Since there are irreconcilable divisions in our society of sex, class, ethnicity, we should expect very diverse, but not mutually exclusive ways of telling stories.' (p.14). Why, one must ask, do we restrict the curriculum to the tried and true authors year after year? Does Jennings have the same impact on all children?

The pervasive nature of story cannot be underestimated. It is encapsulated in many forms such as historical fiction, poetry, oral story telling. Irrespective of the form it takes, Cole (1989) points out: 'You can't forget the stories, and you think of them not only here, when we're talking about them, but in your car, or when you're walking, or when you're out there doing your work. I'll see someone or I'll hear something and 'click,' I'm back there with a story, and thinking about what we discussed, and what the novelist was pushing us to consider. Sometimes the story I read merges with the situation I'm in, and I'll also think of what we all said in class, and then I'll have some (personal) memory come to mind, and I can't let go of it all, and it becomes part of me...' (p.182). Stories are the powerful means by

which we attempt to make connections between what we know and what we endeavour to learn.

Limiting stories to a few select authors and genres constrains our options for understanding our experiences of the world. Surprisingly, I drew on my knowledge of **Henny Penny** whilst driving home from work. When confronted by noise that was so loud and frightening, unlike anything I had heard before, I rapidly searched for an explanation. The only thought that came to mind was that the sky was falling. Needless to say, as I looked in my rear view mirror the car behind me had just crashed with a semi-trailer.

Intuitively, children know the value of stories. They search for multiple explanations and are constantly asking 'why' of many people. Whenever possible, they ask the 'why' question of anyone whose attention they can attract. Armed with this additional information, they become tellers of their own stories. In turn, they experiment with genres as they sing to the cat, chant sentences over and over in a rhythmic fashion, or baffle the next door neighbour with their narrative accounts of events. Oral story telling is often neglected as a valued form of literature.

Literature, when broadly defined, serves many purposes and addresses a diverse range of needs. When it is narrowly defined, it does little more than control the curriculum within predetermined and arbitrary parameters.

Literature provides enjoyment. Just as it is difficult to successfully predict another's response to a movie that you highly recommend, it is difficult to do the same with literature. Students must ultimately decide what they enjoy. They must be given the right to reject and select what they read. This is not to say that we don't share our enthusiasm and love of books. We are indeed salespeople for literature and Australian authors and illustrators are serving us well.

Literature develops imagination. With the emergence of improvisations on fairy stories, such as **The Egyptian Cinderella**, by Shirley Climo and **The stinky cheese man**, by Jon Scieszka and Lane Smith, students are inspired to create their own versions of stories read and heard. The wonderful dot paintings in **Tjarany Roughtail**, by Greene, Tramacci & Gill, drawings of homes

in **Pictures of home**, by Colin Thompson, and Max Velthuis's adventures of Frog provide the impetus for developing interests and producing new stories. Literature serves as a spawning ground for multiple literacies, whether they be other stories, paintings, or interpretations through dance, music or drama. All ages and stages should be exposed to a variety of literature. It is impossible to predict what will 'trigger' a student's interest. As classroom teachers, it is our role to provide a smorgasbord of texts from which students can choose. Bulk loans from the local and school libraries and student donations of one book for the school year are effective ways of building up supplies. Irrespective of age, students should select the books – one book for themselves and one book for another member of the class.

The imagination of a group of rather rambunctious Year 2 boys was stimulated by their unpredictable response to Norman Bridwell's stories about Clifford the big red dog. For some reason, they were enthusiastically attracted to Clifford. They overcame their disinterest in writing by deciding to produce collaboratively a series of Clifford adventures. They used the beginning sentence as a starting point, 'Hi! I'm Emily Elizabeth and this is Clifford, my big red dog.' Clifford partook of many adventures including travelling into outer space and getting married.

The re-emergence of picture books for use by older students, such as **Way home** by Libby Hathorn, is to be encouraged. Making up text-sets that include a range of genres, linked by theme, allows students to seek texts that meet their particular interests, as well as deal with content from many perspectives. Creating a text set of alphabet books, including books such as **The Calypso alphabet** by John Agard, **Animal alphabet** by Bert Kitchen, and **The ultimate alphabet**, by Mike Wilks could motivate students to create their own alphabet books around a topic of work being undertaken in the classroom.

Literature gives vicarious experiences and in doing so shapes the life of the reader. Students' published writing is often overlooked as a legitimate form of literature. Sharing of personal stories is a valuable tool for not only understanding the author's experience but gaining

insights into how our lives are the same and different. We don't have to fight the war to know of the hardship, sadness, futility of the battle. From listening to the stories of others, by reading other's diaries, reading picture books, poems, songs and non-fiction we can gain a sense of what it would be like. Paintings, sculpture, music, movies, videos, dance and other creative forms enhance, and are enhanced, by literature.

Associated memories and interpretations of literature extend into many aspects of our lives. Most of us have fond memories of a book from our childhood – a book that remains special even though as an adult you wonder what it was that attracted you to the text. It may be the illustrations we remember, the plot, the characters – our recollections will be unique. It is the satisfaction and enjoyment that prompted us to pick up the next text. Damian, a reluctant reader, would sit curled up in a bean bag with a pile of non-fiction books about wars and weapons. His desire to succeed was apparent. He had identified the experiences he sought to share through literature.

Literature is the trigger to reading success that endures outside the confines of the classroom. For the student who is constantly exposed only to the teacher's selection of texts, the desire to seek out and share other forms of literature is diminished. The student, not interested or capable of reading Dahl, Jennings, or Gleitzman (or Winton, Rodda, Baillie or Cormier etc.) may decide, on the basis of this restricted choice, that reading is not worth pursuing.

Illustrations, characters, covers, content, authors are just some of the features that entice students to read. We can never guarantee the selection of a text – we can only open up the possibilities for selection. Allan, a farrier, had never read a book and coped by avoiding anything that required literacy skills. However, he was besotted by the movie *Phar Lap* and had watched the video fifteen times. The book describing the making of the movie was the obvious place to start – not because of its universal appeal, or its sound literature base, but because Alan already had a passion to seek his own answers through literature. Establishing the support necessary for him to read the text was the challenge! I decided to tape the text

and he agreed to read along with the tape while eating his lunch in his car.

Traditionally, introducing non-fiction to a non-reader would be looked upon as an inappropriate strategy. Instead, the teacher would introduce 'safe' texts by limiting vocabulary and content. This process tends to reinforce the learner's view that reading is boring.

To use literature successfully in the classroom, students must have the opportunity to share and discuss what they are reading with each other. Through sharing, students are put in contact with many resources, far more than if the teacher censors and controls what and how literature is to be used and valued. When literature is defined broadly, and includes more than just a few favourite authors and titles, the potential students have for making sense of their world increases dramatically.

The power of literature was highlighted in my recent experiences with grief. I became aware of how we seek solutions not in a text but in the diversity of literature available. On the death of our baby, my partner was reminded of an excerpt from the Bible and chose to read it at Amber-Lee's funeral. A colleague paid a tribute to a fellow lecturer at a recent conference by reading the final paragraph from *Charlotte's web* and I re-read Langston Hugh's poem *From a mother to her son*. The three of us drew on our knowledge of what was available, but the type of literature we sought to console us was a poignant reminder of our individuality.

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SPREADING THE WORD

This article on promoting literature was written by Fay Gardiner a former teacher-librarian, Scan editor, a current reviewer and perennial reader.

Two incidents effected the genesis of this article. Firstly, at a professional development course in children's literature, one of the participants expressed her desire for '50 books that will never fail in the classroom'. Of course there is no such list, partly because classroom environments vary enormously but mostly because the essential ingredient for success with literature is that the purveyor loves it, and what I love won't necessarily be what you love or vice versa. But I can provide the backgrounds of 50 books for others to try out, making their own choices, rejecting their perceived duds, following the leads of the successes, thus developing their own list of books that will never fail — because the reader loves them and knows them so well that they can be chosen for specific students. Provided the book is suited to the developmental level of the group, the pervasive nature of shared well-loved literature will ensure an appreciative audience.

Secondly, I have recently been doing some research with Year 6 students, many of whom are excellent students. It has been shocking to find that the only names that

emerge when students are asked what they have recently read, or what sort of books they like, are Enid Blyton or Paul Jennings, with one mention each of *Hating Alison Ashley* and *The lion, the witch and the wardrobe*. The Margaret Mahys, Simon Frenchs, Cynthia Voigts of the literature world seem to be publishing into a void, or perhaps writing in the name of children's literature for their own peer group: those of us baby boomers who grew up with nothing other than Blyton, Pollyanna and Schoolgirls' Own Libraries (does anyone have any of those little 48- or 64-page books that provided nourishment to starved young readers in the 50s?) and who are making up for lost reading youth.

Several years ago when I interviewed Maurice Saxby he bemoaned the fact that at an in-service he had been disappointed to find that many teachers still did not know *Bridge to Terabithia*, which he seemed to view as a benchmark. Many teachers and teacher-librarians do know it along with other literature to use with, and promote to, students; but there are also too many students out there being

short changed, believing that reading is boring, because they aren't being challenged and sustained. This article aims to provide a profile of books for unconverted teachers to read, books for various contexts, books which I love and therefore have my own biases.

Forms of reading material other than fiction — information books, magazines which cater to particular interests and so on — are obviously perfectly valid but they are not the content of this article. Quintessential to my literary bias is the belief that fiction is a necessary adjunct of real life. It allows a reader to live many lives in one which is not only fun but a sensitising exercise, benefiting the community, as well as the individual reader.

Picture books as a genre are not included because they are easily assessed: half an hour in a good book shop will yield a worthwhile selection. The areas on which I propose to concentrate are those where teachers are always needing assistance: books for newly independent readers; books for older (upper primary, lower secondary) reluctant readers; and particularly

books for those students who have discovered reading and need assistance with selection to sustain their interest. Books cited for newly independent readers and for older readers have been selected for either reading aloud or as reading matter for students; those for reluctant readers are considered more from the point of view of the latter.

Books for newly independent readers

The legacy of using 'readers' to teach children to read has been a weird belief that students who are beginning to read independently need books of artificial simplicity, unlikely plots and repetitive language. It's amazing that anyone ever managed to emerge unscathed from this attack on reading and continued to pick up books unbidden. The huge range of picture books means that students have a wealth of reading matter and if no psychological barriers are put in their way (particularly by overambitious parents who want their Year 1 student to be reading *The Hobbit*) they can build their reading skills in a most enjoyable way. Often the text in picture books is not particularly easy but readers are assisted by the pictures. The next step is to guide the reader to similar or more difficult text without pictorial assistance.

A number of publishers have series for beginning readers; some excellent writers have work included in some of these lists; other lists are of dubious worth.

There is still certainly no plethora of books for this early level but the decision in recent years of the Children's Book Council to introduce an award for books for younger children has stimulated interest and produced results.

Diana Kidd's work is simple but intellectually and emotionally satisfying. Her trilogy comprising *The day Grandma came to stay (and spoilt my life)*, *Onion tears*, and *The fat and juicy place* (the common thread is the theme of multiculturalism) are imbued with a depth of feeling, humour and exquisite characterisation. A number of teacher-librarians have noted that students love *The fat and juicy place* if they are introduced to it; unfortunately it is not one that walks off the shelf by itself.

Duncan Ball is an author appreciated by younger readers. His Selby books are well loved and more recently he has introduced Emily Eyefinger whose extra eye allows her to perform unusual and useful feats.

Arkwright and its successor *Citizen Arkwright* by Mary Steele are gently amusing books which bridge the gap between picture books and short novels very ably. Although they are rather more textual than *Arkwright*, *The nimbin* and *Return of the nimbin* by Jenny Wagner have a similar tone.

Cynthia Rylant is an author whose work appears in some of those aforementioned lists of books for beginning readers. Her books are first rate, particularly *Silver packages*, a

book of short stories on the theme of Christmas.

A stunningly beautiful book is *The mousehole cat* by Antonia Barber. Although it is a picture book by any criteria, its longer text makes it a challenging read.

Jon Scieszka, well known for his *True story of the three little pigs* and *A frog prince continued* pursues a similar line of thought in *The stinky cheese man and other fairly stupid tales*, a series of one-page stories which twist the plots of fairy tales.

Always reliable, Jan Mark recently published the delightful *The snow maze*, truly an ideal book for the young reader who still needs fairly large print and the prop of illustration.

Books for reluctant readers

Reluctant readers fall into two groups: the truly reluctant readers whose skills are well developed but who haven't discovered the magic of books; and the euphemistically reluctant who are really lacking reading skills. The latter are not the province of this article; they need and deserve specialist individual attention, though of course the right book in their hands can sometimes mean that decoding skills suddenly become meaningful.

Until I became involved in the aforementioned research I believed that *reluctant reader* almost always equalled *boy*. Responses such as 'I'd rather ride horses than read books' from girls have left me less sure.

Universally the most favoured genres appear to be humour and adventure. Whether that is the cause or the result of the Jennings and Blyton popularity is not clear, but humour and adventure seem to be good springboards.

Judith Clarke's *Al Capsella* series makes benign fun of parents, and sometimes of the narrators too.

Not all of Morris Gleitzman's books are as clever as *Two weeks with the queen* which juxtaposes illness and death of a child, homosexuality and AIDS in a story told with great humour and warmth; his other books tend to be more simply funny — and well loved by children.

Kate Walker's *Dragon of Mith* is an old fashioned tale of fun and unaffected heroism.

From her first award winner, Emily Rodda has cracked the code of writing books which have literary value as well as enormous appeal for young readers. *Pigs might fly*, *The best-kept secret*, *Finders keepers* and its sequel *The timekeeper* are all easy to read without being oversimplified.

Betsy Byars *The eighteenth emergency* is a very funny but poignant book bound to appeal to all of those who have ever been bullied.

The current dinosaur craze may facilitate an interest in Pam Conrad's *My Daniel*, an exquisite story about a boy who finds some huge dinosaur bones on the family farm in the US. It is told by his sister, many, many years later as she takes her grandchildren

to the museum where the bones now rest.

Kate Mahon's *Just one tear* is a very short work which examines the grief of a teenager who sees his father die. Its 14-year-old author knows exactly how to appeal to her peers.

Also suitable for older reluctant readers is Gary Paulsen's *Hatchet* which tells the excruciating story of a teenager who is forced to land a small plane following the death of the pilot and then has to survive in the Canadian wilderness. Although its sequel, *The return*, is marginally less exciting, it is still very readable and Paulsen's works generally could be an excellent entry point to reading for many teenagers and nearly teenagers.

One of 1993's CBC award winners was Garry Disher's gentle and charming *The bamboo flute*. Young readers probably need to be 'sold' this one because it hasn't the immediate appeal of humour or adventure; its brevity will offer some initial enticement.

Similar comments could be made about Brian Caswell's latest, *Mike*, which is a simple and beautiful story.

Colin Thiele's *Timmy* is also a splendid short novel and could be just right for the sensitive child who will appreciate the protagonist's grief when, having been recently orphaned, he witnesses the violent death of his pet rabbit. This sounds awfully maudlin — it isn't.

Tempting fare for the unchallenged

In some ways these are the students who are the biggest worry. They are the ones who have the potential to experience lives enriched by literature but who lack the mediators to ensure this. The visual media — television and video in particular — is pervasive and seductive, and it seems to me we readers are losing the battle; television and video are not wholly without merit but we are failing if we let them swallow literature.

So, following is my personal list of books that I love and try to introduce to young readers whenever possible.

Maniac Magee won the Newbery Medal for Jerry Spinelli a couple of years ago. Its zest for life, reflected by the effervescent street kid eponymous *Maniac Magee*, is irresistible.

At the extreme other end of the scale where tone is concerned is Walter Dean Myers' *Scorpions*. Also dealing with the US underclass, in this case black people, this is powerful, sad and stunning.

Carnegie Medal winner *A pack of lies* by Geraldine McCaughrean is a unique work which incorporates a series of short stories, each in a different genre, within a novel.

Those readers who yearn for excitement will be totally enthralled by Gillian Cross's *Wolf*, a work which is a great thriller, and a superbly written novel.

Patricia MacLachlan has the ability to distil her work to

elegant simplicity. **Sarah plain and tall** is a splendid example but probably more universally appealing is **The facts and fictions of Minna Pratt**.

Anything written by Katherine Paterson (except **Lyddie** which I thought was an aberration) is highly likely to please; most memorable are **The great Gilly Hopkins**, **Bridge to Terabithia** and **Come sing Jimmy Jo**.

Gillian Rubinstein's earlier work is impeccable: **Beyond the labyrinth** is an outstanding novel; **Answers to Brut** and **Melanie and the night animal** are short novels that fit as easily into the reluctant reader category as they do here.

Teaching full time in NSW schools coupled with an inherent sensitivity for his characters make Simon French an excellent reflector of life as it really is for many children at the close of the 20th century in Australia — not bleak or grindingly depressing, but something that has its problems to be solved. All of his books, **Hey phantom singlet**, **Cannily**, **Cannily**, **All we know**, and **Change the locks** are uniformly distinguished.

Susan Cooper's **The dark is rising** series (five books) is a gripping saga of the tussle between good and evil — definitely can't-put-it-down fare.

A very different series is Cynthia Voigt's 'Tillerman' books. The first two, **Homecoming** and **Dacey's song**, are unrivalled in their humanity and character development; the later books continue the story of the family and their friends but these are less outstanding. Other works

by Cynthia Voigt I find uneven; **Izzy Willy Nilly** is splendid.

Robert Cormier's work is superlative but controversial. A good place to start is his **Eight plus one**, a book of short stories, but these are not representative of some of his harder-hitting novels, **The Chocolate War**, **I am the cheese**, **We all fall down** etc.

Similarly Aidan Chambers' fiction is dynamite, both in its quality and its power to shock; it is definitely material for secondary students and beyond.

Margaret Mahy doesn't ever shock though she may make us see things in a new light. Her body of work ranges from picture books to light hearted romps for younger readers to serious novels; included among the latter are **Memory** and **The catalogue of the universe**.

A wonderful romance, for the good reader, is **Beauty** by Robin McKinley, the old tale of Beauty and the beast expanded into a novel. It is however fiendishly difficult to find.

Gene Kemp's **The turbulent term of Tyke Tyler** is an old favourite; its clever ending never fails to catch readers out and is a splendid way of demonstrating to students artful concealment within a novel, and the fact that readers make assumptions not always based on evidence.

Over the next few weeks I'll think of another ten books that ought *not* have been left off this list, but that's just how it is.

In the majority of cases I have purposely not indicated the

specific level for which the books are suitable. This is not intended as a package of take-aways to dish out onto children's literary plates. It is just a set of recipes which you need to try out first — you might think my taste is awful (in which case I suppose I should have included all the books I've read and hated!) but the aim is really to get those teachers who haven't already discovered children's literature reading children's books, developing a passion for them and passing on this passion to their students.

Many editions of these books appear on the SCIS database. Publication and SCIS details are given for recent editions of works to which reference has been made.

- BALL, Duncan **Emily Eyefinger**. Simon & Schuster, 1992 SCIS 725909
 BARBER, Antonia **The mousehole cat**. Walker, 1990 SCIS 641883
 BYARS, Betsy **The eighteenth emergency**. Heinemann, 1991 SCIS 741024
 CASWELL, Brian **Mike**. University of Queensland Press, 1993 SCIS 757851
 CLARKE, Judith **The heroic life of Al Capsella**. University of Queensland Press, 1988 SCIS 423725
 COOPER, Susan **The dark is rising sequence**. Penguin, 1984 SCIS 198269
 CORMIER, Robert **The chocolate war**. Fontana, 1982 SCIS 150300
 CORMIER, Robert **I am the cheese**. Fontana, 1981 SCIS 150301
 CORMIER, Robert **We all fall down**. HarperCollins, 1993 SCIS 747117
 CROSS, Gillian **Wolf**. Penguin, 1992 SCIS 711970
 DISHER, Garry **The bamboo flute**. HarperCollins, 1992 SCIS 704850
 FRENCH, Simon **All we know**. Macmillan, 1989 SCIS 473180
 FRENCH, Simon **Cannily, cannily**. Penguin, 1983 SCIS 195340
 FRENCH, Simon **Change the locks**. Ashton Scholastic, 1992 SCIS 733066
 FRENCH, Simon **Hey phantom singlet**. Angus & Robertson, 1985 SCIS 216715

- GLEITZMAN, Morris **Two weeks with the Queen**. Pan, 1990 SCIS 618472
 KEMP, Gene **The turbulent term of Tyke Tyler**. OUP, 1990 SCIS 691302
 KIDD, Diana **The day Grandma came to stay (and spoil my life)**. Angus & Robertson, 1990 SCIS 697838
 KIDD, Diana **The fat and juicy place**. Angus & Robertson, 1992 SCIS 700521
 KIDD, Diana **Onion tears**. Collins/Angus & Robertson, 1990 SCIS 659029
 MACLACHLAN, Patricia **The facts and fictions of Minna Pratt**. Walker, 1991 SCIS 689713
 MACLACHLAN, Patricia **Sarah plain and tall**. Penguin, 1988 SCIS 440572
 MAHON, Kate **Just one tear**. HarperCollins, 1992 SCIS 709264
 MAHY, Margaret **The catalogue of the universe**. Methuen, 1987 SCIS 404955
 MAHY, Margaret **Memory**. Penguin, 1989 SCIS 486779
 MARK, Jan **The snow maze**. Walker, 1992 SCIS 729412
 MCCAUGHREAN, Geraldine **A pack of**

- lies**. Penguin, 1990 SCIS 642509
 MCKINLEY, Robin **Beauty**. Pocket, 1979 SCIS 669038
 MYERS, Walter **Scorpions**. Harper & Row, 1988 SCIS 624022
 PATERSON, Katherine **Bridge to Terabithia**. Harper Trophy, 1987 SCIS 773305
 PATERSON, Katherine **The great Gilly Hopkins**. Macmillan, 1985 SCIS 201416
 PAULSEN, Gary **Hatchet**. Pan, 1991 SCIS 661476
 PAULSEN, Gary **The return**. Pan Macmillan, 1992 SCIS 730183
 RODDA, Emily **The best kept secret**. Angus & Robertson, 1990 SCIS 615915
 RODDA, Emily **Finders keepers**. Omnibus, 1991 SCIS 696283
 RODDA, Emily **Pigs might fly**. Penguin, 1988 SCIS 426607
 RODDA, Emily **The timekeeper**. Omnibus, 1993 SCIS 765095
 RYLANT, Cynthia **Silver packages and other stories**. Collins, 1989 SCIS 629742
 SCIESZKA, Jon **The Frog Prince**

- continued**. Penguin, 1992 SCIS 737333
 SCIESZKA, Jon **The stinky cheese man**. Penguin, 1993 SCIS 765846
 SCIESZKA, Jon **The true story of the 3 little pigs**. Penguin, 1991 SCIS 693259
 SPINELLI, Jerry **Maniac Magee**. Little, Brown, 1990 SCIS 674032
 STEELE, Mary **Arkwright**. Hyland, 1993 SCIS 762732
 STEELE, Mary **Citizen Arkwright**. Hyland, 1993 SCIS 762733
 THIELE, Colin **Timmy**. McVitty, 1993 SCIS 752144
 VOIGT, Cynthia **Dacey's song**. Collins, 1985 SCIS 226171
 VOIGT, Cynthia **Homecoming**. Collins, 1984 SCIS 195502
 VOIGT, Cynthia **Izzy, willy-nilly**. Collins, 1989 SCIS 469713
 WAGNER, Jenny **The nimbin**. Penguin, 1990 SCIS 635226
 WAGNER, Jenny **The return of the nimbin**. Penguin, 1990 SCIS 635226
 WALKER, Kate **The dragon of Mith**. Allen & Unwin, 1989 SCIS 480419 ■

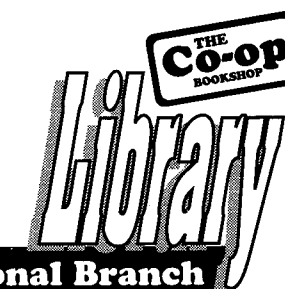
A stronger Co-op is a better bet

Co-op's Library Services Division is now amalgamated with the Subscriptions Division and will be known as the Library and Professional Branch. This new structure recognises the importance of the library industry within the wider trade boundaries of the company and will help the Co-op to negotiate better deals across the broad spectrum of library needs.

Clients will still have the same contact points (Ken MacKay for book enquiries and Jacquie West for subscriptions) but there will be an improved infrastructure to support the delivery of services to libraries. Greater skillshare means that staff will better understand your needs, meaning more people to help you! And to do it better.

Why don't you put us to the test?

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 Free call: 008 222 762
 Fax: (02) 281 9100
 INTERNET: NCOOP@SLIM.SL.NSW.GOV.AU



and Professional Branch

Libby Gleeson visits the south-west slopes

Teacher-librarians Catherine Frew of Tumbarumba High School, Margaret Russell of Tumut Primary School, and Ros Gay of Tumbarumba Primary School write here of Libby Gleeson's visit to their region, which was funded by CAP (Country Area Program). This program provides additional funds for groups of schools disadvantaged by population and distance to group together for special purposes like author visits. Specific criteria apply: Population of the towns in which the schools are located must not exceed 3000, and the schools must be more than 100 kilometres away from the nearest NSW town of 10,000 people. For further information, contact Margaret O'Brien, CAP Executive Office, Equity Programs Unit. Ph.: (02) 808 9526

In October 1993 schools in Tumbarumba and Tumut were host to Libby Gleeson, Sydney based author of several award-winning picture books and fiction for teenagers.

The trip was organised as part of an ongoing program of author-illustrator visits funded by CAP (Country Area Program) the aim of which is to combat the cultural isolation experienced by country school children because of distance from major centres.

Libby spent her first day in Tumbarumba at the high school where junior students heard her speaking about her career as a writer which was highlighted with lots of personal anecdotes. Her next session with a group of pupils from Years 9 to 11 was intriguingly called **Teenage love stories - Is there life after Sweet Valley High?** and these students were privileged to share readings from her just-published collection of short stories **Love me, love me not**, and to take part in a discussion about realistic writing for young adults.

A small group of talented writers were also catered for in the day's final workshop **Writers block — Where do we go from here?** which centred on ideas and exercises to assist the writing process.

A similar day's activities, coordinated by teacher-librarian Ros Gay, took place at Tumbarumba Primary School where Libby worked with Year 2 children on the development of her picture books, like **Big dog** and **Mum goes to work**.

Her reading of **Uncle David** was a highlight for all students (and teachers) at both schools — a pertinent reminder that people of all ages appreciate being read to and that picture books have a wide appeal.

Although not funded by CAP, Tumut Primary School was able through the efforts of teacher-librarian Margaret Russell, to extend Libby's itinerary for another day. As well as writing workshops, senior primary students took part in a specific discussion of **Eleanor Elizabeth**, for which they had been well prepared.

The finale to a very busy week came on Friday, 15th October when RIVPAT (Riverina Professional Association of Teacher-Librarians) sponsored a highly successful inservice day — **Reading and writing with Libby Gleeson** — and 35 teachers from the local area, Wagga, Albury, Leeton and many small schools in between were entertained and enriched through a varied program, including an editing



Libby Gleeson works with children at Tumut Primary.

workshop based on early and final drafts of Libby's work. This was an honest approach to the writer's craft which was greatly appreciated by participants.

The course organisers, Margaret Russell and Cath Frew from Tumbarumba High were more than happy with the enthusiastic response from those attending.

Comments like 'It was worth travelling', 'Very stimulating', 'Full marks to Libby for her open and vibrant presentation', summed up the feeling for the day and capped an exciting week for all concerned.

A few ideas for those wishing to organise author visits, especially to country areas:

- ❑ Try to choose a speaker you have heard yourself. We were fortunate in having already met Libby Gleeson at the CBC's (Children's Book Council) First National Conference held in Sydney in 1992. (The next will be held at the Melbourne Hilton on the Park from 5th - 8th May, 1994 and is entitled **Ways of seeing**).
- ❑ The CBC and other organisations regularly sponsor talks by authors, illustrators and others connected with children literature. The Canberra Branch of the CBC has been holding a very successful seminar in October for many years.
- ❑ Thorpe's **Who's who of Australian children's writers**, contains contact names and addresses for writers or their agents.

- ❑ While there seems to be a set rate for speakers, organisers would need to negotiate a fee with their chosen author.
- ❑ Some external funding is desirable for country schools as travel can be expensive — perhaps special programs, such as CAP mentioned earlier, approaching P & Cs, proceeds from book fairs etc could be considered.

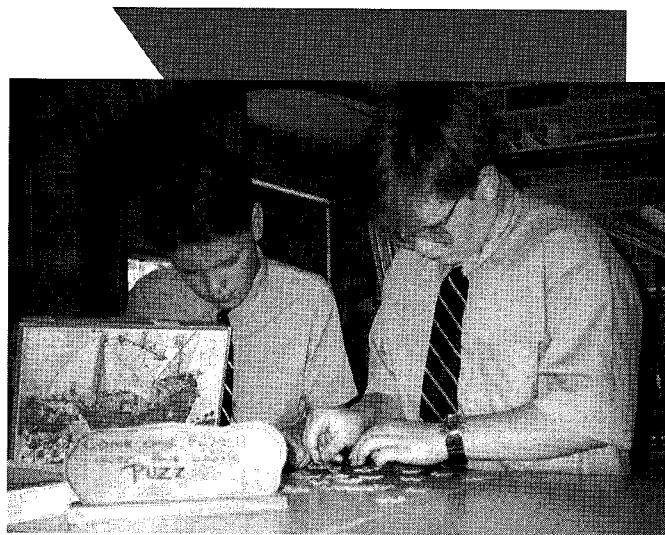
A pleasant bonus for prospective visiting authors would be the offer of accommodation and meals with the organisers and their families, although some writers may prefer the privacy of a motel.

We have been very fortunate with all our speakers. Richard Tulloch and Isobelle Carmody in 1992 had a wonderful rapport with children and Libby Gleeson was no exception. She was able to offer a variety of topics to suit K-12, and staff. The whole experience was an enriching one for education in the South West Slopes.

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Big dog. Ashton Scholastic, 1991 SCIS 675746
Mum goes to work. Ashton, 1993 SCIS 758836
Uncle David. Ashton Scholastic, 1992 SCIS 725450
Eleanor Elizabeth. Penguin, 1986 SCIS 2392458
Who's who of Australian children's writers. Thorpe, 1992 SCIS 717076 ■

THE TEACHER- LIBRARIAN AND STUDENT WELFARE



Robert Matthews and David Currie at Shore Prep. Library

A departmental priority for 1994 is that schools are happy and safe. Three teacher-librarians examine their contribution to student welfare.

Hilary Guthrie is teacher-librarian at Oakhill Drive Primary School. She writes:



Lunchtime and 100+ children are waiting to enjoy lunchtime activities in the library such as games, reading, drawing, colouring, research or perhaps just a 'sanctuary'. That safe secure place where a student can disappear into their surroundings, blend into the shelving ... Maybe 'sanctuary' seems too strong a word, but then I have often observed children seeking refuge in the library. They are usually children who, for one reason or another, have felt isolated amongst their peers in the playground and have difficulty entering into group activities. One child I remember well was a new boy with medical problems. He entered upper primary mid year and I often observed him in the library watching others or reading, but always on the outside - never quite part of the group. I am pleased that this was only a passing stage, but like others, I have observed the library is a safe area where students do not feel threatened or challenged. Once relationships are established with peer groups, the need to seek refuge in the library rarely occurs. Those children who initially used the library as a refuge often return with friends to share the activities at lunchtime.

Student welfare encompasses far more than providing a safe place and a feeling of well being. As a school we aim to develop students who:

- strive to achieve
- respect the rights of others
- have a sense of personal dignity and worth
- believe in equality and equality of opportunity
- obtain enjoyment and satisfaction from learning
- show a caring attitude towards others
- accept and react positively to authority patterns of school, family and society
- respect personal, private and public property
- exhibit behaviour patterns which are acceptable to school, family and society
- have a sense of belonging to their school and community

- have a sense of national pride and common purpose.

(Oakhill Drive Public School: **Student welfare and discipline policy**)

Where and how does the library provide for student welfare?

The role of the teacher-librarian is to provide services for staff and students, to cooperatively program and plan with staff members and to cater for individual learning styles. Library lessons should provide the student with a sense of personal dignity and worth as well as enjoyment and satisfaction from learning. These are enhanced by variety in library activities and by mastery of the technology available for information retrieval, e.g.

- Interviewing, using puppets to gather information students already have, as part of brainstorming sessions
- Viewing a video and note-taking
- Listening to a tape - while viewing a book (This gives confidence to ESL students.)
- Using CD-ROM and printing out information for summarising purposes.

The use of a wide variety of print material (big books, reference, non-fiction, etc.) is complemented by the use of computers and audio visual hardware. Allowing children choice in presentation format is extremely important especially for those students who have a learning disability. Written assignments are not the only way to present data and many students prefer a cassette tape, video, oral or dramatic format for their research. Variety and free choice of mode of presentation contribute greatly to individualised learning and satisfaction. Helping students to gain and use information skills contributes to their success and enjoyment from learning, and so contributes to student welfare.

As teacher-librarians one of the most important contributions we can make to the welfare of our students is to promote awareness of the wealth of life that can be experienced through literature. Through literature children develop their knowledge, emotions, respect for the rights, viewpoints and beliefs of others. They can experience the value of friendship and love as

well as have a sense of pride in themselves and their heritage. Imagination, creativity, logical and critical thinking skills are nurtured through reading.

Avid readers or bibliophiles are sometimes criticised as being passive, but how can involvement with a good book which may make us laugh, cry or even enrage us, be said to be passive? Consider the insight into history that is received by reading Katherine Paterson's **Lyddie** (SCIS 745706), Elizabeth George Speare's **The witch of Blackbird Pond** (SCIS 20630), and Hester Burton's **No beat of drum** (SCIS 391730).

Could a piece of non-fiction portray a particular period of history as well as these? If we were looking for information only, then it could—perhaps better, but by engaging the emotions the fiction work stays with us longer and gives us a personal understanding of a given historical time.

Look at the understanding and acceptance of racial, religious and cultural differences that are developed in books such as Lois Lowry's **Number the stars** (SCIS 668450), Mary Baylis-White's **Sally and Rebecca** (SCIS 621495), Robert Cormier's **Other bells for us to ring** (SCIS 709262), Theodore Taylor's **The cay** (SCIS 26875) and Diana Kidd's **Onion tears** (SCIS 659029).

Think of the family relationships that are explored in Betsy Byar's **The summer of the swans** (SCIS 194373), Libby Hathorn's **Thunderwith** (SCIS 620483) Lois Lowry's **A summer to die** and **Find a stranger, say goodbye** (SCIS 632884 and 435311) and Elizabeth Laird's **Red sky in the morning** (SCIS 690627).

Take into consideration the caring attitudes and understanding of others that are developed in Eleanor Spence's **The October child** (SCIS 772414), Robin Klein's **Boss of the pool** (SCIS 753431) and Deborah Lisson's **The devil's own** (SCIS 639493).

The list could go on and on because of the wide and positive contribution that literature makes to so many aspects of student welfare. It opens up new worlds and reinforces known ones. It helps us all to understand and extend our experiences so that we are better able to deal with life.

Matti Novak, Head Teacher, Student Welfare and teacher-librarian at Kelso High School writes:



The school library can, and should, play an integral role in the school. The library and teacher-librarian have the potential to exercise a significant impact on aspects of the fundamental processes involved in teaching and learning. In so doing they are affecting the welfare of students.

So what is understood by student welfare? The Department of Education's **Student welfare policy statement** (1986, p.2) defines it as:

Student welfare encompasses everything that the school community does to meet the personal and social needs of students and enhance their well-being. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

Student welfare therefore underpins all of the work done in schools. All staff have a responsibility and continuing role in student welfare.

The teacher-librarian and welfare - formal mechanisms

An examination of the role of the teacher-librarian in the school, as described in **Libraries in New South Wales government schools** policy of 1987, shows the inherent role that the teacher-librarian can and should be playing in student welfare. The school library should 'extend and enliven students' learning experiences and enrich their lives through the effective use of resources.' (N.S.W. Department of Education, 1987, p. 2)

The teacher-librarian has a unique opportunity to play a pivotal role in the school. Through interactions with all members of the school community the teacher-librarian has opportunities for a whole school perspective shared only by a few members of staff. The potential interaction with teaching staff through cooperative planning and teaching (CPT) affords the teacher-librarian direct access to decision making in choice of appropriate teaching and learning resources to meet the needs of a particular group of students. Involvement in CPT also

allows the teacher-librarian to have an impact on the learning process and outcomes.

The more that the library plays an educational role in the school, the better the library is able to respond to teachers, teaching programs and student needs.

A fully integrated information skills program has also great potential for student learning success. For through the refinement of these skills, students are adopting effective life management skills. Industry is fast appreciating the development of generic skills in its work force. The school library program can play an increasingly significant role in preparing a student for the world of work. Skills such as the following can be learnt and reinforced through library programs:

- working in groups
- communicating effectively
- knowing how to discover and utilise new knowledge
- social responsibility for actions and decisions
- utilisation of the management process i.e. assemble facts/ pose questions arrive at answers (is this not fundamentally the information skills process?)
- enjoyment of learning, as a forerunner of life-long learning
- self-reliance
- caring attitude towards others, and
- being critical and receptive.

It is no surprise that the majority of the 'key competencies' as established by Eric Mayer had an inherent information literacy application - collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others and in teams; solving problems and using technology.

Teacher-librarians and welfare - informal mechanisms

In the provision of reference services, teacher-librarians have a unique opportunity to deal with students on an individual basis. Through such a working relationship, the teacher-librarian can offer students genuine opportunities for choice and participation in decision-making, for example by helping them master the enquiry process. In the meeting of recreational resource requests the teacher-librarian has great opportunity to sensitively deal with a student in satisfying literature and information needs.

Student interaction with the teacher-librarian takes different forms. It may occur in a classroom or in the library; it may be with a class, with a student group or with individual students. In each of these learning contexts the teacher-librarian plays both a formal and informal role in helping to satisfy students' learning and welfare needs, and through this, their attainment of success. The broad range of student abilities and backgrounds provides a challenge to be met.

Teacher-librarians can potentially make the library a focus for many elements of student welfare. Programs for remediation and for gifted and talented students allow the teacher-librarian to cater for differences in learning rates and styles. Catering for individual student differences can be achieved through effective use of a variety of resources; appropriateness of learning programs and teaching methods; effective interpersonal relationships and sensitivity to the particular needs of individuals and groups.

What better environment than the library for a peer reading scheme to operate? The teacher-librarian is in an ideal situation to provide assistance in reading resource provision and involvement in the development and implementation of such a program.

The library environment should fundamentally be safe and caring, conducive to student learn-

ing and recreational activity and offering students a sense of belonging. It is essential for the teacher-librarian to be seen as an approachable person willing to assist individual students including those seeking temporary refuge from the vagaries of the playground. The challenge is to provide a genuine response to students as individuals through the development of a caring attitude.

The teacher-librarian has also the potential to further play a role in student welfare by having an input into whole-school policy. I have always believed it is essential for the teacher-librarian to take up any opportunities to involve him or herself 'outside' a narrow or limited role within the library. A demonstrated proactive role has numerous benefits professionally. It improves the perception held of the school library by staff and students, makes the teacher-librarian more aware of the teaching and learning environment and helps to promote the role of the school library as an inherent part of the school.

Whatever the methods employed by the teacher-librarian, it is essential to develop positive self-esteem in our students, through achievement of success. The teacher-librarian can play a supportive and stimulating part in this. Constraints of time, funding and staffing have a bearing on how much the teacher-librarian can accomplish. Within the parameters of the school's operations plan and the perceptions held by the staff, the teacher-librarian has opportunities to exercise a significant impact on the quality of learning in which students engage and in the success of their time at school.

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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

Pamela Wyles, teacher-librarian at Shore Preparatory School writes:

YES! Libraries are happy, safe places of learning



Our library at Shore Preparatory School is a function rather than a place. It is the focal point of educational activities within our school. Our boys use the library facilities for informal, recreational reading and for browsing aimed at developing a love of books and a spirit of interested curiosity. They use the library for retrieving information. Our library provides a wide range of materials for enjoyment and enrichment. However, it has the specific and vital function of fostering a positive climate and establishing systems so that resources are available to the boys when, and where, and as, a learning experience is happening.

We are fortunate in having three distinct spaces in our library. The boys themselves have declared the Reading Room a silent place. All of the fiction is housed here. It is an oasis from the hustle and bustle of the playground. A boy might sit at a table or lie on a bean bag reading; or he might browse through 'The basket of the best' (five or six books set aside each week by the library prefects). He might join a group around the Listening Post listening to the week's audio cassette, once again chosen by the prefects; or he might join the small group at the Thinking Table working on the week's task set by the teacher librarian (e.g. *The answer is 'the chicken' — formulate the question*). Each of these activities is done in silence, the boys are secure in the knowledge that they won't be interrupted.

Our Seminar Room tends to be the noisy part of our library. Here the boys can play indoor games from our collection. There might be a competition underway in chess or chequers. There is always an air of happiness in this room. The third space houses the non fiction collection and the library charging desk. This is the 'honey pot' of the library. For the boys who always want to be helping, who want to be in the thick of what's going on we have the Jobs Jar. Single cards have been written out each containing a specific task to help the library (e.g. tidy the indoor games shelf or change ten of the display

books). The boys feel secure undertaking these jobs, they are praised for a job well done and it does wonders for their self esteem. For the boys who want to work as a team we always have set up in this room a Puzzle of the Week. It might be a jigsaw puzzle that stays there until complete (any visitor to the library can add a piece) or it might be a box of Lego from which all can create.

Whilst the boys are undertaking these various activities they are being exposed to our book collection. We believe that books and experiences go together. Children are the freest and most imaginative creatures. They love the fun of words. What is unfamiliar becomes close and real in books. What is ridiculous helps children see the humour in their own lives. Books are no substitute for life but a keener pleasure comes to life because of books.

Books do impart a sense of security. Children meet others whose backgrounds, religions and cultural ways are unlike their own. They come to accept the feeling of being different, and fear, which is the result of not understanding, is removed. Facing failures and tragedies with the characters of a story may give children the experience of courage, loyalty and security.

The teacher-librarian probably knows the children in the school better than other staff members. Instead of teaching a child for one year only, the teacher-librarian has close contact (sometimes daily) with the child as he or she progresses through the school. Often the child will freely confide in the teacher-librarian who is friendly, non threatening and positive. The library is often a haven for the child arriving early at school and wanting to unload all that has happened since school finished yesterday!

While the library users feel happy, relaxed and cared for, the teacher-librarian should feel happy and relaxed too. **What about the teacher-librarian's welfare?**

The teacher-librarian needs support systems. External supports might be local area groups or systemic groups. I have found that our local group (The Mosman Audio-visual Group) has been invaluable.

Support systems within our library include:

- Our ten library prefects who apply in writing for their job. They are all sixth class boys selected by the current library prefects (after a few trial sessions) and the staff. The prefects work the charging desk, shelve books, assist the users and help oversee library behaviour. They meet with the teacher-librarian over morning tea once a month to discuss problems, plan library activities and to open our suggestion box. All very formal but they love the feeling of importance!
- Our library parent volunteers - usually mothers - are a very valuable support for the teacher-librarian. We have a procedures

manual for our voluntary helpers and a person in charge. She organises a roster of workers for each semester and then on one afternoon per week supervises the work after liaising with the teacher-librarian. Our mothers process all our new resources as well as following up overdue books and generally tidying shelves.

Similarly our display volunteers work under an organiser who in turn liaises with the teacher-librarian. Library displays are located around the school and in the library and prove to be great learning experiences for the boys. They are based on topical events (e.g. The Royal Agricultural Show or work being studied by a particular class).

These support systems help to make teacher-librarians more relaxed people and allow them those extra minutes in the day to ensure that library users feel happy and secure as they set about retrieving information. ■

A word from SCIS

Amending SCIS records

Over the last few months the SCIS team has upgraded over 100 bibliographic records each month. The records were mainly in the field of literature and were older records which did not meet the standard of today.

The Curriculum Corporation has employed another staff member in their cataloguing unit to work on the amendments that the state cataloguing agencies request. The focus on upgrading the records will mean a more accurate and up to date database.

The New South Wales Curriculum Information Network

NCIN aims to share information about curriculum materials produced by NSW state curriculum bodies, regions and schools. It forms a special subset of SCIS.

Its scope includes resources on teaching and learning in the Key Learning Areas, syllabus documents and support materials, policy documents and units of work.

The database can be searched online through SCIS. As each entry includes level statements, KLA, and a descriptive abstract including key words, quite specific searches can be made. All government schools are also being sent print bibliographies, produced from time to time, which list resources recently added to the database.

NCIN needs to collect current resources. If you are aware of, or have produced curriculum support material which could be shared with colleagues, please contact:

The SCIS Review Coordinator
Ph: (02) 808 9478 Fax: (02) 808 9413
Private Bag 3, Ryde 2112. ■

Writers' Festival... readers' enjoyment

Josephine Bastian is a young reader who with help from her friends, Naomi and Elizabeth Adams reported on a reading event.

On January 22nd the Children's Book Council held an Aloud program during the Festival of Sydney's Writers Week. The Aloud program brings children and children's authors and illustrators together for a fun and happy time.

On this Saturday the Aloud program featured Geoffrey McSkimming, the author of **Cairo Jim and Doris in search of Martenarten**, Tohby Riddle, the author of **The royal guest**, illustrator Eric Lobbecke and the storyteller Nicholas Ryan. Geoffrey took us on a treasure hunt for ancient coins which were buried in the grounds of the Writers Centre. He also read exciting parts from his books.

Tohby Riddle read from his books and showed us how to draw some of the characters.

We also learnt how to draw some comic pictures with Eric Lobbecke who illustrated **The koala who bounced**.

Finally we listened to the storyteller Nicholas Ryan who talked to us about storytelling and told us a version of Aladdin. During the story some of us had to play the part of people in the story. I had to play the part of the magician which was good fun.

Everyone had a fun afternoon, even the mums and dads!

Fay Gardiner reports on the Writer's Festival, as an adult participant.

... Meanwhile the adults were being admirably catered for over at the State Library, the centre of Writers Week, with a panel discussion chaired by Anna Maria Dell'oso on the theme of 'Madhouse — The family in fiction'. Four women writers, Elizabeth Jolley, Libby Gleeson, Fotini Epanomitis and Elspeth Barker spoke briefly on the subject and then answered questions from the overflowing audience.

The enigmatic Elizabeth Jolley described families as 'awful,

awful things'. She spoke about how all too often all the problems within a family bear down on one member who is more sensitive; how in **The George's wife** each family member follows his or her own path, their destiny, but that this cannot be done without touching on the destinies of the other members; how many things are said in family life without heed to the consequences — things we would think twice about saying to others.

Elspeth Barker is a British writer who is basking in the delight of, and somewhat amazed at, the success of her first novel, **O Caledonia**. Although she denies the novel is autobiographical, (justifiably when the anti-heroine Janet dies on the first page!) the voice of Elspeth is clearly heard as Janet performs deeds that are so in tune with what Elspeth tells her audience about her own life. Born and raised in a strict puritanical Scottish family, Elspeth loathed

the whole idea of family as a child and teenager; it bore no relationship to the pictures she now sees of life in the 1950s. She carefully plotted her escape in the form of university in England, met her poet husband George, and lived in Italy before returning to England. Her disinterest in babies was monumental until she had one and subsequently fell in love with him, went on to have four more and now values families greatly. Even with grown up children she finds motherhood endlessly fascinating; for Elspeth the great thing about the family is that it offers one the privilege of loving another human being.

One of six children and now the mother of three girls, Libby Gleeson came directly from OD-ing on family — Christmas, parents' wedding anniversary, etc. 'I whinge . . . but I love it, it sustains me. We look after each other, bicker, fight, argue, but we stick together, particularly if anyone from outside wants to take us on.'

Libby's first novel was written outside Australia. Upon her return, she sent it to the publisher who rejected it on the grounds that 'the family is not loving enough'. Faced with the prospect of addressing this audience about family, Libby flicked through **Eleanor Elizabeth** and found unloving

examples such as a child being told in the car to shut up. 'The strictures and assumptions are quite different when writing for young people than when writing for the open market.'

Fotini Epanomitis differs from the other three panellists in that so far she has experienced only her childhood family. She is a 24 year old who won the Vogel for **The mule's foal**. This splendid novel, at least partly in the genre of magic realism, has its genesis in her return to Greece for a year or so with her family when she was twelve. Concerned not to betray her family by making disclosures of secrets, the magic realism genre gives her a latitude to make her characters unreal, especially for those of us with no experience of Greek village life.

Fotini talked about the sense of being cut off from history. 'People who have lived here for a long time know their community; when you move countries there is huge sense of loss but you don't know what you've lost. When I went back to Greece at twelve I saw my mother in a new context.'

Because her mother doesn't speak English, Fotini has experienced a fairly isolated family life, which breeds independence; but isolation also brings freedom to do unconventional things — her cousins who live

in other parts of Australia live in closed Greek communities and their lives are more circumscribed.

In her novels Jane Austen introduced us to the conventions of family life of the day; writers such as these four women are reflecting what it is like to be a daughter, wife, mother at the end of the 20th century when the concept of family is different from any that has gone before, when society is being upended in all sorts of ways and all of us are having to choose and set off down pathways which didn't even exist for our mothers. I wonder what the reader of the 22nd century will make of it all.

The ALOUD programme of children's literature-based activities, of which the Writers' Week activity described above was a part, is an initiative of the NSW Branch of the Children's Book Council (CBC). ALOUD runs monthly on a Saturday afternoon through the winter months, and features favourite children's authors and illustrators in "hands on", participatory activities. The 1994 program is currently in the planning stages, and the CBC would welcome anyone who may be interested in helping us put together and run ALOUD this year. Please contact the CBC on (02) 810.0737 for further information, and to put your name on the mailing list for ALOUD activities. ■

The NSW Curriculum Information Network aims to collect school policies and units of work. Contribute them to NCIN by contacting:

SCIS Review Co-ordinator

Ph.: (02) 808 9478

Fax: (02) 808 9413

YEAR 7 REVIEW

part 2

Scan 13/1 carried the first part of this article which looks at reading preferences of Year 7 students at Mulwaree High School. The article concludes here with an examination of the three reading groups - 'excellent', 'average' and 'not-so-good', and their attitudes towards:

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

PLOT

Excellent readers

There was a clear preference for a plot that was true to life, but which was also original and different and fairly challenging. Books recommended for their plots included **The last battle**, **Games**, **Boy** and **Find a stranger, say goodbye**.

A minority opted for story lines that were impossible or exaggerated and unlikely, and especially cited were **Paw thing** and **Round the twist** as fine examples of this genre.

There was no interest in plots that were too familiar or predictable.

Average readers

Approximately half of this group wanted plots that were impossible and exaggerated, citing the story lines in all the Jennings books, several Roald Dahls and **Space Demons**.

Next came fast moving stories like **Skymaze**, and **Escape from Raven Castle**. Even better was the combination of action and originality as in **Dingo boy**, **The eye in the storm** and **The case of the missing mummy**. A twist as in Marney's **Dirty socks don't win games** appealed because 'the idea of boys being beaten by girls was good' (male comment).

Fourteen of the respondents wanted true-to-life plots. Six stated that they wanted story lines that were predictable and easy to solve; four of the six who wanted challenging plots were at the lower end of the average range of ability

and may in fact have seen most plots as rather difficult.

The not-so-good readers

Exaggerated and unlikely were the plots of choice although five wanted a true-to-life plot.

The great smile robbery was the only book mentioned for plot and it was recommended because of its originality.

SETTING

Excellent readers

These students from a rural environment looked for city, overseas and different settings. They liked **Orange Wendy**, **Duck for danger**, the Baby Sitters' Club **Ten kids, no pets**, and **Two weeks with the queen**.

Where time was concerned they preferred to be in the past with **Jackeroo**, **The hobbit** or **The secret garden**, or in the present; only two wanted novels set in the future.

Average readers

Only nine students stated that they like books with settings similar to Goulburn today, with twice as many choosing the more exotic locations of cities or overseas. They were almost equally divided on whether they wanted their books set in 'the olden days' — **Robin Hood**, **The hobbit**, **Playing Beattie Bow**, **Midnite**; the present — **Two weeks with the queen**, **The incredible journey**, **A pony to stay**; or the

future — **This place has no atmosphere**; **Halfway across the galaxy and turn left**.

The not-so-good readers

Although two students preferred a setting like Goulburn today, there were six votes for novels which were set in the past or overseas.

LANGUAGE

Excellent readers

These students wanted the language to be challenging with at least some new vocabulary but at the same time colloquial. One example of a non-preferred stylist was JRR Tolkien because 'he uses old sort of language and words that make no sense'. **The cry in the night** was described as 'really challenging to read; you had to think for yourself'. Language which was tricky as in **Quest beyond time** was good because 'you could relate the modern words with their words - like Vicharn: Victoria'.

Good colloquial writers included Ann M Martin about whom it was said 'she talks [writes] like she has kids around 24 hours a day' and she 'writes in the exact same way I do when I write stories'. **Hating Alison Ashley** was popular because 'it's common kids' language' and Lois Lowry was praised for her 'just everyday but sincere speech' which is 'easy to understand and makes how people really talk more interesting'.

Interest was also expressed in a writer's ability to build up suspense, but it was not seen as terribly important to be able to use good descriptive writing with word pictures, to use the first person, or always to write in good English.

Average readers

When it came to writer's style, once again Paul Jennings was clearly the favourite with nearly half the students voting for his colloquial language. Many of the students couldn't choose between the writing of Jennings and Dahl and ranked their skills equally. Both Tim Winton and Gene Kemp were also recognised as fine exponents of the colloquial style, while **Top enders** received the accolade of 'real Australian talk'.

Only 20 of these students opted for language that was challenging and difficult, preferring

writers like Gleitzman whom they felt could build suspense. Compared to the excellent readers many more of this group wanted writing with good descriptions and word pictures, and simple easy language.

Other authors mentioned as good writers included Ivy Baker, Judy Blume, Enid Blyton, Bonnie Bryant, Paula Danziger, Simon French, Matt Goulding, Victor Kelleher, John Ryder Hall, Ann M Martin, Francine Pascal, Gillian Rubinstein, Robert Louis Stevenson, Maureen Stewart, Colin Thiele, JRR Tolkien and Robert Westall.

The not-so-good readers

Simple, easy and colloquial was the preferred language, with Jennings, Scieszka and Dahl cited as exponents.

THEMES

Excellent readers

The survey asked the students to consider the sort of themes or underlying messages authors might be trying to purvey and to nominate those which they thought appropriate. This group of excellent readers saw the most value in messages about the problems of growing up — **Tiger eyes** and **Lockie Leonard, human torpedo** — and about the ways of coping with serious problems of death, disease and serious injury — **Izzy Willy Nilly** and **Don't call me sugar baby**.

Bree and friends was seen as saying important things about getting on with parents and also addressing the fact that sometimes we need to see the amusing side of life, a factor for which **Henry and Voula** also gained a recommendation.

Escapism, romance, getting on with peers and coping with bullies were seen as less important.

Average readers

There was no doubt that this group were looking for humour in their reading of choice. Adventure and romance were also popular.

More of this group saw as appropriate those themes, which taught them how to handle their parents, cope with bullies, and with the prob-

lems of growing up. A strong need was also seen for books which 'teach you about never giving up, persisting against odds' and to 'help you face up to your fears' with **It's not the end of the world**, **With you and without you**, **Kaleidoscope** and **Two weeks with the queen** being cited.

Spooky or gory themes as in **A walk on the wild side** were also mentioned.

The not-so-good readers

Action and getting things done were rated highly. The students also empathised with those novels which dealt with serious problems, growing up, coping with parents and handling bullies. A little bit of humour and romance did not go astray for two of the respondents.

ILLUSTRATIONS

Excellent readers

There was a unanimous vote against illustration — too babyish. They considered pictures a distraction, often inaccurate — '[illustrator] doesn't know what the author wrote' — and as creating 'less word space so the book looks longer than it is.'

Only occasionally were illustrations seen as having value in elucidating the text as in **The hobbit**, or as cartoons in funny books. Where illustrations do accompany text they should be only in black and white and always on a separate page or at the beginning of a chapter.

Average readers

Sixty two readers liked illustrations, mainly because they helped the reader understand the text, though for 21 students, illustrations saved them from having to use their own imaginations.

The 19 who preferred a text without illustrations explained their preference with comments such as 'because I want to imagine and be a part of it myself', or alternatively because 'it makes me look at it and not read, or day-dream'.

Full colour illustration was the preferred medium although no examples were given. The black and white cartoons and drawings of

books such as **Fantastic Mr Fox**, the Fighting Fantasy books, **Piggott Place**, **Frank Boulderbuster**, **Blessu and Dumpling** and **A ginger cat and a shaggy dog** were well received.

A slight majority preferred illustrations on a separate page as in Pick-a-paths; the rest were equally divided between having them placed appropriately within the text and at the start of each chapter.

The not-so-good readers

Except for two respondents, these students appreciated illustrations. They felt that they helped their understanding of the text — 'breaks the story down'; or saved them using their own imaginations — 'I don't like imagining'.

Full colour pictures were favoured, especially photos. There was no clear preference for the placement of illustrations, equally acceptable between pieces of text, on separate pages or at the beginning of chapters.

'BORING' BOOKS

Excellent readers

'Boring' is perhaps the most common complaint by young readers about books, so the students were asked to analyse what they meant by this term.

This group felt strongly that the most boring books were those that were slow to get started: 'there's nothing interesting to make you read on'. Examples cited were **A handful of stars**, **The dark crystal**, and **Papio**.

Excessive predictability was another indicator of boredom, Mills and Boon romances for example. Some Enid Blyton books were described as boring because the characters were too ordinary. **Robinson Crusoe** was found guilty because it had too much descriptive writing and background. Lack of action turned one reader off **Came back to show you I could fly** and one rather cynical individual classed a boring book as one which was 'dull, like my life'.

Other boredom triggers were: dragging in the middle — **Tarflowers**; characters which were not real enough — **Pollyanna's jewels**; too

mushy — **The gooseberry**: too foreign — **Onion tears**; and too old fashioned — **Anne of Green Gables**.

Average readers

The average readers demanded plenty of action, otherwise a book ran the risk of being boring, eg **The revolting bridesmaid**, **The cat king's daughter** or **Miranda going home**. Almost as liable to the boring charge was the book that is slow to get started, eg **Ash Road**, **Biker**, **The gymnasts** (especially #12), **The disappearing teacher**, and **Going back**. Easy predictability of plot as in **The paper boy**, **February dragon**, **The cay** and **Catch a falling star**, was another no-no. It is interesting to note that several of these books had been read in class and not chosen by the students; indeed the most frequently mentioned offender in this category was **Dogdays and catnaps** which had been dealt with in detail as a comparatively easy reader in several classes.

Little or no change in the characters, or a too-ordinary situation, attracted 10 votes each. Other factors which led to books' rejection were: too old fashioned — **Biggles** and **Anne of Green Gables** series; not real enough — **The most popular girl in the school** and **It**; too mushy — **Flowers in the attic**, **Mills & Boon**; requiring too much concentration or containing words that were too difficult — **The green piper**, **Lord of the rings**, **A handful of stars**; too-superior adult characters — **Sugar and spice**; dragged in the middle — **Midnite**; unhappy ending — **The demon headmaster**.

Several students criticised books which did not live up to their covers. **The curse of the mummy's tomb** was 'not as scary as the cover; **Hair raising** 'claims to be horror stories but really they're just strange'.

The not-so-good readers

There was no clear indication of what constituted a boring book for these students. A very long list of boring book symptoms included, in order: too unreal; words too big and requiring too much concentration; dull and predictable like my life; no action; too slow to start; just goes on and on; too much background; unhappy ending; too old fashioned.

BOOKS AND FILMS

Excellent readers

Most felt that books and films could be enjoyed independently of each other, although two students suggested that knowing what was going to happen could spoil either medium for them.

A few films or television productions were nominated as better than the books, especially those with special effects such as **Gremlins**, **Jaws**, **Starwars**, etc. The film/TV productions of **Anne of Green Gables**, **Pippi Longstocking** and **Round the twist** enhanced enjoyment of the books; **The secret garden** however lost something on the screen as 'the book describes it so well and the film skipped through things quickly'.

Opposing views on whether to see the film or read the book first were expressed: 'see the film last so the book comes to life' vs 'see the film first so the book is easy to imagine'.

Average readers

Again most of these readers felt that books and films could be enjoyed independently. Most felt that the two media differed a great deal in their treatment of the same work, sometimes to the benefit of the film, and sometimes to the benefit of the book. Typical comments were:

Indiana Jones and the temple of doom — 'I understood the book more after I had seen the film.'

Round the twist — 'I read the stories first and imagined for myself and then saw what the author thought it should be.'

Devil's hill — 'saw the video in Year 6; that made reading the book this year really exciting.'

Gremlins — 'good to read the book after because there were still lots of differences to the film.'

Playing Beattie Bow — 'explained stuff that I had missed in the film.'

Anne of Green Gables — 'better just to see the series because the story changed in the book when you thought you knew what was going to happen.'

Charlotte's web — 'I saw the film after and it was boring.'

The secret garden — 'the movie was best because in some parts it's scary and you get really into it' vs 'the book was best because it helped me pick up the pieces.'

The not-so-good readers

Predictably, the majority preferred the medium of film and only a few thought it worth while either to follow up or precede a movie presentation with a book. Films which they knew of as books were limited; only **Charlotte's web**, **Jaws** and **Robin Hood** were mentioned.

IN CONCLUSION

Both the students and I really enjoyed doing this evaluation and would like to thank the publishers for providing the material.

We have all learnt a lot from the exercise and hope our report will be relevant and useful to others.

We leave conclusions to others, while vouching for our honesty, thoughtfulness and integrity in our comments.

Akrill, Caroline **Catch a falling star**, SCIS 454486
 Alcott, Louisa M **Little women** series, SCIS 768579
 Andrews, Virginia **Flowers in the attic**, SCIS 107020
 Ball, Duncan **Piggott Place**, SCIS 710757
 Bass, Donna and McNally, Bruce **The dark crystal**, SCIS 453995
 Batt, Elizabeth **A pony to stay**, SCIS 602732
 Bawden, Nina **The outside child**, SCIS 688142
 Benchley, Robert **Jaws**, SCIS 740641
 Blume, Judy **Blubber**, SCIS 477472
 Blume, Judy **The night swimmers** SCIS 712694; **Tiger eyes**; SCIS 63656 **Freckled and fourteen** SCIS 621510; **It's not the end of the world** SCIS 139507
 Bradman, Tony **The case of the missing mummy**, SCIS 685900
 Burnett, Frances Hodgson **The secret garden**, SCIS 770649
 Burnford, Sheila **The incredible journey**, SCIS 711666
 Cross, Gillian **The demon headmaster**, SCIS 741432
 Dahl, Roald **Matilda** SCIS 621594; **Boy** SCIS 758294; **Danny the champion of the world** SCIS 613775; **Fantastic Mr Fox** SCIS 701589
 Danziger, Paula **This place has no atmosphere**, SCIS 452138
 Danzigers, Paula **Everyone else's parents said yes**, SCIS 717130
 McGough, Roger **The great smile robbery**, SCIS 160594
 Dugan, Michael **Dingo boy**, SCIS 107263
 Ellis, Carol **A cry in the night**, SCIS 639862
 Fortune, J.J. **Escape from raven castle**, SCIS 201327
 French, Michael and Lucas, George **Indiana Jones and the temple of doom**, SCIS 162940
 Garland, Sarah **Shadows on the barn**, SCIS 711706
 Gasgoigne, Marc **Blacksand! Advanced fighting fantasy**.

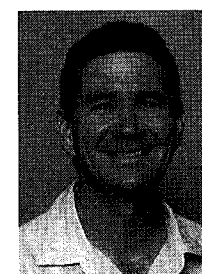
SCIS 667191
 Gipe, George **Gremlins**, SCIS 193401
 Gleitzman, Morris **Blabbermouth** SCIS 728185; **Two weeks with the queen**, SCIS 618472
 Grocott, Ann **Duck for danger**, SCIS 389076
 Haines, Betsy **Hit and run**, SCIS 668922
 Hardy, Jon **Biker**, SCIS 451633
 Harris, Dorothy Joan **Don't call me sugar baby**, SCIS 689887
 Hathorn, Libby **Thunderwith**, SCIS 620483
 Hautzig, Esther **The endless steppe**, SCIS 126049
 Hepworth, John **The paper boy**, SCIS 197842
 Herriot, James **Let sleeping vets lie**, SCIS 61383
 Hooper, Mary **The revolting bridesmaid**, SCIS 714456
 Jackson, Steve **Fighting Fantasy books Out of the pit** SCIS 230097; **Titan the fighting fantasy world** SCIS 381419; **The crown of kings** SCIS 205418; **The Shamutanti Hills** SCIS 377642
 Jennings, Paul **Paw thing** SCIS 469800; **Round the twist** SCIS 745674; **Unmentionable** SCIS 696449; **Uncanny** SCIS 713344
 Kelleher, Victor **Papio** SCIS 226159; **The green piper**
 Kemp, Gene **Dog days and cat naps**, SCIS 145785
 Kidd, Diana **Onion tears**, SCIS 659029
 King, Stephen **It**, SCIS 418086
 King-Smith, Dick and Gon, Adriano **Blessu and Dumpling**, SCIS 710931
 Klein, Robin **Hating Alison Ashley** SCIS 204067; **Games; Boss of the pool; Halfway across the galaxy and turn left** SCIS 375364; **Came back to show you I could fly** SCIS 666551
 Kroeger, Kelly **Backstage romance** SCIS 763350
 Larsen, Terry **Tarflowers**, SCIS 197808
 Levy, Elizabeth **The gymnasts Team trouble**, SCIS 722071; **Go for gold**, SCIS 712161; **The gymnasts' gift**, SCIS 704369
 Lewis, CS **The lion the witch and the wardrobe** SCIS 762475; **The last battle**, SCIS 656008
 Lindgren, Astrid **Pippi Longstocking**, SCIS 447725
 Lingard, Joan **The gooseberry**, SCIS 134644
 Lingard, Joan **Tug of war**, SCIS 618232
 Look, Patrick **Elmer runs wild**, SCIS 375331
 Lowry, Lois **A handful of stars**
 Lowry, Lois **Find a stranger, say goodbye**, SCIS 670272
 Lykken, Laurie **Cheating heart** SCIS 771892
 Macdonald, Caroline **The lake at the end of the world**, SCIS 618266
 MacLeod, Doug **Frank Boulderbuster**, SCIS 390738
 Marney, **Dirty socks don't win games**, SCIS 735998
 Marsden, John **So much to tell you**, SCIS 437235
 Martin, Ann M **Baby Sitters' Club Ten kids, no pets**, SCIS 716823
 Martin, Ann M **With you and without you**, SCIS 643323
 McNally, Clare **Ghost house**, SCIS 126136
 Mills & Boon **The waterfalls of the moon**, SCIS 182012
 Misto, John **Peter and Pompey**, SCIS 418404
 Montgomery, LM **Anne of Green Gables**, SCIS 540636
 Morphett, **Quest beyond time**, SCIS 197849
 Morphett, Tony **Quest beyond time**, SCIS 197849
 Mozley, Juliet **The knights of the round table**, SCIS 46084
 Nowells, Conrad **The disappearing teacher**, SCIS 130770
 Nunn, Judy **The eye in the storm**, SCIS 432984
 O'Connell, June **Love on the upbeat** SCIS 769888
 Oldfield, Pamela **A ginger cat and a shaggy dog**, SCIS 708981
 Packard, Edward **Survival at sea**, SCIS 140853
 Park, Ruth **Playing Beattie Bow**, SCIS 427820
 Phillips, David **Devil's hill**, SCIS 418417
 Pilling, Anne **Henry's leg**, SCIS 381247
 Roberts, Willo Davis **House of fear**, SCIS 147535
 Rubinstein, Gillian **Beyond the labyrinth** SCIS 618273; **Space**

Demons SCIS 677817; **Skymaze** SCIS 451546
 Servaillier, Ian **There's no escape**, SCIS 436846
 Sherlock, Maureen **Pink fluffy slippers**, SCIS 714464
 Skieszka, Jon **The frog prince cont'd**, SCIS 737333
 Southall, Ivan **Ash road**, SCIS 384351
 Spence, Eleanor **Miranda going home**, SCIS 245582
 Steeinbeck, John **The red pony**
 Stewart, Maureen **Bree and friends**, SCIS 711143
 Stewart, Maureen **Dear Emily**, SCIS 226824
 Stewart, Maureen **Henry and Voula** SCIS 490328; **Bree and friends** SCIS 711143
 Stewart, Maureen **Orange Wendy**, SCIS 204154
 Stine, R L **The curse of the mummy's tomb**, SCIS 736003
 Stoker, Bram **Dracula**, SCIS 142589
 Stow, Randolph **Midnite**, SCIS 231592

Taylor, Theodore **The cay**, SCIS 380108
 Thiele, Colin **February dragon**, SCIS 658071
 Tolkien, JRR **The hobbit** SCIS 710564; **Lord of the rings** SCIS 733335
 Voigt, Cynthia **The Tillerman family series; Jackeroo** SCIS 652327; **Izzy Willy Nilly** SCIS 627701; **Seventeen against the dealer** SCIS 467713
 Walt Disney **Robin Hood**, SCIS 777071
 Waters, Fiona **The cat king's daughter**, SCIS 230949
 Westall, Robert **A walk on the wild side**, SCIS 673909
 White, EB **Charlotte's web**, SCIS 120753
 William, Kate **The morning after** SCIS 769931; **Are we in love?** SCIS 763309; **Stepsisters** SCIS 759825
 Winton, Tim **Lockie Leonard, human torpedo**, SCIS 772454 ■

The 1990s: rearranging the jigsaw pieces or creating the picture?

AN HOLISTIC MODEL OF INFORMATION PROVISION FOR SCHOOLS



Ross Todd from the School of Information Studies, University of Technology, Sydney is the recent recipient of an excellence in teaching award. The following article demonstrates his inspirational style of writing and teaching. Ross presents a visionary and challenging case for teacher-librarians to move, shake and transform our perceptions of ourselves, and to assimilate the components of our multi-dimensional roles into integrated working practices ... to create the whole picture. We would like your responses to his challenges.

Nineteen eighty four was a good year for me. As a fledgling teacher-librarian about to fly the coup, so to speak, from library school, I was full of idealism and dreams, ready to take on the information world and the learning community. Amongst my memorabilia of that time was a book called **Revolting librarians**. Though now dated, its professional irreverence and outspoken viewpoints still continue to appeal to me. Curious chapter headings such as: 'The liberation of sweet

library lips', 'How to annihilate service to teenagers', 'Sex and the single cataloguer', and 'The unsinkable Miss Philpott' snared me into reading further. In one of the saner parts of the introduction, there is this statement: 'true professionalism implies evolution, if not revolution; those who 'profess' a calling have certain goals and standards for improving existence, which necessarily means moving, shaking and transforming it.' What follows is a personal, albeit brief reflection on the

professional evolution of information services in schools, and some pointers for moving, shaking and transforming the future. In a sense this evolution is like a jigsaw puzzle. Though the pieces of the jigsaw puzzle are easily identifiable, developing the whole picture is somewhat more challenging.

Evolution

A review of the literature of teacher librarianship and the provision of information ser-

vices in Australian schools during the last twenty years highlights the evolution of **information management, literature and curriculum** as predominant themes. These themes form the central components of role statements for teacher-librarians today.

For example, the NSW Teacher Librarians Action Group presents the professional role of the teacher-librarian in terms of 'professional involvement in the learning and teaching program of the school by collaborating with teachers in curriculum development, implementation and evaluation, ... provides experiences to encourage reading ... organises and manages information resources ... is responsible for all library management.' The **1960s** gave prominence to the **organisational** role in order for teacher-librarians to gain status and recognition. As a Year 9 school boy library monitor at Charters Towers State High School I vividly remember spending many lunch-times writing out pages and pages of bibliographic details of the meagre collection of aged books in my school library — the forerunner to the school's first card catalogue. Earlier this year I had opportunity to revisit that school library and found a dynamic information service and visionary teacher-librarian! The **1970s** gave prominence to an evolving **instructional** role in the school's curriculum and the sustained development of an appreciation for literature and reading. For example, the Proceedings of the Fourth National Conference of School

Librarians held in Sydney in 1974 was titled **The teacher-librarian : curator or innovator?** and includes addresses and seminars titled: 'A new status and role for the teacher-librarian — teacher-librarians or curriculum consultants?', 'The school librarian and instructional development', 'Coming to grips with the role of curriculum consultant', and 'The role of the teacher-librarian in evaluating non-book materials within the curriculum'. These instructional and literature-related themes certainly empowered teacher-librarians, to the extent that Carroll (1981) remarked, in the early 80s, that there was 'an obsessive concern to prove their instructional worth.'

The early **1980s** was the time of my formal qualifications in teacher-librarianship. Reading and literature, resources processing and management, curriculum development and educology (I never did quite come to grips with the latter), and audiovisual media were predominant memories of that formal education for me. It was at this time that the notion of **library skills integrated into curriculum content**, rather than being taught in isolation in a library context was given considerable attention, and I well remember developing units of work for my lecturers to demonstrate my understanding of this idea, and my ability to implement it in practice. This was also the beginnings of the **microcomputer and communications technology** era for many school libraries, particularly in relation to management functions, and a range of manage-

ment applications developed quickly. I can recall the joy of being able to produce my catalogue cards using a commercial card production program, and the great feeling of having brought my school library into the computer age! How little I really knew. The late 1980s saw information technology undergo a rapid transformation, and infrastructures set in place such as ASCIS (now SCIS) and OASIS to provide consistent bibliographic services tailored specifically to school libraries. For most school libraries, this was a time of rapid transformation, and its momentum today is no less strong. The late 1980s was also characterised by formalising of the **information skills concept**, with New South Wales leading the other states of Australia in the development of educational policies that moved beyond focusing on instruction in, and use of, specific library systems, to focusing on abilities of people to define, analyse, synthesise, organise, present and evaluate information in a broader context not tied to a specific library context. An outcome of this was the exhortation to produce whole school policies and programs for the integration of information skills across the school.

The 1990s and integration

And the **1990s**? If the insert, seminar and conference programs of our professional associations during 1993 are indicators of current thinking, attention seems to be largely focused on the **development of an integrated or networked information technology infra-**

structure to support the management and organisation of information resources and to ensure optimum access to information resources. Emphasis is being placed as well on a **competencies approach to the development of information literacy**, integrated into key learning areas and classroom instruction across all levels of schooling. This notion of **integration** is indeed touted, philosophically at least, as a key approach in the

yes, there are important management issues that need to be addressed, but I'm always left wondering if the picture will be any different in five years' time. While the issues and emphases may change, perhaps to 'this year our school joined the Internet and my energies have been spent in establishing a policy of access and use' and 'my budget has been severely cut, and I've spent a lot of time gaining local company sponsorship',

and achievements, and to articulating and assimilating the components of our multidimensional role into integrated working practices. This is not to deny the need to prioritise specific developments, but to ensure that other components are not consumed by them. I would argue that the development of the National Curriculum with its emphasis on both the process of learning and information competencies places greater emphasis on the

I would like to suggest that professional attention in the next few years be given to the moving, shaking and transforming of our successes and achievements, and to articulating and assimilating the components of our multidimensional role into integrated working practices.

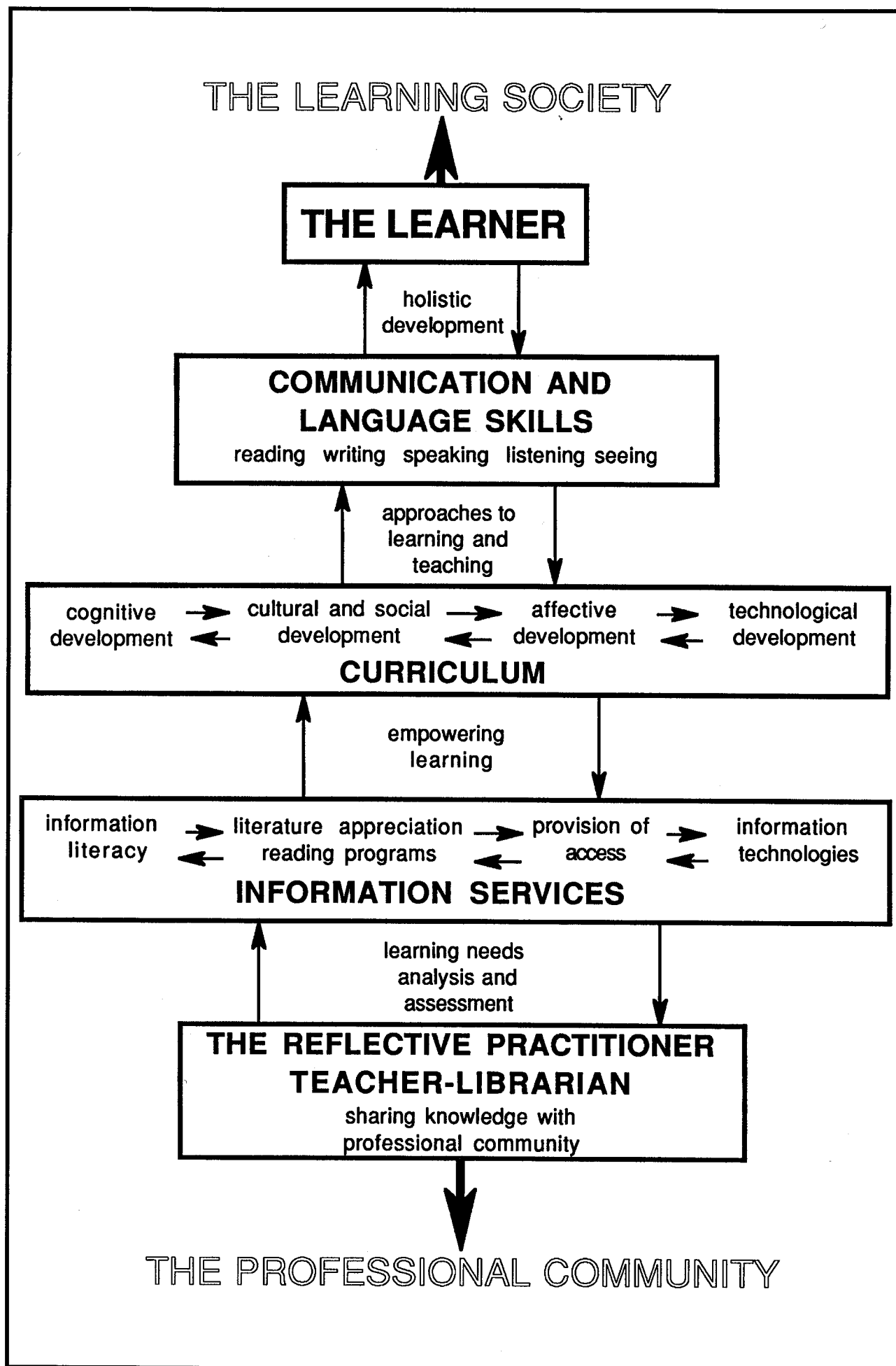
realisation of our current professional roles. When I talk to teacher-librarians however, I get a different picture of the action. Attention seems to be focused on the development of discrete areas of activity, sometimes at the expense (neglect?) of others. Frequently I've heard comments such as: 'my strength is in promoting literature'; 'I haven't had time to work on information skills because we have been computerising our library'; 'I've put my energies this year into building up the senior school collection'; 'we're installing a CD-ROM network, and that's taken all of my time.' To this I can hear you say 'out of necessity' or 'get real, Ross!' Yes, such emphases are important in the continuing evolution and development of effective information services in schools. And

I'm left with the feeling that we may continue to focus on the jigsaw pieces, so to speak, without ever conceptualising, let alone building a whole picture. In other words, we may come no closer to an integral, integrated and dynamic service concept that underpins and supports the school's educational mission.

The current impetus to long term planning and the development of school strategic plans is a great opportunity for teacher-librarians to rethink their professional agendas in terms of realising a more holistic, integrated information services concept in the school that has at its centre the holistic development of the learner. I would like to suggest that professional attention in the next few years be given to the moving, shaking and transforming of our successes

need to conceptualise and construct the big picture. I also believe that such a conceptualisation will sustain a bright future for teacher-librarians. What is this picture? It is presented as a holistic model of information services in schools. There is nothing new in it. We are familiar with its components — the jigsaw pieces — but what it provides is a way of thinking about and coordinating our role in an integrated way.

First and foremost, the very *raison d'être* of the teacher-librarian and the provision of information services is the development of a learning society through a formal educational process. This is the context of the professional role. At the very heart of this learning society are individuals, who, through their formal educational processes are provided



While there is considerable emphasis being placed on the development of information skills, the relationship of these skills to critical thinking/problem solving processes described above has not been fully explored nor elaborated on, teaching and learning strategies that demonstrate how information skills can achieve these outcomes are yet to be articulated, and evidence needs to be accumulated on the impact of these approaches on student learning.

with opportunities to develop cognitively, culturally, socially, affectively and technologically. The desired outcome for them is an holistic development towards their fullest potential. The formal, planned curriculum is the key mechanism for this development.

Cognitive development

Perhaps the best known framework for characterising the cognitive development of individuals is Bloom's *Taxonomy of Educational Objectives*. In essence, the formal curriculum seeks to develop objectives such as knowledge, comprehension, application, analysis, synthesis, and evaluation. Embedded in these objectives are critical thinking and problem solving processes that enable individuals to cope with the information representing the substantive content of the curriculum subject areas. In terms of Langrehr (1993), such thinking and problem solving processes enable students to: make connections between related concepts; categorise, order, compare and generalise; challenge reliability; distinguish fact from opinions; reason analogically; design self questions;

identify assumptions and make inferences; judge relevance of information; distinguish cause and effects; distinguish inferences from observations; visually summarise; infer meaning from context; suggest creative reversals, consequences, explanations; suggest creative alternatives, uses, comparisons; think about other points of view; identify bias; identify the main idea; make decisions. The externalisation and assessment of these abilities are

HOLISTIC MODEL OF INFORMATION SERVICES IN SCHOOLS

dependent on the language and communication skills of reading, writing, speaking, listening, seeing and handling. Teacher-librarians would argue that at the core of all these processes and skills is information, and the ability to define, locate, select, organise, present and evaluate information. Presented here at the macro level is a complex close relationship between information skills and the development of critical thinking and problem solving skills. The organisation and provision of information through a range

of information services, including information technologies, is the vital link that ensures that this complex interrelationship realises the holistic development of individuals. I am not fully convinced that current practices of teacher-librarians address this. For example, while there is considerable emphasis being placed on the development of information skills, the relationship of these skills to critical thinking/problem solving processes described above has not been fully explored nor elaborated on; teaching and learning strategies that demonstrate how information skills can achieve these outcomes are yet to be articulated; and evidence needs to be accumulated on the impact of these approaches on student learning. Having inserviced quite a number of teachers in recent months, I'm also not convinced that we have effectively communicated the information literacy mission to classroom teachers whose support we rely on to effectively integrate information skills into the curriculum. At present teacher-librarians speak an 'information skills' dialect while classroom teachers speak the 'critical think-

ing/problem solving dialect', and there doesn't seem to be much dialogue between the two. I also firmly believe that this is a major stumbling block in acceptance of an informa-

tion skills approach to curriculum, and the development of a whole school information policy that works. The following table, (based on a document attributed to Karen Bonano of

the Queensland Library and Information Services), shows the integration of these dialects, and highlights the need for further analysis and clarification.

BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES AND INFORMATION SKILLS

objectives	processes	outcomes	information skills
KNOWLEDGE <input type="checkbox"/> specifics <input type="checkbox"/> ways and means of dealing with specifics <input type="checkbox"/> universals and abstractions in a field	define recognise recall identify label understand examine show collect list	labels names facts definitions concepts	define locate
COMPREHENSION <input type="checkbox"/> translation <input type="checkbox"/> interpretation <input type="checkbox"/> extrapolation	translate interpret explain describe summarise demonstrate	argument explanation description summary	define locate select present organise
APPLICATION <input type="checkbox"/> use of abstractions in specific and concrete situations	apply solve experiment demonstrate construct show make illustrate record	diagram illustration collection map puzzle model report photograph lesson	select organise present
ANALYSIS <input type="checkbox"/> elements <input type="checkbox"/> relationships <input type="checkbox"/> organisational principles	connect relate differentiate classify arrange group interpret organise categorise take apart compare dissect investigate separate	graph questionnaire category survey chart outline diagram conclusion list plan summary	locate select present

SYNTHESIS <input type="checkbox"/> unique communication <input type="checkbox"/> plan of operation <input type="checkbox"/> set of abstract relations	design redesign combine consolidate add to compose hypothesise construct translate imagine invent create infer produce predict	poem project design brief formula invention story solution machine film program product	select organise present
EVALUATION <input type="checkbox"/> judgements in terms of internal evidence <input type="checkbox"/> judgements in terms of external evidence	interpret assess judge criticise decide discuss verify dispute choose	opinion judgement recommendation verdict conclusion evaluation investigation editorial	evaluate

Social and cultural development

Social, reading and vocational development have always been part of the school library's mission, and has largely been implemented through literature appreciation and reading programs. For some, literature and reading programs have been overlooked by the current information skills and information technology movement. For others, these programs have been conducted in isolation from the learning programs of the school, rather than using the curriculum to create and make opportunities for extended reading. Increasing emphasis on the learner as an individual however, suggests a need to rethink such programs in terms of a developmental rather than a selective-elimination approach. These

are programs that, according to Aidan Chambers, 'show children what they don't yet know that they want' rather than ones imposed on students without any regard to their learning context and their social and cultural needs. Some might argue that such a planned and collaborative approach may dampen enthusiasm for reading and limit literature preferences. This approach does not take away opportunities for students to choose from what is available to them; rather the selection process, generally undertaken by the teacher-librarian, is enriched through an understanding of the students' learning context and the stages of their social and cultural development. There are also benefits for the teacher-librarian. Undercurrents of disappointment due to per-

ceptions of playing a marginal role in the school, hopefully will give way to a reality of being at the hub of creative learning programs.

If the current professional literature is any guide, the relationships between information skills development and the imaginative experiences provided through literature are unexplored. Yet the information process that underpins information skills instruction provides a very useful framework for facilitating literature appreciation, and provides opportunities for students in a very personal way to develop socially and culturally from their enjoyment of literature. An understanding of the information process enables students to identify and articulate their reading needs, make satisfying selections from a range of choices, make sense of what

It was fascinating also to observe how teachers were using the technology to enhance their teaching following training sessions initiated by the teacher-librarian. The development of interactive multimedia authoring software also poses new challenges, particularly in relation to the way we conceptualise information skills.

they read in relation to the world around them, share and communicate informally and formally the ideas, impressions and feelings about what they have read.

Technological development

The teacher-librarians' key role in the school's information technology program, (now embracing CD-ROM, interactive multimedia knowledge bases, computerised bibliographic databases, online access to external databases, and telecommunications) is appropriately perceived in terms of managing the organisation, control, storage, retrieval and flow of information resources in the school, and accessing appropriate resources beyond the school. Information technology has indeed taken school libraries into the information age, and much energy has been spent in recent years in establishing a strong technology infrastructure in the school library. The benefits are already being realised with enhanced access to resources, more effective record keeping and accountability, and greater consistency in cataloguing, classification and indexing standards.

However, in the learning context of the school, to limit the

use of information technology to management applications represents a gross under-utilisation of such technology. The **UNESCO Declaration on Media Education** states 'Political and educational systems need to recognise their obligations to promote in their citizens a critical understanding of the phenomena of communication. ... The school and the family share the responsibility for preparing the young person for living in a world of powerful images, words and sounds. Children and adults need to be literate in all three of these symbolic systems and this will require some reassessment of educational priorities'. In late 1993 I had opportunity to observe students at Marist Sisters College, Woolwich, using their newly established integrated CD-ROM — OASIS Library network throughout the school. It is evident to me that such technology has enormous potential for changing the way students learn, and how and where teachers teach. This has ramifications not only for approaches to information skills instruction and for the development of effective learning and teaching strategies at large, but also for the development of socially and culturally appropriate attitudes to information. It was

fascinating also to observe how teachers were using the technology to enhance their teaching following training sessions initiated by the teacher-librarian. The development of interactive multimedia authoring software also poses new challenges, particularly in relation to the way we conceptualise information skills. Such authoring software provides opportunities for teachers and students to create interactive information resources that are tailored to specific needs and learning styles. Writing in **The Australian** Tuesday, 18th January 1994 Sam Wauchope, managing director of Acorn Computers UK, points to a new generation of information literacy skills needed to cope with a global multimedia future that focuses on the creation of new information resources. He says: 'If we don't tackle the new literacy skills issues and really train up our young children for the information future, there is a danger that the global education markets will be swamped with ready-packaged products, **instead of teachers and students learning how to develop their own multimedia authoring skills and data handling skills.** ... When we refer to new literacy skills, we are talking about developing

the skills to analyse text, pictures, graphics and video; how to use these skills and understand them; and above all, how to pull them together and create things.'

Teacher-librarians have yet to address the educational role of these technologies, and the development of holistic library programs that explore the integration of information literacy, literature promotion, and information technology into the learning-curriculum context of the student. A whole school information strategic plan will embrace all three. Integrating literature promotion and information technology? Stretching the imagination a little too far, you might think. For the sceptical among you, take the time to review the plethora of CD-ROM catalogues now available, and take note of the number of literary works available in that format.

Affective development

Kirk, Poston-Anderson and Yerbury (1990) assert that information includes beliefs, attitudes, value systems and customs as well as the facts, truths and expressions from all areas of learning which help people make sense of, and deal with, their experiences throughout life. Such attitudes shape relationships with others and the way in which people communicate and interact with their environment. It is at the core of cultural and social development. To what extent do our current practices in schools foster the development of positive attitudes and values to information and information technologies? The

potential of information skills, information technology and reading programs for explicitly contributing to the affective development of students is unlimited. They can foster the development of positive attitudes in using information; they can motivate students to understand and respond to the information environment that surrounds them; and they can contribute to students valuing the information process as a key to lifelong learning.

Where do we go from here?

What I have endeavoured to present here is a more holistic conceptualisation of the provision of information services in schools, not discrete jigsaw pieces of services, but services that are explicitly designed in an integrated way to support the learning objectives of the school, and to enhance one another at the same time. Essentially it is a way of thinking about professional practice, and how the components of practice can be linked together to underpin the educational program of the school rather than being perceived as optional extras. It is certainly challenging, perhaps daunting for those who have yet to break the 'I'm not fully automated' barrier yet. Capitalise on strategic planning initiatives and put down a concrete plan of action, say for three years, that sets outcomes and enabling strategies. Teacher-librarians keen to pursue these challenges might apply for funding through initiatives like the ALIA School Libraries Section (NSW Group) Development Grant. (Contact Michelle Ellis at Woolooware

High School for further information.) Success at meeting these challenges is embedded in the concept of the reflective practitioner. Reflective teacher-librarians do not exist solely within the microcosm of particular school libraries. They assimilate new ideas into their structures, try to make sense of their new situations, document actions and decisions arising out of individual work settings, and are prepared to share the processes and outcomes with the professional community. Here is a great opportunity for teacher-librarians to take the centre stage at professional development days, rather than leaving it all to the visiting academic or educator. I believe there is an untapped wealth of excellent practice in our very midst. The collective sharing of sound practices, as they evolve, will contribute enormously to developing an integrated, effective information service in schools.

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Walk TTALL

One of the Department's priorities for 1994 is **community involvement** in schools. The TTALL Program is one example of initiatives being undertaken in this regard. The Talk to A Literacy Learner (TTALL) project was originally developed for use at Lethbridge Park Primary School and Preschool for parents with children from 0 to 12 years by Lynne Munsie, Parent Programs and Literacy, Metropolitan West and Associate Professor Trevor Cairney from the University of Western Sydney, Nepean.

The TTALL Program was developed in an effort to increase community awareness of literacy. It is designed to provide specific training sessions for parents to raise their participation in children's literacy activities and to change the nature of the interaction parents have with children as they read and write.

The program consists of sixteen two-hour training sessions for parents designed to spread over an eight week period. The package was designed to be conducted by a part-time Program Coördinator and selected community resource people. The program is commonly carried out in the school library, with support from the teacher-librarian in resourcing the program, and implementation of the units involving the library and information skills.

The content is organised into seven main topic areas:

- Topic 1 Learning
- Topic 2 The reading process
- Topic 3 Supporting the reader
- Topic 4 Using the library
- Topic 5 The writing process
- Topic 6 Supporting the writer
- Topic 7 Research writing

Topics 4 and 7 are most directly related to the library and information skills; and in the accounts which follow are often taken by the teacher-librarian.

Evaluation of the TTALL program by the University of Western Sydney shows that it has been a great success. It has:

- increased parental participation in the literacy activities of their children
- improved the quality of the interaction adults have with children as they read and write
- raised parental expectations concerning literacy and education
- had a positive effect upon student attitudes to literacy and learning
- led to increased levels of literacy competence for some students.

Projects which have developed from TTALL are:

■ **EPISLL (Effective Partners in Secondary Literacy Learning)**. This program is aimed at Years 7 to 10, and consists of ten two hour sessions over five weeks. It has three sections:

- the student
- the student as a learner
- the student and study.

The third section incorporates information skills and research writing, and can be run (and is being run) by teacher-librarians. The program is being well-accepted.

■ **Parent Partnership Program**. Parents who have completed TTALL are invited to share their insights and experiences with other parents.

The TTALL program package costs \$200. The package includes background information, leader's notes, overheads, a parent handbook and a video.

The TTALL program operated in ten schools in 1992 and is currently in some 200 schools across the state.

Enquiries to: Lynne Munsie
Parramatta ERC
Ph (02) 683 9638

Three schools report on the impact of TTALL in their schools:

Lyn Cramond, teacher-librarian at Yates Avenue Primary School writes:

The TTALL Program was met with a very positive response at Yates Avenue Primary School. Lynne Munsie came to give the staff an overview of the project. Once the staff considered the positive benefits, a survey was sent home to gain some feedback from the community.

As Yates Avenue Primary School encompasses a preschool, an early childhood intervention unit, ESL in both infants and primary school as well as a before and after school care centre, there were many avenues to explore in gaining approval to undertake such a project. Greatest interest was shown from the preschool and infants families.

One of the major obstacles was finding a carer for the very young children of the mothers who wanted to attend the sessions. A carer was organised and a creche was established to meet the needs of the parents.

As it was not practical to run all sessions, it was decided to pick the most relevant topics to suit school and parent needs and concentrate on certain segments of the program.

It was agreed to run the TTALL Program in the afternoons in school time in the library. A section of the library was closed to all but TTALL participants. In consultation with Lynne Munsie, we discussed the project and what needed to be covered in each session. Each session was run in two segments of one hour's duration. After an hour, Lynne would take a break and I would introduce new books or relevant material on the particular topic under discussion. This provided Lynne with a short break and the parents with a different focus on material which could benefit them and their children.

Just prior to the commencement of the TTALL Program, a parent library was initiated at our school, so this provided the medium to publicise TTALL.

As teacher-librarian at Yates Avenue, I agreed to run the whole session on 'Using the library'.



Jamisontown Primary School. Parents working during TTALL session.

This not only provided me with an excellent opportunity to get to know the parents better but also to give everyone an insight into the school library.

The TTALL Program brought together all the different groups within the school with one common goal: to bring about a community awareness of literacy and to raise parent participation in children's literacy activities.

The TTALL Program not only united the community but also developed a more harmonious and tolerant understanding of the diverse cultural groups and learning difficulties faced by people who do not have an English language background. For these people, I think the program provided support and knowledge of their role in their children's literacy development.

The parents who had committed themselves to the TTALL Program not only benefited by gaining valuable insight into their child's education but gained knowledge themselves in new theories of literacy learning. As the weeks progressed we only had a few who chose not to continue for various reasons. Of the 27 who began the course, 22 graduated with a certificate at the completion of the course.

Each of the participants praised the program. As teacher-librarian it was good to witness a growth of the participants not only in knowledge but in confidence and self esteem. For anyone considering how to improve parent and school interaction the TTALL Program provides an excellent way in which to raise community awareness of literacy.

Beth Finn of Jamisontown Primary School reports:

The TTALL Program has given the Jamisontown school community the opportunity to recognise the crucial role that parents play in their children's learning.

The primary purpose of the program is to raise our parents ability to interact with their children through a 32-hour course about how children learn to read and write, how to locate resources and how to structure their children's home learning.

Parents who have undertaken the TTALL Program began to interact differently with their children as they became involved in literacy tasks. They developed new strategies for working with their children, gained knowledge and grew in confidence and self esteem. Some unexpected outcomes of the TTALL Program at our school have been that the parents:

- are still very excited about the course: the sense of accomplishment in completing the course is very real
- have become more discerning about purchasing appropriate books for their families
- have made new friendships and maintained them with other parents and the coordinator of the group
- have begun to share their knowledge and experience outside their families
- are involved in significant numbers in other school activities and groups
- have been approached by several classroom teachers for assistance in literacy activities
- have remained active borrowers of books and resources from our school library.

The role of the teacher-librarian throughout the TTALL Program has been vital.

The venue for the TTALL Program was in an annex of the library and was thus in close proximity to the activities of the library. Time in the library was also needed to successfully present Topic 4 : Using the library and Topic 7 : Research writing.

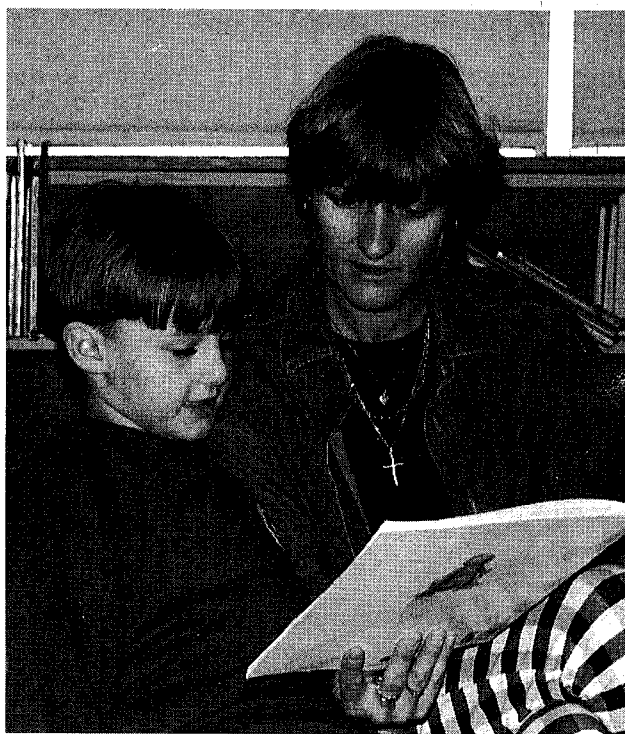
During these sessions, participants' understanding of the library and its functions were broadened by:

- learning how to assist their children research a topic
- considering suitable resources in the library and at home which would support the topics to be researched
- investigating the skills needed to locate information.

Throughout the TTALL Program the course coordinator and the teacher-librarian had the opportunity to encourage participants to experience the delights of reading children's literature to their own children as well as reading children's literature for themselves.

The teacher-librarian helped select suitable books to be included in a bulk loan for the duration of the TTALL Program, advised participants on specific issues related to literature, research and information skills and provided advice on the importance of modelling positive attitudes towards reading.

The TTALL Program has had a positive impact on our school and its community. We look forward to future TTALL programs and know that we can assist in developing positive changes in the attitudes and interest of both children and parents.



Jamisontown parents support their children's reading.

Lesley Borg writes about:

The TTALL program at Auburn West Primary School

Auburn West Primary School is a multicultural school situated in the western suburbs of Sydney. Of its 623 students approximately 86% are from non-English speaking backgrounds with Arabic and Turkish being the main cultural configuration. The school features K-6 teamwork from an energetic staff and has an active parent group.

It was a desire to draw these parents, who came from various cultural backgrounds, into a more active partnership with teachers that led to the implementation of the TTALL Program in 1993. It was anticipated that the course would increase parent knowledge of the curriculum and lead to parents being involved in the classroom. This knowledge could be used at home or in the classroom. The TTALL Program and other parent focused initiatives were part of an overall aim to improve the link between the home and school.

The cultural backgrounds of the parents who participated were representative of the school population. These were Arabic, Turkish, Tongan, Australian, Vietnamese and Chinese. It was decided not to use translators but to allow the participants to talk amongst themselves to clarify their ideas. Those who had a better grasp of English were able to help those who didn't. The English speaking parents enjoyed the informality of the group. All participants shared the desire to learn how they could help their children.

The TTALL Program was adapted to suit the needs of the participating parents. The lack of English skills amongst the parents directed the course more towards visual and verbal means of communicating. Each leader would join a small group to act as a scribe when writing was called for. Posters and videos on the appropriate topic were drawn from a variety of sources. The children of the participants joined them for specific activities. This proved to be very worthwhile for both parents and their children.

The topics covered reading and writing development in children and how this is fostered. Emphasis was on making each session mean-

ingful, practical and fun. Writing activities were practical. A variety of literature was introduced and enjoyed. The teacher-librarian freely provided books for individual sessions and was very supportive of the program. The participants took part in the Book Week library activities and spent time in the library reading books to children in their own language. As part of the homework activities, the parents were encouraged to join the local library and become familiar with what it offered. Matching books to a child's level of reading ability was stressed.

The overall impact of the TTALL Program on the school has been very positive. Those parents for whom English is a second language have experienced a sense of empowerment. They are keen to practise their own reading and skills through classroom involvement. The teachers appreciate having trained parents for the classroom. Three parents from non-English speaking backgrounds have gone on to join English classes based at the school to improve their English literacy skills. A Family Literacy project based on the interest shown in the TTALL program is being introduced to kindergarten parents during 1994. It is hoped that a strong parent-school partnership will result from this early involvement of parents in their children's education.

Some of the comments made by the parents concerning the course were:

'I now have the confidence to help my daughter.'

'My self-esteem has increased.'

'My patience has improved - I see how important I am in this area.'

'I listen to my children read now and know how to help them.'

'Once I started reading with my daughter every night, her reading took off.'

'I can now speak to my child's teacher with confidence. I have more knowledge of what is happening in the classroom.'

The TTALL Program will continue in 1994 at Auburn West. We look forward to seeing more parents taking up the challenge to be involved in their children's education and to seeing the impact this has on the children themselves. ■

Pacific PowerNet

Schools will have received information about a new online information service provided by Pacific Power. Until now only in the trial stage, PowerNet aims to provide information about energy issues, access to software, conference areas, electronic mail and gateways to national and international networks.

Scan would be very interested to hear from teacher-librarians or teachers using PowerNet so that experiences might be shared with

colleagues.

Information and application forms for Pacific PowerNet can be obtained from:

Helen Phillips
Community Relations
Pacific Power
Park and Elizabeth Streets
SYDNEY NSW 2000
Telephone (02) 268 6800 or (008) 45 1241
Fax (02) 268 6805 ■

Pegasus Networks

Pegasus is a wide area electronic network providing electronic mail, information areas (called conferences) and access to Internet and AARnet. Founded in 1988 and Australian based, it also covers South East Asia and the Pacific Islands. Originating with an emphasis on the environment and community based issues, Pegasus provides alternative news sources, gateways, file transfers, facsimile and special projects.

Around 2,000 subscribers include environment groups, other social movements, researchers, journalists, schools and various government departments. Major projects include EARTH-NET, LANDCARENET, COUNCILNET and GLOBAL LAB.

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Pegasus Networks utilises energy efficient technologies to provide communication, access to information, and open forums for the development of ideas. We are dedicated to the highest standards of reliability, value, service, confidentiality and communications efficiency.

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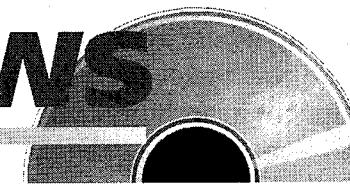
38 cents (off-peak 19 cents)

Telecom charges only a local call to connect to Pegasus from anywhere in Australia. Peak is 8 am to 6 pm Monday to Friday, Victorian time.

For more information, contact:

Pegasus Networks,
PO Box 284, BROADWAY QLD 4006 ■

CD-ROM REVIEWS



○ How things work.

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ISBN 0927915057

[600]

Billed as 'a lighthearted video tour through the history of human ingenuity', **How things work** uses a trademarked matrix interface to take a multi-media look at human endeavour in transportation, communication, computation, tools, time measurement, weaponry and sensory extension.

Hardware requirements

Macintosh: 68030, or better, processor; System 7 or higher; 2 Mb RAM free; 2 Mb free hard disk space; 640 x 480 screen; 256 colour mode; CD-ROM drive.

MS-DOS: 386SX or greater; 20 MHz or higher (33 MHz of higher recommended); Windows 3.1 or higher; 2 Mb RAM free; 2 Mb free hard disk space; SVGA card and monitor; Microsoft mouse or compatible; CD-ROM drive supported by Windows with latest drivers; sound card supported by Windows

Contents of package

1 CD-ROM disk; 1 set user's notes. This tiny 11 page booklet contains all you need to know to install and use **How things work**, although help files on the disk supplement it in some instances. Despite the

small print, it's a valuable resource!

Installation

At least three installation options are given, each designed to give the user optimum performance. The simplest option taken by this reviewer met with immediate success.

Curriculum relevance

As the introduction indicates, **How things work** is a tour through seven aspects of human endeavour. As such it has relevance in several curriculum areas, but perhaps most obviously in history, computing studies, design and technology and science. Its mode and manner of presentation could make it a useful resource for visual arts or computer graphics. Certainly it is an interesting example of CD-ROM technology.

Presentation

The publishers suggest that the matrix interface used in **How things work** has been designed to tell stories. In this instance the matrix has seven rows, each with ten cells. The seven rows represent the seven areas of human ingenuity listed above in the intro-

duction; the cells tell the story of each by exploring various sub-topics, giving background information and usually offering a chronology.

'Communication', for example, is developed in an introductory cell, followed by cells on heliograph, moveable type, photography, telegraph, telephone, phonograph, motion picture, radio and television.

Each cell begins with a video clip. Each is different: a different approach, place, or voice. The variations are amusing and yet appropriate to the image. The television video, for example, comes up on the screen of a TV set and is narrated by the repairman working on it.

The video clip screen has two icons: *information* and *help*. Clicking on the *I* (for information) icon reveals another screen, this time with text relating key developments in this area of endeavour. The text attached to the television cell begins with the invention of the cathode ray tube in 1876 and progresses to the first colour TV broadcasts in the US and UK in 1953. Text is large, nicely laid out and can be comfortably scrolled; other icons allow the user to print, save to disk or return to the video clip.

Clicking on the ? (for help) icon anywhere in **How things work** results not in written help, but in auditory help — the user has to listen instead of read! The voice is calm and informative, the explanations clear and truly helpful. Scrolling or fast-forwarding aren't options, however.

Resources

Sound and graphics are of a high standard. Even the credits are a quality production!

Information appears accurate and authoritative. It is beautifully assembled and each topic is evidence of the creativity brought to this project.

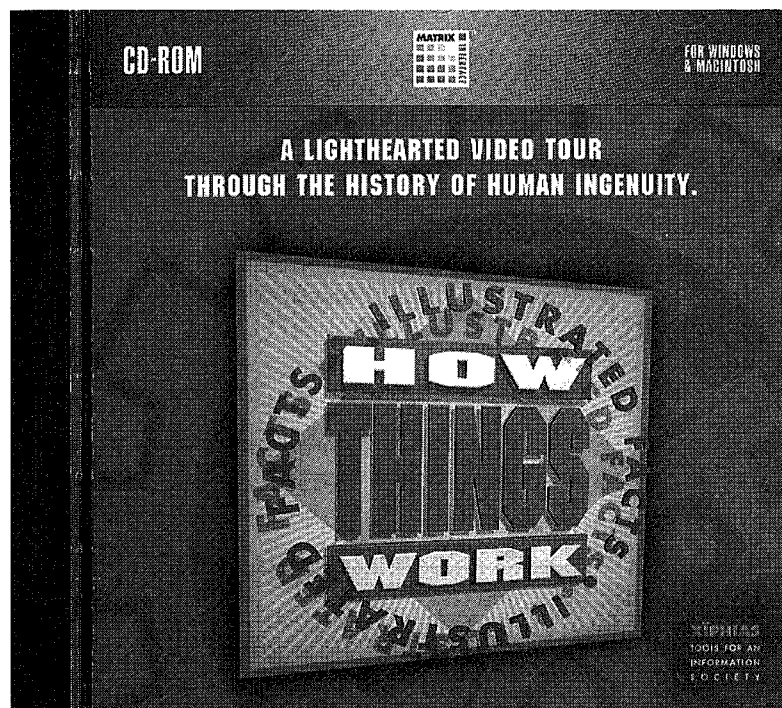
Navigability

Four methods are available to the user to navigate **How things work**. *Author* plays a number of cells in an order determined by the program's author and as such makes a good introduction. *POV* (point of view) allows the user to select a row of the matrix (or topic) and then plays from left to right through the topic, thus developing an historical perspective. *User* allows users to plot their own paths by clicking on cell icons in whatever sequence they choose. *Random* is simply that — a random path selected by the computer. Regardless of the method chosen, the user can skip cells or

○ downUNDER

Board of Studies, 1994.

This program is designed to support the Australian Geography Years 7-10 Syllabus. It promises to



return to the main menu to start again. These variations and options are clearly explained in both the user's notes and in the 'Demo' option on the program's first screen. A user can't, however, search on topics or terms in a conventional manner.

Overall evaluation

There are certainly light hearted moments in **How things work**, but the program has plenty of substance. The matrix interface may seem strange and even uncomfortable to some users at first, but it readily reveals itself to be intuitive and easy to use. First time users are well-advised to read the user's notes or play the demo; keeping the keyboard shortcuts from the

user's notes handy is also a good idea. Indeed, **How things work** is seductive; browsing is great fun!

A great strength of **How things work** is that it makes use of both visual and auditory learning modes. More creative teachers and learners will have a great time with this resource. At \$69.95, it's good value for money. N. Kallenberger

LEV: Upper primary
Lower secondary
Middle secondary
Upper secondary

AVAIL: \$69.95 Dataflow
Tel(02) 310 2020
Fax(02) 319 2676

KLA: HSIE; TAS; ST; S
SCIS 779829

'enthrall' anyone interested in the Australian landscape and its people with a vast range of images and discussion materi-

als. It also offers geographic skills exercises intended to assist teachers and students in the study of this syllabus.

[919.4]

Hardware requirements

Macintosh platform only is supported. Minimum requirements are a Macintosh LC or Colour Classic with at least 4 megabytes of RAM; a standard 256-colour-capable RGB monitor; a hard disk; System 7 and a CD-ROM drive.

Contents of package, installation

1 CD-ROM disk; 1 user's notes. The user's notes are brief and deal mainly with installation. Inexperienced Macintosh users may need the assistance of a more experienced user, particularly if using CD-ROM for the first time.

Included on the disk is a Study guide folder which, in addition to acknowledgments and reference information, contains all of the help information (ready to print) and all of the text and copyright-free images found in **downUNDER**. Text and images can be printed out using Aldus Pagemaker or other layout programs.

Installation is straight forward and presented no problems for even a rusty Macintosh user.

Curriculum relevance and scope

The program relates to the community and environmental aspects of the NSW Australian Geography Years 7-10 Syllabus, and presents not just information and images of all sorts but geographical skills exercises as well.

There are five main sections: 'Australian places and people' (subdivided into The changing

continent, The land in crisis, Places and people); 'Geographic skills' (including such topics as line and bar graphs, aerial photographs, choropleth maps, oblique photographs, video and Global Positioning System); and visits to three communities: Byron Bay (coastal), the Blue Mountains (mountain) and Mt Isa (semi-arid).

Presentation and style

downUNDER has a clean, clear look. Each topic is presented via a series of images. Each image is fleshed out by means of four icons: *Look*, *Link A*, *Link B* and *Key*. *Look* provides descriptive text of the image and 'teaches' the content or skill involved. *Look* also describes what will be seen in each link or key window. For example, the photograph of a bushfire in The land in crisis section is supplemented by descriptive text about bushfires and the role they play in land management; *Link A* provides footage from ABC TV broadcasts during the January 1994 bushfires; *Link B* is a photograph of an alpine scene; *Key* is a map of Australia with bushfire-prone areas coloured according to likelihood of fires. Balloons provide some information in some *Link* and *Key* windows. However, opening *Look* turns balloons off and the user must remember to turn them back on before proceeding.

Using **downUNDER** is not as rewarding as one first expects. The *Look* window is narrow and filled with text; scrolling through it is a frustrating experience. The window cov-

ers approximately half the image and thus may obscure much of what is being described or taught. Similarly, descriptions of the *Link* and *Key* images are only found under *Look*, but the *Look* window disappears when *Link* or *Key* is opened. The result can be a very frustrating, often meaningless wander through images, the relevance of which is not always clear. The alpine scene noted above is a case in point — the *Look* description connects the changing alpine environment with changes brought by fire, but the connection is not at all obvious unless the text, found in a separate window which can't be opened simultaneously, is closely read.

This design flaw means unlabelled maps, charts and graphs abound. Complex information, such as that explaining the Global Positioning System, can't be read at the same time that explanatory diagrams are viewed. The user is often asked to compare two or more images to develop complex concepts, but moving between them takes several seconds and involves moving past other, irrelevant images. Compared to this, flicking back and forth between pages in a book is preferable.

These frustrations limit the program's usefulness. Text can be printed out so that users read a print copy as they view images, but this reduces the program to little more than an electronic book, and increases paper usage yet again. The interactive capabilities of CD-ROM technology are woefully under-utilised.

Another area of concern is that the level at which information is pitched is not always clear. **downUNDER** is aimed at students in Years 7-10, but there is no clear indication as to how their varying stages of development are addressed in the design of the program. Samples of text reveal big differences in reading difficulty, often within the same paragraph; skill exercises exhibit similar disparities.

Teachers are given no indication of the level of each skill exercise. Should Year 7 students have all these skills? Or should the skills be taught sequentially over Years 7-10? If so, how should this be programmed? Perhaps even more importantly, skills are taught in isolation; the exciting opportunity to use the interactive capabilities of CD-ROM technology to integrate skills development with appropriate content and concepts is missing from **downUNDER**.

Some skill exercises seem to have missed the point altogether. The skills exercise labelled 'Video' offers nothing on the skills of acquiring and using information from a video; rather it focuses on the content of the particular video segment shown, in this case a look at the issues surrounding logging. The skills needed for effective use of this type of resource, such as detecting bias, for example, are not addressed at all.

The relevance of many of the questions asked in the text is dubious. In some instances they are impossible to answer. If intended as discussion starters, they are inappropriate

placed in text that students are likely to read on their own or with a small group. At the very least, questions intended as discussion points should be so labelled. Other questions, apparently designed to teach, are equally ineffective in wording or placement.

Accuracy and authority

Information appears to be accurate and authoritative. Some, such as the section on the January 1994 bushfires, is impressively recent. The appearance of an occasional spelling mistake is disappointing. It is unclear who assembled the information and compiled the program.

Navigability

Navigation is easy and rewarding as long as you want to go one way, that being the topic-based approach used by the designers (see list under **Scope**). If you wish to tackle issues which may be developed through more than one topic, such as sustainable development, mining, or Aboriginal land management, **downUNDER** offers no help at all. Indeed, access in any alternative way is blocked completely.

Even within a topic, navigation is restricted because movement is linear. There is no indication of how many images are presented in a particular topic, or what they are. The user simply moves forward or backward until reaching a 'no more images' message.

It was only by accident that one main menu option, 'The

big picture', was explored. It turned out to be a useful means of jumping from sub-topic to sub-topic, although it is not consistent in its application.

No provision for the insertion of bookmarks is made, nor is note making facilitated.

Help files are virtually the same regardless of the topic. Once again a relatively small window is filled with text, which can only be read by scrolling through the whole article. An index or hot keys would increase this information's usefulness. Balloon help (which must be turned on) tends to state the obvious, but is nonetheless useful for beginners.

Only help files or the Study guide folder contents (described above) can be printed.

Resources

Sound is of a high standard. Graphics, including video footage, photographs, maps, graphs and charts, are acceptable to high in standard. Quicktime video reproduction takes some getting used to, but again, is acceptable. Windows, especially for video footage, are not large.

Options for student use

Suggestions from the 'How to use this disc' section on how teachers and students can use **downUNDER** in the classroom are disappointing. The use of an LCD display panel and overhead projector or large screen monitor will facilitate whole class use; rotating groups will facilitate use of

downUNDER when only one computer is available in the classroom are representative of the common sense solutions offered.

Overall evaluation

downUNDER promises much but delivers disappointingly little. Interactive and multime-

dia capabilities are under-utilised; presentation flaws reduce the usefulness of what is undoubtedly relevant content. It is little more than a book assembled on disk rather than on paper. In short, the money spent on this could be more effectively spent on other types of Australian geography resources.

N. Kallenberger

LEV: Lower secondary
Middle secondary

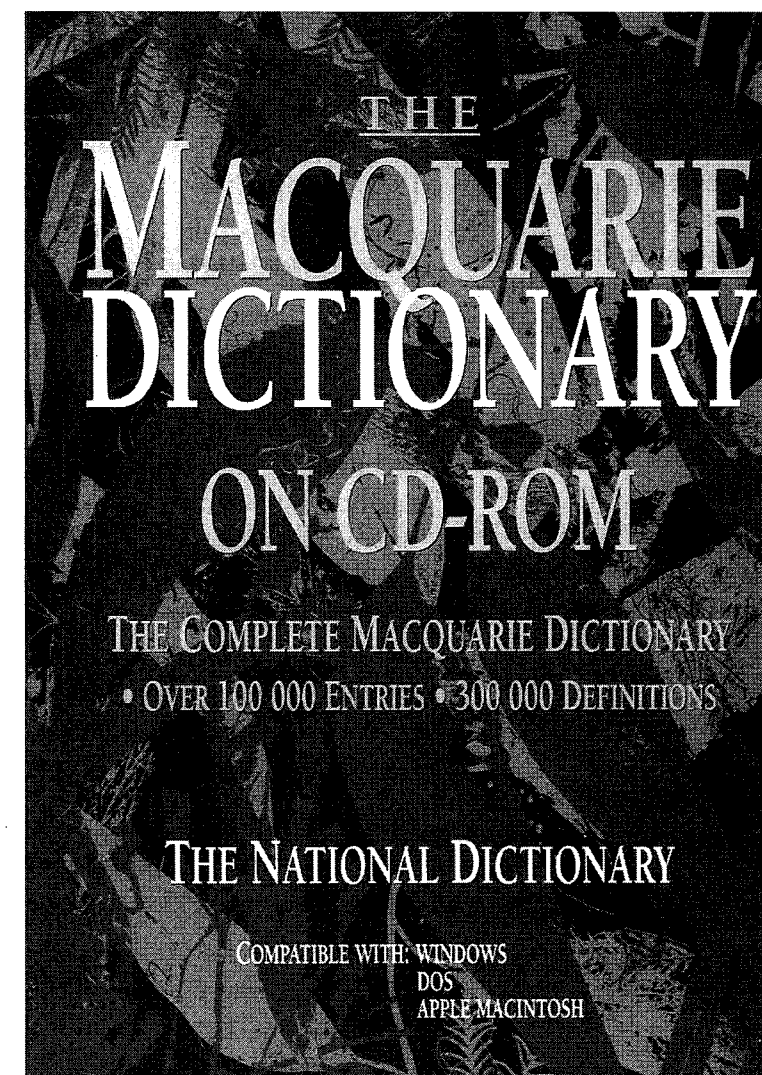
AVAIL: \$190.00 NSW schools, \$249.00 others, \$750.00 lab pack of 5 disks. Board of Studies NSW (02) 956 5202
Outside NSW contact Ashton Scholastic (043) 283 555

KLA: HSIE SCIS 786849

○ The Macquarie dictionary on CD-ROM : the national dictionary.

Macquarie University, 1993.

ISBN 094975773X [423]



The Macquarie dictionary is an indispensable resource in most school libraries, as indeed it is throughout the community, having achieved

standard reference status for Australian English.

The Macquarie dictionary on CD-ROM, an electronic version of the second edition of

the dictionary is a welcome addition to the range of publications now available from publisher Macquarie Library. With over 100,000 entries, 300,000 definitions and strong search capabilities, this is a powerful tool.

Hardware requirements

MS-DOS: Version 5.0 or greater; 500 Kb free memory; 1 Mb of free disk space; optional mouse.

Windows: Version 3.1 or higher; 4 Mb system memory; 1 Mb of free disk space.

Macintosh: System 6.0 or higher; 2 Mb internal memory; 1 Mb of free disk space.

Note that the one disk runs under all three platforms.

Network access

Network access is available upon registration with the publisher. They will assess each situation and determine additional charges. In the publisher's words, 'these will not be exorbitant'. This reviewer did not test the disk's performance on a network.

Contents of package, installation

1 CD-ROM disk; 1 set user's notes. The brief notes explain how to install the disk on the three platforms under which it runs; how to get started and some helpful ideas for using the resource.

Installation of the review copy on a Macintosh was straightforward and easy. The instructions assume some familiarity with Macintoshes.

Curriculum relevance

As a standard reference tool, this resource is relevant to all curriculum areas. Its Boolean searching capabilities may make it a useful tool for teaching some information skills.

Presentation

While *The Macquarie dictionary on CD-ROM* may first appear to lack the glitz and glamour of some CD-ROM software, it soon reveals itself to be a well-designed, sturdy workhorse. It will undoubtedly become a favourite with word-aholics but its ease of use will be appreciated by those less motivated.

Screen designs are clear and easy to read, and although the text is not large, good design and use of white space facilitate the user's movement through the dictionary.

Employing conventions such as double-clicking to open a window and pressing ESC or clicking the close box to go back make using the dictio-

nary easy for those familiar with the platform.

This CD-ROM does not have sound or graphics, nor does it offer a high degree of interactivity. However, these omissions are not a concern, given the nature and purpose of the dictionary.

Scope

As noted in the introduction, the dictionary contains more than 100,000 entries and 300,000 definitions. These can be searched on one or more fields: entry headwords, key words, definitions, word history and free text. Boolean connectors (*and*, *or* and *not*) can be used. Searches can be refined or extended. The dictionary also supports wildcard searches with question marks replacing the unknown letters in a word (crossword puzzle fanciers, take note!).

The possibilities are exciting. The user's notes give three good examples of how the dictionary can be used and a little exploration and trial and error will quite quickly yield satisfying results. The disk also contains background text from the print version of the dictionary, which is also searchable.

Unquestionably, this is a resource of the highest level of accuracy and authority.

Program controls

Although this is a sophisticated resource, it can be used at various levels. This means one can quite quickly and easily

use the dictionary for simply looking up definitions, but one can then quite readily move onto much more sophisticated activities. Help files are of a high quality, although they do require careful reading. Some frustration may be experienced by users trying to do too much too fast, without fully understanding the dictionary's capabilities and structures.

Search results, such as word lists and definitions, appear quickly and can be readily printed or saved. I found I could keep the dictionary open in the background while using Microsoft Word to write this review. Moving between the two was quick, handy and easy.

Overall evaluation

This is a powerful reference tool which makes excellent use of the search and storage capabilities offered by CD-ROM technology. Simple tasks are easily mastered, but like any powerful tool it will take some work on the user's part in order to make the most of its capabilities. Like its print predecessor, it seems destined to become a standard reference tool. N. Kallenberger

LEV: Upper primary Lower secondary Middle secondary Upper secondary Professional

AVAIL: \$199.00
SCSI Corporation
Tel: (02) 894 6033
Fax: (02) 894 6766

SCIS 781072 ■

IT resource centre launches the library into the next century

Connectivity in the library



Peter Tosh, teacher-librarian at Baulkham Hills High School reports on the planning process which culminated in the new multi-media network that has re-affirmed the library's position as the resource centre of the school.

We began our journey down the yellow brick road to a library computer network at Baulkham Hills High School in November 1992. Many hours of discussion with my dedicated committee of staff advisers eventuated in a bold plan to install a computer network. This network would link OASIS Library Enquiry, circulation and 'administration', with CD-ROM and a suite of computer software in the heart of the library.

Two reasons underpinned our approach. Firstly, our most fortunate asset was a newly extended library building that allowed room for the technology without sacrificing classroom space or existing library resources. Secondly, the committee all believed in the role of the library as the resource centre of the school and never lost sight of the 'whole school' objective for the proposed network.

Some may question the amount of time taken to plan this system; however the committee felt it necessary to investigate every possible type of system so we could be sure that the best solution available at the time could be implemented. A priority was to develop a system that was extremely easy to use and required little maintenance so that library staff should not be over burdened with calls for help and staff and students would want to use it.

OASIS meets a remote CD-ROM tower, educational software and communications facilities

A vendor was found who was prepared to invest resources to ensure the system would work as envisaged. PowerLAN Technologies promised and delivered a system that is user friendly, water tight in its security and easy to maintain.

The decision was made to install eleven MS-DOS based computers (ten for students and one for staff) all networked to a main fileserver using Novell 3.11. Additional to this, the existing OASIS fileserver was upgraded from ELS/2 to Advanced Netware to cater for the larger number of users and converted to a dedicated fileserver.

The main file server coordinates all the network file sharing, a CD-ROM tower and computer software. The CD tower is a particularly useful feature of the system. The tower provides access to eight different disks for all workstations at any time, and these are safely stored away from students. This reduces damage or loss of disks and demands on library staff to supply and load disks for each student on the network. The software ranges from general word processing, spreadsheet, database and desk top publishing to subject specific software such as a dietary analysis package purchased by two faculties from their text book allowance.

The OASIS server controls library search requests, circulation and all remaining administration functions of the OASIS Library module. Library Administration is password protected to ensure that only staff with knowledge of the

three levels of passwords are able to access this section of the software. This safety feature keeps students out of areas they have no need to access.

There have been a number of challenges that had to be solved before the full OASIS Library module was able to run on all of the workstations. The majority of these have related to issues such as memory allocation, security, drive specification, boot disk processes and tape backup compatibility. These have required customisation of the main file server and work stations by Department of School Education personnel so that the standard OASIS configuration remains unchanged.

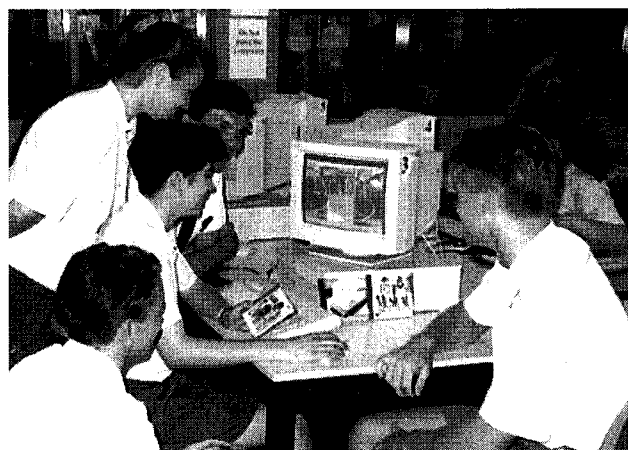
The system provides a solution that gives staff maximum freedom and minimum maintenance. When switched on, the workstations automatically login to the network, scan the hard disk for viruses and present the user with an easy to understand menu. Normal network requirements occur in the background, so the users are only required to focus on the task they have come to the computer to do - they don't have to know anything about how the system works.

Automation and simplification are the order of the day for such a system and the staff agree that this has been achieved by a system that meets both student and staff needs and which allows for future expandability and flexibility.

What effect has this network had on the library?

The network has concentrated some powerful research facilities e.g. OASIS search, CD based encyclopedias and specific software packages. Class use of the library has increased, as has independent student use. Library hours have been extended before and after school each day with a staff roster system for supervision to provide some relief for the library staff. Communications facilities have been added to allow the students access to vast quantities of current data as well as a dial-in facility so the network can be used from home after hours and throughout the holidays.

All this may sound like an administrative nightmare for the teacher-librarian. However, one of our priorities was a system that could not be fiddled with by students so that there are few problems requiring someone with detailed com-



Students at Baulkham Hills High School enjoy the new network.

puter knowledge to sort out.

The demand on the network has been such that we are currently expanding to fifteen workstations, and purchasing three other machines to dedicate to library research.

The longest and most difficult part of establishing this network was the initial research before deciding on the formula that would best satisfy our needs. We welcome enquiries from others in schools who are considering a similar path. Each school situation will demand a different solution to a similar problem, but a little help along the way is usually appreciated.

Note from Information Technology Directorate

The system's implementation was made easier by the efforts of staff members who undertook approved Novell System Manager training and the assistance of PowerLAN and Central Office personnel.

Schools wishing to implement a system similar to that operating at Baulkham Hills High School should consider carefully the school's example of developing a whole school plan, incorporating development, resource requirements and maintenance. ■

THE DEPARTMENT OF SCHOOL EDUCATION AND THE ABC

A joint project to access audio resources for teachers and students

While working in the Teachers in Business Program in 1993, Kristen Kripner from Lawson Primary School discovered that her host employer, the ABC, had a wealth of audio resources which would be invaluable to schools to support teaching and learning in each of the Key Learning Areas. Subsequently the Director-General, Dr Ken Boston and David Hill, the ABC's General Manager agreed to cooperate, through Radio National, to research the audio resources produced by the ABC and investigate ways schools can best access them. By March 1994 the Director-General had appointed Syd Smith to work with ABC Radio for one year at Ultimo.

Radio National broadcasts from over 212 stations Australia wide, over 40 of them located in NSW. The programs are highly relevant to the NSW curriculum, and senior syllabuses in particular are well supported by programs such as **The health report, Life matters, The science show, The business report, That's history, The search for meaning, Ockham's razor, The food program, Australia talks back and Encounter.** In addition, the ABC has a wealth of material in its archives going back 60 years, much of it being appropriate for both primary and secondary students.

Syd's major task is to identify the best resources to support NSW syllabuses, to link them with the most appropriate Key Learning Areas, to relate them to specific outcomes and to provide a short descriptor which will be included in catalogues for distribution to schools. At the same time he will work with SCIS staff, sharing his discoveries with them and ensuring there will be maximum dissemination of information about the materials obtained.

It should be emphasised that while visual images are often preferred by teachers in the classroom audio tapes have a role in students' learning. Like printed material, children can use recorded tapes as a private study tool. They can use them in a variety of places; in the car, on their Walkman or in small groups in the library or the classroom. Since children and adults learn in many different ways, listening is still a necessary and important personal skill to be fostered by schools.

There are two other bonuses to be gained from this project:

- The information produced by ABC programs is more likely to be current than many print materials.
- Teachers will find a wealth of resources to assist them in their own professional development.

Enquiries: Syd Smith

Chief Liaison Officer, ABC Radio
700 Harris Street, ULTIMO NSW 2007
Ph (02) 333 2841 Fax (02) 333 2501 ■

University of New South Wales
School of Information, Library
and Archive Studies

OASIS Courses

Introduction to Library Automation using OASIS

July 14 - August 11, 1994 (5:30pm - 8:30pm)
November 8 - December 6, 1994 (5:30pm - 8:30pm)

and

Advanced Library Automation using OASIS

April 21 - May 19, 1994 (5:30pm - 8:30pm)
October - November (to be scheduled)

These are held 3 hours a week over 5 weeks in one of our computer laboratories. Each course covers the theory of automated processes but the sessions are 80% hands-on practicums. For further details, please contact:

Maureen Henninger
Tel: (02) 697-3589 Fax: (02) 313-7092



A SAD TALE

The Auburn West Primary School card catalogue funeral

Jane Harris is teacher-librarian at Auburn West Primary School. She takes a light-hearted approach to computerising her library.

As automated circulation was about to start at our school, we felt that the old card catalogue should be ceremonially farewelled. The occasion called for a due reminder of its trusty service to generations of library users, and so a celebration was planned. The celebration was to:

- signal a new and better era, and
- probably more importantly, to let the staff know exactly what had been going on in the library over the past months (suspicion had been mounting: with all those computers, practically ANYTHING could have been going on!)

Thanks to musical, artistic, dramatic (lunatic?) talent on the staff, the event became a mini-production. Irrelevant and out-of-date catalogue cards were fashioned onto a top hat, and cards were pinned liberally onto a black tee-shirt and generally treated with disrespect. Funereal music, a darkened room, a lighted candle and a solemn procession introduced a very serious speech about the passing on of catalogue cards - ashes to ashes and disk to disk! All staff were then formally presented with their passports to a new life, laminated library cards, no less!

All staff then raised their voices in honour of this Great Leap Forward with a rousing song, to the tune of **Click go the shears** (see verse below) — then celebrated with cake.

Oasis rules, OK?

The teachers are all waiting for OASIS to begin,
Their cards are at the ready for the books to enter in.
Jane is all eager for the system to go well,
And thanks, long-suffering teachers, for support
Which has been swell!

CHORUS:

Beep goes the reader, beep, beep, beep (!)
Loud are the cheers of the students as they leap.
The new year will be buzzing, as we all
join in the fun —
Not ALL yet on computer, but it will
soon be done.
(Repeat chorus) (If you must!)

Frivolous and silly, I hear you say, but it gave us a chance to thank the many people who have helped us to get to this point.

We have been urged to hold Mark 2 (Version 2?) when the entire library is computerised. We still have a way to go! ■



The sad children of Auburn West Primary School. The card catalogue is gone but not forgotten!

WORTH WAITING FOR

OASIS Library Version 2

Commencing in mid-September, 1992, a trial was conducted to test OASIS Library Version 2 software and documentation and to identify hardware, training and support requirements. Twenty-six schools were involved (thirteen primary schools, thirteen high schools) in the four metropolitan regions. OASIS Library Version 2 was trialled in twelve of those sites. Training and direct support was provided by Management Information Services (as we were called at that time).

In July 1993, a further 71 sites were installed with OASIS across all ten regions; 33 of these sites were installed with OASIS Library. The installations were made in order to assist regions in their preparation for the full implementation of Version 2. These schools also operated as 'Lighthouse' sites, increasing awareness of the Version for other schools in their region. Training and support were provided by the Regional Information Technology Units.

*Paul Drayton
Senior Project Officer
Information Technology Directorate*

A round-up of responses from the second round of trial schools follows — from teacher-librarians Caryn Eliot (Winmalee High School); Jan Nash (Bligh Park Primary School) and Cecile Gibson (Clairgate Primary School) They stress the benefits to be gained from some initial training and on-going support from OASIS; support from Principals and administrative staff; report on some teething troubles (to a greater or lesser degree!) and are unanimous on the benefits of new features in OASIS Version 2.

Caryn Eliot reports:

All your dreams can come true when you've got Version 2 !

Winmalee High library has been using Version 2 since the beginning of Term 3 1993. There are aspects of the program which we have yet to explore but so far we have been very happy with the way it is working and with the enhancements.



One assistant and I received 1 1/2 days training to ensure that we would be up and running on the first day of term — it was worth spending a day of the holidays to ensure we learnt how to save and exit the program successfully. At this stage we are using a 386 files server with only 80 Mb of memory so saving properly to backup tapes and disks is essential. We use fifteen tapes in the three week cycle. I am planning to upgrade the files server to 245 Mb since we are already using more than 60 percent of our memory capacity.

By the end of the first week we were utilising the facility to do a timed tape backup and were elated to read the message the following morning that it had been successful. We find the weekly housekeeping takes longer because it is doing more and automatically rebuilds files; therefore the whole process of ensuring the files are accurate is actually faster.

The program permits a message to be placed on the enquiry terminals which can be changed as often as we like. Our message to date requests students to limit their search time to three min-

utes. We have several would-be hackers (as do all high schools) who don't like Version 2 so much because they can no longer reboot the system or in fact do anything except what they are supposed to do. We had to answer several questions in the first week such as 'What have you done to the system?' We had set the program to prevent jobs from being entered into the print queue indiscriminately. For a few weeks we were still having the problem of entries being placed by the use of the Print Screen key but now that we have learnt how to delete these unwanted entries it is no longer a problem.

There are several features in the Circulation and Data Entry modules which we also find a definite improvement. When a resource is overdue, belongs to a resource box, is reserved or needs to be renewed the bell varies in tone which is more attention getting. Books belonging to resource boxes are clearly identified. Changing the loan period for a group of items is simplified and there is the choice whether to make the change permanent or temporary. The only adjustment we have been required to make has been to identify the number of resources permitted within fiction and non fiction categories. This has in fact worked in the students' favour since they may now borrow more books at the one time. We have simplified the whole process by using the same password for each of the override functions (Overdue, Maximum Loans and Reserved Items).

The main improvement we have noted in the Data Entry section is the ability to edit errors within a section by pressing the Esc key. Another bonus is the ability to type more than the three letters for the author's name and subject heading which ensures a closer approximation to the correct place in the list without needing to use F for Find.

A further comment should be made about the manual. We have found it to be much more intelligible - although explanations about setting up printers could have been treated in more depth and some of the common operations could have been explained more fully. I do prefer the new manual without the intrusion of the tutorials. I have not commented on the report generation section of the program because I have not utilised this feature yet. Additionally, I have not yet investigated the

improvements in the accessioning of periodicals.

In conclusion, I have found Version 2 to be more 'robust' than Version 1 in its handling of files and in its improved protection of the system which has given us more confidence in using it.

Jan Nash tells us:

What could happen to you, when you get Version 2 !

Comments in bold type below originate from Paul Drayton, Senior Project Officer, Information Technology Directorate.

Bligh Park primary school was one of a group of schools chosen to trial OASIS Version 2. A group of administration and library personnel from these schools spent a miserable, wet Thursday of the holidays learning 'all about Version 2'. We discussed and set into place new security systems, talked about the printer, and back up systems which had to be changed from three tapes to fifteen in the parameters set down by OASIS so, feeling either confused or confident, we bundled up our machines and headed home.

I must admit, the first week was horrendous. It started with the first of many teachers who needed to borrow resources to start the new term off. 'Beep!' 'Not authorised loan.' 'Of course', I thought to myself. 'I have to set the due date for this term'. It should have been easy except for the fact that the settings for due date were in a different place in the OASIS menu. A quick dash around the menu looking for them while trying to stay calm, smiling sweetly while saying 'I'll be with you in a minute', 'Any minute now' etc. Finally a possible teacher-librarian's epitaph:

'Just put your name and barcodes on this piece of paper and I will wand them in later!'

As the pieces of paper and piles of books mounted up on the circulation desk, the manual didn't appear to help me. It's amazing how you can never find anything, when in a panic, not even with an index. Yes, the new manual has an index!



The next question asked was the whereabouts of a particular resource. You guessed it, that had moved from its place in the menu of Version 1 too. **(Handouts distributed at the training session could have helped Jan with this and other problems. These were Features of Version 2 and Menu changes.)**

The last, and what appeared to be my most frustrating problem was this most fantastic automatic timed back up. Having entered into the parameters that I wanted it to back up at 6 o'clock I couldn't understand why it wasn't happening. I started to worry about the fact that I was not doing any backups. Four days down the track I found out that I was expecting the machine to be much cleverer than it really was and I now know what to do.

The second week was much better. In fact on Wednesday, I rang up OASIS Support to point out that I hadn't rung up for two days. Success indeed!

But all that is past. Remember we are a Lighthouse school (something that someone neglected to tell me when first announcing that Bligh Park primary school was to be honoured with Version 2). Everyone was very new to this and even those in 'the know' had only just received their handbooks.

The finding of a resource, which had caused me such a worry on that first day is actually much easier. You no longer have to choose another option. When in Loan, you simply wand or type in Item and then type in Title. I personally would still like the option of Title or Barcode but the process is much easier.

The security system is greatly improved giving varying access to various people. I can give a very limited access to the people using the circulation computer which prevents them from inadvertently losing records (which happened to me when someone was trying to find their way around the different menus and pushed one key too many.)

The library monitors have their own limited password which they think is very important. They don't appear to have noticed that the majority of the screen is blanked out leaving them only a couple of options.

When editing data you are given the option of choosing which area you are editing e.g. Title,

Catalogue, Keywords etc. which makes the process quicker.

The machines make different sounds for various actions, e.g. overdue books, and so I am more aware of what might be happening at the circulation desk when I am involved with a class or whatever.

You no longer have to wand Finish between each borrower which speeds up the process.

The disadvantage is of course the expense. With Version 2 it is an advantage to have a dedicated fileserver. This usually requires the purchase of another machine. We were able to use one of our machines which had been serving as an enquiry terminal. Unfortunately the fileserver started to fail so we ended up having to buy a new one anyway. Be warned as this was just three years down the track. The light wand is also starting to fade after three years. **(This represents a reasonable operating period. Schools should plan towards the future systematic replacement of their OASIS equipment)**

I will finish by saying that I am thrilled to be working in a computerised library. There are times of frustration and even panic but when I think back to all those hours I spent trying to match cards and books, and the laborious task of stock taking, I can only think how lucky I am to have the OASIS system in the library.'

Finally, Cecile Gibson is on the way

Towards a painless recovery the Version 2 way!

Term 2 1993, Clairgate Primary School received word that we had been chosen to 'go on' to OASIS Version 2 in both the administration area and the library. We were both excited and nervous. Every school already on OASIS was eagerly awaiting Version 2, but remembering the pain of the original OASIS installation left us wondering what teething problems we might expect. I also feared that there may be a certain amount of jealousy from the other schools who were still left on Version 1. Happily this was far from the case. The transfer from Version 1 to Version 2 was relatively painless and the other teacher-librarians were happy to see our school convert across as they

felt they would then have a chance to see Version 2 in action. Additionally, the support we received, particularly from Gail Henley and John Dwyer in Regional Office was wonderful. They were as anxious as we were to see an easy transition.

On day one, term 3, our school booted up Version 2. With the office and the library making the transition at the same time we were able to support each other and quickly correct minor mistakes with very few calls to Regional Support. In our school it is such a relief that the office and the library work well together. People using OASIS need to be able to discuss the system with someone who understands. I have found that this can sometimes prevent constant phone calls to overworked support services. It is also helpful to have a clerical assistant who works with OASIS in both places. Three heads are definitely better than one.

Every school using Version 2 can probably see different advantages. It is not possible in a short article to list all the advantages, so I will concentrate on those I found immediately helpful.

Version 1 carried a number of annoying 'bugs', one of which was that given names were dropped off downloads of pupil information. Although a disk was made available to correct this it added an extra step to downloading new students from the office. This has been corrected in Version 2.

Our school also chose to enter skeletal records into General Resources, then download SCIS data into these records. Version 2 has made this data entry much easier by adding a screen Abbreviated Data Entry which automatically skips those fields unnecessary for skeletal records. This has cut our data entry time considerably.

In discussions in User Group meetings I also found that some schools were avoiding making use of Reservations in Circulation. Our school relied heavily on Reservations, but I must admit, we did have the occasional problem. This was mainly caused by the fact that we sometimes failed to note down reservation details that appeared on the screen when a book was returned. This is no longer a problem under Version 2 as that information is retained and can be recalled at any time. Additionally the information automatically appears on the Loans

screen when the person for whom the book was reserved next borrows, if the book has not already been sent to that person. If, for whatever reason (e.g. sickness) it is not convenient to give the book to the next person on the list, an override option exists. This will allow the book to be borrowed out by someone else without dropping the first person's name off the list.

Because Clairgate is a primary school it is also our policy to keep a borrowing record for each child. A quantitative record was available through Version 1 but Version 2 also lets us keep track of **what** books each child has borrowed. This gives us a much better indication of the child's reading ability. After all, the child in Year 3 who borrows a different picture book every day may have a much better quantitative record than the child who is reading novels, and so borrows less books. This can be confirmed by a look at the child's borrowing record.

All these advantages were good, but from a practical viewpoint Version 2 is a major improvement on Version 1 in one more important way in a busy library. Version 2 appears to have far fewer software crashes than Version 1 and Recovery is **automatic**. Because Version 2 carries out more constant system checks than Version 1 a crash does not often mean that a Recovery is necessary. Rebooting the workstations is mostly sufficient. On the occasions when a Recovery is necessary I have found that this can be done in approximately five to ten minutes, with minimum disruption to a lesson. The reason for this is that Version 2 backs up to hard disk. If it signals that a Recovery is necessary it then asks if I wish to do an Automatic Recovery. I merely type in 'A' for Automatic and it does the rest. **There is nothing else the System Administrator has to do.** There is no need to sit by the backup terminal feeding in disks. I can carry on the lesson while the system sorts itself out. The advantages to the teacher-librarian and the students and staff using the library are enormous. Downtime is drastically reduced.

Computerisation in our school is a way of life. To go back to Version 1 would be awkward, to go back to a manual system impossibly archaic. Computerisation is not easy but the rewards to staff and students are well worth the effort. Of course, we did have an advantage over many

schools, we had full support from the Principal (who is very aware of all aspects of OASIS in both administration and the library), the office clerical assistants and regional office. A support network is essential in order to retain a sense of proportion. Of course, at all time the students were very eager to make the most of the advantages of a computerised library. All children, from Kindergarten to Year 6 use the Enquiry Terminals. Even the majority of teachers are able to borrow and return their own classes books. In our school computerisation is a team effort. ■

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OASIS Library Version 2

Preparing for library networks

Ian Bulluss is a Senior Project Officer with Information Technology Directorate. He is both a qualified classroom teacher and Novell trained technician who has been involved with the development and implementation of OASIS since 1987.

With the pending release of OASIS Version 2, many schools have been asking how they may optimise their current network system.

Most OASIS Library file servers will need some upgrading to run OASIS Version 2. Information Technology Directorate will provide in most cases extra memory, 16 BIT network cards and new networking software (Netware 2.2) as standard.

A Netware 2.2 file server has the ability to be installed in either 'dedicated' or 'non-dedicated' mode. Where a file server's sole purpose is the running of the network and peripherals

(e.g. printer), it is said to be in dedicated mode. If the file server can be used as a workstation it is said to be in non-dedicated mode. All OASIS Version 2 file servers will be installed as dedicated systems, but with the ability to operate in non-dedicated mode through the use of a Version 2 file server boot disk. A dedicated file server has the ability of enhancing the OASIS network between 10 and 18 per cent over that of a non-dedicated file server.

All existing workstations on an OASIS Version 1 network will function with Version 2. Schools may wish to consider their current worksta-

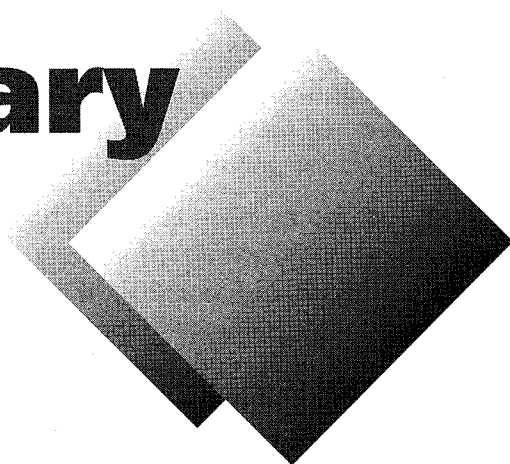
tions with a view towards simultaneously upgrading those older systems in order to take account of modern technology. Where a school wishes to commence using a dedicated fileserv-er it may need to look at purchasing an addi-tional workstation to provide operators with the same level of access to the system.

Other items that a school might like to consider include a larger capacity hard drive in library file servers, colour monitors, faster system boards, differing cabling topologies, and laser printers. Some schools have already imple-mented such upgrades in order to take advan-

tage of CD-ROM technology and across school resource sharing.

With OASIS Version 2, schools will be able to install selected third party software on their file-server as required e.g. SCIS Recon, Windows, WordPerfect etc. However, the installation and operation of any thirdparty software will be limited by the type of software to be used, the server's available disk capacity, the number of permissible directory entries as established at the time of initial installation and most impor-tantly the workstations' configuration. ■

OASIS Library Version 2 has arrived



June Bailey, Normanhurst Boys High School and Paul Drayton, Information Technology Directorate, give us more good news about OASIS Library, Version 2.

When you complete your Version 2 train-ing you will be anxious to try all the new options. As you return home you will realise that there are a number of issues to think through and make decisions about so that you can gain the greatest benefit from the new pro-gram.

It is a good idea to familiarise yourself with some of the documents you would have received at your training such as **OASIS Library Version 2 menu changes** and **OASIS Library Version 2 security levels**.

Also provided as part of the installation of OASIS Library Version 2 is a new set of manu-als. Each library system will receive **OASIS Library reference manual Volumes 1 and 2**, **OASIS Library tutorial manual**, **Report Generator reference manual** and **Report gen-erator tutorial manual**. In addition each school is provided one copy of **Introducing OASIS**

(which includes *OASIS Library prep*) and the **OASIS system maintenance manual**.

Work practice suggestions which supplement the **OASIS Library reference manual** will be distributed through the Regional Information and Technology Units and some will be incor-porated in articles about OASIS Library which will be published in **Scan**.

Read through *OASIS Library prep* (Section 6 of **Introducing OASIS**) and arrange for you and your staff to work through the tutorials before trying the new options Version 2 provides.

The **Report generator library sample reports** document should also be examined as there are a number of reports which have been specifically created to fulfil requests from teacher-librarians.

Remember to try new processes and ideas in Palm Tree Central. Not only does the limited

data in the tutorial make it quicker to try them, but also, nothing done here will affect your data. The tutorial data can also be restored to the origi-nal ready for the next time you need to use it.

Following are some issues to consider, and new options to explore, as you embark on your use of OASIS Library Version 2.

System Security

With the extended security options, changes and additions can be made to the operators and their security. Your security levels as teacher-librarian and library system administrator need to be changed. School assistants working in the library will also need their security levels altered.

For guidelines in making these changes consult the document **OASIS Library Version 2 secu-rity levels**. Think carefully about the security you give all staff working in the library. It may be that you would like one to have access to more options than another depending on the type of tasks they do.

Add one or two operators with the security for student assistants. The passwords for these can be used when student helpers are operating the circulation module. This will limit them to the menu options Loans, Returns and Reservations. If you use students to help add data in General Resources add an operator with the security specially designed for this.

Parent helpers adding data, or helping with cir-culation, can also be entered as separate opera-tors with the limited security levels listed in the above mentioned document.

System Maintenance

Your trainer will have taken you through System Parameters on the Management Menu and you have probably written down most of what you want to change in this option. However, the **OASIS Library reference manu-al** explains the scope of each parameter so con-sult the appropriate section of the manual and any Work Practice documents you may have received thus far.

One of the first decisions to be made is whether you are going to use the timed backup facility of OASIS to backup data outside normal school

hours. This is only available to libraries which have tape backup units so if you don't have a unit on your system it may be time to start thinking seriously about budgeting for one.

At least once every three weeks you should also do a duplicate tape backup to be kept off site. If you normally do a timed backup during the night then a duplicate can be made by doing an additional backup the following morning before using the system. Nominate the colour set you use as a <S>pecial backup.

Circulation

Among the many new features in the Circulation module is the ability to globally change borrower loan categories, thus making it easy to take full advantage of the greater flex-ibility now available.

Those users of Version 1 will notice that bor-rower category and Loan Category have been replaced by Borrower Loan Category and Resource Loan Category respectively. The links between these two categories are now made within the menu option Borrower Loan Category.

The creation of resource loan categories and borrower loan categories and the linking of the two within Borrower Loan Category must be done before circulation can proceed. A master due date for each borrower category must also be entered. (Note: The calendar must be gener-ated before this can be done.)

As B2/I4 Set Borrower Loan Category enables you to change borrower loan categories global-ly it is not a time consuming exercise to com-pletely change the categories you have been using to try something new. It would be simple to change back to the old ones if you find the new categories aren't as useful as you had hoped.

In Palm Tree Central a basic set of borrower loan categories has been used as examples but this is not meant to be prescriptive. Central schools may wish to give their primary and sec-ondary students different categories. High schools may wish to allow senior students to access more resource loan categories than junior students. Some teacher-librarians give each scholastic year a separate loan category and oth-ers use only one or two categories for students.

A method of limiting particular resources to one scholastic year for a short period will be outlined in Work Practice information which will be disseminated through regions. If resources on popular assignment topics are limited, it is worth considering the permanent use of a separate borrower loan category for each scholastic year.

The new arrangement of resource loan categories will also need to be set up and this is a good time to decide on any changes you may wish to make. These can also be changed globally.

If you want to use the Maximum Fiction Loans facility it is necessary to create a separate fiction resource loan category. This category must also be entered into System Parameters in the *Default Fiction Loan Category* field so that any resource to which you give a fiction classification is automatically allocated this fiction loan category.

The screen saver in Loans will cause some comment amongst student assistants and everyone will love the ability to wand the next borrower's barcode without having to press <Esc> first. Don't forget to check your Work Practices document for uses for the ITEM command and your **Library reference manual** for more information on the use of some of the other new features.

Having Loans by Return Date on the second page of Circulation menu instead of in Reports and Utilities is much more convenient and the fact that it can be produced in date or borrower order is a great improvement.

Loan History

Many teacher-librarians will welcome the addition of the Borrower and Title Loan History facility. Remember that this will only start when the System Parameter *Record Loan History* is set to Y. A parameter was provided to allow each school to decide whether this information would be recorded. The use of this facility raises privacy issues. Schools should determine a policy on whether it should be used, to whom the information on borrowers should be given and when information should be purged.

The Title Loan History records the date the item is returned and the name of the borrower returning it. This could be helpful when there is

some question as to whether or not a particular item was returned by a borrower and on what date it was returned. However, if left for too long a large file could build up and this will slow up your system, especially when Weekly Housekeeping is run.

Accession Numbers

One new utility which has been eagerly anticipated is Fix Accession Numbers. All those old accession numbers which did not have six digits can now have the required number of leading zeros added globally with the Fix Accession Numbers option on the Reports and Utilities screen. However, this option is not for all systems. If your system has accession numbers which contain a comma or a slash, e.g. 5,002 or 301/92, **DO NOT USE** this option. Running this option with such numbers results in all digits after the comma or slash being deleted. Thus, for example, your accession numbers could include a thousand 000005's or several 000301's. Before running this utility, check the accession numbers you have already entered in OASIS and consult your work practice information.

Library Management

Abbreviated Entry in General Resources can be used to enter abbreviated cataloguing details for an item, thus making it available for circulation while awaiting the machine readable cataloguing information from SCIS. The program now matches abbreviated entries to SCIS records on SCIS number and ISBN. However there must be an exact match between the ISBN and title of the abbreviated entry and the ISBN and title of the SCIS record.

Data Validation must be run after each SCIS download to determine which items have been matched and whether there are any discrepancies, such as double entries, perhaps caused by a difference in the title due to a spelling mistake or by SCIS using a fuller title. Consult *OASIS Library prep* for more information and work flow charts for using this option.

Previously, when more than twenty locations were used in the Location Authority file the description of any location past the twentieth would not appear in Enquiry. The capacity of this file has been expanded so that you may put in as many locations as you wish. If you have

locations with full stops between letters add them without the full stops and globally change from the old to the new before removing the old ones and banishing the full stops forever.

Another place where full stops are no longer needed is in Review Notes. It is now possible to join two words in the notes, so that they will appear in Keywords together, by moving the cursor back to the space between them and tagging the space.

When accessing lookup tables for authors and subjects you can now type the term in full instead of just the first three letters. This makes adding new entries quicker, and helps when there are many entries with the same first three letters.

The facility is especially useful when adding an author with a two letter surname. If you type the surname and leave a space you will not be offered the <A>dd option, and if you put a comma after the surname you will have a comma in the author code and a zero in the Suffix field. Instead, type the surname, leave a space and type the first name. When you have selected the <A>dd option, arrow back, and insert the comma before pressing <Enter>. This will give the correct author code and suffix.

Acquisitions

For those who have not been using Acquisitions this is a good time to start. The new **OASIS Library reference manual**, the Acquisitions Tutorial and the Work Practice information will show you how to make this module a very useful tool for ordering and receiving resources and for keeping an account of your spending.

The sample dissections included in Palm Tree Central reflect, as closely as possible, the Chart of Accounts, which schools have implemented with the Finance module. These dissections can be used as a guide. Only use dissections that you need for your school.

When receiving resources in Acquisitions it is now possible to add all bibliographic details at this point and it is no longer necessary to transfer to General Resources to complete the entry.

Two new options in this module will make your budgeting and bookkeeping easier. One of these is Non Book Expenses. This option will record

against your budget expenditure non - resource items (such as repair materials, stationary, blank videos, postage, etc) which have not been ordered through Acquisitions. Consult your Work Practice information about the use of the Non Book Expenses option before using it.

The Resource by Dissection report will itemise everything that has been purchased for all, or selected, dissections over any selected period. You will now be able to produce this list to show staff members how their allocation in the library budget has been spent.

When receiving resources OASIS now calculates the cost of each copy by automatically subtracting whatever discount you enter when calling up the order. Some teacher-librarians prefer to have the pre-discount price in the copy details. Do not leave the discount field blank or change the price in the Receive option as this will effect the budget and your invoices and budget won't balance. If you wish to make a change to the price do so in General Resources as it won't effect the budget when changed there.

If you wish to receive a set of encyclopaedias as one item, transfer the correct cost to the Spent column of the budget, and give the barcode to the first volume, move to General Resources and add the other volumes as extra <C>opies with separate barcodes. Don't enter a price or Supplier as the Resources by Dissection report will not balance with the Budget.

Periodicals

Many teacher-librarians have not yet used the Periodicals module. The new version has been significantly changed and will prove much more useful. Work through the Tutorial, read the **OASIS Library reference manual** and Work Practice information then make a start.

There are two important things to remember about using the Periodicals module. Enter subscription information about new periodicals into the Periodicals module first, putting a Y in the *Standing Order* field, so that the title will automatically appear in the Wish List for ordering the subscription. Also remember that receiving issues in this module does not affect the budget.

When Periodicals are ordered a cheque is usu-

ally sent with the subscription. To do this the normal ordering procedure is followed to add the cost of the subscription to the Committed column of the budget. To move the cost to the Spent column you should immediately indicate that the periodical has been received in the

Receive option. As each issue arrives it is received in the Periodicals Receive option. OASIS automatically calculates the cost of each issue and adds it to the Cost field but this does not effect the budget. ■

HealthEd!

The Health Education Unit database

Looking for resources to support the new Personal Development, Health and Physical Education K-12 curriculums? Now you can access the database of the Health Education Unit Library.

The Health Education Unit and library is situated on the main campus of the University of Sydney, and is funded chiefly by the NSW Drug and Alcohol Directorate. It was established in 1979 as an education and resource centre with a major focus on preventive drug education. As well as the library, the unit produces resources and provides consultation and training to teachers, drug/health educators, parents and others interested in the area of drug education.

Resources cover Australian and overseas primary and secondary teaching programs, material on HIV/AIDS, personal development, life skills, the concept of the health promoting school, community health, program planning and evaluation, communication and parenting. Physical education, movement and dance, however, are not covered as the unit's library does not collect in this area.

All material in the Health Education Library is listed in a database containing references to over 6,500 items covering the area of health and drug education.

You can dial-in to the database via your modem and PC. A one year subscription is \$40 and the unit will supply a search kit containing a listing of index terms, a 'how-to-search' guide, connection guide, and library and unit information. (Normal telephone call costs apply but there are no on-line charges after registration).

The database is more than a basic catalogue. It features free text searching, Boolean operators, in-depth subject cataloguing and supplier's address for many resources. Selected items are available on personal loan or inter-library loan for remote libraries. Alternatively, you can use the supplier's address details to obtain your own copy.

Anyone is welcome to use the facilities of the Health Education Unit Library which is independent of the University of Sydney library. Staff welcome onsite users and you can visit or write to the library at:

Health Education Unit Library
Faculty of Education
Building A35, #328

UNIVERSITY OF SYDNEY NSW 2006

For further information regarding dialling-in to the **HealthEd Database**, please contact:

Jane Ashfield, Network Librarian
Ph: (02) 660 8341 (phone and fax combined). ■

IN REVIEW

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

Classification given in Scan for non-fiction material is the 12th Abridged Dewey although when ordering SCIS cataloguing records, the 12th or 20th may be specified. Many more reviews than we publish in Scan go onto the SCIS Database (as do the reviews from other states). Becoming an online user gives instant access to all reviews and special subsets.

Picture books

Picture books are arranged alphabetically by author.

AHLBERG, Janet and AHLBERG, Allen **It was a dark and stormy night.** Viking, 1993

ISBN 0670846201

'I'm bored — tell us a story!' orders the chief of the brigands. So eight-year-old Antonio, captured and carried off to their secret cave, obliges. By the time the story is told, the stormy night has passed and the brigands have been outwitted. Antonio's story involves such elements of classic tales as heroic acts, pirates, castles and feasts, assembled in the inimitable style of Allan Ahlberg. As ever, Janet Ahlberg's illustrations abound with detail, humour and an accessibility which makes them most appealing. In large picture book style format, this is a long tale, told with verve and energy. J. Buckley

LEV: Lower primary Middle primary
Upper primary

AVAIL: \$19.95 SCIS 772112

ANDERSEN, Hans Christian and MACKINTOSH, David **The emperor's new clothes.** Jam Roll, 1993

ISBN 1875491155

The delicious satire of Hans Christian Andersen's classic tale is wonderfully captured in this picture book. David Mackintosh uses sophisticated and witty colour illustrations which flow across each double page. Using pen, ink, watercolour and pencil, he conveys a suitably vain young emperor with his insecure officials. The text is retold by Robyn Sheahan, accompanied by historical notes on Andersen and possible influences on his work. She receives minimal recognition in the publication. However her contribution provides a context and a carefully written version of the original, from which Mackintosh's illustrations leap. A stylish version of an enduring tale. J. Buckley

LEV: Lower primary Middle primary
Upper primary

AVAIL: \$18.95 SCIS 769535

BORN ANDERSEN, Karen and BORN, Flint **An alphabet in five acts.** Dial, 1993

ISBN 0803714408

[421]

An unusual presentation of the alphabet, with no clear target audience, is compiled in this picture book. Five zany sentences which begin with each alphabet letter are given meaning by the accompanying humorous illustrations to create five brief vignettes. An author's note describes the fun of creating alphabet sentences and perhaps its usefulness could lie in word game activities for language development. The most unusual feature is the hand coloured photo collage illustrations which have been lit to cast shadows and create a three dimensional effect. In a word — unusual! J. Anderson

LEV: Lower primary Middle primary

AVAIL: \$16.95 SCIS 774079

CAMERON, Alice and JONES, Carol **The cat sat on the mat.** Angus & Robertson, 1993

ISBN 0207177317

A clever idea based on the old phonic standby. The cat, sitting on the door mat, welcomes Mum and the child back from shopping then proceeds to indulge in attention-seeking behaviour, sitting on the car, on the shopping, on the paper — anywhere that it can achieve maximum disruption and attention. It finally ends up being put out for the night, back to sitting on the mat. Illustrations are finely detailed and crafted with a peep-hole for predicting where next the cat will sit. A cumulative picture list is built up as each new place is revealed; the final page adding text to retell the entire sequence. B. Richardson

LEV: Preschool Lower primary

AVAIL: \$18.95 SCIS 762345

EVAL: Highly recommended

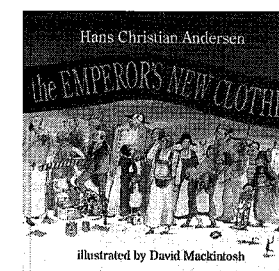
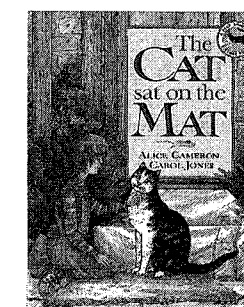
DUMBLETON, Mike and HOBBS, Leigh **Mr Knuckles.** Allen & Unwin, 1993 (A Little ark book)

ISBN 1863735844

Here is a picture book of great fun. It explores the comic possibilities which arise between oblivious, disbelieving parents and their daughter as she attempts to describe her new teacher, who is a gorilla. Tracy goes to some length to explain, even taking photographs of the delightful ways Mr Knuckles approaches the curriculum. The glorious romp of the story was let down, however, by a predictable ending. Fun abounds also in the wonderfully informal illustrations by Leigh Hobbs. Watercolour and cartoon style drawing deliver action and excitement on every page. The publishers consider this 'a hoot of a book', and I agree. J. Buckley

LEV: Lower primary Middle primary
Upper primary

AVAIL: \$17.95 SCIS 770089





GLEESON, Libby and GREDER, Armin Sleep time. Ashton Scholastic, 1993
ISBN 1863880399

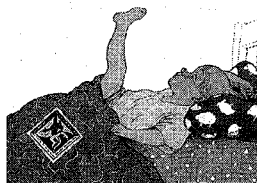
A little girl is put to bed rather early by a Mum who has 'had a very hard day'. She amuses herself playing in bed, then climbs out and tries unsuccessfully to persuade various toys and pets to have her sleep for her. Teddy finally growls his acceptance, and together they return to bed and fall asleep. The beloved objects of a child's room and the unselfconscious movements and games of childhood are captured warmly in the soft uncluttered pictures. As with many of this author's works, the familiar events belie the story's skilful telling. M. Lobban

LEV: Preschool
AVAIL: \$18.95

SCIS 765486

Sleep Time

Libby Gleeson Armin Greder



GRAHAM, Bob Spirit of hope. Lothian, 1993
ISBN 0850915600

The Fairweather home, set in the docklands, is a loving caring island where the sun always shines. That is, until the family is informed that their house must go to make room for a factory. Mum, however, solves the problem with an ingenious idea inspired by little Mary's toy house. Text is enriched by illustrations which, despite a wealth of small detail, remain remarkably uncluttered. Pictures depicting the daily life of the family glow with affection, warmth and humour, providing good contrast with the grey tones of the industrial landscape which surrounds their home. Another 'feel-good' offering from this skilful picture book creator. B. Richardson

LEV: Preschool Lower primary Middle primary
Upper primary
AVAIL: \$18.95

SCIS 765016

GRAY, Christine and FOSTER, Teresa The King of Spain's daughter. Penguin, 1993 (Blackie children's)

ISBN 0216932149

Based on the traditional nursery rhyme the story is re-enacted in a modern setting in this picture book. The King of Spain and his entourage dressed in medieval attire visit a young boy's small suburban home to look at his nut tree. The king's daughter joins in all his activities and then as quickly as she came she disappears with all the courtiers leaving him a wonderful present. The minimal text is complemented and given a new dimension by wonderfully detailed illustrations. These full page colour illustrations which enhance the appeal of the simple text are charming and gently amusing. J. Anderson

LEV: Lower primary
AVAIL: \$18.95

SCIS 770090

LEBKOWSKI, Sylvia and LACY, Robert I've been to Africa. Childers, 1993

ISBN 0949130567

A young boy visits Africa in his play. He sights a rhino, giraffes, zebras, elephants and parrot, but does not see the snake that frightens the monkeys nor the crocodile

lurking in the waters. He traps a beautiful butterfly before being frightened home by a lion. This storyline is carried in text that unfortunately fails to excite the reader: the language is somewhat stilted, the authorial voice overly intruding into the boy's narrative. Illustrations are bright, colourful and clear, and space is used well, but, with the exception of a few, they too lack the quality of magic which sets apart the outstanding from the ordinary. B. Richardson

LEV: Preschool Lower primary
AVAIL: \$18.95

SCIS 767666

MAHY, Margaret and CHAMBERLAIN, Margaret A busy day for a good grandmother. Hamilton, 1993

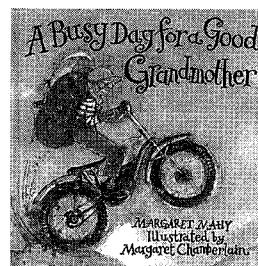
ISBN 0241134099

Mrs Oberon is no ordinary grandmother. After a desperate call for help from her son, she dons her bike helmet, fills her backpack with the necessary items and speeds off to soothe her teething grandson. Using trail bike, raft, Piper Cherokee plane and skateboard, she encounters some hilarious adventures on the way and saves the day with her amazing cock-a-hoop honey cake. A warm, humorous picture book which provides an excellent stimulus for looking at stereotypes. J. Anderson

LEV: Lower primary Middle primary

AVAIL: \$18.95

SCIS 769768



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

ISBN 0947241434

[421.1]

Each letter of the alphabet is used to highlight an animal in danger of extinction with a stirring introduction to the topic by Patricia Mullins. Although the text is minimal, scientific names are provided and the book has a much wider application than as a simple alphabet book. Some animals will not be familiar to younger students but the book provides a strong stimulus for discussions on the problem of endangered animals. The soft muted illustrations using the unusual torn-tissue collage technique provide a sensitive backdrop to the plight of these animals. J. Anderson

LEV: Lower primary Middle primary

AVAIL: \$18.95

SCIS 773520

RIDDLE, Tohy Arnold Z Jones could really play the trumpet. Hodder & Stoughton, 1993

ISBN 034058467X

Arnold nearly drives his parents crazy with his trumpet playing. They worry about his future. What will become of him? Their immense joy when he gives up the trumpet soon evaporates when they discover he's replaced it with drums! His next fad, digging for treasure, is pure relief, but now life's just too quiet. What is he doing with that chemistry set behind closed doors? This humorous (and very familiar) story is carried in a simple text and appeal-

ing full-colour pictures, clearly set against a white background. Fun to share. B. Richardson

LEV: Preschool Lower primary

AVAIL: \$17.95

SCIS 769422

TRIVIZAS Eugene and OXENBURY, Helen The three little wolves and the big bad pig.

Heinemann, 1993

ISBN 0434960500

The tables are turned in this delightful variation of the classic tale. The pig is awesome, truly big and bad with a mean glint in his eye. He resorts to using a sledge hammer, a jack hammer and dynamite to violate the extremely sturdy houses built by the sweet young wolves. The cycle of high security building culminates in an armour plated residence with video entrance phone. The story's conclusion is inventive. In fairy tale tradition, things do work out happily ever after. Helen Oxenbury's magical colour illustrations interact beautifully with the text. They add humour and depth to this accomplished picture book. J. Buckley

LEV: Preschool Lower primary Middle primary
Upper primary

AVAIL: \$19.95

SCIS 762135

EVAL: Highly recommended

WILD, Margaret and HARRIS, Wayne Going home. Ashton Scholastic, 1993

ISBN 0868969451

You'd never find Hugo whining that he's bored; even in hospital when there isn't much else to do except look out the window, he can amuse himself. Certainly he is lucky enough to have the stimulation of a zoo next door and when he stares at the various animals, they take him off to their homelands. Next day when the retelling of his exploits elicits gasps of envy from his sister, this inventive child makes her masks, models etc of the respective animal. As he departs he even inspires the other children to play his game. Though not especially innovative or stimulating this is a pleasant picture book attractively illustrated and presented. F. Gardiner

LEV: Preschool Lower primary

AVAIL: \$18.95

SCIS 767664

WILD, Margaret and VIVAS, Julie Our granny. Omnibus, 1993

ISBN 1862910189

This is a crowd pleasing picture book, especially in the 1994 International Year of the Family. The granny of Wild's simple tale is an appealing character — 'wobbly bottom', marching at demonstrations and full of kisses for the grandchildren with whom she lives. Other grannies are considered in comparison, and most children



Margaret Wild

Julie Vivas

will find one that appeals or may be similar to their own. Vivas' trademark watercolour illustrations introduce a passing parade of baggy underpants, bowls, and baby-wetters. Perfect for any unit on the family. M. Williams

LEV: Lower primary Middle primary

AVAIL: \$18.95

SCIS 765444

Fiction for younger readers

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

BRAITHWAITE, Althea Tom takes tea and Tom the hero. Pan Macmillan Children's, 1993 (Flippers)

ISBN 0333586077

Tom, a rather large loping dog of uncertain breeding, stars in the two humorous stories contained, back to back, in this easily held and read volume. Each story is told in simple language from Tom's point of view. Thought and speech balloons and lively black and white illustrations by Rob McCraig break up the text. Although not great literature, any child who has owned a dog from puppy days will readily relate to these two short stories while non-pet owners should also enjoy the fun. A good choice for beginning or reluctant readers, young and old, as the subject matter crosses age boundaries. B. Richardson

LEV: Lower primary Middle primary

AVAIL: \$12.95

SCIS 761580

BRUMPTON, Keith The four-legged sheriff. Simon & Schuster, 1993 (Simon & Schuster Young)

ISBN 0750013583

When the real sheriff flees town because of the impending attack by the Dirty Rotten Lowdown Gang, his horse Trigger has to take over with the help of little Rick Shaw and his friend Broken Feather. Told in a series of very short chapters using colloquial language and with the aid of numerous cartoon-like, captioned illustrations (reminiscent of Roland Harvey) this is a perfect little book for students who are showing the desire to read books for themselves. Both text and illustrations overflow with corny jokes which will amuse seven year olds mightily. F. Gardiner

LEV: Lower primary Middle primary

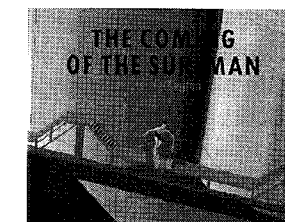
AVAIL: Paper \$ 7.95

SCIS 757476

COLLINGTON, Peter The coming of the Surfman. Cape, 1993

ISBN 0224036319

The arrival of the Surfman, and his establishment of a mechanical surf in a high density, inner-city suburb, results in a temporary truce and life style change for two warring inner-city gangs. A day-long break down in the machine, however, has unhappy consequences. The story is told by an outsider who is enlisted by the Surfman to assist with break downs. Too late he learns an important lesson about listening and learning. Longer





than usual text on each left hand page is complemented with a striking full page illustration on the right. Colour is used to interesting effect in the predominantly grey, bleak landscape which echoes the messages in the story. B. Richardson

LEV: Middle primary Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 771409

CROSER, Josephine Letters to Leah. Martin International, 1993 (Junior novels)
ISBN 1863740597

Tessa's letters to Leah reveal her loneliness. She is going to school without her best friend. Tessa confides in Leah as she reflects on the events of a busy school day. The unwitting revelation of her passage through grief is the main focus of this short novel. The technique of using letters as the narrative allows for immediate understanding of the character. The novel builds to an expected conclusion, which is sensitively handled. Understanding of the concerns of young people is a strength of this well presented story. J. Buckley

LEV: Upper primary
AVAIL: Paper \$6.95 SCIS 768175

DAHL, Roald The Giraffe and the Pelly and me. Penguin, 1993 (A young Puffin/Story book)
ISBN 0140365273

This well-loved story loses none of its appeal through the changed format to a paperback novel. The colourful characters, zany humour and clever rhymes are enhanced by new black and white illustrations by Quentin Blake. Although only short, it requires competency in reading to fully appreciate its language and satirical qualities. Great for reading aloud. J. Anderson

LEV: Middle primary Upper primary
AVAIL: Paper \$9.95 SCIS 778974

DICKS, Terrance The littlest dinosaur. Hamilton, 1993 (Gazelles)
ISBN 0241133823

Twins, Olly and Elly, call the small dinosaur, hatched from the strange, dingy egg found in an antique shop, Littlest. Wanting to find out more about him they visit the Museum of Natural History. Littlest escapes and a wild chase ensues, happily ending in a professor's office where the children get pleasing news. This is another lively, child-centred tale in the Gazelle series which targets the emergent independent reader with a small, easily-managed, attractive book format, and simple easily read text. Fun line drawings by Bethan Matthews add their own appeal. The story should tempt and satisfy its target audience and appeal to reluctant readers. B. Richardson

LEV: Lower primary Middle primary
AVAIL: \$12.95 SCIS 765221

GORDON, Gaelyn Take me to your leaders. HarperCollins, 1993 (Alfred Brown series/Tui)
ISBN 1869501020

An inter-galactic visitor Oppy takes over the mind of Ruth, the youngest member of the Brown family. There is an initial battle of wills which produces tantrums and a missed dinner. When her sister Maram becomes the Race

Relations Conciliator, however, they are able to team up to research the working of the NZ government. At times the children appear physically as their future adult selves in order to meet some of the important people. There are very humorous consequences because their behaviour remains childish. This is an involving introduction to political satire with some very funny situations. M. Hamlyn

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 768763

HILTON, Nette A frilling time. Angus & Robertson, 1993 (Young bluegum)
ISBN 0207176051

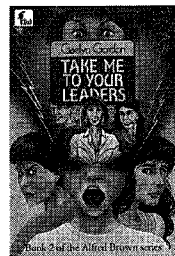
Ted has a stepmother and two step-sisters whom he likes very much. One day however, after refusing to let him go to his school social, his step-mother hires a baby-sitter who turns out to be his fairy godmother. Before realising he's a boy, she zaps him into a blue frilly dress and glass slippers and sends him off to the school social with hilarious results. This humorous story which parodies the Cinderella tale is cleverly told with large print, simple text and humorous illustrations. It is suitable for reading aloud. J. Anderson

LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 734822

HUGHES, Ted The iron woman. Faber, 1993
ISBN 057117003X

In this sequel to the classic *The iron man*, Ted Hughes writes with tremendous force and fantastic imagery. The iron woman is an elemental creature who has arrived to wreak havoc on the polluters of the waterways. Lucy, involved with the iron woman, seeks help from Hogarth and the iron man. Fantastic events, humourous touches, and wonderful ideas enrich this moral tale, yet the story is confusing at times. Empathy with the iron woman was difficult. I was left feeling impressed with the passion behind this piece of writing, rather than impressed with the writing itself. J. Buckley

LEV: Middle primary Upper primary
AVAIL: \$19.95 SCIS 771445



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JENNINGS, Paul Undone! more mad endings. Penguin, 1993 (Puffin)

ISBN 014036823X

Paul Jennings has (un)done it again! Here is his usual mix of easily accessible fast moving stories with fantastic events (often built upon old beliefs or sayings) such as in the story Noseweed. So that he can earn a trip to the movies, Anthony does not want to swallow (and he has promised not to spit out) the cod liver oil and museli that his grandfather has given him to take. One of the seeds from the muesli takes root so an apple tree grows out of his nose. The consequences are ... stories which will get them in. M. Hamlyn

LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 768083

JOY, Margaret Addy the baddy. Penguin, 1993 (Read alone/Viking)

ISBN 0670846945

Addy has moved to a new school which she is determined to hate. Calling herself Addy the baddy she attempts all sorts of mischief like stuffing paper in the wash basin and flooding the toilets so she'll be sent home. She tries everything but nobody seems to take much notice and gradually she realises she's having quite a good time and is enjoying her new school. Many students will relate well to the theme of the story. Its large clear type, simple text and numerous illustrations make it very accessible for the emerging reader. J. Anderson

LEV: Lower primary Middle primary
AVAIL: \$14.95 SCIS 765977

KING-SMITH, Dick Dragon boy. Viking, 1993

ISBN 0670836893

Luckily for recently orphaned seven-year-old John, the dragon Montague Bunsen-Burner who found him crying in the woods was on a diet. Montague and his wife, Albertina, have no children of their own, and so take John in. Because Albertina doesn't know she has to keep her eggs warm by sitting on them, John hatches one of their eggs secretly. The baby dragon, Lucky, helps John get new clothes in the city, the family scare away attacking knights at the beach, and Lucky fights off the wolves who've come after John's pet wolf, Bart. This book is full of fun and adventure and highly recommended by nine-year-old David. G. Phillips

LEV: Middle primary
AVAIL: \$22.95 SCIS 760016

LAVELLE, Sheila Calamity with the fiend. Hamilton, 1993

ISBN 0241133653

When is a friend not a friend? How much self-centred behaviour can you put up with and still consider someone a friend? Sheila Lavelle explores these questions in the relationship between Charlie and the 'fiend', her friend Angela. The mishaps which trouble Charlie because of Angela's selfishness involve her in a number of funny situations. There is much food for thought for young readers at the stage when sorting out friendship is a prime concern. Yet the circumstances involved,

although humourous, are unlikely and so the story's impact is diminished. Attractive presentation with illustrations by Margaret Chamberlain enhances the novel. J. Buckley

LEV: Middle primary Upper primary
AVAIL: \$22.95 SCIS 769319

LOWRY, Lois The giver. HarperCollins, 1993 (Lions)
ISBN 0006748287

It was disappointing at first to discover that this novel by the author of *Number the stars* was yet another futuristic story. But the disappointment didn't linger for this novel convinced me that at least some of the works in this overdone genre serve a useful purpose of alerting the next generation to the types of choices that may have to be made if humankind survives, and indeed to ensure its continued survival. Every aspect of Jonas' world is totally controlled, and though there is some attraction in its orderliness and safety there is nothing attractive about the inability of its members to think independently, feel emotion and make choices. Things fall apart a bit at the end but it is mostly cogent and challenging. F. Gardiner

LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 757760

NIMMO, Jenny The witches and the singing mice. Collins, 1993

ISBN 0001936395

Above the small Highland village of Glenmagraw three witches take up residence. They soon make their evil presence felt by placing two of the village children under a magic spell. Two cats, Tam and Rory, armed with advice and magic, manage to elude the mesmerising spell of the singing mice, kill the witches, and bring back two mouse bodies to place under the children's pillows and thus bring them back to life. The story, powerfully told in a suitably mysterious and chilling style, is admirably complemented with atmospheric illustrations by award-winning artist Angela Barrett. B. Richardson

LEV: Lower primary Middle primary
AVAIL: \$19.95 SCIS 773577

NOONAN, Diana A dolphin in the bay. Omnibus, 1993

ISBN 1862911967

The mysterious dolphin, summoned by recorder melody, leads sight-impaired Seb to find a wrecked yachtsman, conquer his fear of the sea and become a hero. The story is told simply and gently in prose which flows well with a natural rhythm, ideal for reading aloud. Many issues worth discussing with children are touched on and these would arise naturally out of a sharing session. They include: dolphins' apparent affinity with humans, parental expectation, the old in nursing homes, risk taking, overcoming fear, and deceiving parents. But the story stands well as a good read, with appeal as an adventure with a touch of mystery and fantasy — or is it? B. Richardson

LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 765446

ORR, Wendy Micki Moon and Daniel Day.

Unwin, 1993 (A Little ark book)

ISBN 1863734082

Micki (short for Michelle), energetic and adventurous, and Daniel, a violin-playing dreamer, are an unlikely duo. Joined by two equally unlikely companions, Pegasus — the horse, and Ooloo Mooloo — the parrot, the duo becomes a fun foursome. Together they entertain a crowd with music and dance, almost come to grief in the ocean, enjoy an exciting balloon ride, cause mayhem at a wedding and have an encounter with a bull. The light-hearted, episodic narrative reads aloud well. Mike Spore's delightfully comic illustrations capture the zaniness of the characters and the fun of their adventures. Frothy fun for young listeners and readers. B. Richardson

LEV: Lower primary Middle primary
AVAIL: \$16.95 SCIS 761842

PEGUERO, Leone The mystery of the missing garden gnome. Era, 1993 (Junior novels)

ISBN 1863740600

Uncle Stanley's wish was granted when his wife bought him a garden gnome painted in his favourite football club's colours. It was for the middle of his lawn, much to his family's disgust. The gnome however seemed to be jinxed. First its head broke off and then it disappeared altogether along with the scarf Aunt Lorna had knitted to cover the break. Who had stolen it and why? A simple mystery for emerging readers with strong humorous overtones. Illustrated with black and white line drawings the story will also appeal to older reluctant readers. J. Anderson



LEV: Lower primary Middle primary
AVAIL: Paper \$6.95 SCIS 771588

PETERSEN-SCHAEFER, Karin Dawn ride.

Hodder & Stoughton, 1993 (Starlight)

ISBN 0340599405

While the plot is fairly predictable and the characters undeveloped, this is a story designed to appeal to horse lovers. Set in inner Sydney around the Horses for Courses riding school, it involves Melody, a recent arrival from England whose secret wish is to be allowed to ride. Her mother, who has her own reasons for opposing her daughter's dream and various other young friends — one of whom is particularly difficult to get along with — create a couple of sticky moments. Even though containing hints about relationships, children's jealousies and the need to face up to reality, the threads which hold this story together are definitely the horses, their trappings and a whole lot of information about their care and handling. C. Frew

LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 765347

PIROTTA, Saviour Fangerella. Dent Children's, 1992

ISBN 0460880802

Family trouble in Transylvania brings the independent young vampire Fangerella Von Trapdoor into contact with ten-year-old Luke. Together they set out to find Dracula's

lost dentures and avert the evil plans of mad Baron Rotweiler. Jokes about ghoulish creatures and their behaviour make up much of the story. Humour enlivens the narrative in which coincidence abounds in the happy ending. Well presented with an eye catching cover and numerous illustrations by Toni Goffe, it is a slight adventure, told briskly and with humour. J. Buckley

LEV: Middle primary Upper primary
AVAIL: \$19.95 SCIS 766822

RANKIN, Louise Daughter of the mountains.

Penguin, 1993 (Puffin Newbery library)

ISBN 0140363351

Originally published in 1948, this Newbery Award winner tells the story of Momo, a young Tibetan girl. Momo undertakes a dangerous journey across the mountains and plains to India in search of her treasured dog, stolen by traders passing through her isolated village. This is an old-fashioned, moralistic tale which reflects the status of the British in India in the 1940's where virtue is rewarded and evil finally punished. Even though containing lots of fortuitous coincidences and lucky meetings, the girl's adventures are quite appealing and the powerful descriptions supported by numerous black and white illustrations. C. Frew

LEV: Upper primary
AVAIL: Paper \$7.95 SCIS 757132

ROYSTON, Angela Plane. Angus & Robertson, 1993

ISBN 0207181233

Anna's aeroplane journey is clearly explained in this lift-the-flap book. The text covers all aspects of the flight, as well as the high interest topics of food and toilet arrangements. Intelligent use of the flaps and tabs elucidates the text, particularly in demonstrating the safety instructions and wheel position for landing. Colour illustrations are bright and clear. The text is simple, although a little stilted, as the story flow is interrupted by directions to lift the flaps. Overall this is a stimulating resource for young readers, although its durability for a school library collection is a matter for individual decision. J. Buckley

LEV: Preschool Lower primary
AVAIL: \$18.95 SCIS 769545

RUBIN, Susan Goldman Emily good as gold.

Browndeer, 1993

ISBN 0152766324

The frustrations and doubts experienced by an intellectually handicapped girl and her family as she approaches adolescence are cleverly and sympathetically treated in this frank portrayal. Emily's growing need for independence and recognition of her new maturity are satisfied by her sister-in-law but thwarted by her over-protective parents. The presentation of Emily's problems as being simply those of all adolescents, and of her parents as people who must feel their way through, correcting their errors as they go, will reassure young readers who experience uncertainty in their dealings with disabled people. Publishing decisions could affect market appeal: it looks a little quaintly 'special' — just what Emily doesn't want! H. Gordon

LEV: Upper primary Lower secondary
AVAIL: \$18.95 SCIS 773558

RYAN, Margaret Griselda F.G.M.'s silver birthday. Blackie, 1993 (The story factory)

ISBN 0216940001

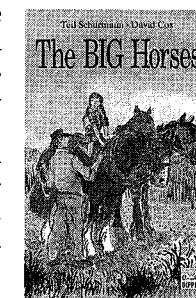
This story of Griselda, a child-like fairy godmother, lacks vigour. Griselda is able to come to the rescue of people engaged in ordinary tasks. So she assists the greengrocer, postman, district nurse and other residents of an English village. So helpful is Griselda that she almost runs out of time for her own birthday preparations. The same vocabulary is used to describe Griselda's spells in each chapter. This may assist some readers, but interrupts the flow of the story and gives it a babyish feel. Attractive presentation and touches of humour improve the impact of the story. J. Buckley

LEV: Lower primary Middle primary
AVAIL: \$11.95 SCIS 769764

SCHURMANN, Ted The big horses. Omnibus, 1993 (Omnibus dipper)

ISBN 1862912017

Here is a gentle story, short in length with numerous line drawings by David Cox. A nostalgic mood pervades this tale of Penny and her love for the big horses which work on her farm. She knows them all, so is distressed when a tractor is purchased and the horses no longer needed. Her grief at the departure of the horses is well handled. There is no happy ending, although the final scenes are realistic and positive. Charming, unpretentious and free of the obvious fantasy of much of the writing for younger readers. J. Buckley



LEV: Middle primary
AVAIL: Paper \$7.95 SCIS 769800

SCIESKZA, Joe The good, the bad, and the goofy. Penguin, 1993 (The time warp trio/Puffin)

ISBN 0140363998

In their latest adventure the Time Warp Trio, Joe, Sam and Fred, find themselves, via Joe's Book, back in the Wild West, in the middle of the Chisholm Trail and nearly trampled under the hooves of two thousand stampeding longhorns. Taken captive by Cheyenne Indians, they persuade the chief, Black Kettle, that they should not lose their scalps. In turn the trio save the tribe from General Custer and his Bluecoats by invoking a time freeze spell. The story, appropriately illustrated with comic drawings by Lane Smith, will appeal to those with appetites for fast paced, humorous, easy-reading adventure. Ideal for hooking the reluctant reader. B. Richardson

LEV: Middle primary Upper primary
AVAIL: Paper \$7.95 SCIS 763283

Off the shelf: a guide for libraries in small schools is an up to date professional support document and practical guide for teacher-librarians in small schools. It is available from:
Orana Education Centre
212 Darling Street, Dubbo NSW 2830
Ph: (068) 82 9968 Fax: (068) 82 5655

STEWART, Paul Bubble and shriek. Penguin, 1993 (Viking)

ISBN 0670847186

Charlie Morgan's new classmates envy him his status as a successful star of many TV commercials but this envy makes him a prime candidate for the school bullies. Cornered at the fairground, he meets a strange fortune teller who gives him a mysterious gift enabling him to deal with the bullies who attacked him and to come to terms with his own fears. The novel provides a perceptive look at bullying and its causes and a challenging insight into people's hidden fears and their interpersonal relationships. Fast moving with easily accessible text and an imaginative story line the novel provides strong personal growth messages which make it a worthwhile addition to any collection. J. Anderson

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$24.95 SCIS 766712

WARBUTON, Nick The battle of Baked Bean Alley. Walker Books, 1993

ISBN 0744530784

While this is quite a funny little story, the English mannerisms, slang and references to the landed gentry and class distinctions may limit its humour for Australian young readers. When the local supermarket announces plans to take over the village green in order to build a huge store catering for buyers of baked beans, Ivor becomes a boy with a mission. To the horror of his mother — who firmly believes in their unworthiness in the face of their 'betters' — he enlists the help of Lady Blitherwicke, the ineffectual owner of the store who is being terrorised by her butler! These stock figures nevertheless carry the improbable events along to an inevitable trimphant conclusion. C. Frew

LEV: Upper primary
AVAIL: Paper \$6.95 SCIS 761706

WOODHOUSE, Jena Metis, the octopus and the olive tree. Jam Roll, 1993

ISBN 1875491163

I was won over by this short novel, which explores the process of coping with migration. Life with family and friends on a small Greek island is very different from that in urban Australia. The stories told to Metis by her well loved grandmother on the island echo and reflect some of the new experiences. A story about a fisherman and an octopus is interwoven throughout the narrative. The two elements are sensitively handled. Despite the story's very neat conclusion and obvious multicultural message its strength and simplicity are appealing. J. Buckley

LEV: Middle primary Upper primary
AVAIL: Paper \$9.95 SCIS 769582





Fiction for older readers

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

ADAMS, Nicholas *Horrorscope*. Lions, 1993 (Nightmares)

ISBN 0006746853

Murder mysteries in Lions? Take a marketable formula: astrology, teens, murder. Result: A serial killer murders by the stars. The school newspaper astrologist must solve the crimes, with the help of the computer nerd with whom she's forced to do a science project. At least Robyn discovers nerds can be real people worth dating. This book will prove popular with Year 6 to Year 8 readers, though certainly not for its quality of characterisation, style or plot. Formula fiction. G. Phillips

LEV: Lower secondary Middle secondary
AVAIL: Paper \$6.95 SCIS 762145

BAILEY, Anne *Rhythm and blues*. Faber, 1993 (Faber teenage paperbacks)

ISBN 0571168396

Matti Kilroy, a spoilt, truculent 16 year old has grown up with her rock singer father. When she learns that two step-sisters are coming to live with them, Matti's world becomes a turmoil of emotions. Her ambition is to be a famous drummer and she is devastated when her father sells her drum kit as a reaction to Matti's appalling behaviour. Communication and understanding finally develop as the family work through many disturbing problems. Written in an often jarringly aggressive tone, reminiscent of heavy metal music, this book relies more on purging the emotions than portraying credible characters. C. Sly

LEV: Middle secondary
AVAIL: Paper \$8.95 SCIS 763001

BASSET, Jennifer *Based on William Shakespeare's Hamlet*. Penguin, 1992 (Simply Shakespeare)

ISBN 0140813489

Shakespearean purists may despair of Penguin's innovative concept — to retell *Hamlet* in modern setting and language. The drama, together with four others in the series, is retold in narrative form with characters who drive fast cars, own factories and study at Harvard. The characters' names are unchanged as are the themes. Accompanied by black and white illustrations this short story brings Shakespeare's universal themes to a potentially wider audience. Comprehension and review questions in the final three pages may assist teachers of English and ESL, yet it is hoped that this dramatic tale is as much for personal enjoyment as class study. M. Williams

LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.95 SCIS 750957

BROOKS, Caryl *The empty summer*. Scholastic, 1993

ISBN 0590458639

When Maggie thinks back over her summer it seems empty because the person who made it so special is dead, having killed herself. Ordinary little Maggie couldn't quite believe it when she became part of Kimberley's gang, Kimberley who was beautiful, a model, incredibly intelligent, witty and adored by her boyfriend. But Maggie just couldn't accept that Kimberley was living in her own hell, missing her dead father, hating her mother, and resorting to a cocktail of pills and alcohol to cope. Rather overblown in style, this may exert some of the same fascination as teenage soaps on television. M. Lobban

LEV: Middle secondary
AVAIL: \$18.95 SCIS 765454

CARMICHAEL, Claire *Cybersaur*. Random Australia, 1993 (A Mark MacLeod book)

ISBN 0091827388

Young Andy Tremain has the ability to create monsters from his unconscious mind, and dinosaurs are his current obsession in this adventure story based on the concept of virtual reality. He and his family travel to the United States to take up the cure promised by a well-known psychiatrist. They begin to suspect the motives of the psychiatrist and his team, and contemplate escape. A simply written story with little development of character, or exploration of the issues raised, the book will appeal to many a young computer and/or dinosaur freak. The ending may disturb some readers. M. Steinberger

LEV: Lower secondary
AVAIL: Paper \$9.95 SCIS 758537

CASSIDY, Anne *In real life*. Lions, 1993 (Tracks)

ISBN 0006477167

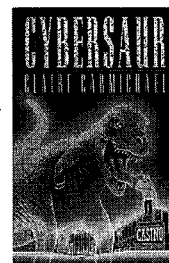
When Ann O'Brien's best friend Rosie is run over by a truck as they are walking home after school, she is the object of caring sympathy. But Ann guards a guilty secret, the knowledge that she caused Rosie's death after a furious argument. The book starts with Rosie's death, then traces the chain of events that led inexorably to the row. Ann is an unsympathetic character, distinguished only by her supreme ordinariness and lack of control over her life. The rather documentary style allows the reader to remain emotionally distant from the story, despite its element of mystery and suspense. M. Lobban

LEV: Middle secondary
AVAIL: Paper \$8.95 SCIS 762351

DALE, Mitzi *Bryna means courage*. Douglas & McIntyre, 1993 (A Groundwood book)

ISBN 0888991746

Bryna is a gutsy girl raised on the road by her dad in a van they call Paradise. She is fiery, mechanical, and smart. When her dad settles down with a frilly, acquisitive, silly doll of a woman, Bryna and he begin to drift apart. They give up their code language and secret looks. When dad goes as far as taking sides against her, Bryna, with the help of her good friend, Tar, re-enacts her



mother's movie stunt leap out of the second storey library window. Fast-paced, full of Bryna's relentless spirit and independence, this is a story of growth, love and separation, with a strong female central character. Recommended for middle secondary, in particular. G. Phillips

LEV: Middle secondary
AVAIL: Paper \$8.95 SCIS 767661

DALTON, Annie *Demon-spawn*. Penguin, 1993 (Puffin)

ISBN 0140363238

Carly and Nina are best friends whose differences make them compatible — who but a quiet, patient person would put up with Carly's bossy smugness? Yet even Nina can't put up with it forever, and one day in front of the witch's house Nina feels resentful. Next morning she is Carly's enemy, and in a position of strength because she has acquired the Demon-spawn, which feed on nasty feelings ... and when they hatch, they're coming to get Carly! The power of emotion is expertly blended with supernatural ingredients to make a tense thriller which reveals a lot to children about relationships and the importance of self-awareness. H. Gordon

LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95 SCIS 772110

FISK, Pauline *Telling the sea*. Lion, 1993

ISBN 0745922465

Nona is the eldest child of a family fleeing from an abusive 'uncle'. Their mother takes them to a tiny Welsh seaside village, and Nona must assume a great deal of responsibility when Mum cannot cope. Owen is the rebellious eldest son of the local Baptist minister and the two form an unlikely alliance, drawn together by the fact that each feels they are being destroyed by families that expect too much. This is a rich novel, full of extraordinary characters and great humanity. The children are observed with compassion and insight; each is able finally to accept their family's love whilst asserting their individuality. M. Lobban

LEV: Middle secondary
AVAIL: Paper \$7.95 SCIS 752854
EVAL: Highly recommended



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

ISBN 0140364978

Each of the four books in this Hot pursuit series (there is an earlier one) apparently centres on one of the characters in the group, in this case Troy. The plot concerns a search for Dred, a street kid who has stolen the shoes belonging to Troy's neighbour and rival Jonathan. Also involved is Kristi an associate of Dred who rapidly becomes the focus of both Jonathan's and Troy's attention — romantically. There are many other characters in a convoluted plot that will not be completely resolved until all four of the books have been read. It's picky but I don't like the use of photographs on covers: it defines the image for the reader where drawings do not. F. Gardiner

LEV: Lower secondary Middle secondary
AVAIL: Paper \$8.95 SCIS 754605

GARLAND, Sherry *Shadow of the dragon*. Harcourt Brace, 1993

ISBN 0152735305

Its anti-racist theme, simple plot and easy style will interest teachers of mixed-ability classes in this social drama of American teenage life. Most students will empathise with Danny Vo, a Vietnamese-American youth at the centre of cross-cultural conflict and prejudice. Danny's uneasy balance between traditional family responsibilities and the conformity necessary for peer acceptance is destroyed by the release of his cousin from communist Vietnam, and by Danny's attachment to an American girl. The violence and ignorance of racism are starkly drawn, and insights into Vietnamese family life make the shamefully familiar racist behaviours all the more shameful, without spoiling a good story. H. Gordon

LEV: Middle secondary
AVAIL: \$18.95 SCIS 773605

GOUGH, Sue *Wyrd*. University of Queensland Press, 1993 (UQP young adult fiction)

ISBN 0702225088

Intriguingly complex story-within-story structure, reader-welcoming directness of language, and characters who breathe as you turn the pages are among the qualities which lend this book almost universal appeal. It helps to have heard of Richard the Lionheart, and to have a minimum reading age of 12, but mention it to talented younger readers with a sense of history-mystery. Mature readers will delight in the mystical time-web which binds the characters and the story strands, appreciate the historical irony of the crusading motif, and care about Trace, the punk King's Cross teenager. In brief: Berengaria, daughter of Saladin and wife of Richard, is pursued through history for her feminism and her elixir recipe (recorded in a jewelled diary) by rival archaeologists; the winners' supporters prepare the elixir from the recipe and are astonished to recognise the flavour! Highly recommended — and not just the elixir. H. Gordon

LEV: Middle secondary Upper secondary
AVAIL: Paper \$12.95 SCIS 769763
EVAL: Highly recommended



KELLY, David *Canoes of the dead*. University of Queensland Press, 1993 (UQP young adult fiction)

ISBN 0702225096

Sixteen and lonely, Mark Foster comes to stay with his father who is teaching in Papua New Guinea. He has spent a year with his aunt in England beginning to come out of himself, now in a remote village he enters village life through his friend Auru, Auru's uncle Lari and sister Kivu. It is a time of grieving, fear, sorcery and change. In repeated bouts of malarial fever, Mark comes to terms with jealousy, love, and despair in a search for an understanding of himself and life. For sensitive and searching teens. G. Phillips

LEV: Middle secondary Upper secondary
AVAIL: Paper \$10.95 SCIS 762081



KLASS, Sheila Solomon Rhino. Scholastic, 1993
ISBN 0590442503

At almost 15 years of age, Annie Trevor becomes acutely aware of the unpleasant shape of her nose. She becomes obsessed about wanting to change it surgically. While her family and boyfriend are understanding, they do not agree with her desire for rhinoplasty. Annie's father and grandfather are the hardest to convince, as it is their family trait she has inherited. This book will no doubt strike a chord with everyone who has had cause to dislike a personal physical feature. The outcome of the story is however, open to further debate, especially in an era which imposes stereotypical standards of beauty, particularly on young females. C. Sly

LEV: Middle secondary
AVAIL: \$18.95 SCIS 767662

LINGARD, Joan The file on Fraulein Berg. Puffin, 1993 (Puffin)

ISBN 0140363939

Set in Belfast during the Second World War, this is the story of three teenage girls. Fascinated by spy stories and driven by the need to make their contribution to the war effort, Harriet, Sally and Kate create a dossier on their suspect. Fraulein Berg, their new German teacher, is the object of their attention. However, the girls' constant observation and prying into the private life of their teacher becomes more of a persecution of this reserved woman. It is an interesting adventure story which readily captures the lifestyle and privations of the era in which it is set. C. Sly

LEV: Lower secondary Middle secondary
AVAIL: Paper \$7.95 SCIS 765441

MacDONALD, Caroline Secret lives. Omnibus, 1993

ISBN 186291155X

The tragedies that have marred Ian's life thus far begin to take their toll psychologically when Gideon, a character invented via his computer for a school project, incites him to criminal behaviour. Although the work does not fulfil its early promise of being an outstanding novel, it is nonetheless well constructed, inventive and riveting. Whether or not Ian is intended to be schizophrenic is not clear; nor is one sure how reliable a narrator he is — a more obviously unreliable narrator with a more enigmatic ending may have sustained the suspense of the first half; but I write this from disappointment, not as carping criticism. This novel deserves and no doubt will have a warm reception from its young audience. F. Gardiner

LEV: Middle secondary Upper secondary
AVAIL: Paper \$9.95 SCIS 767668

MASTERS, Anthony Raven. Viking, 1993
ISBN 0670847410

Another story born out of Welsh legend, **Raven** spans several eras, beginning with the burial alive of a ninth century magician by angry villagers who blame him for a devastating plague. The curse which results from this arresting beginning is the catalyst for action in the pres-

ent. A man, a drowned valley, a child and the discovery and exhumation of a peat bog body are linked in a tale whose action develops fast. A new twist is given to the theme of evil unleashed and confronted through images and motifs which would be recognisable to readers familiar with the genre. C. Frew

LEV: Middle secondary Upper secondary
AVAIL: \$22.95 SCIS 765978

McKAY, Amanda A future for myself.

Omnibus, 1993 (Great Australian teenage books)

ISBN 1862911800

Although she has never known her father, Kirsty has grown up steeped in her mother's love which makes dealing with the contraction of leukaemia by her mother all the more difficult. At fifteen she is also immersed in her own insecurities and learning to cope with opposite and same sex relationships, as well as fantasising about her father. Yes this is a typical teenage angst novel with nothing to distinguish it: the writing is acceptable; characters are believable; the plot is predictable having been run through a hundred times before. It is however better than plenty of the mush regurgitated through printing presses — and the up note on which it finishes will please most readers. F. Gardiner

LEV: Lower secondary Middle secondary
AVAIL: Paper \$9.95 SCIS 759150

MORRISON, Robert The secret sandwich.

Margaret Hamilton 1993

ISBN 0947241450

Religious discourse is not aired frequently in contemporary children's books, but here it is woven skilfully into a story set in an Australian country town. The local bank manager travels to Asia with his wife, and returns alone as a Buddhist monk. He is befriended by the narrator, 13-year-old Brian. Brian tries to protect him from small town bigotry, and Bunte instructs Brian in the ways of Buddhism through his life and teachings. The novel avoids didacticism, yet provides enough detail of the Buddhist way, and its necessary conflict with western materialism, to challenge and engage the reader. M. Lobban

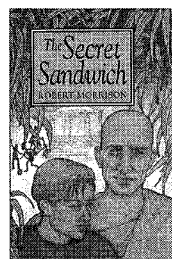
LEV: Upper primary Lower secondary
Middle secondary
AVAIL: Paper \$9.95 SCIS 767572

MOXHAM, Rose The brown ink diary.

Random House 1993 (A Mark Macleod book)

ISBN 0091827396

Isabel begins to discover who she is when she finds her grandmother's old diary. Her grandmother was a poor parent to Isabel's own mother, and as she explores that relationship Isabel understands her mother better. As well she can see the heritage that she and her very different sister Elva share. This journey of adolescent discovery also encompasses acceptance of the irretrievable breakdown of her parents' marriage, and the establishment of new



relationships with each of them. Although the issues are serious, they are handled lightly and freshly, and Isabel is able to sense her growth in understanding. M. Lobban

LEV: Upper primary
Lower secondary
Middle secondary
AVAIL: Paper \$9.95 SCIS 768186

OTTLEY, Ted Code of deception. Random

Australia, 1993 (A Mark McLeod book)

ISBN 0091827728

A thriller which provides a mix of themes, with virtual reality, war criminals and drug running making up the blend. A pattern of mysterious events emerges, as a suspicious fire at Jake's school follows the separate drownings of both the previous janitor and Jake's grandfather. Jake's expert ability with the computer leads him into some strange and ultimately dangerous happenings, as his father is lured into a trap which exposes the culmination of a fierce vendetta against three generations of the family. A fast-paced thriller read for its plot, not characterisation or total believability. M. Steinberger

LEV: Lower secondary Middle secondary
AVAIL: Paper \$9.95 SCIS 768322

STEELE, Mary Featherbys. Hyland House, 1993

(Young Hylander)

ISBN 1875657053

The values of development and materialism are set against those of conservation and heritage when the run-down grounds of an historical early home in the middle of suburbia are the target of greedy developers. A group of neighbourhood children befriend the two old sisters who live in the house, and start to uncover some of the beauties of the formal garden planted a hundred years earlier. Children and adults and the relationships between them are sharply and compassionately observed. Steele never patronises young readers, and the telling of the story is quite leisurely and its tone is at times sardonic. M. Lobban

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 762736

URE, Jean Come lucky April. Mandarin, 1993

(Teens)

ISBN 0749710152

Hark all those radical feminists, this one's for you. In the sequel to **Plague 99**, Ure paints a picture of a testosterone-free community where males are castrated at puberty and aggression is thereby eliminated. Daniel's accidental arrival in this society of the future is unsettling to some of its members, notably its leaders (women), April, a teenager who had been questioning some of its values before Daniel's arrival, and David, a young man who is silently questioning his recently lost manhood. The action is swift enough to keep the reader's mind off much of the silliness of the plot. F. Gardiner

LEV: Middle secondary
AVAIL: Paper \$8.95 SCIS 756260

WESTALL, Robert A place for me. Pan

Macmillan Children's, 1993

ISBN 0333592778

Lucy turns fugitive when her father discovers government malpractice at his place of work and, Tom Cruise-like, begins to gather the evidence. With a briefcase filled with cash, she is told to disappear for her safety. Lucy, the mousy student, becomes Rachel, the sophisticated antique dealer, making friends, growing, covering tracks. Filled with details of an experienced antique collector/buyer, and ever on the edge, this is an authentic and fast paced thriller. Westall masters yet another genre! Recommended for future Ludlum fans. G. Phillips

LEV: Middle secondary
AVAIL: \$24.95 SCIS 765223

WESTALL, Robert Falling into glory. Methuen

Children's, 1993

ISBN 0416188117

Robbie first fell into glory as an unexpectedly fine rugby player. Later his cleverness and individuality caught the attention of the delectable Emma Harris, a teacher at his school. When he is 17 they start a friendship which deepens in intensity until it is a consummated love affair. Emma and rugby are the ruling passions of Robbie's life, each glorious, each to be revelled in with voracious enthusiasm. Taking place in the 1950s, Emma and Robbie's affair is doomed to end in disaster, but it is no less romantic and soaring for that. This is an intensely satisfying love story. M. Lobban

LEV: Middle secondary
Upper secondary
AVAIL: Paper \$14.95 SCIS 763348

Poetry and drama

Resources are arranged in Devey order

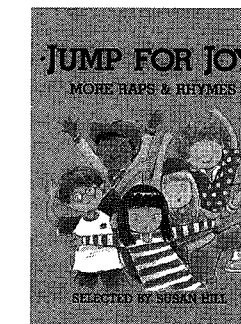
HILL, Susan Jump for joy: more raps and rhymes. Eleanor Curtain, 1993

ISBN 1875327177

[398.8]

Taken from folk tales, songs, street games and chants from many cultures and languages, this collection of rhymes and poems is designed for reading aloud. Chosen for their humorous qualities, they aim to bring together play and school culture in an atmosphere of fun and learning. Most of the chants have suggestions for performing and incorporate solo, duet and group performances. Some will be familiar but all provide fun experiences which younger students will enjoy. J. Anderson

AUD: Professional
LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$17.95 SCIS 763395
KLA: E



Verse ahoy : early Australiana nursery rhymes / selected by Robert Holden. Angus & Robertson, 1993

ISBN 0207180148 [398.8]

A collection of nursery rhymes would seem to be the province of the very young but many adults will be keen to keep this quite striking book in their own personal collections. Included are eighteen rhymes, most with a distinctive Australian flavour, for example: Little Miss Muffet in combat with old kangaroo and wombat, Sandy who shears sheep in his sleep, and little rabbit hiding from dingo. Each rhyme is accompanied by a colour plate featuring quite brilliant, bizarre artwork with a strong Victorian character, by Heather Potter. An important historical addition to poetry and rhyme collections. B. Richardson

AUD: Parent Professional
LEV: Lower primary Middle primary
AVAIL: \$24.95 SCIS 763763
KLA: E

Land sea & sky poems to celebrate the earth / selected and illustrated with photographs by Catherine Paladino. Little, Brown, 1993

ISBN 0316688924 [808.81]

Images in words and pictures celebrating the wonders of our earth are brought together in this slim volume. Each image, be it: rays of sunlight washing a steeple in amethyst, the exuberance of a run to the top of a hill or the quiet stillness of falling snow, is captured in poetry and illuminated with a superb photograph. Well known and loved poets Langston Hughes, David McCord, Lilian Moore, Aileen Fisher, John Ciardi, Myra Cohn Livingston, and others, are represented with poems that speak directly to the child, appealing to intellect, senses and emotions. Both the poetry and the photography live in the memory. A collection in which to delight and share. B. Richardson

LEV: Lower primary Middle primary
Upper primary
AVAIL: \$24.95 SCIS 759588
KLA: E

EDWARDS, Richard Leopards on Mars. Penguin, 1993 (Viking)

ISBN 0670838217 [821]

Add to the subject in the title: crocodiles in dreams, an asteroid dog, a ticklish king, a circle who can't sit square and a rat with an appetite for words. These are a sample only of the highly original, imaginative characters and themes from this collection of poetry. Not only is there inventive variation in subject matter but also in form and style. The collection is enhanced by attractive presentation — good design, clear print and fun illustrations by Sarah Jane Stewart. It contains a contents and first line index. An original selection of poetry which should appeal to children, particularly if shared. B. Richardson

LEV: Middle primary Upper primary
AVAIL: \$19.95 SCIS 766938
KLA: E

NICHOLLS, Judith Midnight forest with magic mirror - magic mirror with midnight forest. Faber, 1993

ISBN 0571168906 [821]

Some of the poems in this little collection have a decidedly English flavour — school dinners, December snow and a village blacksmith — but others draw their images from a more recognisable school experience, from Bible imagery like Noah and Jonah and from family life and the world in general. The poet experiments with a range of styles and language usage — conversational, reflective, humorous and at times imaginative — that teachers may find useful for sharing with students. This reviewer found the presentation of a 'book' at both ends an annoying and unnecessary novelty! C. Frew

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 749275
KLA: E

YEOMAN, John The family album. Hamilton, 1993

ISBN 0241132932 [821]

Written in rhyming verse, this hilarious collection of poems focuses on the zany relatives shown in the family album. There's Great-Uncle Bertie who thinks he's a budgie and Auntie Amanda who teaches mice ballet to name but two. The rhymes are clever, bizarre and very funny. An equally strong feature of the collection is the outrageously funny illustrations by Quentin Blake which add a further dimension and enrich the humour in the rhymes. Great for reading aloud. J. Anderson

LEV: Middle primary Upper primary
AVAIL: \$19.95 SCIS 779059
KLA: E

WOOD, David Roald Dahl's the BFG : plays for children. Penguin, 1993 (Puffin)

ISBN 014036367X [822]

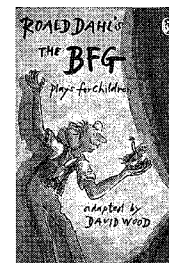
Roald Dahl's famous novel has been translated into seven short plays for reading and performance. Some are designed for a whole class effort while others are for small groups. No complicated scenery or effects are needed and suggestions are given for each play regarding easy costumes for the characters, setting and simple props. The plays are humorous and well within the scope of most primary students' reading ability and are true to the essence of Dahl's well loved novel. J. Anderson

LEV: Middle primary Upper primary
AVAIL: Paper \$9.95 SCIS 779064
KLA: E

HONEY, Elizabeth Honey sandwich. Allen & Unwin, 1993

ISBN 1863734791 [A821]

Elizabeth Honey reveals another talent in a collection of exuberant, witty verse, often funny, sometimes serious, but always child centred. What child has not anguished in front of the mirror, agonised over the spending of twenty cents, slumped over dinner, had the blues about



returning to school, and suffered in a photo session? Forty three poems in all, illustrated with humorous pen and ink drawings which echo the sprit and feeling of the verse. Children will enjoy these read aloud or savoured in silence. B. Richardson

LEV: Lower primary Middle primary
AVAIL: Paper \$9.95 SCIS 761835
KLA: E

LAWRENCE, Anthony The darkwood aquarium. Penguin, 1993

ISBN 0140586938 [A821]

Contrasts of city and country, landscapes and seascapes, peace and war, pleasure and pain resound throughout this collection of Lawrence's poetry. Through these very readable poems, this modern Australian writer exposes glimpses of profound experience. He shares a myriad of observations and recollections portrayed in graphic images that awaken the reader to the essence of life. A sensitive poet, he is able to elevate simple scenarios to memorable visions. For those who love to read poetry without it being a cryptic exercise, this publication is recommended. C. Sly

LEV: Upper secondary
AVAIL: Paper \$16.95 SCIS 757875
KLA: E

TRANTER, John At the Florida. University of Queensland Press, 1993 (UQP Poetry)

ISBN 0702225533 [A821]

A stark urban reality is captured in the vivid images portrayed in this collection of John Tranter's poetry. The tenth volume of works by this prolific modern Australian poet captures the essence of contemporary city life. Skillfully composed verses create strong sensory impressions which tend to linger in the imagination. Also included in this collection are a number of poems based on the Japanese 'haibun', a unique blend of poetry and prose. Avid readers of modern poetry would appreciate the artistry of this challenging writer. C. Sly

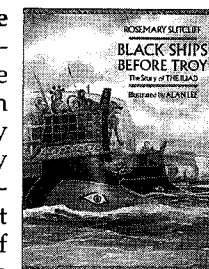
LEV: Upper secondary
AVAIL: Paper \$16.95 SCIS 762077
KLA: E

SUTCLIFF, Rosemary Black ships before Troy : the story of the Iliad. Angus & Robertson, 1993

ISBN 0207182310 [883]

The story of Homer's epic poem *The Iliad* is graphically retold in a beautifully presented A4 format. The detailed and accurate interpretation using up-to-date research on Troy will provide even ardent mythology fans with a new depth to this powerful story. The characters are brought vividly to life and the complexities of personalities and relationships are clearly highlighted. Rosemary Sutcliff's inimitable style of language make it suitable for reading aloud while the many detailed and muted illustrations recreate the world of gods and heroes and enhance a wonderful edition of this famous tale. J. Anderson

LEV: Upper primary Lower secondary
AVAIL: \$29.95 SCIS 767866
KLA: 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).

CLANCY, Helen InfoTech 2000. Pitman, 1993

ISBN 0729902587 [004]

Computing Studies teachers seeking a flexible new textbook could consider this publication. It has sections on software, case studies and information systems, and ideal unit arrangement for independent learning. It takes a commendably impartial ethical stand on computing as a social phenomenon, has excellent diagrams, photographs, glossary and index, and a system of direct page references to topics as they are mentioned. One small surprising inconsistency: the graphical interface example used is not Macintosh (widely used in schools, too) although the case study in design is a Macintosh firm. The authors have assiduously included the latest, so release of the radio modem since publication suggests loose leaf with updates as the ideal format for future IT texts. H. Gordon.

LEV: Middle secondary Upper secondary
AVAIL: \$33.99 SCIS 768230
KLA: TAS
EVAL: Highly recommended

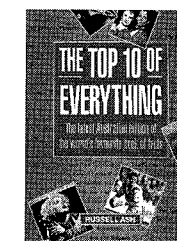
ASH, Russell The top 10 of everything : the latest Australian edition of the world's favourite book of facts. 2nd Australian edition.

Viking O'Neil, 1993

ISBN 0670906328 [030.2]

This revised edition with many new categories — 24 in all — is a fascinating collection of hard facts and trivia. It is clearly set out with black and white and coloured photographs and drawings which add to the information in the text. A world wide overview includes a specific focus on Australia. The top 10 lists are interspersed with blocks of information, quizzes and interesting facts. Individual topics are easily accessed from a detailed index and the information is appropriate for a wide range of reading abilities. A must for casual browsers. J. Anderson

LEV: Upper primary Lower secondary
AVAIL: \$29.95 SCIS 778961



PURVES, Libby *Getting the story : how the news is gathered.* Penguin, 1993 (Puffin)

ISBN 0140360360 [070.4]

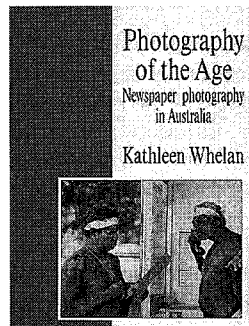
This publication offers a concise introduction to how news is gathered and relayed to an audience. The historical development of news broadcasting, from wandering minstrels and town criers to modern technological methods, is clearly explained. The roles of many people working in the news industry are also outlined. Interesting activities are suggested for students working on this aspect of media studies. While the text uses British examples and points of reference, it still has value to a wider audience. Its layout with large print, line illustrations and bold subheadings make it a very readable book for a range of ages and abilities. C. Sly

LEV: Upper primary Lower secondary
 AVAIL: Paper \$7.95 SCIS 761655
 KLA: E

WHELAN, Kathleen *Photography of the Age : newspaper photography in Australia.* Hale & Iremonger, 1993

ISBN 086806484X [070.4]

From a prominent photographer and TAFE teacher comes a catalogue of wonderful Australian photographs and much more. There are interviews that will interest school students, as many of the 25 photographers explain early attempts at school. There is a glossary of terms, case studies of a selection of photographs analysing the design and camera work, and a detailed introduction. The latter gives an insight into the special skills of press photographers including ethics and equipment. Browsing readers will delight in the politicians, sports stars, disasters and daily life captured here in black and white. Enthusiasts will find the text has as much to offer as the images. M. Williams



LEV: Middle secondary Upper secondary
 AVAIL: \$24.95 SCIS 765903
 KLA: CA; TAS; HSIE

Madison series personal development videocassettes.

These programs were reviewed by senior education advisers in the Specific Focus Programs Directorate of the Department of School Education. They were produced by Forefront Productions, Canada in 1992.

LEV: Upper secondary
 AVAIL: Each tape \$110. The set of 7 \$600. Seven Dimensions, ph (03) 826 2277 or freecall (008) 035 308, fx (03) 826 4477
 KLA: PD/H/PE

Working it out. [303.6]

Students are in conflict over a girl, the victim being a Hispanic male. Resolution is achieved through peer

mediation. The plot is centred around males with girls shown as passive, ineffective observers. The main conflict is over racist comments yet the plot focuses on a dispute over the girl. Mediation does not address racism at all and only took place as an alternative to expulsion. The parties involved were portrayed as not willingly agreeing to, or wanting, the conflict to be resolved.

SCIS 772132

Best friends. [305.23]

Two girls who had been friends for some time find their friendship threatened by one of the girls becoming friendly with a drug taking group. While it was good to see a focus on girls, their friendship was stereotyped and overly sentimental. There was also a condescending attitude to a student of an Indian background.

SCIS 772209

The circle. [362.7083]

The eldest son takes on family responsibilities because his mother has a drinking problem. All the main actors are 'beautiful' white Canadians and there is other stereotyping. There is useful information towards the end about some steps young people can take to help with parents' drinking problems and consequent lack of responsibility for others.

SCIS 772206

Not just anybody. [646.7]

The story follows two young people deciding whether or not to have a sexual relationship. The boy asks his elder brother in a sleazy and embarrassed way to provide him with a condom. At a party where alcohol is in abundance, the boy pressures the girl into having sex in an upstairs bedroom. The boy feels prepared because he has a condom. There is no negotiation about sexual penetration. While, typically for this series, the production is of a high quality, there is a stereotypical portrayal of girl/boy relationships. The program also shows a lack of communication about sexual decision making between the two main characters.

SCIS 772134

Class act.
 Not suitable for use in NSW government schools.

Breaking the chain.
 Not suitable for use in NSW government schools.

Only one earth : a multi-media education pack. [kit] North South, 1987

ISBN 0947613056 [304.2]

Combining a superb BBC series with a World Wildlife Fund education pack has produced this kit on sustainable development. The kit contains a video, booklets, photosheets and a wall chart. General problems of global environment are highlighted in an introductory film and there are five case studies on sustainable development: urbanisation in Peru, desertification in Kenya, tropical forests in Sri Lanka, ocean fisheries in the Solomons, and industrial pollution in California. For each theme, there is a booklet of teachers' notes and activity sheets, black and white stimulus photographs and a 25 minute film. An interesting and challenging viewpoint on global problems. A. Burke

LEV: Upper secondary
 AVAIL: Video pack \$65.00 Ideas Centre, ph. (02) 281 8099 SCIS 661310
 Educ. pack \$45.00
 KLA: HSIE

1993 world population data sheet of the Population Reference Bureau. Population Reference Bureau, 1993

[304.6 NIN]

Published annually, this double-sided broadsheet provides a variety of statistics on world population in an easy to read table. All countries (population 15,000 plus) are listed in regions. For each region and country, the data includes: population estimate for 1993; birth, death, infant mortality, fertility and life expectancy rates; projected populations in 2010 and 2025; urban population percentage — even contraception percentage! The reverse provides background notes, a glossary, area and population density for all capital cities and an editorial on Africa. An invaluable resource, this sheet offers current data in an easily accessible form. A. Burke

LEV: Upper primary Lower secondary Middle secondary Upper secondary
 AVAIL: \$7.50 Ideas Centre, ph. (02) 281 8099 SCIS 775647

KLA: HSIE
 EVAL: Highly recommended

FESL, Eve Mumwea D. *Conned!* University of Queensland Press, 1993. (UQP black Australian writers) ISBN 0702224979 [305.8]

Eve Fesl provides an account of the way language, particularly the language of officialdom, has been used to keep Koories in a subordinate position. Highly commended for the 1991 David Unaipon Award, the book gives a different perspective on Koorie history and should stimulate thought and debate. Her analysis of Koorie language is particularly interesting. Topics include white invasion, the role of missionaries and the church, employment in conditions of slavery and education. The chapters on education for assimilation and the attempts at bilingual schools should be required reading for all involved in education. A challenging and stimulating book. M. Steinberger

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$18.95 SCIS 764764
 KLA: HSIE

PHELPS, Kerryn *Sex : confronting sexuality.* HarperCollins, 1993

ISBN 0732249740 [306.7]

Doctor and media personality Kerryn Phelps provides a frank discussion of all aspects of sexuality. Blending medical facts with social perspectives and many quotations from the experiences of ordinary people, she steers a steady course through the minefields of sexual relationships. Topics include sex and childhood, sexual abuse, puberty, sexual preferences, contraception, STDs, commitment, pregnancy and infertility, sexual problems, mastectomy and hysterectomy, and sex and the aged. The book is easy to read, and enhanced by the brilliant cartoons of the perceptive and witty Cathy Wilcox. M. Steinberger

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$14.95 SCIS 751005
 KLA: PD/H/PE

BRYANT-MOLE, Karen *Death.* Wayland, 1992 (What's happening?) ISBN 0750203986 [306.9]

Death can be a lonely, frightening experience for children. They, like adults, need the opportunity to acknowledge and work through feelings. Common worries and questions are addressed in this book, the text speaking directly to the child reader providing matter-of-fact information and helpful suggestions for coping with the many emotions associated with grief and loss. The diverse ethnicity represented in the photographs makes the book appropriate for a wide audience. No book can take the place of a caring person but empathetic texts such as this one may help children who feel isolated by an experience. Teacher-librarians could add a listing of Australian assistance agencies and service numbers. B. Richardson

LEV: Middle primary Upper primary
 AVAIL: \$24.95 SCIS 750971
 KLA: PD/H/PE

FAHEY, Stephanie *Pacific people and place.* Cambridge University Press, 1993 (The Pacific in the 20th century)

ISBN 0521376262 [308.0993]

Each chapter of this book provides a focus question. Themes include tourism, economic development, education, nutrition, Australian aid, and change and the environment. Questions and activities are provided throughout the chapters. Stimulus material includes maps, tables, and black and white photographs. Research activities are given. A comprehensive map of the region is provided, as is a good index. D. Lane

LEV: Middle secondary
 AVAIL: Paper \$17.95 SCIS 775798
 KLA: HSIE

COOLWELL, Wayne *My kind of people : achievement, identity and Aboriginality.* University of Queensland Press, 1993

ISBN 0702225436 [331.6]

The theme of this book is indicated by the sub-title. In conversational style the author introduces us to twelve individuals (four of them women) who are youthful achievers and who all acknowledge their Aboriginality. Each person is presented so that we can appreciate personality as well as success in chosen careers in teaching, art, performing arts, media and sport (some of them in overseas countries). For those searching for role models this is an inspiring introduction to a variety of achievements. More biographical detail would increase the book's usefulness in the school curriculum. M. Hamlyn

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Paper \$14.95 SCIS 764751
 KLA: E; CA; HSIE

DAVISON, Alastair J. *Understanding money.* VCTA, 1993 (Living in society)

ISBN 0868591580 [332.024]

Appropriate for commerce students, theoretical and practical concerns in the financial sector are dealt with. Key areas include the understanding of the role of credit, the function

of financial intermediaries, and record keeping. Davison's text is readable and format is clear. The dynamic nature of the financial sector is kept in mind. Student activities for individuals and groups are provided for each chapter. Stimulus material includes cartoons, graphs, tables and case studies. Main ideas are signalled by headings and sub-headings. There is a good index. D. Lane

LEV: Middle secondary
AVAIL: Paper \$20.00 SCIS 763489
KLA: HSIE

SIMONS, Andrew Where we live : exploring local-global environment links. WWF, 1992

ISBN 0947613331 [333.707]

Designed specifically for the English National Curriculum — Geography and Environmental Education, this book presents groupwork suggestions and student-centred activities looking at the inter-relationship between development and environmental issues. Its innovative approach includes such examples as examining the global energy expended on producing and distributing a packet of crisps! Management issues in Poland, Antarctica, Brazil and Zimbabwe are examined. Although there is no index, the variety of illustration, cartoons, photographs and graphics used should challenge and encourage students to consider global inter-dependence. A. Burke

LEV: Upper primary Lower secondary
AVAIL: Paper \$23.95 Ideas Centre, ph. (02) 281 8099 SCIS 775537
KLA: HSIE

WILLIAMS, John Energy. Wayland, 1993 (First technology)

ISBN 0750207140 [333.79]

Energy is a difficult abstract concept for young children to understand. So state the notes accompanying this bright and simple book. Its approach is to present chemical energy from food sources, followed by examples of light energy, sound energy, heat energy, potential energy (called 'waiting' energy) and kinetic energy (called 'moving' energy). Colour photographs with simply written captions attempt to cover this material. The result seems disconnected, although with teacher input the resource may be effective. Explanatory notes are provided for teachers and parents. J. Buckley

LEV: Preschool Lower primary
AVAIL: \$24.95 SCIS 769699
KLA: ST

BIESTY, Stephen Stephen Biesty's cross-sections : man-of-war. Viking, 1993 (A Dorling Kindersley book)

ISBN 0670849766 [359.3]

Between the first pages when a fleet of ships sails into view and the concluding ones as a British man-of-war departs after battle, the reader is treated to a visual spectacular of incredible detail. Each of the colourful double-page spreads details an aspect of eighteenth century life on board. Health at sea was a precarious business; disease and its treatment much feared — gruesome little drawings bear witness to the hazards of surgery! There is much here to appeal to the sharp eye in every category from the mundane routine of everyday life to the battle

itself, from the lowly sailor to the admiral. A glossary to explain unfamiliar naval terms and an index conclude this interesting publication. C. Frew

LEV: Middle primary Upper primary Lower secondary Middle secondary
AVAIL: \$24.95 SCIS 762085
KLA: HSIE
EVAL: Highly recommended

FAUST, Beatrice Benzo junkie : more than a case history. Penguin, 1993 (Viking)

ISBN 0670851450 [362.2]

You would think that it might have been worth their while for doctors to ensure that Ms Faust was not given the ammunition which she has used to shoot them and their whole medical world down. With multiple health problems, mostly manifest from birth or early childhood, Faust discovers in her forties that she is addicted to prescribed benzodiazepines. Her struggle to free herself, as well as her search for reasons for this addiction and her myriad of encounters with the medical profession over the years, form the basis of this very weighty and detailed tome. The warning bell it sounds should be heard and heeded by anyone who treasures their health especially if they are apt to take prescribed drugs. F. Gardiner

LEV: Upper secondary
AVAIL: Paper \$19.95 SCIS 766957
KLA: PD/H/PE

ROLLS, Eric From forest to sea : Australia's changing environment. University of Queensland Press, 1993

ISBN 0702225762 [363.70994]

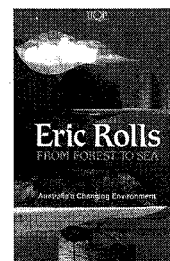
In a very personalised, often anecdotal style, Eric Rolls discusses the environmental challenges facing contemporary Australians: from soil degradation to blue-green algae to sand mining. Rolls writes with passion and often first-hand experience on the need for urgent and widespread action to arrest the degradation of Australia's complex and frequently misunderstood environment. This plain language book should be compulsory reading for all Australians. Some black and white photographs. Not indexed. G. Phillips

LEV: Upper secondary
AVAIL: Paper \$14.95 SCIS 766825
KLA: S; HSIE

The Penguin working words : an Australian guide to modern English usage. Penguin, 1993 (Viking)

ISBN 0670903639 [428.003]

This is an excellent dictionary of Australian language usage, with particular emphasis on modern document production. Therefore it not only untangles such knotty problems as the subtleties of meaning between 'infamous' and 'notorious', but also explains terms used in desktop publishing and common computing terms. Document preparation and proofing, including copy editing, are discussed in some detail. Grammatical choices and patterns are explained in plain English, as is punctuation. There is an interesting table of modes of addressing dig-



nitaries in speech and writing. The alphabetical arrangement should facilitate student use. M. Lobban

AUD: Parents Professional
LEV: Middle secondary Upper secondary
AVAIL: \$39.95 SCIS 764749
EVAL: Highly recommended

MACINNIS, Peter Applied studies in science, mathematics & technology. Longman Cheshire, 1993

ISBN 0582910447 [500]

Written specifically for the NSW Applied Studies HSC Course, this text is fun to read, but virtually impossible to use for science reference. This is a shame since the content is so up-to-date, thought-provoking, and accessible. This liveliness borders, however, on carelessness. For example, the references at the end of each 'module' are rarely full citations. Also, many older books are cited, stating they 'should be able to be found in second-hand shops and large libraries!' The index is very poor (eg. one reference only to 'telescope' and no reference to Artificial Insemination which is in the book). The authors claim two VERY interesting supplementary sources: 1) availability of APLSTRDL.DOC file on Pacific Power-Net for DOS 5.0 MS-WORD or Word Perfect users which will regularly update these topics and 2) availability of cited journal articles from the Australian Museum if the proper ILL library form is used. Finally, once again a great opportunity has been missed to make up for the marginalizing of female scientists. Other than that, I enjoyed reading the latest on Sydney's sewage treatment. Probably very useful as a textbook, otherwise, not recommended. G Phillips

LEV: Middle Secondary Upper Secondary
AVAIL: Paper \$28.99 SCIS 759995
KLA: S; M; TAS; HSIE

PEACOCK, Graham Sound. Wayland, 1993 (Science activities)

ISBN 0750206985 [534.078]

Based on the 'hands on' philosophy this excellent resource offers a wide variety of interesting experiments for young children to investigate sound. Different aspects covered include: causes and sources of sound, differences in sounds and different sounds, hearing, recognising, making and blocking sounds, sound travel (through air, water and solids), echoes and musical sounds. The procedure for each activity is carefully explained through text and illustration and necessary resources are listed. While children are expected to draw their own conclusions from their experiments, the author also adds simple, interesting facts and examples from nature. Included are a glossary, bibliography, and notes for teachers. B. Richardson

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$24.95 SCIS 769703
KLA: ST; S

BUTLER, Daphne What happens when rain falls? Simon & Schuster Young, 1993 (What happens when?)

ISBN 0750012781 [551.57]

The target audience is young children and the information and presentation is appropriate. Text is simple but informative; supported and extended with relevant coloured photographs. Information is included on rain clouds, sun and snow, drought and flood, conservation and recycling, sewage and water power. The book contains a contents page, simple glossary (rain words), and an index. B. Richardson

LEV: Preschool Lower primary Middle primary
AVAIL: \$19.95 SCIS 757473
KLA: HSIE; ST

DEWAN, Ted Inside dinosaurs and other prehistoric creatures. Angus & Robertson, 1993

ISBN 0207176310 [567.9]

Diagrams are the focus of the approach in this book and they are comprehensively detailed and colourful. One is given for each chapter heading and the labelling provides most of the written text. Headings include 'Breathing and blood', 'Digestion', and 'Armoured and dangerous'. Dinosaurs are dissected to reveal their skeletal structure, muscles, tendons, intestines and other major organs and functions. D. Lane

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 762380
KLA: ST; S

BAINES, Liz La compote verte! [kit] WWF, 1992

ISBN 0947613404 [574.5]

This World Wildlife Fund kit presents something of a dilemma. It consists of a coloured poster and picture sheets with a solely French text and a book of student exercises based on the sheets with parallel text in French and English. The discussion materials concern bird migration, endangered species and forests, with some questions on French language and some on the environmental themes highlighted on the sheets. The pack contains quite specific environmental vocabulary and requires students to have a reasonable knowledge of French: its HSIE value is therefore limited to those students. An extensive English environmental reading list is included. A. Burke

LEV: Middle secondary
AVAIL: Paper \$29.95 Ideas Centre, ph. (02) 281 8099 SCIS 775481
KLA: LOTE; HSIE

GAMLIN, Linda Evolution. HarperCollins, 1993 (Collins eyewitness science)

ISBN 0732227682 [575]

Darwin, fossils, Lamarckism, mutations, DNA, and trilobites are all here — in full colour and at a level for the younger scientists to enjoy. Over 60 pages of double-page spreads with numerous illustrations and brief information pitched at various levels. Extensive acknowledgements including the British Museum and Belgian

Institute indicate the search for high-quality, high-interest illustrations. Multiple copies will assist most libraries and science programs. M. Williams

LEV: Upper primary
Lower secondary
Middle secondary
AVAIL: \$24.95 SCIS 748290
KLA: ST; S

LEONARD, Gary Eucalypts: a bushwalkers guide. NSW University Press, 1993 (Bush books: Sydney & environs)

ISBN 0868403407 [583.09944]

A pocket size handbook that is intended to assist bushwalkers from the Wollongong, Katoomba and Newcastle triangle identify 68 of the more common species in this area. Maps, colour photographs and diagrams assist identification of these trees, alongside a brief description of habitat, soils, associated species and physical description. Though eucalypt flowers are notoriously unreliable identifiers, there are no illustrations of any of our magnificent trees in full bloom. The fruit and inflorescence (flower's support structure) are given prominence, together with bark and leaf shape. An index to botanical and common names, and a glossary of terms may encourage the young naturalist in further research. M. Williams

LEV: Middle secondary
AVAIL: \$17.95 SCIS 764493
KLA: S

MAYNARD, Christopher Amazing animal facts. RD, 1993

ISBN 0864384742 [591]

The effective use of detailed colour photography which has characterised much recent non fiction publication is evident in this well designed resource. Large, uncluttered pages feature excellent photographs and diagrams. The text covers the behaviour and appearance of many animals. Each double-page provides the answer to a lead question, for example 'Is a wolf a dog?' and introduces other associated facts. Information is presented in a question and answer format. The material is interesting rather than amazing and is best suited to browsing, even though an index and glossary are included. J. Buckley

LEV: Middle primary
Upper primary
AVAIL: \$16.95 SCIS 769423
KLA: ST

DALTON, Tina Wild Australia close up. Weldon Kids, 1993

ISBN 1863023054 [591.994]

One hundred and thirty species of Australian wildlife are covered in this resource. Animals are arranged by habitat, and illustrated as a group in attractive colour double-page spreads. The illustrations are anatomically accurate, but they lack scale and depict the animals with appealing expressions, almost as if you had assembled them and said 'smile!' Names of the animals are not adjacent to the illustration. The text is patchy and contains some unexplained assertions. It provides basic

information, yet fails to systematically discuss the characteristics of each creature. The lack of an index or proper glossary makes specific information difficult to locate. J. Buckley

LEV: Middle primary Upper primary
AVAIL: \$16.95 SCIS 771797
KLA: ST
EVAL: Consider before buying

MOLLESON, Diane and KUHN, Dwight How ducklings grow. Scholastic, 1993 (Read with me/Cartwheel books)

ISBN 0590452010 [598.4]

Designed as a story rather than a reference this simple book is excellent for reading aloud. The life cycle of ducks is clearly and simply portrayed and provides concise information for students. Beautifully coloured photographs enhance the text and add atmosphere to a picture book which is quite informative for very young and also older students who will be able to read it for themselves. J. Anderson

LEV: Lower primary Middle primary
AVAIL: Paper \$5.95 SCIS 757075
KLA: E; ST

SONGHURST, Hazel Senses. Wayland, 1993 (Criss cross)

ISBN 0750207647 [612.8]

Strong graphic design and stunning colour photography together with simple text, ensure this book's appeal and value to younger students. Although the text is minimal, the information is clearly presented and maintains sufficient depth for the targeted age group. It provides a clear introduction to the senses in both humans and animals and concludes with a topic web for cross curricular activities. Notes to parents and teachers enhance the book's usefulness as a teaching tool. J. Anderson

LEV: Lower primary Middle primary
AVAIL: \$26.95 SCIS 774277
KLA: ST
EVAL: Highly recommended

COOKE, Kaz The modern girl's guide to safe sex. Rev. ed. McPhee Gribble, 1993

ISBN 0869143034 [613.9]

A chatty colloquial style and humorous tone temper this direct exposé of the need for protection during sexual encounters. Written from the female perspective, it offers tips on safe-guarding against sexually transmitted diseases. It is highly informative and clearly expressed with little reliance on medical jargon. The explicit language is acceptable within the context of this book. Due to the serious nature of STDs it is obvious that it is unwise to be either prudish or ill-informed about these issues. This is a bold but responsible publication intent on conveying an honest message to women (and men) of all ages. C. Sly

LEV: Middle secondary Upper secondary
AVAIL: Paper \$11.95 SCIS 746307
KLA: PD/H/PE



WILLIAM, John Wheels and cogs. Wayland, 1993 (First technology)

ISBN 0750206470 [621.8]

Good design, superb photography, and clear relevant text are features of this science book for young readers. The focus of the first part of the book is the wheel, both fixed and free moving, what it can do, and how and where it is used in technology. The later half looks at pulley wheels and cogs. The text encourages children to ask questions and seek answers through exploration and involvement in hands-on activities. Technical terms are shown in bold print throughout and also appear in a glossary. There is a simple index and notes aimed at teachers and parents. Recommended for home and school collections. B. Richardson

LEV: Preschool Lower primary
AVAIL: \$24.95 SCIS 766723
KLA: ST

MURDOCH, David H. Cowboy. HarperCollins, 1993 (Collins eyewitness guides)

ISBN 0732249570 [636.2]

A visual feast of horses, history, weapons, cattle musters and folkheroes, from Annie Oakley to Ned Kelly. **Cowboy** has a truly multicultural perspective that takes us not only to the American wild west, but beyond, to South American gauchos, French guardians and Australian Drizabones and Akubras. The index guides us to concise information and spectacular colour photographs and illustrations on topics rarely covered elsewhere, from Aboriginal stockmen to Mongolian yurts. A must for every school library with horse enthusiasts; one to tempt even the most reluctant readers. M. Williams

LEV: Middle primary Upper primary
Lower secondary

AVAIL: \$24.95 SCIS 762505
KLA: HSIE
EVAL: Highly recommended

MARSHALL, David Artists. Simon & Schuster Young, 1993 (Facts at your fingertips)

ISBN 075001279X [709.2]

Distilling the world of art into 32 pages is not an easy task and the knowledgeable reader is tempted to question what has been omitted rather than appreciate what is included. A child reader is unlikely to have this problem and should find the resource a useful and attractive overview. It provides well presented information on various types of art and artistic expression, ideas expressed by art and art as present in our daily lives. It also gives potted profiles of twelve world famous artists. Illustrations, mostly photographs, are plentiful and appropriate although mainly representative of the traditional schools. B. Richardson

LEV: Middle primary Upper primary
Lower secondary

AVAIL: \$17.95 SCIS 765029
KLA: CPA; CA

NICHOLSON, John Homemade houses. Allen & Unwin, 1993 (A Little ark book)

ISBN 1863734899 [728]

Reeds, grass, earth, clay, bamboo, wood and stone — some of the building materials used in the traditional houses lovingly described in this attractive book. Nicholson obviously has great understanding of and respect for these traditional buildings. The text is straightforward, the illustrations clear. The book's overall message is of the similarity of need across times and cultures and the inventiveness of people in using local materials to meet their needs. Illustrations use a limited colour range on cream paper. They depict buildings in their landscapes. Floor plans, elevations and village scenes are also included. An involving and informative resource. J. Buckley

LEV: Upper primary Lower secondary
Middle secondary

AVAIL: \$17.95 SCIS 767326
KLA: HSIE; ST; TAS

McKINNON, Josie Making puppets. Martin, 1993 (Magic bean in-fact)

ISBN 1863740287 [745.592]

A most inviting cover, clear layout, easy-to-read information accompanied by easy to follow diagrams, and colourful pictures are features of this resource. It also contains a simple glossary, measurement conversion chart and two copyable basic patterns for finger and hand puppets. Instructions are given for paper and felt finger puppets, stick and shadow puppets and a shadow theatre. As a model for the writing of procedural texts and/or as a simple craft resource this book would be a worthwhile addition to teacher, classroom and library collections. It would also make an excellent small gift. B. Richardson

LEV: Lower primary Middle primary
AVAIL: Paper \$7.95 SCIS 752353
KLA: CPA

GREAVES, Margaret Stories from the ballet. Angus & Robertson, 1993

ISBN 0207183325 [792.8]

The stories of eight of the most popular ballets, 'Giselle', 'The firebird', 'Ondine', 'The nutcracker', 'Swan Lake', 'Petrushka', 'The sleeping beauty', and 'Coppelia' are retold. The manner of the telling, despite the pathos and sophistication of some of the ballet themes, makes the stories accessible even to quite young children, particularly if read aloud. Each story is accompanied by romantic, softly coloured pictures, not all of which are balletic in portrayal. Those that are have an unreal, static quality as if a moment of dance was caught and frozen in time. The visual appeal, dare it be suggested, is more likely to be to girls rather than to boys. B. Richardson

LEV: Middle primary Upper primary
AVAIL: \$24.95 SCIS 768770
KLA: CPA

STANLEY, Stephen Puzzle planets. Ashton Scholastic, 1993

ISBN 0868969133 [793.73]

Using the concept behind the successful **Where's Wally?** books, this search involves a series of planets, a scientist,

his invention and numerous replica scientists to make things more complex. Each planet also contains unusual creatures and lots of activities. There is much to find in the detailed colour illustrations. Basically a game rather than a reading experience, the book is sure to be a popular addition to library collections. J. Buckley

LEV: Middle primary Upper primary
AVAIL: Paper \$9.95 SCIS 769565

LEYTON, Lawrence My first magic book.

Hodder & Stoughton, 1993 (A Dorling Kindersley book)
ISBN 0340584718 [793.8]

The title of this resource is misleading. Step-by-step instructions and clear colour photographs are provided, but to master the tricks and make the necessary props requires a high level of skill and application. Information on how to perform each trick, how to organise a magic show and how to prepare the props is beautifully presented on well designed pages. Photographs feature child magicians performing tricks which involve inexpensive and easy to obtain materials. The high standard of design makes this an attractive resource which will inspire interest in the subject. J. Buckley

LEV: Upper primary
AVAIL: \$18.95 SCIS 769586
KLA: CPA

VALENTINE, Nina Speaking in public.

Penguin, 1993
ISBN 0140176217 [808.5]

A panacea for panicky public speakers, this pocket size book offers a self help course for anyone called upon to give a speech. Both the novice and the seasoned toastmaster will find this a valuable guide to improving their skills of oratory. Practical, positive suggestions for a vast range of speaking situations provide one with the assistance needed to prepare and confidently deliver speeches. Its direct language and concise explanations make it useful and appealing to a wide age range. C. Sly

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$5.95 SCIS 761431
KLA: E

PARK, Ruth Fishing in the Styx. Penguin, 1993 (Viking)

ISBN 0670846805 [A823]

Superlatives come to mind for this second volume of Ruth Park's autobiography. To read it is to spend time with someone who holds life in a wonderful balance. Her working life, relationships with other writers and publishers, and marriage to writer Darcy Niland form the basis of this volume. Underpinning this is her experience of loving and grieving and her search for life's spiritual meaning. Sounds worthy? Not so — it is uplifting. Park stresses the difficulty of writing, and this work is evidence of her control of the art. The difficult genre of autobiography is delicately and movingly handled. J. Buckley

LEV: Upper secondary
AVAIL: \$29.95 SCIS 769814
KLA: E
EVAL: Highly recommended

GROVER, Paul Discovering history. Oxford

University Press, 1993
ISBN 0195533631 [909]

For use with beginning historians at high school, this text introduces the notion that students are part of history and that it is all around them, in the present as well as the past. Through activities and concepts, students are challenged to explore the nature and processes of history. In Part 1 for example, detective work about a fictitious missing school mate leads into an investigation of the mystery of the recently discovered Tyrollean Iceman. To reinforce the idea that history is people, places and events, many fascinating case studies are presented. Events such as the sinking of the Titanic, the destruction of Pompeii and the rabbit plague in Australia are only some of those used to stimulate the imagination of budding historians. C. Frew

LEV: Lower secondary
AVAIL: Paper \$24.95 SCIS 765024
KLA: HSIE
EVAL: Highly recommended

CALLENDER, Gae The Eye of Horus : a history of ancient Egypt. Longman Cheshire, 1993

ISBN 0582876826 [932]

A complex, rich work, and a fine teacher reference. Lay persons (i.e. most Year 11 students!) will need expert guidance: no time-line, glossary or list of maps is provided, and indexing is limited and inconsistent, although referencing is extensive and enriching. Cover-to-cover reading at closely-spaced sittings gives a working understanding which might facilitate independent learning, and the intensity of illustration certainly does. Introductory chapters on background and sources are followed by chronologically arranged chapters, each comprising political history, social history and religious and funerary customs. The social history is fascinating; those into Women's Studies will read without surprise that New Kingdom women 'worked a full day in the field as well as performing their home duties'. H. Gordon.

AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$29.99 SCIS 745880
KLA: HSIE

MARTELL, Hazel Mary What do we know about the Celts? Simon & Schuster Young, 1993

(What do we know about)
ISBN 0750012455 [936.4]

Double-page spreads help to give a spacious feeling to this book as it presents Celtic life and culture. The simply written text, broken up into easily-read sections, is illustrated by a good variety of illustrations. Archaeological finds are photographed or drawn, good use is made of graphics and maps and a useful timeline is provided. The pages are uncluttered, and many archaeological photographs are of satisfyingly large proportions. History and the Celtic inheritance, warfare, travel, writing and art, religion and everyday life are dealt with. A good index and glossary are useful without being intrusive. M. Steinberger

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: \$19.95 SCIS 768292

LAFFIN, John Digging up the diggers' war.

Kangaroo, 1993
ISBN 0864176043 [940.4]

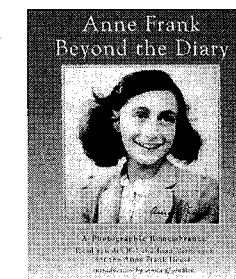
After 35 years of investigation and 40 related books, it is unlikely that anyone knows the Australian battlefields of WWI better than Dr John Laffin. This Australianised version of his Battlefield archaeology (1987) has an easily read, personal style and is effectively illustrated by contemporary and historic photographs — though disappointingly short on maps and diagrams. It has the strengths and some of the weaknesses of a personal passion — competent archeological explanations and historical accounts mix a little capriciously with speculations and anecdotes. The book, like the old battlefields themselves, is a rich source of artefacts and stories offering history students a unique level of contact with the daily reality of WWI on Gallipoli and the Western Front. It has some interesting potential to relate to site and heritage issues in Australian history. G. Spindler

LEV: Middle secondary Upper secondary
AVAIL: \$35.00 SCIS 779141
KLA: HSIE

VAN DER ROL, Ruud Anne Frank beyond the diary : a photographic remembrance.

Viking, 1993
ISBN 0670849324 [940.53 FRA]

Like a family album of expressive photographs with appropriate captions, this lovingly crafted book invites close attention. It is a poignant background work to Anne Frank's diary. It presents the courageous life of the Frank family, as typical of those in hiding, in Germany and the Netherlands before and during the German occupation. Numerous photographs (matched to the appropriate parts of the diary) evoke the happy family life against the gradual disintegration of conditions for the Jews in Amsterdam. It is an insight into the consequences of World War II for history students as well as enrichment for those studying Anne's diary. M. Hamlyn



LEV: Middle secondary Upper secondary
AVAIL: \$29.95 SCIS 770166
KLA: E; HSIE

BLOOMFILED, Rex China : tradition and change. Longman Paul, 1993

ISBN 0582860482 [951.05]

Written specifically for New Zealand and Australian students this publication covers several themes in its attempts to present and explain aspects of contemporary Chinese society. Government, beliefs and ideologies, village and city life, environmental issues, business and commerce, and the developing relationships between China and our own region are discussed. There is a deliberate juxtaposition between the past and the present through a style and an approach easily accessible to young students. An abundance of illustrations, photographs, diagrams and activities gives this book a pleasing layout and a focus useful for both teachers and students. C. Frew

LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$13.50 SCIS 759992
KLA: HSIE

BURNS, Peggy Gandhi. Wayland, 1993 (Life stories)

ISBN 0750207248 [954.03 GAN]

Part of a series that introduces younger readers to the lives of great men and women, this book outlines the life of Gandhi from his marriage to his death. Clear and concise text is enhanced by numerous coloured drawings and black and white photographs which complement one another in creating a living picture of the times. Although easy to read, the text creates a warmth and an understanding of Gandhi's beliefs and actions which should stimulate discussion. Good for reading aloud. J. Anderson

LEV: Middle primary Upper primary
AVAIL: \$24.95 SCIS 766985
KLA: HSIE

KING, John Conflict in the Middle East.

Wayland, 1993 (Conflicts)
ISBN 0750203919 [956]

The Gulf War is used by the author to highlight the importance of this region to the western world. Succeeding chapters develop an understanding of the countries and the varied, often conflicting interests of the people. Included are both world wars, the foundation of Israel, the Suez conflict, Libya, Lebanon, Egypt, Iran ... and all those leaders and identities associated with the Middle East. The final chapters examine the peace talks up to June 1992 and while there can be no definitive conclusion the author contends that the Middle East will continue to be the focus of attention for the rest of the world. C. Frew

LEV: Middle secondary Upper secondary
AVAIL: \$24.95 SCIS 762645
KLA: HSIE

BRAZIER, Chris Vietnam : the price of peace.

Oxfam, 1992 (Oxfam's country brief series)
ISBN 0855981520 [959.704]

This title provides a clear, concise and current overview of Vietnam's social, economic and environmental problems and the Oxfam programs introduced to assist. Included is a review of Vietnam's geography and history with emphasis on the American War (no mention of Australian involvement) and its results. The problems of the country, especially the changes since the concessions to market economics in 1986, are presented through the problems of particular Vietnamese citizens. Well illustrated but without an index, this is a very useful resource. A. Burke

LEV: Middle secondary Upper secondary
AVAIL: \$17.95 Ideas Centre,
ph. (02) 281 8099 SCIS 757703
KLA: HSIE

BAQUEDANO, Elizabeth Aztec. HarperCollins, 1993 (Collins eyewitness guides)

ISBN 0732249562 [972]

Double-page spreads with strong visual appeal deal with the history and lifestyle of the Mesoamericans, the Aztecs, Mayas and Incas. These complex cultures are

revealed through a wide variety of illustrative material and a surprisingly large amount of text broken into manageable portions. Archaeological finds, maps, reconstructions and cutaways all enhance this enticing book. Topics include farming and hunting, cities, family life, food and trade, medicine, religion and clothing and there is a heavy emphasis on the rich artistic life of the time. M. Steinberger

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$24.95 SCIS 762298
KLA: HSIE
AVAIL: Highly recommended

MORRISON, Marion The Amazon rainforest and its people. Wayland, 1993 (People and places)

ISBN 0750204842 [981]

An overview of the problems facing the Amazon regions of South America is presented in a factual, down to earth and unemotional way while emphasising the need for global concern. The consequences of deforestation are emphasised as is the plight of the native peoples and animals of the region. Well illustrated, the book will have value for competent readers, and concludes with a list of related books and the addresses of some environmental groups throughout the world. J. Anderson

LEV: Upper primary Lower secondary
AVAIL: \$24.95 SCIS 761746
KLA: HSIE

The decade of destruction : the story of Amazonia's rainforest during the 1980s. [kit]

Central Independent Television, 1991
 ISBN 0947613315 [981]

Containing a video and five booklets, this World Wildlife Fund kit looks at the rainforest problems and the interest groups involved - colonists, developers, Indians, rubber trappers and politicians. The photography is superb: the commentary unfortunately ponderous, but there are interesting interviews. There is also a short film on Chico Mendes and some silent clips to promote class discussion. The booklets contain student activity and resource sheets for different subjects — English, media education, science, geography and geography teacher's notes. Looking at Amazon problems through interest group eyes makes this a worthwhile kit. A. Burke

LEV: Middle secondary
AVAIL: \$75.00 Ideas Centre, ph. (02) 281 8099 SCIS 775420
KLA: HSIE; S

Chronicle of Australia. Chronicle Australasia, 1993

ISBN 1872031838 [994]

The trouble with these chronicles is that they look like reference books, but don't act like reference books. With newspaper-style articles for each of Australia's years 1788—1992, the concept is exciting but using them for research is difficult. The indexing in this one falls short

and the cross referencing system is confusing. For example, there is no reference in the index to Norman Lindsay for page 508. (He's also called a 'literary great' on page 637?!) And '95' in the index for Reibey should be in italics, not Roman, indicating a reference in the Year Summary, not in an article. The forward reference arrows are a commendable idea but not quickly grasped as a referencing technique, and prone to error. For example, the forward reference arrow date for Mary Bryant should be 5/10 not 30 on page 86. The pre-history essays bring modern thought together in an easily readable form, as do the articles on Aboriginal culture, and a teacher would find useful motivational material here for recreating an historical milieu; but time is needed for readers to gain the real benefits of immersing themselves in the news of the times. G. Phillips

LEV: Upper primary
 Lower secondary
 Middle secondary
 Upper secondary
AVAIL: \$69.95 SCIS 763189
KLA: HSIE

MACFARLANE, Margaret John Watts : Australia's forgotten architect 1814-1819.

Macfarlane, 1992
 ISBN 0646116959 [994.02]

A good example of self-published family history that can contribute to Australian history as a whole. John Watts was an army officer, aide-de-camp to Macquarie, architect and Postmaster-General. His designs include the Military Hospital in Sydney, the Lancer Barracks and towers of St John's Church in Parramatta, and additions and alterations to Old Government House in Parramatta. He spent twenty years as South Australia's Postmaster-General, even designing the state's first postage stamp in 1855. Much research by the authors is enhanced by extracts from Watt's diaries and many maps, paintings and architectural plans. The index, detailed notes and comprehensive bibliography provide a model of primary historical research for the student. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: Paper \$21.95, James Bennett, 4 Collaroy St, Collaroy 2097 SCIS 766714
KLA: HSIE

PEARCE, Chris Through the eyes of Thomas Pamphlett : convict and castaway. Pearce, 1993

ISBN 0646152122 [994.302]

Pamphlett, brickmaker and petty criminal, was transported to Sydney in 1811. Pearce gives an interesting analysis of social conditions around the turn of the century. Pamphlett's life takes the reader to Newcastle, the Hawkesbury and Windsor. From there, he was sent with a team of timber cutters to the Illawarra. Blown off course, their boat reached Stradbroke Island, where he lived with the Nunukal clan for some time, then with another on Bribie Island. There is fascinating detail about Aboriginal social life. Found by Oxley, he was returned to Sydney, gained his freedom, and died in 1838. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: Paper \$19.00 SCIS 771286

Professional reading

Resources are in Dewey order.

SAXBY, Maurice Puffins for parents and teachers : a guide to Puffin books, the best in children's reading. Penguin, 1993 (Puffin)

ISBN 0140346139 [028.5]

The incredible volume of books now targeted at children makes choosing the best — at the right time, for the right child — a task difficult even for the specialist in the field of children's literature. This resource, prepared by well known and respected expert, Maurice Saxby, should be a boon to busy parents and teachers. Under useful subject headings and age guidelines are listed Puffin titles to tempt and satisfy a vast variety of needs and tastes, even the reluctant reader. Included are old favourites and classics as well as contemporary offerings. Each section is introduced with interesting notes containing valuable information and advice. B. Richardson

AUD: Parents Professional
LEV: Preschool Lower primary Middle primary
 Upper primary Lower secondary Middle secondary

AVAIL: Paper \$3.95 SCIS 764816
KLA: E

LINDENFIELD, Gael Managing anger without hurting yourself or others. Thorsons, 1993

ISBN 0722527152 [152.4]

The author, a psychotherapist, asserts that because we assess others and are assessed by our observed behaviour, it is essential to explore and modify the anger we feel which affects our communal activities and social satisfaction. The book is divided into four parts: 'Understanding anger', 'Managing our own anger', 'Dealing with other people's anger', and 'Preventing anger'. The format of the book with statements, examples, illustrations, exercises and check lists makes it ideal for a place in a PD program or for background reading. The aim is to teach an 'A - Assertive, N - Non-violent, G - Goal directed, E - Ethical, R - Responsible' expression of anger. M. Hamlyn

AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$17.95 SCIS 752042
KLA: PD/H/PE

POWELL, Ken Burnout : what happens when stress gets out of control and how to regain your sanity. Thorsons, 1993

ISBN 0722526490 [155.9]

Here is a psychologist's work book which first defines 'burnout' and then gives case studies of sufferers (usually from the caring professions) and how with help they recovered control of their lives. There follow a series of surveys, tests and exercises so that the reader can assess and control their own situation. Many teachers will not want to admit to an interest in this topic. However the book is a useful guide for helping partners, colleagues, friends and some HSC students. M. Hamlyn

AUD: Professional
AVAIL: Paper \$12.95 SCIS 752117

HOWE, Renate A student guide to research in social science. Cambridge University Press, 1993

ISBN 0521408881 [300.7]

Here is a comprehensive analysis of information skills for senior secondary and tertiary students. The 'how to ...' of defining, locating, etc. is very clearly expounded with useful summary sheets available for photocopying. Although the example libraries are only in one state (and school libraries do not rate a mention) the explanation of the scope of academic and state libraries is extensive but concise. Similarly, the best approach to and benefits of various information sources such as newspapers, electronic media and the community are explained clearly. There are guides to setting up a survey, carrying out an interview, and analysing an artefact. M. Hamlyn

AUD: Professional
LEV: Upper secondary SCIS 769779
AVAIL: Paper \$16.95

DAVIS, Noel Not just me : class and group activities for personal development.

Jacaranda, 1993
 ISBN 0701631600 [305.23]

Divided into three sections: 'Me', 'Me and you' and 'Me, you and others' this teacher's resource book presents three different approaches to each of fifteen units and is designed to give students the opportunity to explore their own feelings, experiences and ideas. Fully reproducible, it provides ideas for activities and discussions geared to secondary students but will also have valuable applications for primary students. A very useful resource for teachers of personal development. J. Anderson

AUD: Professional
AVAIL: Paper \$52.95 SCIS 776329
KLA: PD/H/PE

PATTON, Wendy Issues in adolescent sexuality : ideas for classroom teaching. nice business, 1993

ISBN 0646133721 [306.70835]

This refreshingly straight forward and frank program for teaching sex education through co-operative classroom and interactive learning techniques has been designed by two Queensland TAFE senior lecturers and a Family Planning education officer. While not intended to be prescriptive, it does allow the untrained teacher who often takes these courses to introduce practical information to guide informed decision-making for teens. Twenty-eight specific learning activities are presented in the areas of society's view of sex education, gender roles, dating relationships, homosexuality, family planning, unplanned pregnancy and sexual health. The first two chapters present strategies for collaborative classrooms which can be used in teaching any subject. Reproducible cards, worksheets and quizzes are provided with needed background information and a reference list. A valuable resource. G. Phillips

LEV: Upper secondary
AVAIL: Paper \$30.00 SCIS 756464
KLA: PD/H/PE





BRYANT-MOLE, Karen Child abuse. Wayland, 1993 (What's happening?)

ISBN 0750204982 [362.7]

It is immensely sad to think that children need a book on child sexual abuse, however, the need does exist and hopefully this title might provide some guidance for children in trouble. The text is divided into relevant chapters (including one aimed at adults) and is written carefully and thoughtfully, with constant reassurances for child victims who often feel, erroneously, that they are somehow at fault. Topics covered include: touching, trickery and bribery, feeling guilty, telling — whom to tell, what and how, and stranger danger. The book is well illustrated with sensitive photographs and contains a glossary and an index. B. Richardson

AUD: Parents Professional
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$24.95 SCIS 763315
KLA: PD/H/PE

HOGAN, Bob Key into spelling. Level 3.

Educational Supplies, 1993
ISBN 1862511004 [428.1076]

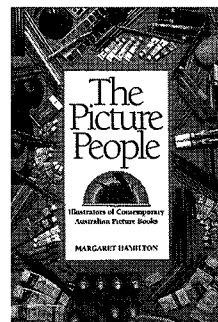
A formal structured approach to spelling is presented in this series of teachers' resource books for different grades. Unimaginative in presentation and in the activities provided, it uses a 'drill and practice' approach to the teaching of spelling. The 25 units of 20 spelling words are not linked under a theme approach and appear to be randomly selected. The resource will not appeal to those teachers who use an integrated 'real text' approach to language learning. J. Anderson

AUD: Professional
AVAIL: Paper \$4.95 SCIS 771965
KLA: E

HAMILTON, Margaret The picture people : illustrators of contemporary Australian picture books. Margaret Hamilton, 1993

ISBN 0947241442 [741.642092]

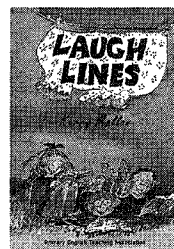
Margaret Hamilton has been a publisher of children's books for twenty years. In this book she looks at 60 makers of picture books, giving details of their work, training and background and some biographical details. There are one or two pages about each artist, showing examples of their work, giving a bibliography of published books and information about awards they have won. There are also quite technical accounts of the paper and media they use to produce their pictures, and artists whose work has influenced them. Eight colour pages add vibrancy; the black and white reproductions are uneven in quality. M. Lobban



AUD: Parents Professional
LEV: Middle primary Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$17.95 SCIS 763330

MALLAN, Kerry Laugh lines : exploring humour in children's literature. Primary English Teaching Association, 1993 (Literature support) ISBN 1875622063 [809]

Laugh lines will be of value to all familiar with the request for 'something funny to read'. In an interesting reader-friendly text Kerry Mallan explores the nature and types of humour, and the appreciation and place of humour, even in a serious context. Separate chapters are devoted to humour in picture books and verse, and to the changing face of humour. Added are useful ideas for exploring humour with children and bibliographies categorised as: picture books, younger readers, older readers, verse, jokes and riddles. Line drawings by David Cox are suitably lighthearted. Recommended as a useful personal and library resource. B. Richardson



AUD: Parents Professional
LEV: Lower primary Middle primary Upper primary Lower secondary
AVAIL: Paper \$ SCIS 767329
KLA: E

Who reviews?

Reviewers for *Scan* and for the SCIS database are selected from teachers and teacher-librarians across the state. In this issue, they included the following, who are teacher-librarians unless otherwise indicated:

Judith Anderson, North Sydney Primary
Ann Burke, Homebush Boys' High
Jill Buckley, ex *Scan* editor, ex primary teacher-librarian
Catherine Frew, Tumbaramba High
Fay Gardiner, ex *Scan* editor, *Scan* literary segment provider, casual primary teacher-librarian
Helen Gordon, Maitland Grossman High
Marion Hamlyn, Wollongong High
Niki Kallenberger, Cherrybrook Technology High
David Lane, Economics teacher, and STLD Balgowlah Boys' High
Marjorie Lobban, Peter Board High
Georgia Phillips, Smiths Hill High
Beverly Richardson, primary teacher-librarian on leave
Cathy Sly, English teacher, Barrenjoey High
Graham Spindler, on leave.
Margaret Steinberger, Irawang High
Maryanne Williams, Moss Vale High

COLUMNS

ALIA news

NZLIA/ALIA 1994 Joint Conference

The Joint Conference of NZLIA and ALIA will be held in Wellington from the 26th to 29th of September. Monday the 26th and Friday the 29th will be used for seminars, workshops etc. to be held by Special Interest Groups of both Associations. These seminars will include issues such as: industrial relations (enterprise bargaining and award restructuring) and information technology.

The formal part of the conference will run from the Tuesday to Thursday and will encompass many areas of interest to library and information professionals, including management issues and the effect of economic rationalism on the workplace.

Sessions that will be of particular interest to teacher-librarians will be the concurrent sessions on both Wednesday and Thursday.

Wednesday sessions will be looking at: information justice, indigenous issues, marketing, information technology, resource sharing and heritage.

Thursday afternoon sessions deal with: libraries in education, libraries in the public sector, the community (this will be of special interest to teacher-librarians involved in joint use facilities), health information, and library services to ethnic communities.

Conference queries:

ALIA National Office
Ph: (06) 285 1877
Fax: (06) 282 2249

An evening with Patricia Wrightson and Victor Kelleher

Random House, in association with the NSW Children's Book Council and the State Library of NSW, will host an evening with Patricia Wrightson and Victor Kelleher. There will be dramatic readings of the authors' works and a round table discussion with Mark McLeod, Children's Publishing Director for Random House, and an authority on children's literature.

Date: Tuesday, 26th July
Time: 5.30 for 6.00 pm
Venue: The Mitchell Galleries
Cost: \$10, \$7 for Children's Book Council members, and Friends of the State Library
Enquiries: State Library
Ph (02) 230 1500

SCIS

The NSW Cataloguers Section of ALIA is holding an information night on SCIS: *the latest developments.*

Anne Dowling, Divisional Librarian at SCIS, will be the speaker.

Date: Wednesday, 25th May
Time: 6 for 6.30 pm
Venue: Monte Sant'Angelo College
28 Miller Street
North Sydney NSW 2060
Contact: Judy Engall
Ph (02) 630 3880

Lateral Learning awarded Australia Council grant

\$24,000 has been awarded by the Literature Board of the Australia Council to Lateral Learning, a speakers' agency for schools and education centres.

Lateral Learning is run by Sydney women Kay Batstone and Marion Boyd. The grant recognises the work done by the two in organising Australian writers, illustrators, storytellers, cartoonists and performers to speak to students in schools about their work and experiences.

Lateral Learning has a representative in Melbourne and Brisbane and so exchanges of speakers from state to state are possible.

Gary Crew, John Marsden, Peter Goldsworth, Margaret Mahy and Christobel Mattingley are some of the interstate authors visiting Sydney schools soon through the Lateral Learning program.

With the help of the Australia Council, Lateral Learning is now poised to develop a presence in rural New South Wales so that country schools can take advantage of this excellent program.

Adventurers, scientists, artists and performers are also available as speakers through Lateral Learning. The agency charges a booking fee for each engagement separate from the fee charged by the speaker.

For more information please contact:

Marion Boyd
Ph: (02) 968 2067
Kay Batstone
Ph: (02) 969 6456 or
Sandra Forbes
Executive Officer
Literature Board of Australia Council
Ph: (02) 950 9045

The Dorothea MacKellar Poetry Competition for Schools

The 11th Annual Dorothea MacKellar Memorial Society Poetry Competition for schools is underway for 1994. The set subject for this year is 'Why?' and entries are sought Australia-wide from primary and high school students. 1993 saw 6,000 poems submitted by 1,000 schools. This year's added awards, e.g. The National Australia Day Council's \$1,000 encouragement

award for a Year 12 student, should ensure even greater participation.

Enquiries:

The Dorothea MacKellar Memorial Society
PO Box 113
Gunnedah NSW 2380
Phone and Fax: (067) 42 0556

Ozline now available for 22 hours a day

The National Library of Australia's **Ozline** service has significantly extended its hours of service to accommodate its many users. Ozline is now available throughout the day except between 9:00 pm and 11:00 pm (EST) Monday to Friday and 7:45 am to 8:00 am (EST) on Monday.

Ozline provides access to a growing collection of Australian databases which list journal articles and provide directory information. The databases cover a wide range of subjects including law, politics, economics, medicine, criminology, history, geography, social science, sport and religion.

Ozline databases are searched using the STAIRS information retrieval software or the friendly SOFI interface. SOFI makes searching easy. It provides the power of the STAIRS software without the need for training or prior knowledge of STAIRS commands and is ideal for occasional users such as staff and students of universities, colleges and schools and researchers within the government or private corporations.

Ozline operates on a cost recovery basis. Costs are based on connect time which is charged at the rate of \$1.50 per minute. Annual subscriptions which offer twelve months unlimited use within a single organisation are available for \$1600.

Contact:

Bryony de la Motte
Network Services
Ph: (06) 262 1690
e-mail : bdelamot@nla.gov.au
Rob Walls
Marketing Network Services
Ph: (06) 262 1657
e-mail : rwalls@nla.gov.au
Fax: (06) 273 1180.

ALoud West Authors in Schools program: Funding available for 1994

ALoud West is a funding program provided by the NSW Ministry for the Arts and administered by the NSW Branch of the Children's Book Council. It is designed to assist schools to organise visits by authors and illustrators. Funding is available for speakers' fees **only**; participating schools will need to cover any travel and accommodation costs themselves. Schools both in the metropolitan area of Sydney and in country NSW who believe they are eligible may apply for funding for a visit of between a half day and one week. Applicants must demonstrate need for assistance based on economic, geographic and/or cultural

disadvantage. Further information and application forms are available from:

The NSW Branch of the Children's Book Council
P.O. Box 765
Rozelle NSW 2039
Ph: (02) 810 0737

NESTLÉ Write Around Australia

The State Library of New South Wales and NESTLÉ Australia Ltd are pleased to announce a new literary program for children. **NESTLÉ Write Around Australia** will be co-ordinated by the State Library's Education Service and sponsored by NESTLÉ Australia Ltd. The project aims to encourage the development of literary skills through the creative writing process.

The program includes a competition offering a total of \$50,000 in prizes, including a computer and printer for the State winners, and home libraries to the value of \$500.00 for 20 individual zone winners.

Schools which encourage their students to enter the competition through classroom activities are also eligible to win a collection of Australian children's fiction and non-fiction to the value of \$500.00 for their school library if a zone winner comes from their school.

200 finalists will receive a back pack of NESTLÉ products and a certificate. All 20 zone winners' stories will be published in a bound collection which will be part of each finalist's prize package as well as being distributed to all schools with entries in the competition.

The ten public library services and authors involved in the **NESTLÉ Write Around Australia 1994** program are:

- Bathurst City Library (**Sophie Masson**);
- Broken Hill City Library (**Maureen Pople**);
- Camden Public Library (**Mary Small**);
- Hastings Municipal Library (Port Macquarie) (**Allan Baillie**);
- Hawkesbury City Council Library Service (Windsor) (**Ursula Dubosarsky**);
- Lake Macquarie City Library (**Penny Hall**);
- Leeton Shire Major Dooley Library (**Joan Dagleish**);
- Randwick City Library Service (**Diana Kidd**);
- Willoughby City Library (**Anna Fienberg**); and
- Wollongong City Library (**Margo Lanagan**).

From the regions

Western region

- Regional library conference: *Book week, literature and the creative arts*

Date: Saturday, 18th June
Venue: Mulyan Primary School
Cost: \$50

The conference will be presented by CAPA (Creative Arts and Performing Arts) with a literature segment

from the Children's Book Council. The orientation of the conference is to primary and central schools.

Contact: Edna Rollings
Mulyan Primary School
Ph: (063) 42 2531
Fax: (063) 41 1254

AD LIB

Attention is drawn to AD LIB, the newsletter of teacher-librarians of the Western Region. This substantial newsletter (28 pages) covers conferences, local events, and articles on teaching learning, management, children's literature, regional support, resource sharing and accounts of successful practice.

Subscription enquiries to:

Orana Education Centre
212 Darling Street
Dubbo NSW 2830
Ph: (068) 82 9968
Fax: (068) 82 5655
Cost: \$20 per year

Hunter region

- Regional library conference: *High profile libraries*

Date: 22nd-23rd July (1 1/2 days)
Venue: Western Suburbs Leagues Club
Hobart Street
Lambton NSW 2305
Cost: \$90

Extra Costs: Accommodation (four star motel attached to the Leagues Club) and dinner on Friday night.

Barabara Poston-Anderson will speak on the first day on *The virtual library: meeting the information age of the future*; and there will be workshops on accelerated learning, and implementing profiles and outcomes curriculums. The second morning will target literature and the role of teacher-librarians in

supporting the English K-6 Syllabus. Principals, teachers and teacher-librarians are invited.

General enquiries:

Mary Russo
Ellermore Vale Primary School
Ph (049) 559 016
Fax (049) 502 195

Registration:

Linda Vieman
Regional Office
Ph (049) 255 736
Fax (049) 292 912

North Coast region

- Regional library conference: *Be empowered*

Date: 29th-30th July
Venue: Opal Cove Resort, Coffs Harbour
Cost: \$100 (2 days) or
\$65 per day

Extra Costs: Accommodation and literary dinner on Friday night.

Day 1 of the conference will investigate information skills and technology; and Day 2 will be totally devoted to children's literature.

Contact: Kathy McDowell
Toormina High School
Ph (066) 533 077
Fax (066) 582 310

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