

# SCAN

Curriculum Resources and Information Services

**REVIEW**

**INFORMATION**

**TECHNOLOGY**

**ENQUIRY**

- Humour in children's literature
- Intergalactic readers on the information superhighway
- K-6 English—implications
- Multimedia and the three wise monkeys
- Getting into the Internet

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# SCAN

Vol 14 No 1 February 1995

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In the calm that descends on Ryde in January there is time to reflect on the year past and the year to come. What can we do to improve on *Scan* 1994? Feedback from our readers is fairly rare, but when it comes, it is positive and constructive—such as that arising from the teleconference we held in October involving teacher-librarians from around the state. It seems to me that teacher-librarians see their major goals at present as:

- Ensuring that our role is understood, valued and accepted by other staff in both primary and secondary schools
- Keeping abreast of technological developments and their uses for information literacy and library management.

To these ends, we have planned articles on regional initiatives which raise the profile of teacher-librarians and an article on Principals' perceptions of our role; and a series of articles on the Internet and its uses for information literacy.

*Scan*, however, has more than a reflective role. It also has an educative role in ensuring that teacher-librarians are kept abreast of educational change. To that end, articles highlighting the place of information skills in the new outcomes and profiles based syllabuses and the role of the teacher-librarian in helping implement them are planned for 1995.

The first issue of *Scan* for '95 is a bumper one of 96 pages—a one-of-happening, as our budget really does limit us to an 88 page maximum. I am finding it difficult to get writers to keep to their suggested word limits, and our articles have been getting longer. No more! says she, brandishing the editorial pen—1995 will be the year when *Scan* articles get shorter.

A highlight of the first *Scan* of the year is a new feature—a series on well known teacher-librarians (this one highlighting Maureen Nicol). Hope you enjoy it. Other highlights of this issue include Geoffrey McSkimming's article on humour in children's literature; a look at school libraries in the UK; the implications for teacher-librarians of the K-6 English Syllabus; Ross Todd's comprehensive list of selection criteria for multimedia; the practicalities and issues involved in providing access to the Internet for school libraries; regional reports on the development of strategic plans; and changing patterns of service in senior school libraries, including the impact of the *Directions* document.

Wishing you *Scandalous* reading and a happy 1995!

Lee FitzGerald

Editor



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

### Departmental priorities—1995

In Education Week 1994 schools were sent a copy of a wall chart listing the Department's 1995 priorities. The wall chart was issued earlier last year to allow schools time to incorporate the system priorities into their school plans for 1995. Teacher-librarians and school library programs have much to contribute to the achievement of these priorities. A number of articles published previously in *Scan* have stressed the importance of ensuring that this contribution is reflected in school plans.

The major curriculum focus areas are of specific relevance to school library planning. In 1995 these are:

- English K-6
- Year 7 and 8 KLA Profiles
- Literacy across the Years 7 and 8 curriculum
- Vocational education
- PD/Health/PE K-6.

School library collections will support student and staff information needs in each of these areas. In some cases this will mean that budgets will reflect the requirement for additional resources to support new areas. In other cases teacher-librarians will simply make clients aware of resources already held in the collection.

Teacher-librarians must also ensure that information skills programs in which they are involved reflect an outcomes and profiles approach in those KLAs where this is being implemented.

The priorities of increased "parent and community participation in school planning and decision making" and of increased "student participation in school decision making" may provide an opportunity for those who have not yet established a library committee to do so. Such committees not only ensure that the library and its programs are relevant to the needs of all clients but establish a group of stakeholders

who can provide invaluable support throughout the school community.

### Schools research service

Last year in *Currents*, I wrote of a pilot project being developed by the State Library to offer a service, through school libraries, to support senior students. Topics for which there are few resources in schools, but for which the State Library collection is likely to hold resources, have been identified and the State Library staff have developed packets of material which will be available for a small charge to schools subscribing to the service. The list of materials will be updated on a once a term basis. The Department, the Catholic Education Office and the Association of Independent Schools contributed funds to the pilot. The twenty Department of School Education schools participating in the pilot were nominated by their Region and are listed on the next page.

In addition, the CEO and the AIS have nominated ten schools each to participate in the pilot service. For information about these schools *Scan* readers should contact June Wall (CEO) or Barbara Yates at Barker College (AIS). The State Library held an orientation day for staff from the pilot schools at the end of November, 1994. Schools participating in the pilot will have the opportunity to provide feedback on the proposed service before it is made available to schools across the State at the conclusion of the pilot. Further information about this service will be published in *Scan* this year.

### NDIS project

The National Libraries of Australia and New Zealand have embarked on a major joint venture, the National Document and Information Service Project (NDIS). This project is intended to provide Australians and New Zealanders with a gateway to recorded knowledge held in libraries and databases in Australia, New Zealand and the world. It will replace the services currently offered by the Australian



## SCHOOLS RESEARCH SERVICE PILOT SCHOOLS

Region	School	Teacher-Librarian
Metropolitan West	Macquarie Boys High School	Jenni Grant
Metropolitan West	Cranebrook High School	Colleen Foley
Metropolitan South West	Sefton High School	Stephan Boyko
Metropolitan South West	Macquarie Fields High School	Helen Myers
Metropolitan North	Pennant Hills High School	Darrellyn Dawson
Metropolitan North	Kincumber High School	Robyn Abraams
Metropolitan East	Woolooware High School	Michelle Ellis
Metropolitan East	Peakhurst High School	Di Collins
Riverina	Wade High School	Neil Walpole
Riverina	Tumbarumba High School	Cath Frew
Western	Forbes High School	Jan Harvey
Western	Young Technology High	Lyn Baker
Hunter	Whitebridge High School	Julie Barry
Hunter	Lambton High School	Margaret Badger
North Coast	Bellingen High School	Kevin Lowe
North Coast	Alstonville High School	Ros Sharpe
North West	Coonabarabran High School	Di Sweeney
North West	Quirindi High School	Don Reid
South Coast	Bega High School	Cathy Essex
South Coast	Bulli High School	Kerrie Bennett

Bibliographic Network (ABN), Ozline, New Zealand Bibliographic Network (NZBN) and Kiwinet. At a recent seminar in Sydney representatives from the National Library outlined the key principles guiding the development of this proposed new service. Included in these were:

- meeting the wide range of users' needs
- allowing for a more distributed pattern of database hosting
- facilitating electronic delivery
- integrating information resources
- allowing for users' technological diversity
- maintaining quality data.

Access to the resources made available through this project when it is completed may be another way in which school libraries will be able to meet the increasing information needs of staff and students.

### Ena Noël Australian IBBY Encouragement Award for Children's Literature.

The first presentation for this award was made to Arone Raymond Meeks for *Enora and the black crane* at the recent ALIA/NZLIA Conference in New Zealand. The award, to be presented biennially to a young Australian writer or illustrator for young people, is made for a book, either of fiction or non-fiction, which must have been published within the two years prior to the closing date for entries. The winner must be under 35 years of age and may win the award once only. The judges look for talent, potential, literary and/or artistic merit, originality and innovation. The award has been called the Ena Noël award in recognition of the enormous contribution to the promotion of quality writing and publishing for young people made by Ena. For many years Ena was the Australian President of IBBY (International Board on Books for Young

People) and has been active in both the Childrens and School Libraries Sections of ALIA. It was particularly fitting that Ena was in New Zealand for the presentation of this award.

### Scis Review Coordinator

Alison Glasscock has held the position of SCIS Review Coordinator since November 1992. Alison decided last year that she would not seek an extension of her secondment but would return to school in 1995. *Scan* readers will be aware of Alison's invaluable contribution to the SCIS reviewing program through the reviews which appear in each issue of *Scan*. In addition Alison's wealth of experience as a teacher-librarian and as a consultant has made an important contribution to the Library and Information Literacy team. At the time of writing *Currents* (early January) Alison had not yet received word as to which school she has been appointed. It is with regret that we say goodbye to Alison. We wish her well in her new position.



Arone Raymond Meeks and Ena Noël

Maggie Roche has accepted the position of SCIS Review Coordinator for 1995. Maggie, from Burwood Primary School, has extensive experience as a teacher-librarian as well as some previous experience working on projects for Library Services. The team welcomes Maggie to the position of SCIS Review Coordinator. ■

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Geoffrey McSkimming is the author of the *Cairo Jim* and *Jocelyn Osgood* series of uniquely funny novels. He has had short stories, poetry and articles published in anthologies, magazines and newspapers. He is employed full time as an editor of *NSW school magazine*. Geoffrey is also Head Scribe of the *Cairo Jim* Club, and author of its quarterly newsletter, *Thoth's Blurter*. His hobbies are travelling, travelling and more travelling. He does an excellent snake dance, dancing to his own very distinctive rhythm!

This article formed the basis of Geoffrey's keynote address at the *Making sense of humour* conference at Deakin University on 10th. September, 1994. It is a plea for adult gate-keepers of children's literature to look on humorous literature for children as.....

## More than just jokes



Geoffrey McSkimming, author of the bestselling *Cairo Jim* novels. Photo by Pyrella Frith.

It has long been my practical experience that humour is treated in a dismissive and often condescending manner by many of the arbiters of what is deemed to be good and not good, or worthwhile or not worthwhile, for our younger readers.

There exists an overwhelming misconception relating to humorous books, particularly those that are written for children. So many people, from all walks of life, think that funny literature isn't real literature—that it's something made quickly and effortlessly and without any real craft in it—that it can be dismissed as being of no lasting merit to our children or whoever reads it. This saddens me and makes me very angry.

I am in the final throes of completing my fifth humorous novel for children. The first four have been very well received, I'm relieved to say, by children and adult gatekeepers. All of my books have gone into second, third and fourth reprints. I have, over the past four years since my first book was published, become accustomed to the publishing industry, to the unique smell of primary school classrooms during many schools visits, and to the attitudes of teacher-librarians, teachers, and of course, the most important group of all: children. They are the ones who let me know what they really

think, without fear of being critical or the baggage of pretension. I produce about one full-length humorous novel, and have short stories and poetry published, each year, all of which tend to be humorous. I work in a full-time capacity as one of four editors of *NSW School Magazine*, a most excellent literary magazine for primary school students, which has been published by the NSW Department of School Education since 1916, making it we believe the oldest literary magazine for children in the world. We run a great deal of funny material—stories, poems and plays—for our readers, and consider humour to be a vital ingredient in our magazines. Without it we would not have the enormous subscription base we presently enjoy. As you can appreciate, I have a very full-on commitment to humorous literature for children.

I'd like now to make one statement which is not really being given the notice it deserves. Simply, it is this: **There is room for all forms of literature.** By this I mean that a reader needs to have access to literature that is funny, serious, challenging, entertaining, and, above all, imaginative. A bit of everything. Particularly readers who are in their childhood and adolescent years, for those are the times, as we all know, when opinions and attitudes are being nur-

tured and formed, when intelligence is being shaped, when they are most susceptible to the great wide world which one day will be theirs.

Now this statement might seem fairly obvious, but I have discovered, from my personal experience as a writer, that this statement gets lost somewhere along the road of children's literature. Somewhere out there—and I plan to try and pinpoint the exact spot in this article—humorous literature gets a pat-on-the-head-now-go-off-and-be-flippant-somewhere-else treatment. Funny stuff. Stuff that—heaven forbid!—will make a child or young reader laugh. Something that they might enjoy, for goodness sake. And so it gets dismissed, usually by those who don't know the faintest thing about quality or funniness or what makes a good story.

At what stage does this dismissal happen? I think it's when we get to our older readers. Thankfully, the realm of the picture book still seems to respect my statement. There is an abundance of all kinds of works for picture-book readers, and comedy books are well represented, along with more serious, sometimes issues-related works. Writers and illustrators like Margaret Mahy, Hazel Edwards, Terry Denton, Paul Jennings, Alison Lester, Tohby Riddle, Colin McNaughton, the great American writer and illustrator William Joyce (a personal favourite), Bob Graham and many more, are creating magnificently funny, quirky, quaint, gentle, cheeky humorous books. I think that comedy and the picture book will always be found together, and that's marvellous.

Then we go to the next stage—books for younger readers. Often they'll be short novels, or collections of short stories, sometimes illustrated and sometimes not. A number of the larger Australian publishers have, in the past couple of months in fact, brought out their own imprints to cater for this market. *Spinners*, *Rippers*, *Fireflies* for example. Here we still have comedy books, but somehow, the ratio of funny to serious is changing. At *School Magazine* we've just finished reading hundreds of the latest released books in preparation for choosing our annual forty titles for review in the coming year. This ratio shift was very obvious to me. There is a large number of very worthy books being produced about a lot of social issues—broken families, homelessness, poverty—as

well as a lot of fantasies (usually serious in tone) that involve a time shift. I gained the distinct impression that these sorts of books far outweigh the books that set out to make a reader laugh. Thank goodness for writers like Paul Jennings, Terry Pratchett, Margaret Mahy (she's superhuman in her versatility), David McRobbie, Margaret Clark, James and Deborah Howe, Duncan Ball, Morris Gleitzman, Judith Clarke, Robin Klein and a host of others, for still flying the banner of comedy for these readers. There aren't many doing it. It's as though some group of people—adults of course—have decided that children in this age group—the middle primary-school years—shouldn't laugh as much. 'Goodness, how sad', to quote a recurring line from one of Evelyn Waugh's short stories.

And then we come to our older readers: those in later primary school through to mid high school. Here, in this group, humorous fiction takes a sharp nose-dive. These readers are dished up lots and lots of issues, of serious-based literature, of stuff that will make them think. The number of frequently read—and frequently produced funny books of high quality for this group is startlingly, unfairly, small. I am sure that at this point, the adult gatekeepers—mostly those adults on the periphery of publishing who have some influence over what should be read and what shouldn't be—have decided, maybe subconsciously even, to screw up the collective genre of comedy and toss it into the bin.

You think I'm imagining this? No way. Just take a look around you. Look at the reviews pages in the newspapers. On those infrequent occasions when children's books are reviewed in the mainstream press, look at how many of the featured books are serious in tone. Look at how many of them are in essence grim stories for our children, full of social realism and "worthy" sentiments. Don't look for the flippancy factor, don't look for the belly-laugh criterion, because you will rarely find it.

It's the same situation with literary awards. Now this country has more awards for children's books than most of us have nostril hairs. Have you noticed that when they announce shortlists and winners for books for older readers, funny books are almost always not includ-



ed? (I don't mean awards that are judged by the children themselves, the popular awards like YABBA and the others, but the ones decided by adults.) It's true: here, as in the reviews situation, humour for children is virtually dismissed.

It happens in the United States, as well. Beverly Cleary, who wrote many finely crafted funny books, was awarded the Newbery Medal not for one of these efforts, but for one that was most definitely serious in tone (*Dear Mr. Henshaw*, 1984). And Lois Lowry's two Newbery Medals were for serious books, despite her terrifically funny stories. (*Number the stars*, 1989, and *The giver*, 1994) Lack of recognition for humorous literature occurs in the adult sphere as well. It has been suggested that one of the greatest writers in the English language this century, Graham Greene, was never accorded the full respect he deserved largely because as well as writing very heavy, serious and questioning works, he also produced his "entertainments"—often very funny works, which incidentally, have become some of his best known and most popular. The greatest English language satirist of this century, Evelyn Waugh, went to his grave an embittered man, largely because he too had not received the recognition given to lesser artists.

Why does this dismissive attitude to comedy prevail? To me, this is one of the most fundamental questions, on a level with "When will I die" and "Why am I here?" I think there are three reasons. Firstly, I believe that most of the **critics and reviewers and judges of children's literary awards** (and the adult ones too, let's not beat about the oasis here) **have no highly developed sense of humour**. I repeatedly sense that it is not developed in the same way that their capacity for serious literary criticism is. They take things very seriously, and somehow anything funny gets dismissed by them. They forget that children have a collective sense of humour, a brilliant, alive sense of the ridiculous, that's earthy and imaginative and free from the constraints of adulthood and the garbage that we as grown-ups have to wade through every day of our lives. The collective sense of humour of children is one of the most valuable things they possess, for it is a tap into their realm—the realm of childhood, the realm

where it seems all manner of fantastic situations could be possible. But so many adults have forgotten this place, and so many adults who have become literary gatekeepers for our children seem to think that our children don't want to laugh. And so humorous fiction gets dismissed, gets brushed away underneath the carpet.

The second reason for this appalling treatment of humour is this: **Many people think that to create a humorous work requires much less effort, much less intelligence, than is required to write or illustrate something which is of a more serious nature**. Absolute bunkum! It's not only the critics and judges and those on the periphery of publishing who think this. I know of quite a few very famous Australian children's writers—those who have established considerable reputations as writers of serious literature for children—who think this way as well. The kinds of novels I write have as much agonising over language and suspense and pace and characterisation in their formative process as anything a serious writer might create. Actually, I have a theory that in many ways it's harder for the humorous writer—timing punch lines, creating characters that are funny without being clichés, originating funny yet unpredictable plots—all of these problems are not faced by the serious writer. And it's harder too, to be a satirist than a realist: when I wish to satirise some situation, I can't merely write it down as it appears. That's the province, the privilege, of the realistic writer. No, I must be aware of every thread in the fabric of the situation. I must be able to understand how it is made up, how it is composed, so that I know where to find the particular thread to pull so that the fabric of my situation frays, or sometimes falls completely apart, to create my funny send-up. And then when I've found that thread, I have to consider how hard or how far I would pull it out; do I wish to create a riotous effect, or a mildly funny effect? Do I want to have my readers laughing out loud, or slowly warming with that familiar glow of humorous recognition? All of these considerations go into making up humour with its subtleties—yes, the two concepts are compatible—and its intricacies. Many serious writers do not ever have to concern themselves with these details.

I think people disdain humour because of what I call the accessibility factor: nearly everybody can be funny in some way or another. And that's a great thing. Anyone can tell a joke (some better than others), or do a silly voice, or saucy impersonation, and I'm sure that this accessibility to humour has led to the misconception that it must be easy and effortless to concoct a humorous short story or novel or poem.

Please don't get me wrong! As humorous writers, we're not writing for the glory of winning awards or getting reviews in the newspaper. These things are really not that important, apart from marketing, of course. The reason I am expressing my concern is because too many times we—the humorous writers and creators—do find that our works aren't getting into the hands of those for whom we are writing. Sometimes it's as simple as a teacher-librarian only purchasing all the books on a particular shortlist, or something that's been favourably reviewed. And if humour isn't represented on awards lists or in the reviewing journals or newspapers, then what hope have that teacher-librarian's students got of reading funny books?

And there's the third difficult area in this puzzle of dismissal as well—how do you discuss humour? What are your terms of reference? How do you analyse it? Many of the adult gatekeepers have degrees in literature. They are easily able to recognise structural reference points in serious works and discuss them in light of what's gone before. Many of them can deconstruct a serious piece of children's literature with the same kind of incisive eye a surgeon might use to open up a patient. Yet when it comes to reviewing something funny, then any old description will do! Recently, one particularly dim reviewer actually claimed that the villains in my novel *After the Puce Empress* were so bad they were funny. Had it ever occurred to this reviewer that with names like Gordon Slenderhead and Roland Bunshaft, they were **meant** to be funny? So many so-called reviewers don't know how to read a funny novel, a situation which I think is abysmal.

Which brings me to my second major statement: **We must take humour seriously**. We

must treat it with the respect it deserves. We must not write it off as second-rate, or unworthy, or stupid, because it is absolutely not. Sure, there are some funny books around that aren't very clever, where they're made up of second-hand jokes and clichéd characters, but that's bound to happen: there are always going to be second-best works in any genre. How many serious children's books are around that are bland and boring? I shudder to think.

Humour is not only one of the finest forms of entertainment, hand-in-hand, line-for-line as important as tragedy. (No less a writer than Shakespeare recognised and exploited this fact throughout his dazzling career.) It is also a great healer. Scientists have recently drawn attention to the fact that a sustained belly laugh is good for blood pressure and heart rate, and that laughter can reduce pain and boost immunity. Australia is just beginning to follow the overseas trend of establishing laughter workshops and laughter clinics. There is evidence that endorphins released during laughter are a factor in controlling pain.

Now it occurs to me, in light of the great number of angst-ridden works of literature that are available for our older readers, that adolescence is a fairly painful time. Yet we're not giving them access to something that might make it easier for them—comedy. I know that older readers like to read humour, for one simple reason: when I was that age, I couldn't get enough of it. I read serious books as well—*The mill on the floss*, *King Lear*, *The catcher in the rye*, *The great Gatsby*—and I loved many of these. But my first love was anything that would make me laugh out loud. And people don't change when it comes to the fundamental qualities that make them human. People still want to laugh, most of them, it doesn't matter what their age, or their background.

Why do I choose to write humorous literature for children? Virginia Woolf once said something which comes closest to what I feel when I think about my reasons for trying, against the many seeming odds, to create comedy. She said "It is in our idleness, in our dreams, that the submerged truth sometimes comes to the top." All through my writing, I guess I'm trying to work out what this massive conundrum we call "life" is about. I don't have answers, but occa-



sionally, when I'm in the middle of a scene somewhere in one of my novels, something quite unplanned will happen: something funny appears on the page, and it is absolutely ludicrous, almost to the point of not making sense at all, yet in an unfathomably strange way, it MAKES sense of some small facet of life. Of existence.

Humour is a great canvas upon which to find these little truths. Often, it can be through characterisation. I find that I am able to create very satisfying characters who are funny yet real at the same time. Because the character's basic motivations are firmly rooted in reality—no matter how exaggerated the attributes may be—he or she becomes a rounded, three dimensional figure, farcical to boot. And then there's plot—with humour, you have endless possibilities to create all kinds of mayhem and chaos in your stories. As Ralph Waldo Emerson once put it: "Reality... has a sliding floor." When you're writing comedy, you can pull that floor right out from under everything; the whole world, if you so wish. Thus, I've created, in **Cairo Jim on the trail to ChaCha Muchos** a world set in the Peruvian cloudforests, a world where Cairo Jim has to search for the Lost City of the Dancers, where, according to legends, an entire tribe danced itself to extinction over 500 years ago.

And with these over-the-top plots, I'm still able to have what so many of the critics are on the lookout for: a **message**. Although most critics don't seem to pick them up in my books. In **ChaCha Muchos**, for example, I hint at what happens when outside forces invade indigenous cultures. In the new novel, **Cairo Jim and the sunken sarcophagus of Sekheret**, I put the boot firmly into the almost forgotten backsides of the plunderers of history; those seemingly noble (often decorated) men who ripped through foreign countries and pilfered their heritage. In my novels, these messages are blended into the humorous plots. They don't leap out at you, or have almost visible pointing hands, as one feels they might need if one were writing more serious works.

And my final major reason for writing humour is this: **Where else can you have so much fun, so much free rein, in exploring our language as in this wonderfully irreverent form?** Dialogue lends itself naturally to humour.

There are so many puns out there, so many quirks of words that are ripe to be plucked and incorporated into gentle yet sophisticated lunacy. The kind of lunacy that will make a reader laugh out loud, that will release those endorphins referred to earlier, **that will provide truly memorable literature**. And, through this exploitation of language, once again I often find those small kernels of truth that make up everyday relationships. The small threads in the fabric of life.

### Bibliography

- Cairo Jim on the trail to ChaCha Muchos—an epic tale of rhythm. 1992. SCIS 723095  
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 1993. SCIS 765350  
 After the Puce Empress—a Jocelyn Osgood adventure. 1993. SCIS 763004  
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 (All these books are published by Hodder Headlines.)  
*Xylophones above Zarundi—another Jocelyn Osgood adventure—is to be published shortly; and in 1996, Hodder Headline Australia will publish Cairo Jim and the alabastron of forgotten gods—a tale of disposable despicableness.*

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## BEGIN

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## Part one of our new series on outstanding teacher-librarians begins with MAUREEN NICOL

Maureen is teacher-librarian at Dubbo Distance Education Centre. She is well known in Western Region and throughout the state for her work on the Western Region Development Committee and as editor of *Ad Lib*, the journal of teacher-librarians of the Western Region. She agreed to be interviewed by the Scan editor, as the pioneer of our series. Maureen typically was reluctant to be first, saying that heaps of other people had done more than she....but a reliable source summed her up in the following way: 'Maureen Nicol is teacher-librarianship in the Western Region'. The same source highlighted Maureen's habit of speaking in Paul Jennings' expletives—'Unbelievable', 'Unreal', 'Unbearable'—particularly in relation to aspects of day to day teacher-librarianship. Maureen's energy and drive tends to turn these expletives into positives—'Believable', 'Real', and 'Bearable'!



### How did you come to teacher-librarianship?

I began as a teacher of English at Narooma Central School and Albury North High School. At the latter, all the English staff were offered the position of teacher-librarian, owing to a sudden resignation. I was the last to be asked and the only one to say yes. So, by default, I was "given" the library in 1974. Early days there were amazing—neither the clerical assistant nor I knew what Dewey was! I remember my first book to catalogue was something like *Drought*: the social, economic and financial implications, and I had no idea how to do it! It wasn't until 18 months later that I had any training when I did the four weeks' course at Library Services, staying at the Travelodge in North Sydney.

Memories of Albury North High School library centre around the leaks in the roof. I could write a book about that – it wasn't until it "rained" on the school timetable that was in the

last stages of preparation that anything was actually done about it! Other memories focus on the excitement of flexible time-tabling starting in 1974, and the unstoppable flood of reel to reel black and white videos the Department kept sending our school which, being on the Victorian border, did not receive NSW ABC educational programs.

It wasn't until 1979 that I took steps to gain formal qualifications doing the Graduate Diploma in Librarianship at Charles Sturt through external study which I finished in 1980. There was only 'straight' librarianship available but I adapted all my assignments to school libraries. I certainly knew by then what I wanted to get out of the course, and I found it challenging and satisfying.

My next major teacher-librarian position was at Dubbo High School. I spent 14 years there, from 1976 to 1990. Dubbo High School is Libby



Gleeson's old school and one of the oldest schools in the region. The library was new, but only a fraction the size of Albury's library. It was not in a central position, located three floors up, boiling hot in the 40 degree temperatures of summer and freezing cold in winter. The library hadn't had a high profile—so I vamped it up, made it more welcoming, gave it new curtains etc. I always threatened to paint the catalogue bright green and I did have the air conditioning unit painted the bright yellow which was normally reserved for primary schools. It looked great with our curtains! As for the catalogue – OASIS Library arrived and I knew that the ugly old wooden monstrosity that it was would only have a limited life in the library so I didn't get to do any painting.

Dubbo High School was one of the first group of schools in the region to go onto OASIS. The school was unable to commit money to library automation so I organised some fund raising. 1988 was a great year to have a Heritage Ball and a great way to make lots of money. With the help of a very supportive P&C and ex-students' union, by the end of 1988, I had a network of four terminals, with two enquiry terminals and the fileserver.

#### *How did you get into distance education?*

Dubbo Distance Education Centre is located in East Dubbo, and operates independently of any other school, and caters for students from pre-school to Year 12. It is the only centre in the state that offers pre-school by distance education. I was Library Consultant at Dubbo ERC in 1990 where the DEC's infrastructure was being developed. Somebody 'forgot' to advertise for a teacher-librarian, so, being in the right place at the right time, I was offered deployment to the position for Term 1 1991, and have been there ever since, becoming permanent in May 1991.

Dubbo DEC has pre-school, primary and secondary students in NSW, across Australia, in New Guinea and from time to time in Africa, China, Indonesia and many other locations around the world. We've even had students sailing the world on a yacht! The school also has a large number of medical enrolments, unfortunately, especially pregnant teenagers. Additionally, we cater for local students taking HSC subjects not available at local schools.

Delivering a personalised and comprehensive education to students who are isolated involves successful utilisation of a vast range of educational technology, flexibility of management, face to face teaching in the form of workshops and home visits. The frequency of these relates to the main aim of the decentralisation of distance education—that no student would be more than two hours away from a DEC.

Subject leaflets are produced centrally in Sydney by the Learning Materials Production Centre and sent to all DEC's. To provide an information skills perspective to the subject leaflets, I have created information skills units in co-operation with teachers for topics they are teaching. These I teach cooperatively, usually in air-lessons each week. In 1994, I've been focussing on Years 5 & 6 in particular, with the younger age groups having more literature-based lessons.

Subject leaflets are distributed to our students with accompanying textbooks, references etc. Lessons are delivered via technology such as air lessons via HF or VHF radio, teleconferencing, computer linkups via Keylink, and the use of Pacific PowerNet. PowerNet has been an exciting development for us, in that it allows students with a modem to dial in to the school and access OASIS Enquiry or our CD-ROM library. Many farmers have computers and modems now, and the DEC will be lending them to those who don't. Additionally, fax, video and audiocassette productions are integral to teaching/learning practice in distance education.

Daily life managing a diverse collection for K-12 students all of whom are not on-site presents its challenges. I have had very unusual excuses for overdue books – such as the time a father of one of our students wrote to tell us that he had to move his daughter out of Cambodia until the trouble died down so her books would be "late" being returned. Another letter from a parent of a primary student informed the school that they had escaped with their lives from a village uprising in New Guinea. However, their lives were all they had escaped with and our school's resources were still there. Most recently, of course, the ashes of Rabaul have claimed many of our textbooks and some library resources.

We find that our primary kids do very well, because supervision by their parents is excellent and constant. However, it is a lot more difficult with the secondary students. One major constraint on the provision of library services to the secondary students is the fact that we have approximately 200 Plymouth Brethren enrolled with us in Years 10-12. The Brethrens' objections to music, sex education, evolution, most twentieth century literature and any computer technology must be taken into consideration in our program planning. Our school is one of the most technologically advanced in the region. However, any workshop, in which Brethren participate cannot make use of any of our computers, CD-ROMs, videos etc.

Another problem, as far as my role in the secondary school is concerned, is the fact that students have so much material from LMPC to read that I have difficulty getting them to read for pleasure. Even some staff tell me that they really cannot expect secondary students to read widely because there is no time left after they have "done" their leaflets and, understandably, for many of them reading as a form of recreation is not seen as an option. To change this attitude has become one of my goals for 1995, something that will be assisted by the school's commitment to help students to get off the "leaflet train" and to develop a sense of fun in their studies.

#### *What of the future at Dubbo DEC?*

In 1996, a new school is opening, which will have an SSP, a full-sized primary school and the Dubbo School of Distance Education on the one premises. There will be a new library to share between the three. Nancy Lander (the Orana Heights Primary School teacher-librarian) and I put in a submission for the layout of the new library and made recommendations on such issues as management, the collection, and what should be shared (we decided on the reference collection, the hardware, journal collection and the teachers' reference). The DEC has special requirements such as a circulation period of 3-4 months, and multiple copies of titles are needed. We need a stack section for the DEC collection, out of reach of the primary school students. The new library would also have secondary students visiting on a daily basis for single HSC subjects offered by the

DEC – and for this purpose, we need teachers' preparation rooms. Our needs are somewhat different from regular primary or secondary school libraries.

*Ad Lib is the journal of the Western Region Development Committee, a committee on which one of my sources said you've been on 'forever', and that you've edited Ad Lib 'forever' as well! Can you tell me about Ad Lib?*

Ad Lib's been going since 1974, and I edited it for 15 years, not forever, although sometimes it has seemed like it! In fact I've just sent my last issue to the printers. Margot Lindgren of Coerwull Primary School will be doing it from 1995, and she will get two days' release to do each issue. It comes out four times a year, costs \$20.00 for an annual subscription, has 170-180 subscribers, with 90% of all schools in the western region subscribing. It contains notices of professional development activities; articles on issues of concern to teacher-librarians, such as OASIS Library, budgeting, information skills ideas, practical hints and reviews of new resources. It has had its share of dramas—funding being taken away and its existence being under question etc. At the present time though, it seems to be fairly secure and indeed its subscriptions are increasing. It never ceases to amaze me how many people outside the region know about and subscribe to Ad Lib. I can do a good deal on past copies if anyone would care to contact me! (I can't resist a chance to advertise).

*And you've been involved in two editions of Off the shelf?*

**Off the shelf: a guide for libraries in small schools** was produced in 1993 to update the original document which was a complete fundamental course in teacher-librarianship in small schools. It contains basic information on all aspects of the job—information on policy, information skills and cooperative planning, management tasks, and automation.

When I was involved in the rewriting of the school-based support course in 1991 it was decided that **Off the shelf** would not be included as an Appendix (as it had been in the original course) because it was too dated in its information and format. Niki Kallenberger suggested that it might be a project that one of the regions might like to take up. Our region has a



large number of small schools, so I mentioned Niki's suggestion to our committee. As we had Sue Piggott, Patricia Elliott and Mary Smith on the committee, all of whom had had experience in small schools, we decided to run with it.

Beth McLaren negotiated with Curriculum Directorate to finance the printing of our region funded the relief days (we were given five but it took us at least ten days!) and Sue Piggott and I, with support and advice from many others, set to work. We launched it at our regional library conference in 1993 and so far we have sold so many copies that we have repaid the Curriculum Directorate and our region, and have moved into profit.

*What have been the main changes you've seen in the teacher-librarian's role over the years?*

Obviously the advent of computers, especially OASIS Library, has done more to change our role than almost anything else. Everything we do is influenced by the developments in technology—our management, our teaching, the nature of our resources, our communication with colleagues, and of course, our professional profile.

I think the arrival of the Information skills document, **Information skills in the school** was a milestone for NSW teacher-librarians. It really gave our role that educational focus that had previously seemed to be a bit fuzzy. Hopefully, the KLA profiles, with their embedded information skills' requirements will take the educational role of teacher-librarians to a new and higher level of acceptance.

The increase in the number of teacher-librarians with professional qualifications has also changed the nature of our role and the quality of professional development activities for our group has altered markedly as a result.

*What do you see as challenges for teacher-librarians in the future? How can these challenges be met?*

I really worry about the situation with primary teacher-librarians and the RFF (release from face to face teaching) situation, and other than constant writing and talking to people in our region who can bring about change, I'm not sure what else can be done. Obviously this issue is bound up with what I think is crucial for teacher-librarians and that is their professional profile and

status. Our regional library committee has decided to focus its energies, in 1995, on the raising of the professional profile of our region's teacher-librarians. However, I despair of any inroads being made into the issue of a career path with the potential for promotion to executive status for teacher-librarians.

Having said all of this, I think one of the biggest challenges for teacher-librarians is to be able to put their case for advancement and professional credibility as often as possible to as many people as they can without attracting the label of "whingers"! Although this may sound somewhat cynical, it does suggest that one of the most important skills that teacher-librarians need to master is that of successful lobbying.

One thing I've become increasingly aware of is the need for teacher-librarians to align themselves more with the professional associations available to us. In our region, we have a Central Western Regional Group of ALIA and not only are their meetings usually extremely interesting, they always keep the needs and interest of Western Region teacher-librarians in mind when planning activities. If lobbying our case and professional credibility is a priority, then such associations could become our life line.

*Finishing on a personal note, what has been the most satisfying aspect of your role as teacher-librarian?*

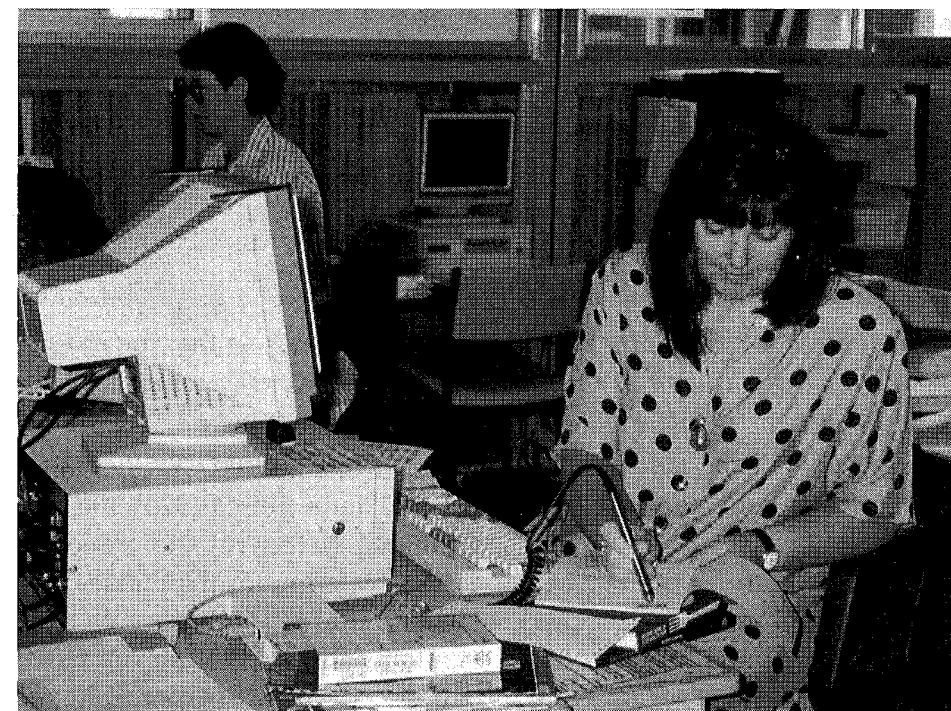
This is really hard, as I've had so much satisfaction from the role. The size of this region and the professional isolation that we have felt from time to time has really brought out the best in so many teacher-librarians. Consequently, it's been a real pleasure to work with some fantastic people on the Western Region Library Committee over the 16 years I've been in this region. I think that because I've been here so long, I've been given a lot of opportunities to develop in many different ways as well as to help many colleagues in the region.

Obviously, **Ad Lib**, for all my complaining each time an issue was due, has been a fantastic experience. I have become proficient in desktop publishing and had the opportunity to develop writing skills as well as having the pleasure of publishing the writing skills of many Western Region teacher-librarians. My short time as a library consultant was also an

experience to remember, and the fact that it led directly to my current position made it all the more memorable.

Starting up a new library at the Dubbo School of Distance Education, a new and unique school, has been a highlight of my career. Our new school library was extremely well supported, financially and with staffing, due to the priority the Principal and the enthusiastic staff (all of whom had been merit selected) placed on

lessons, was very special. I know there are many days when colleagues in other schools would think irregular contact with some students would be an ideal situation! When I took the job at Distance Education I was, not unexpectedly, ribbed about the "permanent holiday" I was about to take. However, I have always enjoyed my teaching role above all else, and the associated aspects of the job, like coaching basketball, netball, welfare work etc.



Dubbo School of Distance Education

library services. The Principal was not only dynamic and forceful, but he was totally committed to the utilisation of any educational technology available to deliver a quality education to our students. No longer was the issue of library computerisation a source of frustration. In fact it was quite the opposite as we investigated OASIS Library to its fullest. After becoming a trial school for Version 2 in 1993, we developed a network which encompassed the whole school, and with the new security levels, became available for all staff to use.

One of my biggest qualms, initially, at Dubbo Distance Education was the fact that I would not have that daily contact with students. However, I had not been there long when I realised that it may not be on a daily basis, but contact with our students, especially via air

One of my fondest memories of my time at Dubbo High School, in fact, was helping a group of senior students with some research they were doing. Of course, they expected that for their very specific and contemporary topic (which eludes me now) there would be a book or books written. I convinced them this in fact was not a practical assumption and then suggested that they read daily newspapers, search **Guidelines** and use some journal articles that could be located in our library. For a couple of days, they spent much of their lunch break in the library frequently asking my assistance and advice. During one of these lunch sessions, one of the Year 11 girls suddenly looked up and said, "Mrs. Nicol, we all think you really should have been a teacher!" Unbelievable! ■

# The School Resource Centre in England

*From September 1991 to July 1993, Sally Edsall was Learning Resources Co-ordinator at Queen Elizabeth's School, Wimborne Minster, Dorset, England. Her account of her experiences should fill NSW teacher-librarians with optimism.*

My experience in England gave me new perspectives on the role of the teacher-librarian and the school library in our NSW schools. It threw into sharp relief how far we've come in NSW since the cupboard of books in the corner. (I heard of many such cupboards in England, particularly in primary schools). It allowed me, from a distance, to take enormous pride in the professionalism with which my colleagues approach their work. Above all, it enabled me to see how far we can continue to advance with the curriculum BECAUSE of the pivotal part played by teacher-librarians.

Queen Elizabeth's (QE) is a large – 1350 students – comprehensive school for Years 9 - 13 (Australian equivalent – Years 8 - 12). It attracts students from the market town of Wimborne, surrounding villages and rural areas. It was established by royal charter of Queen Elizabeth – the first! – nearly 500 years ago as a Grammar School.

(An interesting side issue is that Wimborne Minster, the church, houses a chained library, founded in 1686 by a clergyman. The books are chained to the shelves, with spines to the back



of the bookcases so that the chains can be fixed to the opening edge of each book cover. Thus Wimborne has a proud library heritage!)

The school's modern incarnation as a comprehensive dates from a 1970's merger between QE Grammar (selective) and a Secondary Modern School, catering for the masses not destined for tertiary study. The library collection was substantially inherited from the Grammar school. Secondary Moderns weren't in such "need" of libraries, the students there having failed the 11-plus selection test!

When I arrived, the library was a collection of books housed in a dark, airless room, maintained by an untrained clerical assistant. There was no student work space, just rows of 6 foot tall, grey metal shelving supporting rarely-consulted books. Not many students or staff bothered to visit, much less borrow.

The library assistant received some support from an English teacher who was allowed some periods on his timetable and was so designated the "teacher-librarian".

Dorset County Library provided a School Libraries Service.

## Changes : at the school and beyond

A few of the more visionary senior management team at the school knew that there could be more to a school library. It could, for exam-

ple, offer more in curriculum support. England and Wales were introducing a National Curriculum, under which there would be the need for students to undertake individual research. Some courses already required students to undertake a Personal Research Study during Year 11 (Australian equivalent – Yr 10). Some teachers in the school were pushing the barriers and examining different teaching and learning styles: there was funding in the county to help support research and development.

At the same time, schools in England were now receiving totally devolved budgets. Their exam results were being published in national newspapers. Thus there was developing fierce competition between schools as boundaries were abolished. A plethora of 'vocationally-oriented' courses aimed at increasing the retention rate in the final two years of school, was being introduced. These students attracted extra funding, and also the strictly tertiary-bound 'A' level concept of the final two years ('6th form') was under challenge. Unlike the HSC, which is (still) a universal qualification, attracting the tertiary and non-tertiary bound, 'A' levels are exclusively for the most academically able. Competition was also being felt from the newly emerged Sixth Form colleges and the Further Education colleges offering Post-16 courses.

The Head Teacher and his senior managers developed the concept of a Learning Support Centre to house a library and a classroom to accommodate the Special Education teachers and their classes. The library would have attractive furniture for individual study.



The chained library at Wimborne Minster Church.

## An Australian arrives

Thus an advertisement for a Learning Support Co-ordinator appeared in the Times Education Supplement and I was the successful candidate.

The scheme was delayed for a year due to funding difficulties, which meant I had input into its design and planning, and could prepare the groundwork amongst teachers for the use of the centre. I investigated automated library systems and made a recommendation for purchase. The hardware cabling was laid as soon as the building was completed. I was even able to choose all the furnishings and fittings. At times I felt like an interior decorator considering fabric swatches.

I also managed to broaden the vision for the use of the centre, and I spent much time introducing the Australian concepts of co-operative teaching, information skills, and so on. The tradition in England has been for the library to be used for individual and small group research. Whole class use is rare, and little understood. I convinced the administration that the classroom space could perhaps not be for the sole use of the special needs classes, but some kind of open timetable could be established, so subject teachers and myself could work together with booked classes.

One of the reasons for the limited success of this must be addressed:

## Teaching load

While I was establishing the centre, 50% of my timetable was spent teaching subject classes. The following year, when the centre was operating, I negotiated my timetabled teaching to 25%. The concept of a teacher (relatively) free of timetabled teaching commitments was a novelty, and viewed with deep suspicion by many and hostility by a few. There is no maximum teaching load in England, and the usual practice is for secondary classroom teachers to have about 90% face to face teaching, plus pastoral duties (school counsellors are even rarer than librarians).

So, there was I with a "free" timetable, willing and able to liaise with teachers and their classes. But when were the teachers going to have time to talk to me? As well as their onerous loads, they have to undertake mountains of



paperwork and administrivia. Any untimed lesson could be snatched away as a "cover lesson" (ie extra). Often a time would be made for me to work with a teacher, only to find one of us had to cover a lesson for a sick colleague.

It is a real tribute to my dedicated colleagues that many of them were keen to pursue the idea. But the introduction of a whole-school commitment was impossible. How could 90 plus teachers all come on board when their only free lesson in a week or more would be unavailable? They might be teaching 8 or 9 different classes, with the concomitant preparation, marking and paperwork.

### Librarians or teacher-librarians?

Many would have been more comfortable with a "chartered librarian" (and indeed I was replaced by one when I left). Chartered librarians are accredited by charter with the Library Association. They are paid much less than teachers, have a very limited career structure, work administrative hours and holidays, but are also expected to undertake user education, and co-operative and support work of the kind undertaken by teacher-librarians here. They teach, but are not teachers. It is work for which the Library Association seeks greater recognition and status.

Unfortunately, not all schools have even this level of qualified staff. They are mostly found in the bigger, wealthier secondary schools. Where employed, they are frequently without any support staff, and so end up doing clerical,

technical and para-professional work themselves.

### Devolved budgets

Schools in Dorset have their whole budget, including salaries, devolved. I witnessed two rounds of teacher redundancies. There are no transfers—forced, or otherwise. The school counsellor was dispensed with the first year. In the second year all teachers had an additional period to teach. The same was happening in most of the schools throughout the county. Several thousand pounds' savings were made when I was replaced by a non-teacher-librarian.

Hitherto, county (ie state) schools had received free support from the School Libraries Service. It was very good. Their services included book purchasing, full-processing and cataloguing. They had an extensive collection which could be borrowed to supplement the school's stock. These loans could be changed up to twice a year, so we had access to a fiction stock which was constantly updated. They also offered project box loans for shorter terms to help during particular topic studies.

Now, library services is all school choice operating on a user pays basis. The head of library services spends much of her time as a marketing agent. If schools are experiencing budgetary pressures, access to the library service is one of the "frills" that disappears. The spiral effect as some schools withdraw is inevitably a deterioration in services and an ageing of the collection because of lack of funds for new materials.

### Automation

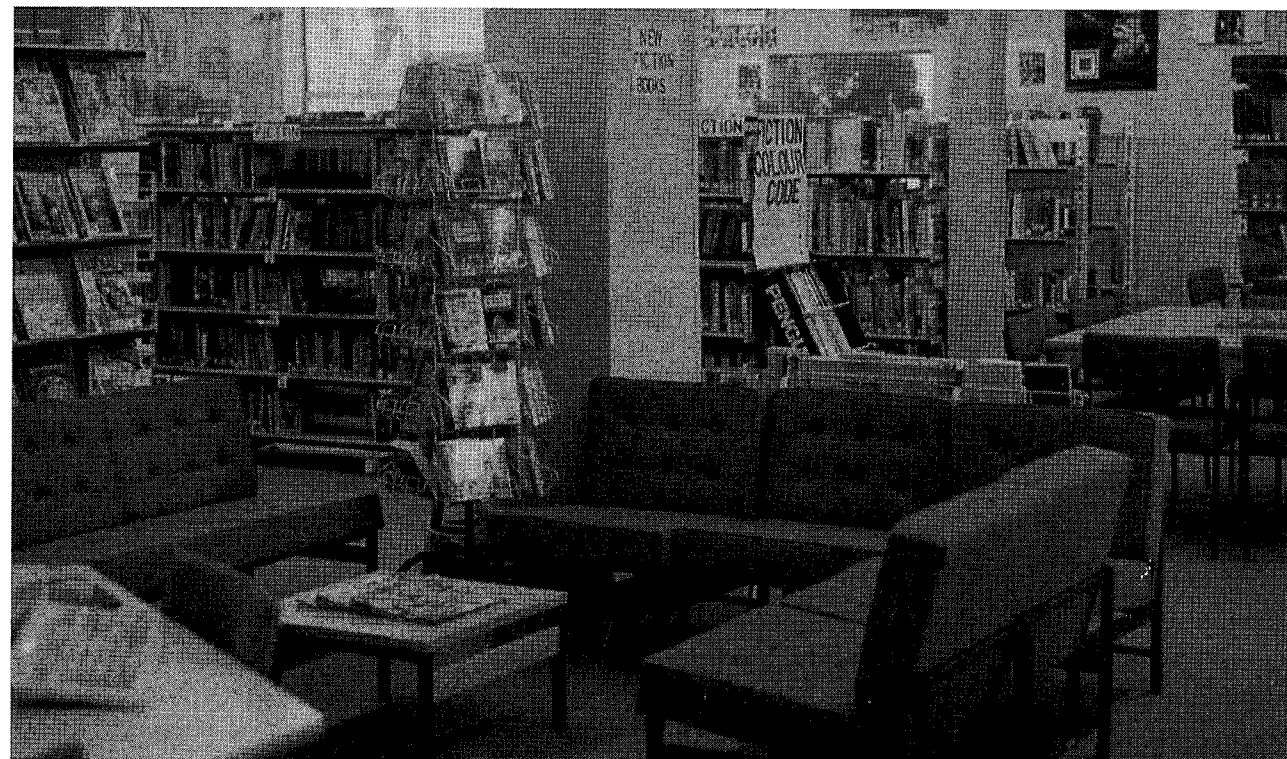
In Dorset, there is no one recommended automated library system. Shopping around, I found only one system that met the particular needs of a school library. We decided to buy ALICE, a renamed OASIS, marketed by Softlink Europe, and so we embarked on a journey so familiar to Australian teacher-librarians.

We had direct support from Softlink as the vendor. They operated a Helpline, ran training days and helped establish regional user support groups.

What we didn't have was a recognised subject authority other than the British Library Subject



Students using reference section.



CD-ROM computer, periodicals, comfortable seating and reference area with tables.

headings. Most librarians in England make up their own subject headings with all the nightmare complications and inconsistencies that leads to! Softlink helped out by installing ASCIS Subject Headings which I then adapted to local needs. This was a bit complicated, because we then decided to download from the British Library database, in the absence of anything like SCIS. Still, fine-tuning including changing headings could be undertaken at a later date if necessary, and ALICE/OASIS *Universal changes* capability makes that possible.

### Fun times too

Apart from all the hard work, some fairly delicate negotiations from time to time, and occasions where I lost an argument, there were fun times too.

I was talked into holding an Australia Day exhibition in the resource centre, when I dug up some Dorset-Australia links, like the Botany Bay Inn, which was on the site of a resting place for convicts being walked from the Assizes at Dorchester to ships for transportation at Portsmouth.

I successfully cooked lamingtons and Anzac biscuits. Unfortunately, proper chocolate crack-

les were beyond me—they don't have copha in England! The local version is made with chocolate icing—just not the same thing!

Because the centre was being established and resources were so outdated, I was given a large sum of money to spend. (Unfortunately, for that year only). That was fun—I had more money to spend in one year than I think I've had in all my years here in total. It's a great feeling. We built up a terrific CD-ROM collection, subscribed to many periodicals, weeded, and then build up the book stock so you could actually SEE it looked new.

I went to a school librarians' course in Lancaster (near the Lakes District) for a week, and met some fabulously dedicated people, struggling against all the odds I have detailed. Some had been on exchange to Australia, or knew people who had, and viewed our school libraries system as a type of El Dorado.

We know it's not, and we've worked hard to get where we have, and I suppose that's the point of this article: we have to keep working at it to ensure betterments, and not to allow our system to succumb to the same bean-counter mentality that I encountered in England. ■

# The K-6 English syllabus

## Implications for teacher-librarians

*The last issue of Scan carried an article by Beth McLaren, Information skills: Where do they fit in an outcomes and profiles approach to teaching and learning? In this, Beth gave some examples of the outcomes which contained elements of the information process in the K-6 English syllabus with a list of information skills pointers relating to achievement of a particular outcome in Level 3. She suggested that teacher-librarians need closer than ever collaboration with teachers to develop additional pointers to ensure inclusion of each step of the information process and to ensure that the teaching of information skills is integrated into all Key Learning Areas.*

*In this article, we have comment on fundamental differences between K-6 English and the previous English syllabus, and the implications of these differences for teachers and teacher-librarians. Following this, we look in detail at the implications for teacher-librarians as providers of resources and as collaborative teachers of information skills.*

*Brenda Powell, Deputy Principal at Valentine Primary School, asks the question: How is K-6 English different from previous English syllabuses?*

The most obvious change for teachers has been the inclusion of the areas of reading, writing, talking and listening into one syllabus and the greater emphasis on the interrelatedness of these four areas.

The most significant change is the use of an outcomes and profiles approach, giving teachers explicit articulation of what a student can do (outcomes) at a given level. Pointers, or modes of behaviour which may indicate achievement of a particular outcome, are included in the syllabus. Teachers now have a very clear indication of what a student should have achieved. This is also significant for the teacher-librarian, especially when working with the classroom teacher. Another clear implication of the outcomes and profiles approach is the need for teachers to develop skills in gathering evidence of student achievement. This applies to the teacher-librarian as well.

The syllabus incorporates a single model of language learning—the functional view. As teachers become more familiar with the functional view of language, they will be looking at the implications for classroom practice. It will be necessary to ensure that students learn about

the different varieties of text, their features and how they function—not only in the English area, but in all Key Learning Areas. Teacher-librarians can assist here by ensuring that there is a wide variety of texts available for students to use and borrow. Although literature remains an important component of this syllabus, students will also be working with factual texts. Additionally, students will work with media texts of both the literary and factual type. For many schools, acquisition of media texts would be breaking new ground. When looking at the use of real language for real purposes and the language of the child, teacher-librarians will consider including more newspapers, journals, and a wide variety of magazines for use in the library and classroom. Multi-media and audio-visual resources are also important in this context. Teacher-librarians can often become aware of the needs of the school in this area when involved in their co-operative planning with classroom teachers.

Finally, this syllabus places an emphasis on reading, and as ever there is no better place to switch children on to reading than a friendly, interesting and inviting school library (with a friendly, interesting and inviting teacher-librarian!).

Joy Pogson, teacher-librarian at Beresford Road Primary School looks at the implications for teacher-librarians as providers of resources:

To support the K-6 English syllabus, teacher-librarians will be providing access to a balance of literary and factual texts, including media texts, to enable students to understand how texts work. For example, if Year 4 is studying **Environment matters**, then the resources needed will be factual texts on the environment, literary texts such as **Window** by Jeannie Baker and media texts such as **Saving Hieronymus** or computer software such as **Sim City**.

Furthermore students will be modelling their writing and speaking on real texts. Teachers will need examples of text types to share with their class. Before students can write a report, they need to examine report writing in a variety of texts, to see how reports are used and to what audience they have been addressed. Teacher-librarians will be able to offer teachers examples of reports and recounts etc. Take time to become acquainted with the syllabus terms covering different types of writing. Why not set those words as keywords on your database, (bearing in mind that many text types overlap)? A number of reference books which might help identify relevant texts are listed at the end of this article.

Already there are commercially available sets of factual and literary texts in all the text types. Many teachers may see these schemes as the most convenient resource for text types. **BUT WAIT!** In our libraries are all the resources teachers need. We have shelves of quality books in all text types waiting to be used. Take a step forward and show your teachers that we do have report models, we do have procedural examples, our library is full of fine narratives.

*Teacher-librarians Margaret Crisp, of The Pocket Primary School, and Margot Comb, of Murwillumbah Primary School extracted some of the implications for the teaching of information skills of the K-6 English Syllabus.*

The new K-6 English syllabus allows teacher-librarians to be at the forefront of curriculum change as information skills are embedded in the syllabus. It became obvious in our examination of the document, that information skills play a large part in the K-6 English outcomes. They are an implicit part of the syllabus and need to be drawn out in collaboration with teachers. We believe that the steps of

Can you imagine how relieved your staff will be when you give them an alternative to spending thousands on a new language scheme? There's no need to suggest where this money would be better spent!

Our multi-faceted knowledge of information skills, literature and language puts us in a good position to work collaboratively with teachers implementing the K-6 English syllabus. Teacher-librarians can provide the relevant resources, teacher-librarians can teach many of the relevant skills, teacher-librarians can engage students in texts. It makes me think this syllabus was written by a teacher-librarian!

### References for text types:

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the information process—Define, Locate, Select, Organise, Present, Assess—can provide a structured way of presenting many of the learning experiences of the English document.

The following table highlights the steps in the information process which are integral to the achievement of specific outcomes in the K-6 English syllabus.



O U T C O M E S			STEPS IN THE INFORMATION PROCESS
LEVEL 1	<b>Talking and Listening</b>		
	Text and Context 1.3	Recognises that there are different kinds of spoken text	LOCATING ASSESSING PRESENTING
	Strategies for Talking and Listening 1.4	Monitors communication of self and others.	SELECTING ASSESSING
	<b>Reading</b>		
	Text and Context 1.6	Makes connections between own knowledge and experience, and the ideas, events and information in texts viewed and heard read aloud.	DEFINING LOCATING SELECTING
	Text and Context 1.7	Recognises that there are different kinds of written texts.	LOCATING SELECTING
	Text and Context 1.9	With teacher guidance, finds information from a variety of sources.	DEFINING LOCATING SELECTING
	<b>Writing</b>		
	Text and Context 1.14	Produces written symbols with the intention of conveying an idea or message.	PRESENTING
	Learning to write 1.16	Experiments with and practises ways of representing ideas and information using written symbols.	ORGANISING PRESENTING
LEVEL 2	<b>Talking and Listening</b>		
	Text and Context 2.3	Recognises that different kinds of spoken texts have different organisational patterns.	DEFINING LOCATING SELECTING PRESENTING
	Strategies for Talking and Listening 2.4	Speaks and listens in ways that assist communication with others	SELECTING PRESENTING ASSESSING
	<b>Reading</b>		
	Text and Context 2.7	Recognises that different kinds of written texts have different organisational patterns.	DEFINING LOCATING SELECTING
	Text and Context 2.9	With teacher guidance, selects own reading material, and gathers and sorts information on a topic from a variety of sources	DEFINING LOCATING SELECTING ORGANISING PRESENTING
	<b>Writing</b>		
	Text and Context 2.14	Writes brief imaginative and factual texts which include some related ideas about familiar topics.	DEFINING SELECTING ORGANISING PRESENTING
	Learning to write (Word processing) 2.15b	Uses word processing programs to create texts.	ORGANISING PRESENTING
	Learning to write (Strategies) 2.16	Uses talk to plan and review own writing.	DEFINING ORGANISING PRESENTING ASSESSING

LEVEL 3	<b>Talking and listening</b>		
	Text and Context 3.3	Recognises common patterns used in different kinds of spoken texts.	DEFINING LOCATING SELECTING
	Text and Context 3.2	Interacts for specific purposes with people in the classroom and school community using a small range of text types.	DEFINING LOCATING SELECTING ORGANISING PRESENTING
	Strategies for Talking and Listening 3.4	Reflects on own approach to communication and the ways in which others interact.	DEFINING ORGANISING PRESENTING
	<b>Reading</b>		
	Text and Context 3.7	Recognises common patterns used in different kinds of written texts.	DEFINING LOCATING
	Text and Context 3.9	With teacher guidance, uses several strategies for identifying resources and finding information in texts.	DEFINING LOCATING SELECTING
	<b>Writing</b>		
	Text and Context 3.13	Recognises that certain text types and features are associated with particular purposes and audiences.	DEFINING PRESENTING
	Learning to write (Word Processing) 3.15b	Uses word processing programs to edit texts.	ORGANISING PRESENTING
LEVEL 4	Learning to write (Strategies) 3.16	Experiments with strategies for planning, reviewing and proof reading own writing.	ORGANISING PRESENTING
	<b>Talking and listening</b>		
	Text and Context 4.1	Considers aspects of context, purpose and audience when speaking and listening in familiar situation.	DEFINING LOCATING SELECTING
	Text and Context 4.2	Interacts confidently with others in a variety of situations to develop and present familiar ideas, events and information.	ORGANISING PRESENTING
	Text and Context 4.3	Recognises the effects created by different patterns in spoken texts.	DEFINING SELECTING ASSESSING PRESENTING
	Strategies for Talking and Listening 4.4	Assists and monitors the communication patterns of self and others.	DEFINING ASSESSING
	<b>Reading</b>		
	Text and Context 4.7	Recognises the effects created by different patterns in written texts.	DEFINING LOCATING SELECTING PRESENTING
	<b>Writing</b>		
	Text and Context 4.13	Adjusts writing to take account of aspects of context, purpose and audience	ORGANISING PRESENTING
LEVEL 4	Learning to write (Word Processing) 4.15b	Uses word processing programs to format text.	ORGANISING PRESENTING
	Learning to write (Strategies) 4.16	When prompted, uses a range of strategies for planning, reviewing and proofreading own writing.	ORGANISING PRESENTING

LEVEL 5	Talking and Listening		
	Text and Context 5.1	Identifies the effect of context, audience and purpose on spoken texts.	LOCATING SELECTING
	Text and Context 5.2	Interacts with peers in structured situations, using a variety of text types to discuss familiar or accessible subjects involving challenging ideas and issues.	SELECTING ORGANISING PRESENTING
	Text and Context 5.3	Evaluates the effects of different patterns in spoken text.	ASSESSING
	Strategies for Talking and Listening 5.4	Listens strategically and systematically records spoken information.	SELECTING ORGANISING
	Reading		
	Text and Context 5.6	Recognises that texts are constructed for particular purposes and to appeal to certain groups.	SELECTING
	Text and Context 5.7	Evaluates effects of different patterns in written texts.	ASSESSING
	Text and Context 5.9	Systematically finds and records information.	DEFINING LOCATING SELECTING ORGANISING PRESENTING
	Writing		
	Text and Context 5.13	Identifies the specific effect of context, audience and purpose on written texts	ORGANISING PRESENTING
	Text and Context 5.14	Uses a variety of text types for writing about familiar or accessible subjects and exploring challenging ideas and issues.	DEFINING SELECTING ORGANISING PRESENTING
	Learning to write (Word processing) 5.15b	Uses most functions in word processing programs	ORGANISING PRESENTING
	Learning to write (Strategies) 5.16	Draws on planning and review strategies that assist in effectively completing tasks.	SELECTING ORGANISING PRESENTING

Teacher librarians need to familiarise themselves with the **K-6 English syllabus** and the terminology it employs, to be effective in its implementation. The best time to do this is now while classroom teachers themselves are still grappling to come to terms with the document.

The English syllabus is based on the notion that within a class individual students will achieve at different levels. Although whole class lessons still have their place, increasingly individual and co-operative learning will be the more appropriate vehicle in progression towards achieving outcomes.

Literacy and information literacy have become inextricably linked in the **K-6 English syllabus**.

Information skills reach across curriculum into all Key Learning Areas. As the person with a key understanding of the information skills process, the teacher librarian is in a unique position to assist classroom teachers to plan and teach learning activities which will provide opportunities for students to work towards achieving outcomes in **K-6 English**.

An implication of an outcomes and profiles approach for teacher-librarians is that we should be prepared to contribute to the gathering of evidence of student achievement and to ensuring that teaching/learning experiences will help all students to continue to progress towards achievement of outcomes. The teacher-

librarian has specific skills in judging achievement of those outcomes particularly related to information skills requirements.

We know that information skills are integral to the **K-6 English syllabus**. We need to take this opportunity to ensure that our teaching colleagues are also aware of this.

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(published 1994)  
available from:

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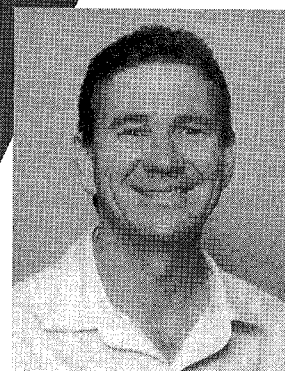
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# MULTIMEDIA AND THE THREE WISE MONKEYS



*In this article, Ross Todd of the School of Information Studies, University of Technology, warns of the dangers of too uncritical an acceptance of multimedia, and presents a rigorous set of selection criteria.*

The Toshogu Shrine in Nikko, Japan, is a solemn and impressive shrine, with walls covered with moss and ferns, and pagodas, gateways, storehouses, chapels and stables for sacred horses, all lacquered and decorated with colourful reliefs representing plants and animals. Among them are the famous monkeys with covered ears, eyes and mouth. They represent a seventeenth century tale that tells of the three wise monkeys who "hear no evil, see no evil, and speak no evil." It is worth noting that in Japanese folktales, the monkey often plays the role of an adversary, but inevitably blunders and ends up the fool. The three wise monkeys and multimedia?

My initial reaction to multimedia, and that which snared me into exploring it further in my recent study program, was admiration for its sheer glitz, glamour, and razzamatazz. It is full of pizzazz, with its vivid graphics, creative screen dissolves, state-of-the-art animations, millions of colours, limitless variety of sights and sounds. Some developers suggest that it almost has a sexiness about it. I was completely entranced by multimedia, and like the three monkeys of old, I could see no evil, hear no evil, and speak no evil where it was concerned. It was like a technological nirvana, and I quickly became a baptised devotee. Fortunately, I've come down from the holy mountain, and would like to provide some reflections on the experience, and give you some assessment as to where it is all at. To some extent, I will play devil's advocate.

Firstly, what is multimedia? It's quite some buzzword in educational circles. And the buzzwords go to the extreme: from "multimedia" and "multimedia interactive information technology" to "interactive multimedia technology" and "multi-informative intermedia techno-action". At the outset it is a confusing and ill-defined term and hard to pin down to rigid definition, an embryonic concept in a fast changing environment. In the 1970s, multimedia meant "kits", combinations of student workbooks, teachers' guides, slides, film strips and audio tapes. Such kits offered multiple media - text, image and sound, where each was delivered as an independent element of the package. The different media were fragmented, and the need for several technologies such as projectors and cassette players meant that they were difficult to integrate. In the 1990s, multimedia has come to mean the seamless integration of information as text, moving and still image, and sound within a single digital environment, and where interactivity is a central feature. Essentially multimedia today is defined as the use of several media of communication such as text, graphics, animation, audio and video integrated in a program that is delivered on a stand-alone computer workstation or via a computer network. And hence the emphasis on multi- rather than multiple-media. It is most commonly stored on computer disks, CD-ROM, or videodiscs. An associated element of multimedia is interactivity. Interactivity is where the user has some control over the outcomes of using the system. In particular, it

refers to the quality of providing meaningful informational and corrective feedback based on user responses during interaction. This is limited by the computer software providing the interactivity.

During 1993 I had an extended opportunity to explore issues relating to design, development and utilisation of multimedia products for access by users, and to examine the educational issues in relation to the application of multimedia in teaching and learning. I visited a number of key multimedia research and development sites, including Maryland University (Washington DC), Brown University (Providence, Rhode Island), Kentucky University (Lexington, Kentucky), Massachusetts Institute of Technology (Boston), the British Library and Museum, and a number of application sites, such as the Holocaust Museum and Smithsonian Institute in Washington DC, Museum of the Moving Image in London, and some schools including the Thomas Jefferson School of Science and Technology in Alexandria, Maryland, and Bethel Park High School in Pittsburgh. I spoke with multimedia developers and designers, researchers, students, teachers, teacher-librarians, sales people, the lot.

One fascinating place was the National Demonstration Laboratory for Interactive Technologies at the Library of Congress in Washington. This laboratory, supported by companies such as Microsoft Corporation, Digital Equipment Corporation, IBM and Sun Microsystems, seeks to promote the development of multimedia and is a showcase for the latest developments. People can come and learn about multimedia and telecommunications technologies. There are more than 30 workstations based on a variety of hardware platforms which include CD-ROM readers, videodisc players and video players. There is a collection of some several hundred multimedia applications on science, mathematics, foreign languages, health, art, history, social science, skills training and management training. There is also a 16 monitor interactive touchscreen video wall. The laboratory is also testing virtual reality applications. Another part of the laboratory houses the Integrated Learning Systems Laboratory used to educate groups in a multi-

media environment. It was here that I began to make sense of it all.

Firstly, I believe that **multimedia is one of the most important factors that will shape learning, teaching, collaborative research and information provision during this decade and into the 21st century.** Already there is a plethora of multimedia products flooding both the educational, entertainment and information provision markets. The potential is there for it to make a strong impact on teaching, curriculum design, learning processes and structuring the learning environment. Current predictions of growth rates in the design and development of multimedia packages highlight this importance. Feldman (1991) shows that in the USA and UK, the annual growth rate of books from 1978 - 1991 has been about 8%, while electronic information in the same period has grown at a rate of 20%. On these trends, electronic information will overtake books by about 2000, ending the dominance of the printed word. No longer will the printed word be unquestionably the natural information platform.

Secondly, **there are some poor quality multimedia products available.** Quite a number of the multimedia products I examined seem to be poorly conceived and designed, and based on assumptions of users as passive, robotic recipients of information. My evaluation of an extensive range of multimedia packages indicate that most appear to focus on memorisation, drill, and short term memory recall rather than providing opportunities for critical analysis, synthesis and evaluation, and opportunities for reflective guidance and feedback particularly in relation to errors and misconceptions. Many products, billed as interactive, are merely a page-turning exercise of pressing buttons to present a page of text, graphics or video in a stream of continuous information. Many show a lack of understanding of the principles of instructional design, learning, information behaviour and information design. Many packages also make the inappropriate assumption that teachers and learners have an automatic predisposition to computer based systems. Yet the sales of these products are quite astounding. See no evil, hear no evil, speak no evil. Unlike the multiple media monkeys, our senses need to be finely tuned to understanding what

the medium can do to facilitate the learning process, and to making appropriate choices based on soundly developed criteria.

Thirdly, **be cautious of the questionable claims in the advertising that accompanies many of these packages.** Commercial developers and advertisers of multimedia packages are making some extraordinary claims about multimedia. There are claims that multimedia reduces learning time, provides instructional consistency, facilitates mastery learning, permits intensive and relevant engagement with subject content, enables individualised control and pacing of learning, develops increased content retention over time, reduces behaviour problems, increases motivation, and provides greater and more equal access to quality instruction. There are counter claims that multimedia in education is imperialistic and reduces human interaction in the learning process. While the positive claims might be desirable outcomes, and while multimedia has the potential to provide access to information and expertise beyond the traditional places of learning and to provide an enhanced range of learning opportunities and environments beyond the traditional classroom, the disparate evidence around such claims needs to be interpreted carefully. Multimedia as yet has to be subjected to extensive analysis or valid evaluation in realistic settings.

Fourthly, **we need to give careful attention to evaluation of multimedia.** As is the character of much of human endeavour, careful critical analysis and evaluation trails the development of applications. Systematic evaluation has lagged far behind its development. While there is a growing body of literature evaluating multimedia products from media and technical aspects eg. colour pixel density, number of colours, text fonts, video display rates, animation speeds, and what operations such as rotation, flip etc that can be performed on graphic objects, there is urgent need to focus on the elucidation and testing of evaluative criteria that focus on the pedagogic dimensions. These are the aspects of the design and implementation that directly affect learning, and user-interface dimensions, that is, those factors that combine the physical properties of the interactors, the

functions to be performed by users and the balance of power and control.

Given that teacher-librarians will be involved in the evaluation and selection of multimedia products to support the school's curriculum, I would like to provide some approaches to evaluation. These criteria should provide a starting point for a rigorous examination and careful questioning.

### User-oriented dimensions

Kazlauskas (1994) identifies a number of learner characteristics that should be considered when designing instruction, and it is appropriate to be reminded of them at this point as they are characteristics that shape the utility of any instructional products, including multimedia. They include:

- ❑ **cognitive characteristics** such as aptitude, developmental level, language development, reading level, visual literacy, cognitive processing style, prior knowledge, learning strategies and general world knowledge,
- ❑ **physiological characteristics** such as age, sensory perception and health (fatigue) and;
- ❑ **psychological characteristics** such as interests and attitudes, motivation, experience with media, anxiety, locus of control, peer relationship, socio-economic background, and affiliation aspects.

Kazlauskas is suggesting that an understanding of learning needs and user characteristics should form the framework for making judgments. Presented below are a range of dimensions developed by Reeves (1992) and Reeves and Harmon (1993) that should form the focus of evaluation. They are in two broad areas: pedagogic dimensions, and user-oriented dimensions.

- ❑ **Ease of use.** This refers to the perceived facility with which the learner interacts with the multimedia package, and is an aggregate of many of the dimensions that follow. It is useful at the outset to reflect on how long it takes for learners to feel comfortable with the interface and navigational structure of the package.
- ❑ **Navigation:** This refers to the perceived ability to move through the contents in an intentional manner. A key aspect here is ori-

entation, and the ability of the package to enable users to know where they are in the package. "Lost in infospace" is a potential problem, generally the result of a poorly designed interface.

- ❑ **Cognitive load:** What is the mental effort of learning with multimedia? Learners have to cope with content presented in a variety of media, structure and response options available. Learners acquire and structure information via the interface, and may feel overwhelmed and confused by numerous options that increase cognitive load. It is important that the structure of the package is clear to learners so that they can efficiently manage simultaneously all the choices and tasks demanded of multimedia.
- ❑ **Mapping:** This refers to a program's ability to track and represent the learner's path through the program, to avoid the problem of user disorientation. Does it provide learners with a path analysis so they know where they are in their searches, and how they might backtrack or move in divergent paths? Do learners know the scope of the program and have clear indications of the parts of the program they have interacted with?
- ❑ **Screen design:** Does screen design violate principles of screen design or follow the principles? I believe there is enough written about screen design to enable making meaningful distinctions between poor and well designed screens. In particular, there should be careful thought given to the appropriateness of design metaphors such as desktop, task-oriented metaphors, spatial metaphors, book metaphors, cinematic metaphors, research tool metaphors, construction kit metaphors, flow line metaphors, stack of cards metaphors, and so on.
- ❑ **Knowledge space complexity:** This focuses on the network of concepts and relationships that compose the mental schema a learner possesses about a topic. It raises the question of expert knowledge versus novice knowledge. Most multimedia packages are constructed on the basis of expert knowledge of a subject area, and it is important that the interface be powerful enough so that the learner perceives resulting information as compatible with his or her current knowledge, and enable the construction of

knowledge from novice to domain. It is important that the domain knowledge is structured in a way that learners can create an appropriate semantic organisation relevant to their learning tasks and can make inferences about their state of knowledge in relation to an 'expert' model of knowledge to be learned.

- ❑ **Information presentation:** This refers to whether the information contained is presented in an understandable form. The most elegantly designed interface is useless if the information is incomprehensible to the learner. And while learners might be able to locate the information, it is important that they can comprehend, analyse, synthesise this information in ways appropriate to their learning tasks.
- ❑ **Media integration:** How much is it truly a multimedia program, and not just bi-media or tri-media program? How well does it combine the different media to produce an effective whole? Do they work together to form a coherent program or is it a hodgepodge of gratuitous media segments?
- ❑ **Aesthetics:** Is there an overall artistry in the production and design? Does the product possess a beauty or elegance that goes beyond novelty effect? Are the different media used for a good reason?
- ❑ **Overall functionality:** This relates to perceived utility of the program. While multimedia packages can have multiple uses, does its overall functionality meet its stated objective; does it meet the specific intended use that currently exists in the mind of the learner? Does it enrich the curriculum area for which it is intended? Of particular interest here is retrieval of nontextual information: little appears to be known about the personal manipulation of sound and image information, and current approach to intellectual access to images is a text search to retrieve images. How effective is the package in terms of retrieving non-textual information?

### Pedagogic dimensions

Teachers tend to make the intuitive assumption that each media type makes a unique contribution to learning. There is the additive assumption that instruction presented in two mediums produces more learning than instruction in one



medium, and the multiplicative assumption that instruction integrating a range of mediums such as using multimedia packages produce even more learning (Clark & Craig, 1992). Within a strong educational framework, the challenge of multimedia lies in using applications that actively engage the learner; that make the applications active rather than merely a page-turning exercise of pressing buttons to present a page of text, graphics or video in a stream of continuous information; that reject rote memorisation and empower learning by doing and learning by reflection. It is this notion of empowerment that underpins the idea of interactivity. Sims (1994) identifies seven levels of interactivity, from low level to high level, and suggests that higher levels may provide more appropriate instruction through learner involvement. The seven levels are not mutually exclusive, and are likely to be used in combination with each other. The levels are:

1. **Passive interactivity:** where learners move through predetermined linear sequences, often termed "electronic page-turning".
2. **Hierarchical interactivity:** where learners are provided with a predefined set of options from which a specific course of study may be selected.
3. **Update interactivity:** where learners respond to computer-generated problems and receive update or feedback.
4. **Construct interactivity:** where learners are required to manipulate component objects to achieve a specific goal.
5. **Simulation interactivity:** where learners are required to complete a specific sequence of tasks before a suitable update can be generated.
6. **Free interactivity:** where learners are provided with a wealth of information, typically accessible through hierarchical interactivity and displayed as numerous hyperlinks, and then choose to navigate at will through the database.
7. **Situate interactivity:** This level combines and extends the lower levels into a virtual learning environment where learners are projected into an environment which

models their own learning and work environments, and the tasks they undertake reflect those experiences.

Interactivity is an important pedagogic dimension that should be considered in any evaluation process. Other dimensions identified by Reeves (1992) include:

- **Epistemology:** This relates to theory of knowledge held by designers. Does the package advocate an objectivist epistemology, in other words, is it concerned that the content is accurate with respect to ultimate truth where learning is seen as acquiring truth? Some subjects for example seek to present the established laws of the discipline. Or does the package advocate a constructivist epistemology, reflecting the complete spectrum of views regarding a domain and providing a full range of options from which learners can construct their own knowledge?
- **Pedagogical philosophy:** Does the package merely transmit information, where the learner is a passive recipient of instruction, or does it provide a rich learning environment that addresses unique interests, styles, motivations, capabilities of individual learners? Does it provide opportunities to tailor learning environments?
- **Underlying psychology:** Does the package consist primarily of shaping behaviours through stimulus, response, feedback and reinforcement, or does it provide a wide variety of learning strategies that foster the construction of meaning and understanding? This relates to the notion of interactivity. Does the package assume learners are information literate, able to define their learning needs and implement appropriate search strategies?
- **Goal orientation:** Does the package enable students to set sharply focused goals?
- **Instructional sequencing:** are the problems presented in the package purposefully designed to be intrinsically interesting, problem-oriented and challenging, enabling learners to retrieve and construct knowledge in new meaningful and relevant contexts. Does the package and choices enable learners to build coherent and logical ideas?
- **Experiential validity:** To what extent does the package provide opportunities for situ-

ated learning? How abstract or remote are the learning activities in terms of real world experience; what capabilities are there for applying learning to real world contexts?

- **Role of instructor:** Is the package "teacher-proof" - is it merely an authoritarian provider of knowledge, or is it designed to enable teachers to have critical roles?
- **Value of errors:** Does the package provide opportunities for learning by mistakes, or are the contingencies of instruction arranged in such a way that learners can only make correct responses? This is dependent on the levels of interactivity made available.
- **Motivation:** Is the learning context intrinsically motivating, that is, motivation that is integral to the learning environment, or extrinsic, coming from outside the learning environment? Every new approach that comes along promises to be more motivating than any that has come before. It's said that multimedia motivates learners automatically, simply because of the integration of the different media. I'm not so sure.
- **Structure:** Structure can vary from tightly prescribed pathways to widely divergent options. Although low structure may seem to promote learner independence and increase individualisation, there is a possible price: learners may become confused and lose track of what is going on.
- **Accommodation of individual differences:** How does the package accommodate differences in aptitudes, prerequisite knowledge, motivation, experience, learning styles - what cognitive scaffolding is provided to support learning? eg. advanced organisers, outlines, content maps, time estimates. To what extent can learners choose their own strategies and learning activities? To what degree does the learner rather than the system control exposure to learning materials, the particular learning activity or strategy?
- **Cooperative learning:** Does the package incorporate instructional methods in which learners work together in pairs or small groups to accomplish shared goals?

### Opportunities for teacher-librarians

Our curriculum role suggests that we must actively contribute to the multimedia debate.

We need to think about the interrelationship of learning environments, approaches to learning, and learning outcomes and how this can contribute to effective multimedia based learning. For instance, what is the optimum mix, if any, of degree of interactivity, individualisation of instruction, amount of learner control, feedback to the learner, and monitoring of student progress for effective learning with multimedia?

It is important that we make informed judgments about the appropriateness and limitations of multimedia; that we build an understanding of its role in augmentation of personal experiences, in shaping the learning experience, in enhancing discovery learning, in individuality of learning. What is the role of multisensory learning in shaping development of meaning and understanding, and what is the role of multisensory techniques in multimedia in emotional development?

We need to understand information seeking behaviours of students in an electronic multimedia environment such as browsing, navigation and searching patterns, and how these relate to the learners' tasks. This has implications for the development of appropriate information skills in relation to multimedia use. Information and reasoning skills such as comparison, contrast, analysis, synthesis, and metacognitive abilities such as assessment, discrimination, classification, judgement of information should be developed so as to empower students in using multimedia.

We also need to recognise that multimedia provides new approaches to organising and presenting information. While information skills place emphasis on developing skills to analyse text, pictures, graphics and video, we will see increasing attention given to helping students bring these skills together to actually create their own multimedia packages. I believe that teaching some of the authoring skills is a way of developing collaboration with classroom teachers. The authoring of multimedia packages involves decisions about the structure and logical flow of information, what information is to be selected, organised and presented, and information design. Wauchope (1993), Managing Director of Acorn Computers UK, claims:

"There is a danger that we will confuse this instant access to information with education itself. ... 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 by ready-packaged products, instead of teachers and students learning how to develop their own multimedia authoring skills and data handling skills. ... We don't want to see our students turned into the equivalent of couch potatoes because they can access anything with just the flick of an icon or button."

Multimedia does offer some exciting opportunities for learning and it is important that teacher-librarians are part of this development. It is also important that teacher-librarians are not like the three unwise monkeys who see no evil, hear no evil and speak no evil. Multimedia is unavoidably a complex environment, but it must always be seen more as a human issue than a technical issue. Its effective integration in learning starts with informed decision-making and critical reflection.

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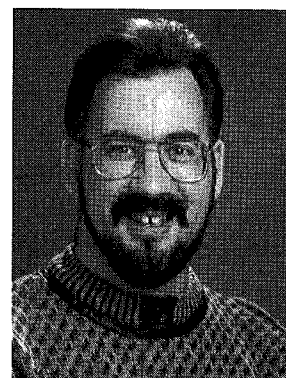
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*Community participation in schools is one of the Department's priorities. A primary and a secondary teacher-librarian write about their roles in programs involving the community.*

*Ian McLean has been a teacher-librarian at Punchbowl Primary School since 1991. Previously he has interviewed author Natalie Jane Prior and illustrators Glenn Lumsden and David de Vries for Scan.*

# Putting parents in the picture at Punchbowl Primary School

Picture books aren't just for kids. Or are they? In today's multicultural society, to what extent do parents understand the value of the picture book as an educational tool?



## Flashback:

*Punchbowl Public School's week-long Book Fair is in full swing. Sales to the children and staff have been as brisk as usual. However, once again, very few parents make use of our fair in person. This is despite invitations sent home in multiple languages.*

*By happy coincidence, a parents' morning tea has been scheduled to take place in the library. Stationed by the racks of brightly coloured stock, I ask our school's Parent Participation Facilitator, Mrs Afifi Caroi, to urge the attendees of the P & C function to look at the new books before they go home. Small clusters of parents obediently make their way across the room. Little dollar signs are probably visible in my eyes. But, before I can even smile my best huckster's grin, the parents are back over with the coffee and biscuits! Huh?*

As an incurable bibliophile myself, I just couldn't comprehend what I had witnessed. Sure, most of Punchbowl's community has a non-English-speaking background, but why wasn't anyone tempted to at least open up some of the picture books and have a chuckle? Just what was going on here?

My teacher-librarian training kicked in. I had just identified a "gap". I could hardly ignore something which had happened right here in my own domain. I took the situation very personally and was determined to identify all of the factors. (I also wanted to be proactive, rather than reactive. Perhaps existing programs at the school would point the way.) Did our parent groups know how much the staff valued books? Did they know that picture books were fun, educational and relevant to their children? Soon I had done the rounds of the staffroom and had spoken to a few parents I'd come to know well... Things began to clarify.

The community of Punchbowl Primary School is made up of a wide range of multicultural groups: mainly Arabic, but with Vietnamese, Chinese and Pacific Island groups in substantial numbers. Obviously, many parents have minimal contact with books written in their native tongues, let alone Australian children's literature. Many of the parents don't commonly use the printed word as a form of recreation. Book ownership is not necessarily seen as a pri-

ority in family life. For some, the only true "educational" children's book is a textbook.

Much of this data had already been collected as a result of two DSC (Disadvantaged Schools Component) projects in Parent Participation over six years. These and other facts had recently been compiled into a booklet by representatives of the school's community groups. We had also established the concepts of parent excursions (yes!) and "Share the School" seminars at Punchbowl as part of our school plan. Although DSC funding for Parent Participation had come to an end, the seminars had proven such a popular and effective way of communicating between home and school that we had continued to fund them through global budgeting.

Meanwhile, a concurrent DSC project had placed a Home Reading Scheme into every classroom in an effort to get quality literature into more homes on a day-to-day basis. Later, another program had introduced the staff and students to the genres of Factual Writing.

I decided to approach the appropriate committee with the idea of hosting a "Share the School" seminar on Australian children's literature. Perhaps we could invite a real author as guest speaker. I had heard Libby Gleeson speak at a local teacher-librarians' inservice and I was impressed by the sensitivity she demonstrated for multicultural issues. Also, she wrote books for both younger and older age groups.

The committee readily agreed to inviting Libby Gleeson. They suggested that the schools' community language teachers (Arabic, Vietnamese and Cantonese) could be released from their teaching duties for the duration of the seminar to act as interpreters. Perhaps a bookseller could also attend? It was decided that the seminar would be best scheduled as part of a day of several events for parents (ie in Education Week), accompanied by refreshments, entertainment and so on. The big day was quickly slotted into our busy 1994 School Plan.

Libby accepted our invitation to speak with much interest and enthusiasm. Although she had regularly spoken to groups of children and teachers over the years, she had rarely had the opportunity to share her craft with the parents



of her target audience. Her brief was to address points in her talk such as:

- the role quality children's literature can play in education
- the influences which inspire Australia's authors and illustrators
- how teachers make use of picture books and
- how parents with limited English can help with their child's responses to picture books.

Over 45 enthusiastic parents, some with pre-schoolers in tow, turned up for an early start, amazing us all. Libby quickly won the parents' confidence, speaking not only as a writer and former teacher, but as a parent. She told them that after learning to walk and talk, reading is quite easy. Two reasons for the importance of reading in the early years of school are that we live in a culture of the written word, be it on-screen or in books; and that stories are an important part of our lives. Stories help people discover their own identity.

She gave us her thoughts on reading. "For me, the best way to teach a person to read is to read to them. Good books, beautiful books, books with stories that are exciting using language that is rich. We want to create people who want to read. We're not just teaching the mechanics of reading. If we don't catch the habit of reading in primary school, it's too late. In high school, there are too many other subjects, too much other work."

Libby then presented her picture book, **One Sunday**, in which two stories take place, one in the text and another which is only in the pictures. She pointed out that even non-readers can "play for hours" with the illustrations on the endpapers. A class-made big book, based loosely on **Where's Mum?**, was presented as just one of hundreds of ways a teacher might choose to make use of a picture book in a Kindergarten classroom.

Libby read **Big dog** to the parents. Before her arrival, Libby had suggested that we decorate the library with displays of children's work based on some of her picture books. As she launched into her reading of **Big dog**, our enjoyment was widened by the children's

superb art, craft and samples of factual writing about dogs which surrounded us.

While answering a question from Mrs Thong Ho, one of the parents, Libby described school libraries as "the brains of the school". She also promoted the use of public libraries. She stressed that it is a good idea to read to children in the child's first language as it helps with learning to read English. Mrs Hayat Soltan asked about the influence of television. "You have to get strong and turn it off," advised Libby. "At my house, we make a bargain. If the children want to watch a certain show, then they have to read a certain amount."

Did the parents have fun? You bet they did. They were absolutely engrossed when Libby read to them. They laughed and applauded in all the right places. They were surprised that some pages of Libby's books, such as a sequence in **Uncle David**, didn't have words, but still told a story. They asked curly questions. In fact, I was reminded of the picture book appreciation sessions the library staff at Punchbowl have with children on any other school day of the year. (The parents probably would happily have sat cross-legged on the carpet if we'd insisted!)

I had suggested that Libby bring along some copies of her picture books to sell, just in case someone wanted to buy one on the spot. I think she just about sold out. We had also invited Gillian Maugle, a sales representative from Ashton Scholastic, who brought with her a selection of quality hardcover picture books "on special". We also hoped that Gillian's presence might help to allay the fears some parents had expressed about talking to booksellers.

It sounds a little mercenary having books on sale to a "captive" audience, I know, but the school wasn't making a commission here. We were more interested to see if Libby's talk inspired the parents to browse. And it did! When the speeches were over, the parents converged on the Ashton Scholastic display like locusts. Gillian, herself a former teacher-librarian, was an ardent supporter of our seminar's success.

Eventually, the parents had spread throughout the library, chatting and giggling over their purchases. Books were examined with newly-opened, critical eyes. Queues quickly formed for Libby's autograph. Everyone posed for photos. All the while, the Parent Participation

Committee and I mingled with the masses in blissful bemusement. It was a great feeling. Our outcomes had been achieved, at least for the short term, beyond our wildest dreams. I can't wait to see what carries over to our next Book Fair. ■

*Di Sweeney, teacher-librarian, presents a model of community participation in schools directed towards improving literacy in Year 7 students*

## INTENSIVE READING AT COONABARABRAN HIGH SCHOOL

In 1991 it became apparent that some of our students in Years 7-10 were not coping with the increasing literacy demands placed on them in the classroom and school library and hence were becoming frustrated, dejected and "turned-off" learning.

Because of staff and parents' concern an Intensive Reading Tutoring Program was established in the school, which I co-ordinated, as teacher-librarian.

A small study room in the library was established as a base to which all tutors and students could come—less embarrassing than in a classroom or sitting in the school grounds. Sets of easy reading fiction and non-fiction books were purchased and numerous kits recommended by the primary school resource teacher were organised. Posters adorned the walls and an old Apple IIe computer was installed for student use.

High school staff were surveyed as to suitable students for inclusion in the program as were the primary school staff. Volunteer tutors were sought in the community, which being rural has a long history of helping its members. They were trained by staff from our local ERC, the primary school resource teacher and me (as a

past experienced primary-infants teacher). Each tutor was provided with a folder containing background reading material and current research articles on learning difficulties. A core of approximately 10 tutors has developed, consisting of parents from the school (who, while they do not tutor their own children, pick up strategies for helping their own children learn to love reading), unemployed and retired people, a nursing sister, an aboriginal, and some staff from Coonabarabran High School. Students do not always have the same tutor, but strong friendships have built and endured between students and tutors over the course of the programme. One volunteer tutor, a retired gentleman, travels a total of 180kms per week. Over the years students have progressed through the program as they gain confidence in their ability and develop the literacy skills required, but that friendship between student and tutor still remains.

The program is purely voluntary for the students. They receive assistance for at least one 40-minute session per week, and if required, two. A suitable time is negotiated between student and tutor as this ensures students want to come. Parents are informed that their child is included in the program and they are regularly

informed in a letter of their progress or completion of the program.

Teaching strategies vary according to the perceived problems that students encounter. A variety of strategies is emphasised to ensure students do not become bored and vote with their feet.

Strategies include:

- cloze exercises
- individual word lists developed from basic vocabulary and subject based lists
- comprehension exercises using both fiction and non-fiction
- use of phonic and word attack computer programs which also extended vocabulary
- use of a word processing program on a Macintosh computer to record creative writing exercises and individual word lists which indirectly develop the student's computer skills
- students recording on audio tape creative writing or easy to read fiction books and then listening to themselves, allowing opportunity for self-correction and assessment
- CD-ROMs such as **Grandma and me** which proved successful with virtual non readers
- successful reading material such as magazines of student interest, the *Oxford Bookworm* series, *Cartoon Classics*, joke books, and *Footrot Flats* magazines, etc.

Each student has individual work folders and work books in which are stored any currently used teaching material. The work book is not only used for exercises but is a means of students and tutors recording messages to each other. The tutoring session is planned and recorded in the work book in case the tutor is unable to attend the session, is late, or a substitute tutor carries out that session. As co-ordinator I keep records of each student's progress, act as mentor for tutors, reference point for parents, a link between staff and students and especially as an extra interested person for the student. The importance of the whole program is recognised by staff with special Reading Merit Slips included in the whole school Merit Award System.



Amanda Dawson Year 9, Coonabarabran High School

In 1993 the Quality Assurance Team commended the school for its Intensive Reading Program as a means of meeting student needs. This success has been reinforced, with staff allocation being made to assist in the program alongside volunteer adults.

Our successes have varied over the years. For example one student with a reading age of 6.9 years developed in one year to equal her peers at 14 years. A 13 year old illiterate Aboriginal boy learnt to read with a regular session of **Grandma and me**.

Some measures of success include:

- the sight of two Year 7 boys whose tutoring time coincides, racing in the door of the library to see which one gets to "our reading room" first with the loser having to use the adjacent study room
- the peels of laughter from both student and tutor when the student beats the tutor at "Word Attack"
- seeing the insecure Year 7 girl develop into a literate, achieving student in Year 8 who refuses to leave the program as she enjoys the time with her tutor so much that she is willing to spend time catching up
- best of all, being approached by students in the school grounds asking if there is room in the program as they would like to be included. ■

# Intergalactic readers on the information super highway

Marjorie Lobban is teacher-librarian at Peter Board High School, North Ryde. In this article she draws out similarities between the process of critically examining literary texts and the information process.



Last week I reviewed Aidan Chambers' book **Tell me** which concentrates on the methodology first discussed in **Booktalk**, a framework of sharings and questions which allows children of any age to critically discuss works of fiction. **Tell me** builds on the theory of that earlier work, but also reflects refinements of thinking and technique, based on the experience of a range of teachers working with groups of children over a number of years.

One of the most striking things about **Tell me** is its sheer good sense. Instinctively one recognises that this will really work, and that literary discussions with children can be exciting, complex and stimulating. Too long have we been told (and accepted) that literary study kills books for young people. Perhaps the problem lies in the fact that in the junior years corporately read (class) novels are often treated as extended comprehension exercises, then in Years 11 and 12 we suddenly expect naive and untrained young adults to become sophisticated literary critics. If senior English studies came at the end of a school lifetime of critical discussion of texts, the response of students to difficult works would be quite different.

Aidan Chambers always makes me feel enthused about linking children and books meaningfully, but for the first time I was struck

by the similarity between the process of questioning a literary text and the process of selecting, analysing, organising and synthesising information. As usual I was not the first to think this thought. On re-reading Ross Todd's excellent **Scan** article *The 1990s: rearranging the jigsaw pieces or creating the picture?*, I came upon the following observation:

"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 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." (Todd p33 - 34)



Whilst agreeing wholeheartedly with what Ross says, I would argue that illumination can flow in the opposite direction as well: students who are confident and practised literary critics have skills in questioning texts which would greatly enrich their information literacy.

Chambers' *Tell me* approach to developing literary discussion, and thereby literary critics, gives teachers a framework within which to guide students to examine a text. He suggests that the informal discussions of people who enjoy talking about books range across three broad areas, or in his words, "sharings": enthusiasms, which can be both likes and dislikes; difficulties or puzzles; and connections, which involve discovering patterns, which can be both intra- and inter-textual.

This then is what guided booktalk tries to emulate, since it is what experienced readers and talkers do. Because booktalking is a group activity, different ways of saying things about books emerge. Chambers talks about four types of "saying". One person can say what they think, sometimes themselves hearing that thought expressed for the first time. Secondly someone can express a thought to others in the hope that they will modify and clarify that thought. The third type of saying is where a text is too difficult for one person to fathom alone, and they recognise that what is needed is a combined approach, where cooperatively, meaning can be made. Finally there is "saying the new", where because of all the other types of saying, something entirely new and fresh is revealed about the text. This is the ultimate reward of booktalking – the sense of revelation and wonder and discovery.

Things which a teacher can ask students to *Tell me* can be straightforward and response based: *Was there anything about this book that you liked/disliked; was there anything that puzzled you; did you find any patterns in the book?* Within each of these larger questions, many more specific questions could be posed: *What would you have liked more of; did you skip any bits; was there anything that took you completely by surprise?* (Chambers p 88) But questions can also be searching and text based: *How long did it take the story to happen; whose story is it; was there anyone who didn't appear in the story but without whom it couldn't have happened?* (ibid p 89-90) These lat-

ter questions demand close examination of the text, and interpretation of its subtleties. They may require moving backwards and forwards through the text until a puzzle is resolved.

What then does literary criticism and discussion have to offer students when they come to select, interpret, evaluate and organise information from a non-fiction source?

Both processes are about questioning text, whether that text be a book, a film, a poem or a CD-ROM. At the risk of being reductionist, I believe the primary questions we are seeking to answer are: *What is this saying?* and, *How do I know this?* Having engaged with these questions, we can then decide what to do with what we have learned about the text. In a literary forum we may return to the book, to read it in a new way, because as a result of our discussions we have discovered a new text. In an information context we may reject, reduce, distil, rephrase or diagram what we have learnt. In both processes, by close questioning of the text, we have made it our own and given it a particular meaning.

Both processes flourish in a group setting. As Chambers so cogently says "The act of reading lies in talking about what you have read", a view obviously shared by an eight-year-old booktalker who remarked "We don't know what we think about a book until we've talked about it." (ibid p 15) The training of active readers, readers who are prepared to engage actively with what they read, to probe, puzzle and make connections, is just as relevant in an information context as a literary context. What better training could students have in dealing with information texts than the ability to build a corporate "reading" through the knowledge, insights and healthy scepticism of a group? A group in which all contributions to a shared meaning are welcomed empowers the individual. Just as an information web may be built up which reflects the corporate knowledge of a group rather than what any one individual in the group knows, so a shared reading and discussion of a text enriches it for everyone in the group.

There are considerations of tone and point of view which affect how literally we accept a piece of text. This notion depends on concepts such as bias, attitude, fact, opinion, irony and

satire. Whilst some of these terms are commonly associated with non-fiction texts and some with imaginative texts, all are concerned with interpretation. What subtleties of meaning do we miss if we read *Animal farm* literally, accept the views of the newspaper editorial as fact, or don't know the place of publication of an encyclopedia of world events?

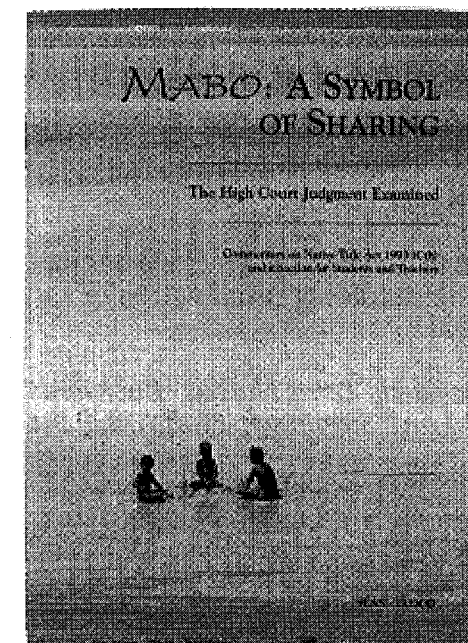
Successful information literacy depends on developing the ability to ask the right questions at the right (appropriate) time. A student skilled in talking about literature accepts that to understand and appreciate a literary text, one must pose questions about it, then turn back to the text to seek answers and make connections. Similarly, an information task must be teased out until it is clear what is being asked for, what is already known, what questions need to be answered. Whole new sets of questions are then generated about resource location and evaluation, about selection and assessment of information, about interpretation and organisation and finally presentation of information. If a student is self-conscious about the information process, reflection and evaluation are natural extensions of it.

As teacher-librarians we see our role as guiding students towards and along the information super highway. Chambers says that opening literary texts up to readers so they can question and talk about them is a way of "turning flat-earth (readers) into not just round-earth but intergalactic readers." (ibid p 13) It would seem that young people who are both literary critics and critical information users are headed for the stars.

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# NEXUS JOINS THE INTERNET COMMUNITY

Brian Howse of NEXUS Information Service writes on recent developments. NEXUS was also featured in *Scan* Vol 12, No 4.

The NEXUS Information Service is a dialup electronic information system developed and operated by the Department for Education and Children's Services in South Australia. It has been operating for a number of years with the aim of satisfying the needs of schools throughout Australia for an efficient and reliable electronic information base and communications service tailored primarily towards the primary and secondary education sector. NEXUS charges are based on connection times and amount to \$6 per hour during peak time and \$3 per hour during off-peak time.

NEXUS differs markedly from other services by providing access to remote sites through the Telecom Austpac network which is a communication network designed for the transmission of electronic digital data rather than voice data. It is currently the most cost effective method of long distance data communication and amounts to less than half the normal STD charge.

NEXUS also allows for a single school account to have multiple individual users which is important when considering electronic mail issues as each user is provided with his/her own private mailbox rather than a single mailbox accessible to all. Another important feature is that the account and in fact each individual user of that account can be assigned a predefined budget which cannot be exceeded so that communication costs cannot get out of control.

The range of NEXUS databases is extensive and particularly well suited to the target audience. Currently there are approximately 250 databases of information including the **Australian Associated Press** news service, **Compton's encyclopaedia**, the **Australian Bureau of Statistics census of population and housing** (1986 and 1991) and many more.

There is also a range of interesting communication projects organised at various times throughout the year to encourage and enhance the use of telecommunications by students and teachers. The projects are organised and managed by a group of enthusiastic educators through Australia and is supported and funded by Telecom with the production of an annual calendar of events known as OzProjects. The calendar is circulated to all NEXUS users and others at the beginning of each school year and in the past has been well supported by both NEXUS and Keylink users.

Email is not restricted to NEXUS users only as there is a full Internet connection available through NEXUS. Many of our users have established valuable international links with users around the world.

In order for the service to be used easily by novice users, NEXUS features are available through a series of menus. The main menu can be individually tailored to suit the needs of each user if desired. In this way an account manager or user is able to set up a menu which

reflects the uses and preferences of that user and allows for simple and efficient operation of the system.

## New features

During 1994, NEXUS has been extensively enhanced, particularly in the area of Internet services and new databases.

We now have a licence from Compton's NewMedia Inc. to provide access on a royalty basis to the online, text-based form of the **Compton's encyclopaedia**. We also have the full database of the **Guidelines** publication. **Presscom** (Advertiser Newspaper Group) is now accessible from NEXUS which makes the database available to the casual user without the need for a full subscription to the service. It is proposed that the **Job and course explorer** database (**JAC**) will also be made available in the near future.

Considerable effort has been devoted to investigating the possibility of providing Email transfer of files in Japanese script between schools. We are now in a position to offer the necessary advice to schools keen to do this. We have also established a contact in Japan who is able to provide assistance in finding a Japanese school for correspondence. The ideal situation would be for the correspondent to be an existing sister school in Japan. The necessary information required for the Japanese end of the connection can then be supplied from Japan.

We can also offer a disk based NEXUS Tutorial package which can be used to effectively train users in the use of NEXUS. The package has been produced by Swinburne University with funding from the Telematics Trust and allows for interactive, self-paced tuition to enable current and prospective users to become experts off-line without associated communication and usage costs.

NEXUS is now a Global Lab server. Global Lab is an environmental monitoring project supported by TERC (Technical Education Research Centre) based in Cambridge, Massachusetts. Global Lab has developed software known as Alice running on Macintosh and Windows machines for use within the project. Currently there are four Australian schools which are trialing the project.

## What Internet functions are available through NEXUS?

NEXUS offers a range of standard Internet facilities including Email, Telnet, FTP, Gopher and a World Wide Web browser called Lynx. These functions are available at no extra cost.

## Internet access

The major problem for users of the Internet is how to find out what is out there. In order to provide some help and direction to first time users of Internet services, NEXUS has collected information about the sites and services offered around the world and put this information into a local database on NEXUS. It is therefore useful reading and we encourage people to use the database before attempting to access the Internet services. We also have information from international schools wishing to establish contact with Australian schools so we are able to help you to find a suitable group if you wish.

## Future developments

During the past year, the popularity of the service has placed significant pressure on the current system during peak periods and has resulted in a commitment to upgrade our present computing equipment to enable us to ensure users of a top quality service.

Briefly, the changes that will take place involve the following modifications and enhancements:

- Austpac access will be substantially improved with the imminent announcement by Telecom of their new 9600 baud service. In addition we are planning for an upgrade to our existing Austpac connection to increase the number of circuits available to users.
- Also, to allow faster Internet access for NEXUS users, we will be physically relocating the service to allow us to provide a much faster access and a superior response time for our Internet users.
- We have already purchased new hardware which is substantially more powerful than that presently installed. This should allow for faster response times during periods of heavy activity.
- We have begun to plan for the next major version of the NEXUS software which will



use a Graphical User Interface communications program to operate at the client level.

- Zmodem file transfer protocol will be introduced in order to derive the full benefit from the faster access speeds mentioned above.
- Internet Newsgroups are publicly accessible mail type conferences which people are able to read and contribute to freely. There are interest groups to suit everybody's taste or interest – some 3000 of them – and as they are open to everybody, there is a huge volume of mail transmitted daily and this fact imposes real pressure on the provider's Internet link. Currently, NEXUS does not receive these Newsgroups but will do so once we have a connection with sufficient capacity to allow this to happen without affecting our other services.
- We also plan to offer an additional but separate service to our users who may be interested in using graphical World Wide Web tools such as Mosaic. We would like to ensure that this service is available to all our users in both remote and isolated locations as well as those in capital cities. To make this happen we expect to be able to develop this link over Austpac and also retain the control over costs associated with communications and connect times that we offer with normal NEXUS use.

NEXUS offers far more than simply providing a gateway to the Internet. We have attempted to provide a range of educational services that should go a long way to providing resources that complement and enhance the information and communication needs of educational institutions. If there are services or resources that currently are not available but would be of benefit to a significant number of users then we would be pleased to hear from you so that we may attempt to satisfy that need.

We have a strong commitment to excellence in product, services and customer support and will continue our efforts to provide a quality service for Australian schools.

For further information about NEXUS, contact the NEXUS administrator, Henry Legedza on phone (08) 373 6077 and ask for NEXUS; or fax (08) 234 5086 ■

# Moving on with VERSION 2

*June Bailey was teacher-librarian at Normanhurst Boys' High School in 1994 and has worked on the OASIS project team. She writes here of the work practices which extend the use of and prevent problems with OASIS Version 2.*



The important decisions have been made, the necessary changes to your Version 2 OASIS have been completed and you have resumed circulation. Now it's time to try some of those new features.

## Circulation—new features

### ❑ The new Command Card with its extra barcoded commands:

- Wandering the **BORROWER** command in the *Resource barcode* field on the Borrower screen will not only show the items this borrower has out but will also allow you to print the list. Any item may be renewed by moving the cursor to it and selecting <R>enew from the option bar.
- The **OVERRIDE** command can be used to individualise a loan period by wandering **OVERRIDE** in the *Resource barcode* field following the barcode of the resource whose loan period you want to change. The Due Date on the previous line will be highlighted and may be edited as required.

- The **ITEM** command (my favourite) makes it necessary to change options to ascertain the current loan details of a resource. Simply wand the **ITEM** command and type in the barcode or title of the resource—this command also makes it possible to record loans of resources from other libraries with barcodes which are not in your system, items which have not yet been barcoded or those which are difficult to barcode.
- The 'Unauthorised loan' message now includes the Borrower Loan Category and the Resource Loan Category. This is a great help when there is no obvious reason, e.g. a student trying to borrow an item from the Professional collection. If the Resource Loan Category is one which should be available to the borrower, check the Master Due Date in Borrower Loan Category and change it if necessary. Return all workstations, not enquiry terminals, to the OASIS menu to allow the change to be logged before wandering the loan again.

### ❑ Resource boxes

When the message 'Item unable to be reserved' appears, check whether the item is a member of a Resource Box as items cannot be reserved while they are members of a Resource Box. If you want to be able to reserve the item it will have to be deleted from the Resource Box first.

A Resource Box is any set of books which are put together for use as a unit over an extended period. The container in which the members are to be kept is entered into General Resources and given a barcode. It can be given a title such as Resource box 1, Resource box 2 or, Environment resource box, Animals resource box, etc. If the former titles are used they can remain in General Resources and be used for any subject. To add resources to a box wand the barcode of the box in the Resource Box option then select <A>dd and wand in the barcode of each item which is to be included in the box. Should you want to delete a Resource Box be sure to delete all its members before deleting the box.

If you want to be able to book or lend a resource for part of a day a 'Y' must be entered in the *Part day loan* field in the Resource Loan Category option. If this is not

done OASIS won't offer the *From period* and *To period* fields.

### ❑ Lost cards

It is inevitable that some borrowers will lose their cards. If you want to give them a short time to find the card before replacing it, edit the borrower's details and change the first alpha digit to one not used on your system, e.g. B00055 to A00055. This will prevent the card being used by another person. When you issue a new card <C>hange the barcode in Borrowers Details to the new one that has been allocated.

### ❑ Class loan option

This option is especially useful when students have been researching a topic in the library and want to continue using the same resources in their classroom. The resources are wanded into the class loan and then sent to the teacher together with a printout of the items included in the loan. This printout has spaces beside each item to write the name and/or barcode of any student who wants to borrow it. The library staff can check the returns and lend the items students have borrowed at a more convenient time than the change of period. No longer will boxes of resources sent to a class for a period be followed by a line of students all wanting to borrow during the change of period.

The Teachers Instructions option in Version 1 could not be edited. This has been changed so that each school may add instructions which suit their circumstances and can be varied for individual staff members.

It is a good idea to print a copy of the loan to be kept in the library in case the one sent to class goes astray as issue numbers are not reused and are needed when recalling the loan to return the items and assign borrower barcodes to those which have been borrowed. There is a report in the new Sample Reports, Library 10 which will list all issues which have not been completed and the teachers they have been assigned to. While this can be used when the issue number is not known, keeping a copy of the loan can also be useful when either the same class or another one doing the same research topic, has need of the same resources.

Resources which are not borrowed are returned to the library together with the



printout containing the name of the borrower beside each item borrowed. Library staff use the Assign Borrowers option to lend the items to the borrowers and to return the remainder. When assigning borrowers, if you press <Enter> on a blank field beside a resource that resource is assigned to the teacher to whom the loan was issued. If the class loan is overdue, the *Date due* field must be changed to a current date by overtyping the original date before the loan can be recalled.

After a borrower's barcode or F5 (Return) has been entered for each item, the issue must be <C>ompleted and <C>onfirmed. It is at this point that the loan is transferred from the teacher to the student. Don't <C>omplete an issue until all items have been assigned as once <C>ompleted the details of the issue cannot be recalled.

#### ❑ Remote circulation:

Many of us have purchased portable barcode readers as they may be used in both fixed and remote mode. In Version 2 the Remote Circulation option has become available and can be used in a number of ways. However, there are a few rules that must be followed when using this option:

- The portable reader must always be detached from the Home Base before the memory is cleared.
- When charging the reader, leave the power supply to the home base switched on, switch off the hand piece of the reader, then attach it to the Home Base overnight.
- Wand the **LOAN** command before each borrower's barcode.
- Wand the **FINISH** command before changing to Returns.
- Wand the **RETURN** command 3 times then wand all resources being returned.
- Wand **FINISH** at the end of the returns.

Always download the remote circulation BEFORE doing Weekly Housekeeping, NEVER just after.

The <W>and option is for downloading from any portable barcode reader other than an ASP.

The most important thing to remember with Version 2 is to **RETURN TO THE MAIN**

**MENU AT REGULAR INTERVALS TO ALLOW TRANSACTIONS TO LOG TO THE HARD DISK.** This will minimise any losses caused by power failures, freezes, hardware problems etc. The end of a lesson, recess, or lunchtime could be chosen but a set pattern should be established so that it becomes automatic.

#### General Resources—changes

- The Subject Authority file now includes the ability to add a subject heading to a resource via this file. <F>ind the subject heading, select <R>esource, then <A>dd. Type in the resource's barcode. The subject heading will automatically be added to the resource's entry in General Resources as well as adding it to the list of resources for that subject heading.
- The number of codes available has been extended. The subject codes change from numbers to letters after every 9 numerical entries. This means that they run from 001 to 009 then change to 00A, 00B, up to 00Z. They return to 010 and continue to 019, then change to 01A, 01B etc. However, the codes which are in your system from version 1 will not be affected. This can be confusing at first, particularly if you already have codes such as AUS022. This change provides room for more than 999 entries under any three letter code.
- Resource numbers which can be seen in the top right corner of the resource screen are allocated automatically. When resources are written off, their resource numbers are reallocated to the next items added to the system. As a result using the + and - will not always take you to the next item entered or back to the previous item entered.
- The use of square brackets in General Resources affects the Enquiry module. If the square brackets are in the title field, the GMD will not show up on the Resource screen in Enquiry. When square brackets are used around the date, it is not possible to search on the Publication date in Advanced Search in Enquiry.
- Changes to the *Status* field include the ability to change a D to another letter, the discarding of the W for resources in the Wish List and the addition of an F for Found and R for Recovered. F for Found will appear in



this field when an item which was missing at stocktake is wanded in Loans. The change is not made if it is wanded in Returns, as OASIS would not have marked it as Missing if there had been a valid loan for the item. During the finalisation of the next stocktake the F will change to an R for Recovered.

- Before changing the status of a resource to a D, return the resource in the Circulation module in case it was not returned properly, as it cannot be written off if it is still on loan. Be sure to add the date that it is being disposed of as it can't be written off if there is nothing in the *Missing/Disp. date* field.
- The Similar Title option bar now offers you a chance to <C>opy to a new record. Select F4 to view the similar title entry and, if there are only minor changes to be made, use this option to copy the existing record then select <E>dit to make the necessary changes. It is not possible to chose between different GMDs or formats, eg. video, Big Books, etc., so look carefully at the entry before copying it in case it is quicker to add a new entry rather than spend too much time editing it.

#### Acquisitions—new features

##### Non-book expenses

We now have an option which allows us to debit to the budget amounts spent on repair materials, postage, equipment, maintenance, SCIS records, on-line time and other non-resource items. Amounts entered in Batch Entry appear in the Committed column of the budget. When the item is <P>osted the amount is transferred to the Spent column.

This option can be used to keep track of orders which have been sent. However, if it is used this way do not enter any cost until the invoice returns, in case there is a difference in price. If the item is not received and the order cancelled the cost stays in the Committed column (this doesn't happen with orders put through the Wish List). Therefore it is better not to put the cost in until the goods and invoice have been received.

A separate dissection can be set aside for postage and freight, as shown in the Palm Tree Central dissections, or the amounts can be charged against the dissection for the depart-

ment, subject, class or program for which the cost was incurred. After putting in the date and dissection, you are given the chance to add a description of the goods. In this section you can note that this is for postage on a particular invoice number.

When <P>ost is selected **all** items on the screen, not just the one beside the cursor, are posted. Once they have been posted, that is, transferred to the Spent column there is no way to remove or edit them.

While it is possible to view the list of expenses that have been <P>osted, should you want a printed report of expenses, use Sample Report Library 60.

Items of equipment which need to be debited to the library budget should be ordered through the administration office and the cost entered in the Non-Book Expenses option. The details of the item of equipment should then be entered in General Resources. If the item is ordered and received in the Library Acquisitions module the <A>dd option is not offered when E<Q>uipment is selected to complete the full details either in Receive Orders or General Resources in order.

##### Ordering

The cost of an item is added to the Committed column of the Budget when it is tagged for ordering. When the message, *Warning Available Funds for this Dissection exceeded...<Esc>*, appears, press the <Esc> key. <C>ancel the tagging of the item to remove the cost from the Committed column so that this column does not contain a negative amount. Go back to the Wish List, move the cursor to the item in question and select <E>dit. Check that you have the decimal point in the correct place, it is easy to misplace it, and change it if necessary.

**NEVER** change the price in the Wish List while an item is tagged for ordering as this will result in a negative in the Committed column even when there is money in the Available column.

The number entered in the Days column governs the length of time before which any items which have not been supplied are considered to be late and are automatically transferred to the Late Orders option. Make this a reasonable number so that only items that take an unusually long time to arrive appear in this option.



There are occasions when you want to debit to the budget the cost of resources purchased at sales, from representatives or in some way which does not follow the normal ordering process. To do this they are entered into the Wish List. If they are new to your library, choose <N>ew but, if they are already entered in General Resources choose <E>xisting Title. If you require an order form, (this is advisable as government schools need to produce the order form for the auditors) answer <N>o when the option bar asks whether it has already been purchased, then order and receive it in the usual manner. When no order form is required, answer <Y>es when the option bar asks whether the books have already been purchased. This will bring up a bibliographic details screen and allow you to put in copy details at this point.

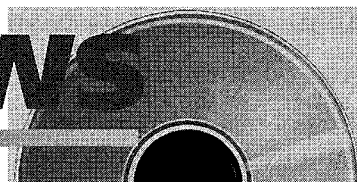
The percentage of the discount is entered when receiving the order. This allows OASIS to calculate the discount on each book. As some booksellers calculate the discount on each title, when an odd number of copies of the one title have

been ordered, these different practices result in the cost of one copy being a cent more than the others. Other booksellers calculate the discount on the total of the invoice and this can also make the amount transferred to the Spent column differ to that on the invoice by a few cents.

It is now possible to complete the full entry for a resource as it is received in Acquisitions. However, the classification number should be entered when adding the <C>opy details NOT when <E>diting the resource section of the entry. The classification number will disappear if it is added using <E>dit.

Any SCIS number entered in the Wish List will be automatically transferred to The SCIS Ordering option. This could happen if you are ordering from **Scan** or some other list which shows SCIS numbers or when ordering an existing title. Remember that any records ordered in this option are charged at the SCIS 80 price but it can also be used to print a list of numbers which can be ordered on SCIS Recon. ■

## CD-ROM REVIEWS



Reviewers in this issue are: Judith Anderson, North Sydney Primary; Kerry Bennett, Bulli High; Milton Brown, Balgowlah Boys' High; Jan Eade, Pymble Primary; Geoff Kresensen, South Grafton Primary; Nigel Paull, South Grafton Primary; Georgia Phillips, Smiths Hill High.

### ○ Investigating Lake Iluka.

University of Wollongong Interactive Multimedia Unit, 1993.

[574.5]

A fictional coastal lake, Lake Iluka, is used as the basis for the investigation of ecological features and relationships in this CD-ROM. It has been specifically designed to cover senior high school ecology courses but can be easily applied to geography Years 9–12 and any studies in environmental education.

#### Hardware and software requirements

Macintosh. Minimum 12" RGB monitor and 4 Mb RAM. At least System 6.08. and QuickTime

1.5. Included on the disk is a version of the program (without video) that can be loaded onto a network. Sound Manager 3.0 is recommended for best sound quality. Installation and start up required no special procedures. Relevant instructions are clearly outlined in the accompanying booklet.

#### Scope and content

The study of ecology crosses a number of KLAs and although a strong scientific emphasis exists, students of Geography, General Studies,

Environmental Studies or Media Studies would find this simulation both informative and interesting.

After viewing the **Introduction**, I found the **HELP** screen provided the easiest initial access to the simulation. The few minutes spent going through each of the segments established a valuable familiarity with the key components of the package. These seven segments are: **Lake overview**, **Field Studies Centre**, **Stack navigation**, **Physical, Chemical and Biological tools** and **My notebook** (a student retrievable note pad). After initial familiarisation users can then select from the **navigation** palette to continue the search for information. Access to information is made through the *Lake ecosystems* icon or the *Stack map* icon. If students wish to study a particular area, for example the mangroves, they simply click on the *Lake ecosystems* icon. This will then give them the choice of Mangroves, Estuaries, Open lake or Urban area. They can then use **Stack navigation**, which provides six choices, to focus on the features of this environment. These provide the framework for easy access to information that could be either teacher guided or student centred. Each choice provides opportunities for further investigation and research. A particularly interesting option was **Measure**. By selecting this, students are able to use a wide range of tools to measure environmental conditions.

The *Stack map* also gives access to the **Field Studies Centre** which contains much supplementary information such as audio and video clips, copies of newspaper articles, an excellent reference book and an animal and plant reference. These resources are very well compiled and presented and give students access to a wide variety of material that would satisfy the needs of most secondary students.

#### Teaching suggestions

This CD-ROM gives teachers many options for use. Teachers could use it to develop their own notes or to prepare guided activities which may form the basis for an individual student or group activity. This would be ideal for students who benefit from extension studies. Alternatively, students who are in need of different motivational techniques would find this package stimulating and informative. The

**Adventure games** option promised for the "next release" would increase the attractiveness of the package to this group. When one user has access at a time, the software could be seen as the equivalent to a definitive book on the topic with many added bonuses like video and sound. *Find* options (at times slow), note taking, note editing and copying functions further enhance the usefulness of the package. More teaching strategies and ideas are provided in the accompanying handbook.

The advantage of CD-ROMs in teaching and learning is that a variety of information sources is literally at your finger tips. This package contains an excellent variety of audio, video and pictorial resources which are highly commended. All narration and audio sequences are clear and well paced although the density of the text of some sections might overwhelm some students.

#### Overall evaluation

This is an excellent and useful resource. It is easy to operate and users should find that within a very short time they will have increased their knowledge of lake ecosystems. The scope for investigation of environmental issues such as water pollution or the impact of residential development is extensive. It is the diversity of potential applications which make this a very worthwhile resource. While the producers had senior students in mind when making this package, use should not be restricted to this level only. Careful selection of an action path would enable younger students, e.g. Year 9 geography, to benefit from using the package. M. Brown

**LEV:** Middle secondary Upper secondary  
**AVAIL:** \$185 Interactive Multimedia  
 Ph (06) 273 5405 Fax (06) 273 5403  
**KLA:** Science; HSIE SCIS 793551

**Scan has excellent advertising rates. For further information, contact the editor: (02) 808 90501**

## ○ Insects – a world of diversity.

CSIRO, 1994 ISBN 0643056416

[595.7]

Designed for Years 4 – 9, but with limited applications for younger students, this CD-ROM provides an overview of insects focusing on those which are well known in our Australian environment.

### Hardware, software requirements

Macintosh System: Minimum 13" colour monitor, 4 Mb of RAM

Windows Version: minimum configuration - 386 computer, Super VGA Video card and monitor, 4 Mb of RAM, Windows 3.1 or later, compatible sound card

### Installation

The program was easy to load and run. It has not been designed for a network but could be used on one if one accepts the associated problems of slowness and loss of quality of video clips.

The disk is accompanied by a 104 page manual containing notes, suggested activities and work sheets. Although the CD-ROM can be purchased without the manual, the full potential of the program would not be achieved without the range of classroom teaching ideas and activities which provide a starting point for using the program. They are presented for different age groups and are linked to different parts of the program.

### Curriculum relevance and scope

While highly relevant to Science and Technology, the program also has relevance for the English and Human Society and its Environment KLAs. Insects are classified under 16 groups with each group being represented by between 6 and 24 examples. Information presented gives a general overview of insects while each of the 16 groupings has comprehensive information which includes the headings – Food, Habitat, Life cycle and Interesting facts. As well as this **Insect gallery**, there are five other sections in the main menu. **Insect sounds** has sound recordings of 30 insects which can be played at normal or 1/4 speed, with information on how and why the insects call.

**Collecting and identifying** provides helpful hints on the topic, an illustration of a typical garden with pop-up windows of insects found there both day and night and a slide show with sound track of the process which could be used for identifying insects. There is also a multiple question quiz with photos and answers. **Heroes and villains** contains six 1 minute videos on friends and foes of the animal world. In **Zoom in**, seven different specimens are explored in stunning microscopic detail with accompanying captions and an explanation of the technology used. **Quiz** contains 10 quizzes of 5 questions using sound, photos and text.

### Presentation and style

Each individual insect is represented by a full colour photograph with caption, scientific and common name (where applicable) and many have close-up pictures and sounds accessed by appropriate buttons. The simple menu and range of easily recognisable buttons make the program accessible to a wide range of students. While younger students could gain valuable information from the photographs the text would only be accessible to competent readers. The program has been designed for browsing rather than as an encyclopedic data base and this can present problems when searching for specific insects if the group they belong to is not known e.g. I found it difficult to find "cicadas" as I did not know they belonged to the group **Bugs**. For most insects however their grouping would be self evident and the information relatively easy to find. The program relies on the information being presented through a range of activities and experiences designed to stimulate and motivate students to explore further.

### Searching and navigability

Although the program is easy to access and navigate by using the mouse and the simple range of buttons provided, I think the omission of an index or key word searching facility limits its usefulness especially with younger students. The teaching/learning activities provided in the manual are a valuable guide for exploring

the program although students could also direct their own learning quite successfully. Information cannot be down loaded onto disk or printed directly from the main program. Text only can be printed from the text folder or photocopied from the appendix in the manual which contains all the text from the CD-ROM. Photographs are not available in either medium.

### Overall evaluation

The Australian orientation, simple navigation, consistency and quality of content and presen-

tation make this a valuable resource. J. Anderson

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

**AVAIL:** \$99 (without manual) \$119 (with manual) from CSIRO Information Services and selected dealers.

**KLA:** ST; Science SCIS 807830 Macintosh  
SCIS 819166 Windows

## ○ Geopedia. Encyclopedia Britannica, 1994

ISBN 0782608442

[910.3]

More than 1200 articles on all the countries of the world are accompanied by images, 1000 up-to-date regional and country maps, world data, chart maker, notepad, and brain teasers on this CD-ROM. A users' manual accompanies the disk.

### Hardware, software

A 386 processor is recommended; 1 Mb RAM; at least 5 Mb of hard disk space – DOX System 5.0 or higher; VGA colour monitor and Sound Blaster compatible sound board with speakers or headphones; a mouse. Installation was easy with simple directions provided in the package and on screen but knowledge of printers and sound cards is necessary.

### Content and scope

**Articles** on countries are extensive, including their arts, culture and history. Cross references are given within the text. The **Maps** allow four different views: outlines, cities and rivers, physical features and elevations. A **Chart maker** facility allows the user to choose data and build four different types of charts. A quick statistical reference of each country is provided under **World data** and covers the state of the country using the most recent data available. The **Notepad** allows users to print and download information, or use it to make notes for assignments. **Brain teasers** include city placement, field trips (on video), workshops (open ended essay questions), ranking of data and a

jigsaw to encourage students to learn locations of countries and regions of the world.

### Arrangement and navigability

The contents "page" allows the user to search by **Atlas**, **World data**, or **Article**, while being able to use the **Notepad**, **Chart maker** or **Brain teasers**. An option bar is located at the bottom of each page. Further manoeuvrability is provided by an *eye* to access related articles and a *camera* to indicate a picture is available. After doing a search, all related articles are displayed on the left hand side of the screen and can be accessed at any time. Searches can be done by topic or word. Included with the CD-ROM is a teachers' guide which gives extensive information about **Geopedia** and its use in the classroom situation.

### Accuracy and authority

The accuracy of the information is very good considering the rate of change in the world. Credits and further references are cited at the end of articles and data is recent. It is well written with the language aimed at secondary level. Video clips are relevant and interesting.

### Overall evaluation

The screen layout is very good with an alternative list of headings on display. The pictures are clear though sparse compared to encyclopedias on CD-ROM. The Australian content is excel-



lent and recent—a big plus. The maps are adequate, though not greatly detailed. The ability to zoom in and out to produce exactly the map desired for printing would be a nice future enhancement. Problems were experienced with the video driver and sound was missing at times. The help phone number given in the manual was the wrong one. Video images were too “grainy”. Interactivity between articles, images, video clips and data could be

## ○ The way things work

David Macaulay. Dorling Kindersley, 1994

ISBN 075131501X

[600]

Based on David Macaulay's wonderful book, this program provides a fascinating insight into the world of machines, inventions and technology.

### Hardware, software requirements

The minimum hardware required is an IBM compatible PC (386 SX), 4 Mb RAM, sound card, mouse, SVGA 256-colour display, loudspeakers or headphones and Windows 3.1 or later. A Mac version will be available early 1995.

As well as the program disk, the package contains a sampler of other Dorling Kindersley software. Installation was trouble free.

### Presentation, style

The presentation of the program is delightful with full colour animated graphics and screens which are well designed, interactive and easy-to-use. The text is clear and legible. Exit options are consistent. Humour is used frequently to convey ideas and provide motivation. A truly delightful feature is the “Mammoth movies” which can be accessed either from some main screens or through the options icon. These are humorous animations which feature a woolly mammoth with some bizarre explanations of how some inventions came about.

The sound in this program is excellent, beginning with the very pleasant voice of an absent-minded professor type who welcomes users to his workshop and invites them to explore. Sound effects, which are numerous, are also excellent and most animations are accompanied by very clear, concise narration.

improved. Still, students will find it irresistible and useful, and teachers will be happy with the validity and amount of information for research purposes. G. Phillips, K. Bennett

LEV: Upper primary Lower secondary

AVAIL: \$375.00. Version 1.2 is available now. Networking is not available.

KLA: HSIE SCIS 801415

### Scope

Main sections of the program are: **Workshop, Machines, Principles of science, History and Inventors**. Although there is a very good selection of machines and inventors, it was a little disappointing to find that there were no Australian inventors mentioned. Also, the history of inventions ends in 1984 and more recent inventions such as fax machines are not mentioned. Throughout most of the main screens, hot keys in red provide excellent dictionary and glossary definitions.

### Navigability

Easy navigation is a strong feature of this program as it contains many interrelated access points. A column of options offering main program sections is on the left-hand side as well as are the options: *Back, Index, Options* and *Help*. These remain constant during each screen change and are one method of changing topics, although this can be done from the main screen as well. *See also* and *Related machines* are further access points. Using all of these features, it is possible to search on a topic such as “super-market scanner” and find out how it works, who invented it, the scientific principles underlying its invention and related machines and topics in relatively few moves. *Back* takes the user back one screen at a time, *Index* allows a search for specific information, the *Help* menu is excellent and any active screen can be printed from *Options*.

## Overall evaluation

**The way things work** is a brilliant program which is sure to have a lot of appeal for both children and adults. It is an excellent resource for middle and lower secondary and, in particular, primary students. J. Eade

EVAL: Highly recommended.

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

AVAIL: \$119.95 Site and network licenses are presently being considered.

KLA: ST; Science; HSIE; TAS SCIS 818319

## ○ The new kid on the block : poems by Jack Prelutsky.

Broderbund, 1993

ISBN 1557908052

[811]

Students are exposed to poetry through humour, music, singing and animation in this program. It encourages students K-6 to explore word usage and meaning within the form of the modern poem.

### Hardware, software requirements

Macintosh, system 6.0.7 or higher, 256 colour monitor and 4Mb RAM.

A Windows version is also available.

The CD-ROM is accompanied by a book of the eighteen selected poems.

As with other Broderbund products, simply install and click.

context. Children become more text-active, allowing them to concentrate on the flow of language and gain meaning from their interactions within the program.

Animations are based on the style of artwork by James Stevens who supplied the illustrations for the original book. The less colourful and less gimmicky graphic presentation of **The new kid on the block** encourages exploration of the poem form, concentrating on text rather than animation. The poems are relevant to students' experiential world. On the *Read to me* option, the program will move very quickly from screen to screen to maintain the poem's flow.

### Scope and content

This software is particularly relevant to K-6 English. It engenders a love of poetry particularly among those who may find traditional presentation of poems unappealing. Narrator Jack Prelutsky introduces a selection of eighteen of his poems. The program uses visual clues such as character dramatisation and sound effects to aid word recognition. The students can concentrate on phrases and words in

### Overall evaluation

This user friendly and delightful CD-ROM is a welcome resource encouraging the search for meaning in context and exploring the form of the poem. N. Paull & G. Krestensen

LEV: Lower primary Middle primary  
Upper primary

AVAIL: \$90.00

KLA: English SCIS 777640

## ○ Busytown

Richard SCARRY. Computer Curriculum Corporation, 1993

[307.76]

This CD-ROM is aimed at Preschool to Year 2 using the characters of Richard Scarry's **Busytown** books. It is quite specific in areas of development of skills providing a skills matrix and a comprehensive parent guide.

### Hardware, software requirements

For Macintosh, use a Macintosh LC or higher, 4 Mb RAM, colour monitor, System 6.0.7 or higher. A parents' guide accompanies the disk.

### Program content

The user is given a scenario of a busy town and asked to select from several theme playgrounds. After entering one of the playgrounds the student is required to follow verbal instructions to interact with a variety of everyday environments. The program touches on all primary KLA areas, with a checklist of specific skills provided at the conclusion of each activi-

ty. It requires parent/teacher participation to assist in the early stages of game usage and emphasises learning through play. One of the skills sought by this program is fine motor coordination to develop confidence using the computer mouse. However moving the object on the screen proved to be both difficult and frustrating. Some tasks are not challenging because a flashing light provides a visual clue without relying on the user to assess the requirements of the situation. The activities from the various playgrounds can be repetitive. Graphics and sound are adequate for the intended use.

## ○ Australia : the multimedia experience.

Webster Publishing, 1994

[1994]

This CD-ROM has 18 sections covering Australia's natural history, geography, politics, history, culture, art, sport, and literature. There is a summary of the 1991 Census in 1000 pages of text and over 40 minutes of video clips, still images and sound.

### Hardware, software requirements

MS-DOS : 386 processor; 4Mb RAM (8Mb would be better); at least 3Mb of hard disk space; SVGA monitor with 256 colour preferred; Windows 3.1; an MPC-compatible sound board with speakers or headphones; a Microsoft or compatible mouse. Installation was very easy with simple directions provided in the accompanying booklet. Macintosh version not available. The disk is accompanied by a 40 page booklet.

### Content and scope

The up-to-date Australian content of this CD-ROM is its obvious attraction. It includes information from the 1994 Commonwealth Games, as well as the 1991 Census. However, while breadth of coverage is a plus, the information itself does not go into much detail. Other features include a chronology of Australian history, the ability to highlight text and mark graphics, create your own library of text, slides, and videos, or slide shows, and edit and create

### Overall evaluation

The parent guide and packaging purports to be of invaluable assistance to very young computer users. However content is not always challenging and difficulties may be experienced by those to whom the program is directed. N Paull; G. Krestensen

LEV: Lower primary

AVAIL: \$80.00

KLA: English; ST SCIS 818909

graphs and tables. This could be of great value to teachers.

### Arrangement and navigability

Initial entry is through **Contents, Topic searches, Tutorial and Help**. After the Home page, access is always through windows. The tool bar at the top of every screen includes these, plus *Photo, Video, Graph, and Table* searches, as well as *Forward, Backward, Print and Add Notes* buttons, and pull down menus for *Tools, Edit, Controls, Bookmarks, Pages and Interaction*. An introduction gives an overview of the topics and formats. Information in side windows may be closed to view graphics, and search facilities exist by topic or word and include a wild card facility. However, true interactivity has not been achieved, as you can not jump via highlighted words or topic buttons.

### Accuracy and authority

The information is up-to-date, simply written but uninterestingly set out. The language is aimed at a primary to lower secondary level. Information, though accurate, is not well credited.

### Overall evaluation

Search options are a major feature of this CD-ROM, along with its wholly Australian content. Unfortunately, animations and graphics are sometimes grainy with few vibrant colours and



interactivity could be improved. K. Bennett; G. Phillips

LEV: Lower primary Middle primary  
Upper primary Lower secondary

AVAIL: \$99.00 single user; network site license not available. Webster Publishing, Ph. (02) 975 1466, Fax (02) 452 3493

KLA: HSIE; ST; Science; English; PD/H/PE SCIS 820147

## Mercer Mayer's Little monster at school.

Random House/Broderbund, 1994 ISBN 1571350373

This CD-ROM version of a book is another program in the *Living book* series of interactive animated stories for children.

### Hardware, software requirements

Macintosh: System 6.0.7 or higher, 256 colour monitor and 4Mb RAM.

Windows: 386 SX or higher with 4Mb RAM; Windows 3.1; MS DOS 3.3 or higher, sound blaster or SB pro and 100% compatible sound cards.

A 24 page booklet and a Windows troubleshooting guide accompany the program.

On a Macintosh, installation was straightforward with on-screen instructions.

### Program content

**Little monster** is an additional reading strategy at K-3 level, requiring active response from the user/reader. It is appealing, superbly animated and has likeable characterisations and a storyline related to the childrens' own experiences.

Students have the option of "Read to" or "Play with". It is designed for individual use but groups of children tend to gather around the screen. All controls are easily used and understood by the target group. Most users choose the interactive mode where they are presented with a stimulating and delightful series of sound effects, music, humour and additional animations at the click of a button. Clicking on an individual word or phrase aids word recognition by having the word pronounced again.

### Overall evaluation

This program combines stunning graphics and sound. It adds another dimension to the story and is an appealing addition to any reading program K-3 where stimulation and reinforcement are important. N. Paull; G. Krestensen

LEV: Lower primary Middle primary

AVAIL: \$79.95

KLA: English SCIS 818916

## ○ Microsoft dangerous creatures :

Explore the endangered world of wildlife. Microsoft, 1994

[1994]

With more than 100 narrated video clips, this program covers over 250 wild animals through 800 detailed articles.

### Hardware, software requirements

MS-DOS: 386 processor; 4 Mb RAM (8 Mb would be better); at least 2.5 Mb of hard disk space; SVGA colour monitor with 256 colour preferred; Windows 3.1; an MPC-compatible sound board with speakers or headphones; a Microsoft or compatible mouse. Installation

was very easy with simple directions provided in the package and on screen, and follows the same format as many other Microsoft CD-ROM products. A Macintosh version will be available early 1995.

CD-ROM disk; 1 leaflet and six Dangerous Creatures stickers.

### Content and scope

Great animal noises accompany the initial pages of this superb graphical package. Credits



reveal that this software is heavily based upon the Dorling Kindersley *Eyewitness guide* series, and has a similar layout and quality of image and information. Language and facts are simple with narrations and at least one animation per animal. Comparative size, habitat, food, location, and behaviour are included for each animal, along with sometimes silly "Free advice" (eg. "Don't let a vampire bat suck your neck"). The Aboriginal storyteller looks like an Amerindian and the wording and narration are sometimes sensationalised to emphasise "danger".

### Arrangement and navigability

The contents page allows the user to search by **Atlas, Weapons, Guides, Habitats** and **Index**. On the tool bar at the bottom of every screen are the same functions plus **Options** and **Help** buttons. A good introduction is provided through the **Help** button to an *Overview movie* of aspects of the program. **Options** are provided to lead the user through the program in a variety of ways, and to link the animals through common characteristics. This feature is excellent to allow younger students to browse. Access can also be made through a world map of continents, six habitats, and three types of defensive weapons (jaws, venom and claws). Twelve guided tours can be taken by interest areas such as *Storytelling, Photo safaris* or *Continents*. Simple animal games add interest.

Other **Help** features give directions for printing, screen savers, video clips, trouble shooting and credits. A simple **Index** has the alphabet at the top with pictures/animal names arranged alphabetically in three columns.

### Accuracy and authority

The accuracy of the information was very good albeit brief. It was up-to-date, well written and well set out. The language is aimed at a primary level. Animations are provided by National Geographic, BBC, Anglis TV, and others. While information and photos are mainly from Dorling Kindersley, many private photographers contributed, including Australian Ben Cropp.

### Overall evaluation

This program is an attractive, high quality production, covering a wide variety of animal life around the world. Students will find it irresistible and teachers will be happy with the validity and amount of information for research. K. Bennett; G. Phillips

<b>LEV:</b>	Lower primary Middle primary Upper primary Lower secondary
<b>AVAIL:</b>	\$69.00 to \$99.95 single user; network site licenses available early 1995.
<b>KLA:</b>	ST; Science; HSIE SCIS 818693 ■

#### Correction:

In *Scan* Vol. 13, No. 4, October, 1994, as part of the positive review of *The Sydney Morning Herald* quarterly on CD-ROM, a statement was made that users could not "download to disk". In fact it is possible to download articles.

Philip J. Calvert of the Department of Library and Information Studies at Victoria University of Wellington spoke about the Internet at the recent NZLIA/ALIA Conference *Embarking Together* in Wellington. Here he writes about:

## The Internet in school libraries—the issues



The Internet is hot. Hotter than Opacs, CD-ROM networks, internal fax-modems, notebook computers, or any other information technology you might think of. If the number of articles in the literature, or papers at conferences are anything to go by, then the Internet (or simply "The Net") is one of the hottest topics to hit the information world for many years. *Scan* included a very useful article on the Internet by Mal Lee in its October issue.

### Features of the Net—redundancy and TCP/IP

To understand the Internet it pays to have a little understanding of its history. It grew out of ARPAnet, a network established by the US Defense Department whose first wish was to share computer resources, and whose second wish was to build in "redundancy" so that the network would not be knocked out if any part of it was hit during a Soviet nuclear strike. World politics may have changed since then but the redundancy is still there. It means that whenever you send an e-mail message via the Net it can travel in numerous different ways to its destination, simply taking the optimum path available to it at the time.

As the ARPAnet network wanted to connect to other networks, it was necessary to establish a common language, an Esperanto if you like, which all computers could use to talk to each other. The common language used is the set of protocols known by the initials TCP/IP (Transmission Control Protocol/Internet Protocol), and you will see the initials used in the literature about the Internet. It is the use of TCP which makes it possible for computers to

communicate around the world, but it means that networks which wish to join the Internet must be able to use TCP/IP. Thus any library which wants to access the Internet must be able to communicate, directly or indirectly, to a computer which can run TCP/IP.

Libraries and other computer users will access the Internet through their regional network. In New Zealand the national network is called TuiaNet and the key members are the universities and the Crown Research Institutes. In Australia the main network is AARNet. It is these networks which set charges for network use, and it is they who actually provide the connection to the Internet. A typical scenario would be a school having dial-up access to a town council computer department, which has a networked direct connection to an Internet host such as a university which is itself part of TuiaNet or AARNet. There is actually a myriad of possibilities, so schools need to explore the local situation before making any expensive commitments.

The growth of the Internet has surprised a majority of computer users, and perhaps as a result it has developed without a clear organisational structure. Because it is a network of networks no single body "owns" the Internet. Costs are met at the network level, so in New Zealand, for example, it is TuiaNet which performs that function. There is no single organisation which can make rules for the Internet about what it can and can not be used for. The Internet Society sets technical standards but has no real control over activities on the Net. The Internet may be a prescription for anarchy, but on the other hand it is an open forum in which

individuals can allow their talents to flower. It is the cyberspace of sci-fi legend—and you can reach it through your own computer.

### Accessing the Net

At the bottom level, the minimum equipment necessary is a desktop computer, a modem running at 9600 baud, and a communications package. If you can already access ABN or NZBN then you will already have the capacity to access the Internet. But what you have to do is make an arrangement with an Internet provider and ask for access to a host on the Internet. Many universities will allow schools dial-up access to a machine connected to the Internet, though they will almost certainly charge for the initial connection and for any subsequent overseas data traffic. Alternatively there are many commercial services such as local bulletin boards which offer Net connectivity as part of their services. At the high end, a school can be directly connected to the Internet by getting a SLIP or a PPP or similar connection from a PC—and if you don't know what SLIP means then read the article by Notess in the bibliography below. However, there is a range of levels of connectivity which schools can explore and choose the arrangement most suited to their present and planned information technology facilities, their proximity to an Internet host, and the amount of data traffic they expect to generate.

It bothers me when I hear teacher-librarians say they want to use Mosaic software to access the Internet, but as yet have only a 9600 baud connection. To be blunt, they are wasting their time even trying. Mosaic is a graphical interface to the World Wide Web, a means of navigating the Net, but to use it you not only need Mosaic software but also either a SLIP/PPP or a networked direct connection. Mosaic is a nice way to look at the Internet, and for some subjects such as geography and meteorology it's just about essential, but for a school just starting to use the Net a dial-up connection should be satisfactory. This is just one of the reasons schools need to choose a level of connectivity which matches dreams to reality in a cost-effective way.

### Equity of access—an important issue

What the perceptive reader will have realised is that, precisely because there are different levels of access possible, right down to the level of no access at all, there is enormous potential for schools to separate into the info-rich and the

info-poor. The debate about equity of access to information resources goes right across the full spectrum of library and information services, of course, but because information technology and access to the Internet cost money which will not have been included in previous budgets, it poses a problem for schools with no substantial financial resources. This is an issue which won't go away unless government funding is used to provide equal levels of access to all schools (and one has to wonder what the chances are of that) so it is well to bring it into the open at an early stage. One of the writers on this subject is Graham Howard and it is worth reading some of his recent articles.

### Uses of the Net for the teacher-librarian

In order to make it easier to understand how a teacher-librarian can use the Internet it is probably best to divide it into two broad areas; information resources and communications. It is the second broad area which is already being exploited by some schools. For example, some teachers have spotted the potential of the "relay" facility which allows for a virtual discussion between schools whose only connection is via the Internet. There are others who have joined in projects such as the *View from my window* in which students are asked to write about the view from their own window, and share it with other children on the Net.

However, for teacher-librarians many of the Internet's riches lie in a separate area. It is possible, for example, to access remote library catalogues and check whether they have titles of interest prior to sending off an inter-library loan request. Even with basic connections it is possible to do this with the "telnet" command provided you know the Internet address (IP address) of the remote library's computer. Not only library catalogues but some very useful databases can also be reached via telnet. One of the most valuable resources librarians are using is the UnCover database available from CARL. It is possible to access UnCover in a variety of ways, but the base level access is to telnet to database.carl.org and then use the menu system to select UnCover.

There are some interesting and useful full-text documents available, too. The file transfer protocol (FTP) can be used to retrieve text files from "archives" provided by some institutions. Schools might use FTP to access government reports, speeches, or any such material. FTP isn't particularly easy to use, and alternatives such as

gopher (see the next paragraph) do the same job without the hassles, so using FTP to retrieve text files is less common than it used to be.

### Navigating the Net

There was a time, not so long ago, when hunters and gatherers on the Internet had a reasonable chance of staying aware of new services and resources appearing on the Net, as the addresses of good FTP sites and new library catalogues reachable by telnet would be passed around by "word of mouth"—or e-mail to be precise. Today, however, the Internet's speed of growth is so rapid that no individual has a hope of keeping abreast of developments. Not surprisingly, software has been written which uses the power of the computer to help users access the Internet. Programs such as Gopher and the World Wide Web (WWW) have been developed which are best described as "navigation" tools, that is, their real benefit lies in helping the individual user move easily from site to site, discovering the huge range of resources on the Net in the process. WWW is particularly attractive to the user as it makes it possible to access multimedia resources which include sound and graphics, provided you have those capabilities on your own workstation. For schools with access to the World Wide Web through a graphics interface, try out the following multimedia resources; for a project on Dante Gabriel Rossetti try <http://jefferson.village.virginia.edu/rossetti/rossetti.html>, and for the story of two villages along the Mason-Dixon Line during the American Civil War try <http://jefferson.village.virginia.edu/vshadow/vshadow.html>—and my apologies to those who don't have that level of access and who don't know what this means!

### Pornography on the Net?

There are some other issues which need to be addressed. If you learned about the Internet by reading articles in the popular press then no doubt you already know about the pornography and the bomb-making instructions which can be found on the Net. Well, that stuff is there alright, and it must be of some concern to teacher-librarians that children using the Internet can access this material. The Internet is anarchical, remember, so no person or organisation can adequately control what goes on the Net. The question is whether you want to provide access to the huge treasure trove of really useful resources and tolerate the rubbish which trails along behind it, or whether you will

"throw out the baby with the bath water" and refuse to allow students to use the Internet just because they can use it to access some nonsense along the way. At some point it probably comes down to a matter of how much you are going to trust the children to act sensibly, and we will all have different responses to that question.

### Why should school libraries go to so much trouble to get access to the Internet?

My answer is in two stages, but the most important reason, in my opinion, is that children must learn to use the Internet as a basic skill necessary for life in the information society. All New Zealand universities can access the Internet, and I think it is the case that all Australian universities can, too. Increasingly all other tertiary institutions will provide Internet access for staff and students. There are already some university departments (my own included) which will make Internet access a requirement for students taking some courses in the future—and that includes students studying at a distance. This is not a matter of technological snobbery, it is simply facing the reality of the information society. Without access to, and familiarity with, networked information resources, our students will not be adequately prepared for the future in terms of employment, further education, and social awareness. In this situation the role for school libraries seems quite clear. They need Internet access for two reasons. Firstly they will want to use the Internet because it is a means to access a huge range of information services and resources. Secondly they will want to provide Internet access to students as a learning resource, as a means to equip students with skills for the information society. In her recent article in *New Librarian*, Anne Hazell said that teacher-librarians have been involved with information literacy for years and went on to make the point that "they must not now—either because they lack confidence in using technology or are so overcome by the gadgetry that they lose sight of its purpose—surrender that responsibility". And I agree.

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# Pathways at Tenterfield High School

The government's policy statement *Directions* signposts four pathways to education, training and employment through schooling for young people after Year 10. A seminar held by the NSW School Libraries' Section of ALIA in October provided a detailed overview of the policy and explored the implications of the implementation of this policy for both school and TAFE libraries. Possible impacts on the organisation and staffing of the school library; on networking between individual schools and between school and TAFE libraries; and on the teaching of information skills, both at school and TAFE were explored at the seminar. Seminar papers will be published in early 1995—details on availability will follow.

This article includes two case studies showing how individual schools and school libraries are adapting to the needs of *Directions*, and to changing patterns of service in senior libraries in general. First, teacher-librarian Christine Denis, writes on

Tenterfield High School places emphasis on Pathway 1 (a traditional HSC delivered at school with a focus on a broad general education leading to university study) and Pathway 2 (an HSC delivered at school and including both general and vocational education with a wider range of options on completion of the HSC).

There are no other high schools in Tenterfield so the school has to cater for all students and since there are more and more students electing to engage in post-compulsory education, the system needs to be sufficiently flexible to be able to meet the needs of each student. In addition, the senior school is quite small numerically—forty students in Year 11 and twenty four



A TRAC student at Tenterfield High School.

students in Year 12—so it is difficult to offer the range of subjects that you would really like to.

In an attempt to respond to these different needs, the school offers as wide a variety of student options as possible. Such options include TRAC, TAFE, the use of Electronic Classroom for senior Japanese and Open High School subjects. We also run some vertically integrated subjects to allow subjects with smaller populations to run. To accommodate those alternatives, the school timetable runs on a two weekly cycle, except that Wednesdays of both weeks are identical. This means that students electing to study at TAFE or engaging in the TRAC programme use Wednesday each week for those activities. Days have five lessons, each of one hour's duration. Wednesday has two "normal" lessons; a period of Options (interest activities including sports coaching, creative needlework, French language and bush crafts) which operate for

one and a half hours; and sport which occupies one and a half hours.

TRAC and TAFE students therefore miss minimal amounts of face to face teaching time from other subjects. With twenty five students accessing TAFE and sixteen TRAC students, this is really an important consideration. Students are able to access two courses at TAFE—Hospitality and Office Studies. TRAC students can access three courses: Customer Service Stage 1; Customer Service Stage 2 (this also includes the Retail Certificate through TAFE) and Automotive Stage 1. Automotive Stage 2 will be offered in 1995. TRAC is organised and run by a committee of local business persons and school representatives.

Tutorials are offered in two separate frameworks. Period 2 on Wednesdays is utilised by senior students as a tutorial. This allows those students on reduced face to face teaching loads, time to catch up. During Options, senior students are also able to elect to do a tutorial. Students are able to work quietly on private study, homework or assignments. Alternatively, students are able to attend revision sessions made available by teachers.

The whole system is still in an evolutionary mode. While it is working well, we envisage that some changes will be made for next year. A learning centre will be yet another option for students. Student choices will, of course, determine future directions. Co-operation with the local TAFE College and the business community to run TRAC are both required for the successful inclusion of those programmes.

The underlying principle, is that whatever system is utilised, it must be flexible enough to accommodate the wishes of those students electing to be a part of post-compulsory education and the paths they choose.

The immediate impact of the implementation of different pathways to the HSC on the resource centre at Tenterfield has been a demand for resources which are not usually part of the collection. Resources for JSST subjects; subjects studied via Open High School, Japanese language and Aboriginal Studies which are studied using telematics are all in demand. The budget has had to stretch to meet some of the other needs, but resource sharing



TRAC students—Automotive Course, Tenterfield High School.

with other schools within our cluster, the use of CD-ROM data bases and now online searching will certainly go a long way towards solving the problem.

With increased study periods at school, resulting from fewer face to face lessons, and TAFE time, together with tutorials, the library is utilised by senior students for longer periods of time. I find that the time I spend with senior students is much greater now than ever before and that there is much more demand for individual assistance. Some need help with the new information technologies; others need some guidance with information and study skills; while yet others simply enjoy sharing their frustrations and successes with learning to learn.

*Open learning centres are a way of encouraging independent learning, and present a solution to some of the practical issues arising from more senior students with free periods. In our second case study, teacher-librarian Jenny Webster looks at*

## The learning centre at Canowindra High School

During 1993 it was decided that there was a need to establish a learning centre at Canowindra High School. The purpose was to encourage all students in Years 11 and 12 to accept greater responsibility for their own learning, and to prepare students for the self-directed learning they would be required to undertake after they left school. Effective use of the facilities and resources of the learning centre would offer a number of potential advantages to our students:



Jenny Webster of Canowindra High School.

- the continued development of student responsibility and autonomy
- the provision of a "broader curriculum"
- flexibility, including extra time for a subject if desirable
- access to attention, places and resources which might otherwise be unavailable
- improved student/teacher relationships.

In preparation for the introduction of the learning centre, some teachers attended in-service courses; and our staff development day was devoted entirely to the concept of a learning centre, with a full-day presentation by well-known educational consultant, Mike Middleton. We had numerous staff meetings where concerns and ideas were discussed. In 1994 the learning centre was officially in use and was included in the timetable. The intention was for all students in Years 11 and 12 to spend up to 120 hours (20 hours of each course/subject) in the learning centre. This means that they have 5 periods timetabled face to face with their subject teacher, and the other period timetabled into the learning centre. In order for this change to be successful for the students, it was the task of their teachers to instil independent learning skills and attitudes. Integral to these are:

- study skills
- research skills
- time management skills
- review and summarising skills.

We believe that this focus is future orientated, equipping students with the knowledge, skills and attitudes needed to succeed in their life after school. By focussing on the learning capabilities of the students, and helping them to

become more effective learners, they are able to develop towards a higher level of learning.

The learning centre was established in a classroom close to the library so that students have access to the resources required for their tasks. Initially the students were to be closely supervised and were to work strictly to their timetabled period. As they become accustomed to the concept of independent learning and time management, they were then allowed the flexibility to spend more time on a particular subject in which they were either experiencing difficulty or needed more time. Students are now allowed to seek permission to work in the library and use the CD-ROM, and to use specialist rooms such as Laboratories and Technical Drawing rooms etc. for practical tasks. A variety of tasks is set for the students to work on in their learning centre periods. These include:

- revision
- continuation of class work
- extension work on the class topic
- tests (as the room is supervised at all times)
- assessment tasks.

Practical subjects such as Art use the period for theory work, whereas in a subject like Maths, students can all be on different levels working on a particular concept that they find difficult or on which they need more time. Teachers are currently skilling Year 10 in independent learning tasks so that their transition to the learning centre will be relatively easy. It is envisaged that the use of the learning centre will gradually be extended through the school until it is used by all students. In the junior school, it will also be used by both individuals and small groups in gifted and talented student programs. The response of the students towards the learning centre is very positive. They enjoy having the time to work alone, having the opportunity to plan their own time and the access that they have to other resources such as the CD-ROM and the library, and specialist rooms.

*In the next issue of Scan, we will continue with the theme of open learning, in two schools where the concept has extended to the whole school, namely, Colo High School and St. Patrick's College, Campbelltown. ■*

*Scan* Volume 11 No. 4 carried an article on strategic planning, highlighting the Hunter Region strategic plan which was being written at that time. Planning for this was carried out by the Hunter Regional Library Management Committee. This committee asked schools in the area to present submissions detailing major focus areas, specific objectives and broad aims for the school library for the period 1993 to 1997. A planning conference was held to consider the submissions and write the strategic plan. This was attended by 16 teacher-librarians representing the four ERCs, and had input on strategic planning from Beth McLaren amongst others.

The resulting document, *Hunter Region school libraries strategic plan* (NCIN document no.

21930013) has been a model for other regions in the process of developing a strategic plan. Its purpose was to assist teacher-librarians in the Hunter Region to draw up their own plans and to provide all school staff with an understanding of the role and directions of school libraries; and to assist the Regional Library Management Committee to draw up annual management plans for use by school libraries in the area. The plan covers the years 1993—1997. Planned for the next issue of *Scan* is a report on the impact the strategic plan has had on the Hunter Region.

Sue Britton of Coolamon Central School writes of the process of developing a strategic plan, using the Hunter model.

## DEVELOPING A STRATEGIC PLAN FOR THE RIVERINA

To be honest—it's not something everyone thought was a good idea. Why have one? What difference would it make to us as a group? What should go into it? and so on.

The idea developed from a discussion I had with Ros Roworth of Regional Office, when I was president of RIVPAT. (The Riverina Professional Association of Teacher-librarians). I was trying to "suss out" what Regional office perceived as the "importance" of teacher-librarians to the Riverina.

Ros and I tossed around ideas and in the end it became clear that it was up to us to know what we as professionals believed, and it was not up to the Department to tell us!! It was clear that without a plan and direction—with a consensus of the members from region—it would be easier and easier to erode and marginalise the importance of our role. If we had no clear idea of where we should be in the year 2000, you can be sure someone else would have us in a place we'd rather not be!! Use of the primary teacher-librarian for release from face to face teaching is a perfect example of this!!

So what to do next? After discussions with the RIVPAT executive, we decided on a two pronged attack:

- We needed to look at our needs as a region within NSW and
- We needed to look at what other regions, states and school districts were doing.

Here, our secretary Heather Littlejohn, was invaluable. She managed to locate a number of strategic management plans - not only for libraries but for schools as well. These, in conjunction with assistance from the Department of School Librarianship at Charles Sturt University provided us with a sound starting point.

Interestingly enough, we found the same processes needed to be followed as those necessary when creating a strategic plan for a school. The "everyday issues" paled into insignificance compared with discussions of what we valued and where we want to be in five years. As a matter of fact, the RIVPAT executive spent most time in determining that all important first page where we outlined what we believe were the ways to create independent, lifelong



learners in the Riverina. From then on it was much easier. Once we knew where we wanted to be, and what we believed in, determining what we could do in say, teaching and learning, or technology in the next 12 months and what would take a little longer wasn't nearly as difficult. This first "values" stage is a "must do" in strategic planning.

Another **major reason** why the planning was not so difficult was the Hunter Region. This region had already had a strategic plan that seemed excellent and the RIVPAT executive each worked on parts of our plan with the Hunter one as a template.

The RIVPAT executive were superb. Sandra Lucas, our Oasis guru worked on the technology package while Sue Webb, Therese Quinn, Heather and I were all responsible for sections. Once we had gone through all this we were ready for the next step. We needed to begin **establishing ownership** of the document in the Riverina. We took some advance copies to a course run in Tumut and partially sponsored by RIVPAT. Improvements and additions started to come in. At this point we also decided to organize our Annual General Meeting around a planning theme and Beth McLaren helped us run the popular course "Into the 21st Century" in Riverina. We started to gear up for the Annual General Meeting and prepared more copies of our draft plan for distribution. At this point we had a really lucky break - one of our teacher-librarians in Wagga is married to a Director of Schools and he offered to look it over for us. This was invaluable - he cut out the unnecessary verbiage, added the necessary educational-ese and in a very supportive manner pointed out a couple of initiatives that were probably impossible!!

When we presented the strategic plan to the Annual General Meeting, most received it very favourably. Some sent in additions and changes and here the Griffith group was particularly supportive. We set up a 9 week time frame and planned to have the document ready by Term 4, 1994. This is indeed the case except I feel we need one more whole region meeting to ratify the final draft. It also needs to be looked at by the new executive of RIVPAT and various educational authorities in our region. Once these steps are complete, then implementation can begin.

Creating a strategic plan did a lot for us professionally as well as personally. We feel we have

left our future executive a clear direction of where to take our association because we ensured the plan was owned and accepted by all. Too often strategic plans are thrust on schools and groups and no-one is given a choice to change or add anything. By giving our membership this opportunity we hope we'll continue to develop as the best teaching faculty in which to work.

*Another region taking steps towards developing a strategic plan is North West. Wendy Smith of Tamworth Primary School writes of step one in this process—the establishment of a regional library committee*

On Wednesday, 2nd. November, 1994, at the Tamworth ERC, the inaugural meeting of the newly formed North West Regional Library Committee was held. This meeting was the culmination of five years' work by teacher-librarians in the region. Several significant factors contributed to the move towards a regional committee:

- Di Sweeney, of Coonabarabran High School, obtained a copy of the **Hunter Region school libraries strategic plan** and began circulating it in our region for discussion as a possible model for our region.
- Several deputations of teacher-librarians, beginning in 1990, approached the Assistant Director General (Region) asking specifically for the appointment of a member of regional office personnel, of Cluster Director rank or higher, to oversee school libraries in the region (as was known to be the case in other regions).
- A growing realisation amongst teacher-librarians that regions needed to provide the majority of support for teacher-librarians, and that this meant that teacher-librarians themselves would have to accept more of the responsibility for their own professional development.

Steps along the way to the formation of our regional library committee included the holding of a successful regional conference in March 1994. A steering committee was formed at that conference which met to draft a proposal to the Assistant Director General (Region) for the formation of a regional library committee, and suggestions were made about its composition, role and function.

We felt a lot closer to the achievement of our goals when Laurie Murphy, Director of Schools (Tamworth/Gunnedah) accepted responsibili-

ty for school libraries in the North West Region. Finally our committee was ratified by the Regional Assistant Director General's acceptance of our draft proposal, with minor amendments. Funds were granted for travel expenses of members travelling to meetings.

After such a long period, and after so much work and persistence by so many people, the first meeting was a momentous occasion indeed!

The committee comprises:

- the Director of Schools with responsibility for school libraries
- a teacher-librarian representative from each of the seven clusters in the region, with primary, secondary and central schools represented
- a primary principal
- a secondary principal

The committee meets twice per year, once each semester, with the venue moving between the four ERCs in the region.

The role and function of the committee are:

- to develop a strategic plan for school libraries in the North West to the year 2000

- to develop and foster the professional standing of teacher-librarians by
- encouraging the dual qualification of all teacher-librarians as both teachers and librarians
- encouraging region to ensure that all teacher-librarians have, or gain dual qualification
- to advise on the implementation and use of information technology in schools and to promote all aspects of information literacy
- to foster inter-regional co-operation between teacher-librarians and school libraries
- to foster links with other libraries.

At the first meeting, the roles and functions of the committee were defined. Kylie Hanson of Glen Innes High School was elected Secretary; Elisabeth Adams of Tamworth High School was elected Treasurer, and I was elected Chair.

We decided to hold another conference in Tamworth on 10th—11th March, 1995, with Tamworth teacher-librarians being chiefly responsible for its organisation. We set a date for our next meeting, at which the major business will be the draft formulation of a regional strategic plan for school libraries. ■

*Kerry Manning is teacher-librarian and Lynne Moriarty is clerical assistant at Leichhardt High School Together they are...*

## The dynamic duo

When I was appointed teacher-librarian five years ago, Lynne Moriarty had already been working at Leichhardt High School for a year. We were of a similar age, background and fortunately had the same bizarre language-based sense of humour. We started by sitting down together and discussing what we really saw the role of the library and each other to be. We volunteered what we thought were our assets and disabilities and more importantly what each expected from the other. We also stated what we hoped to get out of the job in the way of skills and experience. I then spelled out what the Department of Education saw as our jobs. We discussed how far we were able to compromise with that. We

also covered what each person really liked to do, and really loathed doing. It was all up front within the first week.

We examined the service we were offering and decided to work on the premise that we were never to be too busy to listen to a request to help someone out. We actually had to change that about two years later (before we sank under the weight of added work) to "we've got a lot to do, but not a problem, we'll manage it somehow". We'd been giving the impression that we were cruising - bad move!

I suppose the key to our working relationship is that we allow each other to express our personalities and to use our skills. I'm hopeless on

the telephone, so Lynne usually makes the tricky calls. I become manic about cataloguing all the videos, so I do them at home. We're both great at public relations, so we do a little soft shoe for prospective parents and visitors and we're both dead keen to get into all the new technology (although, have you noticed? It doesn't seem to be decreasing the library workload yet. It just seems to be added to what is already there. First there were books, then audio tapes, then video tapes, then computer and now CD-ROM).

Many staff and almost all the students assume there are two librarians in the library—and I don't have a problem with that. They've come to that idea because each of us has a particular area of authority. Lynne deals with the overdues, student monitors, library tidiness, video taping and first aid and I publicly defer to her in these areas. I deal with the accounts, books, behaviour, information skills and I'm ultimately responsible. We both liaise, do public relations, attend meetings, answer the phone, work on the computers, do circulation and swear at the Video Commander system. We run a constant conversational update on what each has done to or for whom and run each of our decisions past the other person. It doesn't make for a quiet library, but it makes for a very functional and efficient one - and it comes over to everyone as being a friendly, warm, "nice" place to be. It's obviously partly our own personalities, but it gives our users the impression that it is not an impersonal institution that functions by an unknown esoteric set of rules. They see and hear it happening in front of them. Staff gravitate to the library on their periods off. Kids want to know how it runs and what we do. And they all feel they can at least try a request, no matter how outrageous it may be. We'll probably be silly enough to try and do it!

We have an appreciation of each other's job because we've done the job. You can't really know how mind-destroying entering books on

OASIS really is unless you've done it. You don't know how difficult it can be to shut some kids up until you've tried to do it. Initially I called Lynne in to check over any selection of books I made, because her knowledge of the collection was twelve months better than mine. I learned that together we had a better knowledge of the holes in the collection. We can play good cop/bad cop to perfection! Lynne's tough on the library monitors and I'm soft on them; she hands out first aid and sympathy to the juniors and I read them the riot act. Some kids prefer to go to Lynne for help and some prefer to come to me. Yes, we know that isn't her job, but what is she going to say? "I know the answer to your question, but I'm not allowed to tell you"? There's only two of us here, so in the interests of smooth running, our jobs overlap. If we have disagreements we deal with them privately. To the world-at-large we offer a united front. We praise one another extravagantly and always emphasise each others' strengths (We own our own mistakes and are not afraid to admit to them, when they happen.) A little bit of in-house public relations never goes astray, and it's nice to know that people think well of you.

*A comment from Colleen Docherty, Principal, Leichhardt High School*

Kerrie Manning and Lynne Moriarty have an excellent and rather special working relationship. Their teamwork and initiative have led to enormous improvements in the library, both in its organisation and its services to the students and the staff. Over the last few years, with a unity of purpose, they have created a pleasant centre for learning and research and are rapidly moving towards their vision of a library that uses the latest technology to encourage and support the learning of our students.

It is perhaps the best example of an equal, and democratic working relationship that I have ever encountered and provides the basis for the commitment necessary to build a modern and efficient school library. ■

## Videography—an annotated bibliography of 100 videos (published 1994) available from:

Sales Section, ERUDITION, PO Box 3002, Wetherhill Park 2164 Cost: \$5

## RESOURCES

### IN REVIEW

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

### Picture books

*Picture books are arranged alphabetically by author.*

BRIGGS, Raymond

**The bear.**

MacRae, 1994

ISBN 1856812499

A vast white bear comes one night to live with Tilly, and she adjusts her life to accommodate the enormous creature. Her parents humour her, though surprised by the graphic details Tilly relays to them, such as his very slow heart beats ("BOOM...ages ages ages, BOOM...ages ages ages"). He is an exasperating bear in lots of ways—he won't listen, he isn't toilet trained, but he is very warm to sleep with. When he leaves, Tilly is very accepting, although she loves him "with all her heart". He is much less difficult to live with than **The man**, and Briggs' black, adult humour is replaced with a younger, gentler kind. The illustrations in this picture book reflect this gentleness—executed in soft pastel crayons, some in the signature Briggs' cartoon style, some as whole-page illustrations. L. FitzGerald

LEV: Lower primary Middle primary

AVAIL: \$19.95

SCIS 813002

EVAL: Highly recommended

DePAOLA, Tomie

**The legend of the poinsettia.**

Ashton Scholastic, 1994

ISBN 1863880941

[398.20972]

It is almost Christmas in a small Mexican village and Lucinda and her mother begin the special task of weaving a new blanket for the figure of the baby Jesus in the Christmas procession. Lucinda's mother becomes ill and although she tries Lucinda cannot finish the weaving on her own. Feeling she has ruined her family's Christmas because they have no gift to give, Lucinda meets an old lady who encourages her to pick some weeds as a gift. When she places them at the altar and prays they change

into poinsettias—Flowers of the Holy Night. Vibrant colours and Tomie dePaola's unique full page illustrations evoke images of Mexico and spiritual overtones similar to his previous Christmas tale **The clown of God**. J. Anderson

LEV: Lower primary Middle primary

Upper primary

AVAIL: \$18.95

SCIS 813051

FAULKNER, Keith and LAMBERT, Jonathan  
**The boastful bull frog.**

Koala, 1994

ISBN 1875354751

[821]

Pride can get you into a whole lot of trouble as the boastful bullfrog finds out rather painfully. He boasts about his jumping prowess until his friends call his bluff when he brags that he can jump across the river. Does he make it? A message book written in flowing verse that can be enjoyed purely for the story alone or to highlight the moral. Keith Faulkner uses a gentle, easy-to-follow style. Jonathan Lambert's illustrations, whilst colourful and supportive of the story, lack definition. A worthwhile read for early primary or for reading to a group. R. Dobson

LEV: Lower primary

AVAIL: Paper \$6.95

SCIS 789690

GINSBURG, Mirra and HILLENBRAND, Will

**The King who tried to fry an egg on his head.**

Macmillan, 1994

ISBN 0027362426

[398.0947]

The "not very clever" king admires the marvellous stunts of his sons-in-law—Sun, Moon and Raven. However, when he tries to emulate them by frying an egg on his own head, attempting to light the Queen's bathhouse at night, and sleeping on the branch of a tree, the results are less than impressive. The king's wife is not amused by her husband's absurd antics but children will delight in his silliness. Mirra Ginsburg's lively retelling of this amusing Russian folktale has a good storytelling rhythm and is well complemented by full colour, droll illustrations with a wonderful folksy flavour by Will Hillenbrand. An entertaining picture book to add to the folklore collection. B. Richardson

LEV: Preschool Lower primary

Middle primary

AVAIL: \$19.95

SCIS 808310

HATHORN, Libby

**Grandma's shoes.**

Viking, 1994

ISBN 067085980X

A little girl's grandmother dies and she grieves for the closeness they shared. The much loved and admired woman is sadly missed by both family and friends who ask themselves "Who could ever fill such a woman's shoes?" Finding her grandmother's shoes, the little girl is transported each night into fantasy worlds that remind her of her grandmother and she is finally able to say goodbye and come to terms with her grief. This thoughtful picture book sensitively explores the healing process of the little girl with occasional touches of pathos. The language provides a gentle, warm and personal tone. Alternate soft and vibrant watercolours





and finely lined illustrations superbly capture the warm family settings and the fantasy world of the little girl. J. Anderson

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$18.95 **SCIS** 812707  
**EVAL:** Highly recommended

**HAWKINS, Colin and HAWKINS, Jacqui**  
**School.**

HarperCollins, 1994  
ISBN 0001938576

Vintage Hawkins-style, **School** is a picture book for older children, detailing with cheerful, (sometimes corny) child-appealing humour the hazards of school life. Although English in orientation, and featuring such English things as school dinners, and different teachers for each subject in primary school, there is enough in this to keep the average middle to upper primary student laughing right through. Pages are packed with definitions, jokes, rhymes, and labelled illustrations of types of kids (bullies, toadies, teacher's pets, cry babies, goody-goodies etc). There are many suggestions on how to cope with school room hazards, such as sleeping in class, homework, slow-moving classroom clocks, nits, zits, and burps. It moves on to an irreverent round-up of types of teachers; school dinners and other punishments. L. FitzGerald

**LEV:** Middle primary Upper primary  
**AVAIL:** \$19.95 **SCIS** 806463

**JENNINGS, Paul and TANNER, Jane**  
**The fisherman and the Theefyspray.**

Viking, 1994  
ISBN 0670829722

In the depths of the ocean the beautiful Theefyspray is born, swimming and hunting by the side of its mother until the dreadful day it is caught on the fisherman's lure. The talents of two of Australia's best loved authors and illustrators combine in this memorable picture book. Paul Jennings' fans may be surprised, even disappointed, with the text which is minimal, serious, and, on first reading, unremarkable. It, however, provides the strong skeleton which Jane Tanner has fleshed out with striking and emotive images, executed in her usual polished and meticulous style. These images linger long after the final page is turned. The reader will, and should, return to the book for optimum appreciation and fresh discovery. B. Richardson

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$18.95 **SCIS** 799788  
**EVAL:** Highly recommended

**JONES, Carol**

**Town mouse country mouse.**

Angus & Robertson, 1994 (A Peep-through picture book)

ISBN 0207183074 [398.24]

Nothing like the peace and quiet of the country, thought the town mouse, and all that lovely food. Country life was not all it seemed in this fish out of water tale of two cousins who find life in each other's home setting far from comfortable or friendly. Carol Jones has produced a well crafted retelling of Aesop's famous fable, adding her own delightful touches and wonderful full colour illustrations. Each alternate page has a large peephole

cut in it with the aim of creating some highlighted expectation. This gimmick doesn't really work but neither does it detract from the overall quality of the well written, well presented tale. R. Dobson

**LEV:** Lower primary Middle primary  
**AVAIL:** \$18.96 **SCIS** 787541

**JONES, Terry and FOREMAN, Michael**  
**The fly-by-night.**

Pavilion, 1994  
ISBN 1857930908

A retelling of Terry Jones' tale which appeared in his collection **Fairy tales**, **The fly-by-night** is one of many which explore the notion of a journey-by-night on a magical creature. This one has the little girl flying away on a wingless cat, with a fly-by-night, an anonymous pilot/fly/whatever. This daring creature ignores her pleas to go home and does ever more daring stunts, loop-the-looping the stars, and crash-landing far from home. The little girl finds her way home, with the help of the kindly moon, and despite the clutching hands of spiders, and branches which disapprove of her sojourn with the wild fly-by-night. The illustrations are magic, but the story is not the best of its kind. L. FitzGerald

**LEV:** Lower primary Middle primary  
**AVAIL:** \$16.95 **SCIS** 809112

**KELLER, Holly**  
**Grandfather's dream.**

MacRae, 1994  
ISBN 1856811794

Beautiful artwork combines with simple flowing text to tell a story within a story. Inspired by the dream of Nam's grandfather, the small village of Tam Nong holds off from planting the wetland in the hope that the Sarus cranes which disappeared during the war years will return to their natural habitat now that it is safe to do so. Clear colours and simplicity of style are Keller trademarks and these are used to good effect to evoke strong images of Vietnamese family and country life. Grandfather's story, within the main story, is cleverly delineated within pages with patterned borders. The conservation message is clear, natural and unforced, within a picture book ideal for sharing and discussing with young children. Recommended. B. Richardson

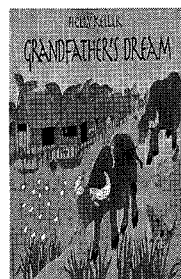
**LEV:** Preschool Lower primary Middle primary  
**AVAIL:** \$19.95 **SCIS** 802767

**McNAUGHTON, Colin**  
**Captain Abdul's pirate school.**

Walker, 1994  
ISBN 0744525624

Pickles is sent to Captain Abdul's pirate school to be toughened. Despite an initial reluctance, Pickles and the other pupils discover that pirates have much more freedom than normal children. However, the pirates plan to kidnap the pupils. In a novel way, the children foil the pirates' plan. McNaughton uses diary form, speech bubbles and subtitles to present this tale, that removes gender roles. A delightful twist at the end ensures the reader and listener will want to re-examine the story. K. Wellham

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$19.95 **SCIS** 795057

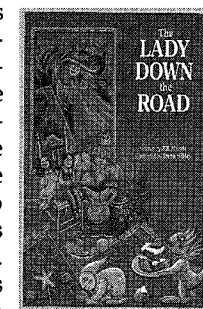


**MORRIS, Jill and SIBLEY, Irene**  
**The lady down the road.**

Silver Gum, 1994  
ISBN 1875843000

The little girl who tells this story lives in a home distinguished by its geometrical order and tidiness. In contrast is the house of the lady down the road, whose mysterious, shady garden hints at the joys within. Inside are exotic treasures from around the world, and the little girl is allowed to touch and play with wondrous dolls and dress up in fantastic garments. Rich, decoratively patterned pictures in gouache and tempera capture the magic and wonder in glowing profusions of objects. When the lady moves she leaves the little girl some treasures, but more importantly, a different way of seeing the world. A beautiful, assured picture book. M. Lobban

**LEV:** Lower primary Middle primary  
**AVAIL:** Paper \$9.95 **SCIS** 801288



**MURRAY-SMITH, Joanna and MAYA**  
**This is Joseph speaking.**

Mammoth, 1994  
ISBN 1863303502

Joseph has plenty to say. It spills out in no particular order—his likes and dislikes, what food he relishes, his relationships with his family, his fantasies and how he copes with bad times as well as good. Essentially Joseph is in love with life, and happy to be Joseph. His pronouncements are illustrated with brightly coloured cartoon style paintings, full of energy and action. Rather than a story, this picture book is a portrait of a little boy, with a rich imagination and a great zest for life, who is part of a loving extended family. M. Lobban

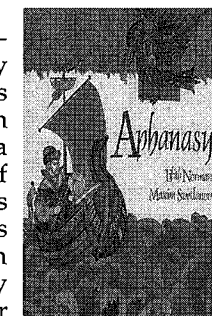
**LEV:** Lower primary Middle primary  
**AVAIL:** Paper \$12.95 **SCIS** 793682

**NORMAN, Lilith**  
**Aphanasy.**

Random, 1994 (A Mark Macleod book)  
ISBN 0091828376

Based on an original story by Svetlana Svetlanova this elegantly designed and constructed book tells the story of Aphanasy, a Russian merchant's son who journeys to India to explore the wonders and magic of this fabled land. Many adventures befall him along the way but he is protected by the sacred icons given to him before his departure. Every page has a wide illustrated border which features intricate muted designs while the pen and ink and watercolour illustrations are richly detailed and highlighted with gold illuminations. A beautiful book which reflects aspects of Russian culture and has strong visual appeal. J. Anderson

**LEV:** Middle primary Upper primary  
**AVAIL:** \$19.95 **SCIS** 812992

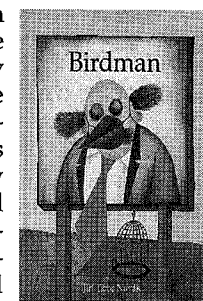


**NOVÁK, Jirí Tibor**  
**Birdman.**

Random Australia, 1994 (A Mark McLeod book)  
ISBN 0091827809

A very miserable and angry man makes life even more miserable as he blames the bird for his problems. By destroying the bird, and much of the environment at the same time, he discovers he is no better off so still blames the bird. This is a very powerful story that will challenge your thinking and encourage discussion on ideals, tolerance, respect, freedom, rights, viewpoints, the environment, survival and what really makes you happy. What will the man do next? Flat, colour illustrations add mood. However, while bleak and melancholic, there is hope and promise for the future. K. Wellham

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$18.95 **SCIS** 791257  
**EVAL:** Highly recommended



**PUGH, Dailan and DUNKLE, Margaret**  
**Secrets of the rainforest.**

Hyland, 1994  
ISBN 1875657118

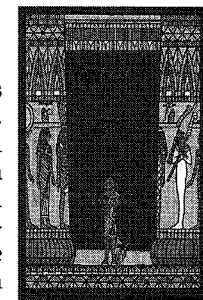
Greenie schoolmates take Kevin, a logger's son, on a walk through the sub-tropical rainforest being logged in their area. What Kevin sees and experiences changes his outlook on logging and he joins the other children in making a promise to the future. The text conveys a strong message for conservation in a straightforward way. The loggers' viewpoint is not put, although it is conceded that for Kevin, whose family has made a living from cutting down trees, the conservation choice is a more difficult one than for the other children. A brief guide at the back of the picture book offers token assistance with identification and information on those creatures threatened with extinction. B. Richardson

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$19.95 **SCIS** 808314

**SABUDA, Robert**  
**Tutankhamen's gift.**

Atheneum, 1994  
ISBN 0689318189

The visually exciting jacket guarantees this book attention. The bold colours, striking design and heavily outlined artwork—after the ancient Egyptian style—continues inside on flecked ochre-coloured paper which is as lovely to the touch as it is to the eye. The story tells of the young Egyptian prince, Tutankhamen, ignored and dismissed as a small boy because of his frailty, but elevated, when only nine or ten, to Pharaoh after the mysterious death of his unpopular brother. Included are useful historical notes on the period, the ancient boy-king



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and his reign. A truly exotic picture book which should appeal to a wide reading audience. B. Richardson

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$19.95 SCIS 808308

**SIMMONDS, Posy**

**Bouncing buffalo.**

Cape, 1994

ISBN 0224032992

Jack and Polly are sad when they find out that their parents run down antique shop has to be sold because their parents are broke. After falling asleep they wake to find all the stuffed animals they love have come to life. In the pandemonium that follows, Jack finds a box containing valuable jewellery. The shop is saved, revamped and Mr. Fowler, their unpleasant neighbour, is forced to sell out. Using an interesting blend of full and half-page illustrations and comic strip sections with conversational balloons, the illustrations perfectly evoke the changing mood of the text. A lively and entertaining story with strong humorous overtones. J. Anderson

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$19.95 SCIS 808186

**STRICKLAND, Paul**

**Dinosaur roar.**

Random, 1994

ISBN 0091829569

Bright and breezy illustrations with more than a touch of humour make Paul and Henrietta Strickland's picture book appealing to the eye and the ear. The cover design is instantly appealing and will attract a good many readers on this point alone, but it is the bold and uncomplicated artwork matched with a simple flowing text that make this a successful work. The dinosaur theme may be getting a little overworked but this particular piece is recommended. R. Dobson

**LEV:** Preschool Lower primary  
**AVAIL:** \$14.95 SCIS 795937

**THOMPSON, Colin**

**Ruby.**

MacRae, 1994

ISBN 1856810895

More than a picture book—this is an opportunity to win a vintage Austin 7 car. Find the registration number of the car hidden in Colin Thompson's very detailed illustrations. But, beware of red herrings! This reviewer spent ages searching cluttered pictures of the briefcase in which Kevin is trapped, and looking carefully in the glovebox of Ruby. I think I know the numberplate, but can it be so simple?! A pictorial story of the life of the car itself heads each page, while underneath the story unfolds of tiny contented people, George, Mavis, Kevin, Tracy and Uncle Austin, whose lives are changed dramatically by choosing to take a trip in Ruby. Take your time with this one! L. FitzGerald

**LEV:** Middle primary Upper primary  
Lower secondary  
**AVAIL:** \$19.95 SCIS 813532

**WAGNER, Jenny and BROOKS, Ron**

**Motor Bill and the lovely Caroline.**

Viking, 1994

ISBN 0670826960

This is a soft and gentle story with illustrations to match. The pen and ink wash double-page illustrations take us on a journey, part fantasy, part fact, in a "car" that is as exotic as its riders wish it to be. It is a tale of friendship and imagination that seems to have grown from the authors' association with the Maryborough Special School in Queensland. The heroes of the tale are animals, who make this tale a modern fable of love and tolerance of those who appear to be different. M. Williams

**LEV:** Lower primary Middle primary  
**AVAIL:** \$18.95 SCIS 802245

**WHATLEY, Bruce and SMITH, Rosie**

**Whatley's quest.**

Angus & Robertson, 1994

ISBN 0207184917

In similar mould to Graeme Base's *Animalia*, this alphabet picture book is a visual feast as well as "a gift of language", as the authors describe it. It is also an extended picture puzzle, and readers must pore over the pages to prise the hundreds of words and ideas, even images of the authors themselves, hidden there. These can then be used to unravel mysteries, to create catchy alliterative phrases and sentences, weave stories and write poetry. Valuable for stretching vocabularies and exercising imaginations of both young and old, but a pity that a clearer definition of purpose, and/or more directions, are not included as encouragement and assistance for those who find clever books like these frustrating. B. Richardson

**LEV:** Middle primary Upper primary  
**AVAIL:** \$24.95 SCIS 809441

**WOOD, A. J. and ANDERSEN, Wayne**

**A night in the dinosaur graveyard.**

HarperFestival, 1994 (A Templar book)

ISBN 0694006416

Max and Lucy, on a fossil hunt with their grandfather, take shelter in a dark cavern—a dinosaur graveyard—haunted by prehistoric monsters. This rather trite story seems almost unnecessary, merely an excuse or *raison d'être* for fascinating holograms which are set in artwork which is suitably murky and spooky, some hidden behind the extra gimmickry of lift-up flaps. Characters are flat, the text is basic and lacks literary style but the picture book is certain to be popular with readers eager to seek out the 3D images in the holograms which, it must be confessed, are quite remarkable. B. Richardson

**LEV:** Preschool Lower primary Middle primary  
Upper primary  
**AVAIL:** \$24.95 SCIS 809443

## Fiction for younger readers

*Resources are arranged alphabetically by author.*

*Some of these books are also suitable for lower secondary students.*

**ARRIGAN, Mary Andy,**

**Zeph and the Flying Cottage.**

Hamilton, 1994 (Gazelle books)

ISBN 0241133939

What a pity real life cannot sometimes imitate fantasy. Andy's gran's house stands in the way of development—a new motorway. Gran appears to be losing her battle to save her beloved home from demolition, when Andy's new friend Zeph comes to the rescue by calling on the Mother of All Winds. With her enlistment of winds and draughts and little breezes Gran's home is magically re-sited, complete with neat garden and flowery bank of trees. As with other Gazelle titles the text is well pitched at emergent independent readers, offering them a short and lively, fun-filled read, this one with an undercurrent of real-life, down-to-earth seriousness. B. Richardson

**LEV:** Lower primary Middle primary  
**AVAIL:** \$12.95 SCIS 799766

**BATES, Dianne**

**My wacky gran.**

Angus & Robertson, 1994 (Skinny books/Young bluegum)

ISBN 0207185379

The *Skinny* book formula has proved very popular with children. The combination of child-centred short stories related in non-threatening text, complemented with plentiful line drawings—usually with humorous appeal, attracts not only the target audience of newly emergent or reluctant readers, but also older, independent readers looking for a quick, fun read. This title has a tall-tale-telling, fun-loving, new-age gran who loves to shock and fool her grandchild with outrageous stories which feature herself in the leading role. Comic illustrations by Caroline Magerl are suitably shocking, almost guaranteeing that the book will spend most of its time off the shelf. But beware, this story is definitely one for children, not conservative adults who cling to more traditional ideas about grans and their roles. B. Richardson

**LEV:** Lower primary Middle primary  
**AVAIL:** Paper \$7.95 SCIS 800500

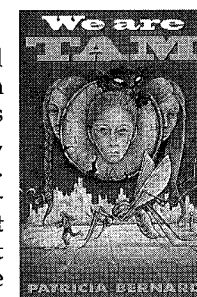
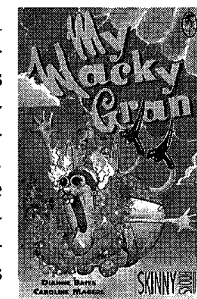
**BERNARD, Patricia**

**We are Tam.**

Eldorado, 1994

ISBN 1864120185

Twelve-year-old Tamarisk Woodward discovers she has a double living in the twenty-fifth century who needs her help. Tameron, her mirror-image, lives in an ordered, structured society. On the surface it's utopian (no sickness, pain, crime or violence) but underneath is a darker orthodoxy that brooks no questioning and rejects the



past. This science fiction tale offers a warning—a society that doesn't allow vigorous intellectual debate and doubt will become sterile. Despite its interesting premise it is a story with unconvincing characters and language (do teenage boys really exclaim "Hells bells!") and a disappointing, anachronistic plot (complete with dotty professor). W. Muskin

**LEV:** Upper primary Lower secondary  
**AVAIL:** Paper \$8.95 SCIS 799183

**BROOME, Errol**

**Rockhopper.**

Allen & Unwin, 1994 (A Little ark book)

ISBN 1863736786

Quentin is a would-be adventurer, fascinated by sharks and dominated by an over-protective mother. He seems doomed to life in cotton-wool until he meets Gus, a man with a past. Through his friendship with Gus, Quentin learns self confidence and ultimately courage. A work with which many children would be able to identify. Ann James' Quentin Blake-like line sketches add a useful insight into the major characters without dominating the storyline. A delightful story that floats along in a care-free, holiday mood without challenging the reader. R. Dobson

**LEV:** Lower primary Middle primary  
**AVAIL:** Paper \$9.95 SCIS 795534

**CHAPMAN, Jean**

**Nose trouble.**

Omnibus, 1994 (Omnibus dipper)

ISBN 1862912157

Kotara gets more than he bargained for when he employs the goblin's nose-fan for his own purposes. His plan, to win for himself a quick fortune through marriage to Yuriko—daughter of the village's richest man, goes sadly astray when the young lady in question discovers that Kotara had employed goblin magic to bewitch her. Most would say Kotara receives his "just desserts". Jean Chapman's retelling of this tall tale from Japan reads well, both as an individual silent read or shared aloud. The text is well supported with large, humorous and aptly grotesque, line drawings by Timothy Ide on, or across, every page. Would be a suitable addition to the story-telling repertoire. B. Richardson

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** Paper \$7.95 SCIS 801297

**CLARK, Margaret**

**Butterfingers.**

Penguin, 1994 (A Mango Street story/Puffin)

ISBN 0140362703

You'll enjoy the fun, frivolity and vitality as Mandy tells us of life, friendship and peer pressure at Mango Street Primary. Mandy's best friend has a curious problem (disability parallel). Is it possible that "magic" helps her overcome it? Mandy's loyalty is certainly courageous. Many will identify with the joys and pressures of her family and school life especially the planning and invitations for the birthday party. There are many active and entertaining black line illustrations. The story is fast with lively language and humour. C. Foley

**LEV:** Middle primary Upper primary  
Lower secondary  
**AVAIL:** Paper \$7.95 SCIS 787382

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**FAIRBAIRN, John**  
**The Highgate Hill mob.**

 University of Qld. Press, 1994 (UQP storybridge)  
 ISBN 0702225908

Greg, Mick, Mark and Jenny make up the "mob"; in reality a group of lively, suburban youngsters who have a penchant for getting themselves into hilarious escapades, often with surprising outcomes. The group's various misadventures are related by Greg in a beguiling, matter-of-fact, often deadpan, manner, immediately accessible to readers. As each chapter relates a separate incident the book can be read as a collection of amusing short stories. However, there is a decided advantage in reading from the beginning, as each character is gradually developed and rounded out with new and interesting revelations in each episode. Ideal, light-hearted material for reading aloud. Children will be eager to hear and read more adventures involving this little gang. B. Richardson

LEV: Middle primary Upper primary  
 AVAIL: Paper \$8.95 SCIS 791932

**FOWLER, Thurley**  
**The caretakers.**

 Angus & Robertson, 1994 (Young bluegum)  
 ISBN 0207185891

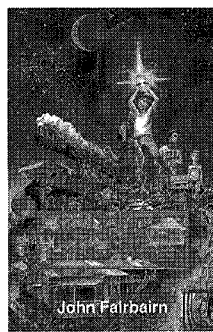
Avoiding sentimentality, Thurley Fowler tells it as it is, using fantasy as a device for her message on land ownership. For young Debra Wallace and her older brother, Graham, there is no happy ending. Financially crippled as a result of prolonged drought, low produce prices and now bushfire, the children's parents must sell *Grey Gums* the property that has been their father's family home and livelihood for generations. For each the leaving is heart-breaking, but from the ghost of her grandmother Debra brings a message which offers some solace and hope. Although appropriately dedicated to those children "who have had to close the farm gates for the last time", this sensitive, well crafted, short novel has relevance for all young Australians—the caretakers of the future. B. Richardson

LEV: Middle primary Upper primary  
 AVAIL: Paper \$8.95 SCIS 797527  
 EVAL: Highly recommended

**GERVAY, Susanne**  
**Jamie's a hero.**

 Angus & Robertson, 1994  
 ISBN 0207185905

Well almost! Jamie desires to be special at a time in his life when he has to cope with separated parents. Good friends, a supportive Mum and a not too dreadful younger sister help him to overcome his stomach aches and insecurities. This theme is interspersed with Jamie's comic and constant inventing, as he collects junk and builds all types of machines. The final invention is indeed a masterpiece. Illustrations by Cathy Wilcox add to the fun. While obviously tackling the emo-



tions around family breakup, this novel uses appropriate pace and humour to sustain interest. It explores emotional uncertainty and captures the gratification of achievement very well. J. Buckley

LEV: Middle primary  
 AVAIL: Paper \$8.95 SCIS 800504

**HALL, Penny**  
**Cat-face.**

 Omnibus, 1994 (Omnibus ripper)  
 ISBN 1862912378

Every time he visits, Edwina's Uncle Jack brings her a present from one of the exotic far off places of his travels. This time it is a wooden carving of a jaguar-face—a rain god in old Mexico. The cat-face, however, is magic. This simple, gentle story, spiced with a little magic, touches on issues such as friendship, relationships, confidence and self esteem. And is there also a subtle message about leaving artefacts in their country of origin? Written as a short chapter novel, with charming illustrations by Margaret Power, it is well pitched to emergent or newly independent readers. And, dare I suggest, will probably hold more appeal for girls than boys. B. Richardson

LEV: Lower primary Middle primary  
 AVAIL: Paper \$7.95 SCIS 808093

**HAYES, Sarah**  
**Easy peasy.**  
 Walker, 1994  
 ISBN 0744524598

Constructed around a simple situation, this story is rewarding. It involves Sam Small's experiences with his new neighbours, joyful street buskers with a touch of magic about them. In their company, Sam develops skills as a tumbler and performance artist. Some of the difficulties he faces at school due to his small size and mop of curls are overcome. The likeable protagonist and whimsical yet supportive adults provide young readers with a satisfying reading experience. Abundant crayon illustrations by John Bendall-Brunello and a well written story of achievement and growth make this an appealing choice for young readers. J. Buckley

LEV: Lower primary Middle primary  
 AVAIL: \$12.95 SCIS 801357

**LEVY, Lee-Anne**  
**This summer last.**  
 Penguin, 1994 (Puffin)  
 ISBN 0140370153

When Abby and her brother Dane go to spend the Christmas holidays with their grandparents in a seaside town, they are haunted by what happened there last summer. In the first part of this short book tragedy is hinted at; the second part recounts the events of last summer and the drowning of their beloved little brother Jesse. In the third part, the family starts to heal and to draw together. Their grief affects all their lives; yet at the end of the book there is a sense of acceptance and survival. This is a sensitive, warm treatment of a difficult and painful subject. M. Lobban

LEV: Upper Primary Lower secondary  
 AVAIL: Paper \$8.95 SCIS 804233


**MARSHALL, James**  
**Rats on the range and other stories.**

 Hamilton, 1994  
 ISBN 0241001986

In this hilarious sequel to *Rats on the roof* we meet a scurrious Tomcat who is charmed by his would be dinner, Miss Mouse; a pig who learns a valuable lesson in a fancy French Restaurant; the rats who spend a holiday on a ranch run by rat terriers and many other delightfully humorous characters that make up this collection of eight tales. The stories are multi-levelled, with much to be enjoyed by small children to young-at-heart adults. Each story uses a simple, direct style and their length would not daunt most readers. A joy to read aloud or for the more capable middle primary reader upwards. R. Dobson

LEV: Middle primary Upper primary  
 AVAIL: \$24.95 SCIS 794243

**McSKIMMING, Geoffrey**  
**Cairo Jim and the sunken sarcophagus of Sekheret : a tale of mayham, mystery and moisture.**

 Hodder Headline, 1994 (Starlight)  
 ISBN 0340622229

The Cairo Jim and Jocelyn Osgood stories are gaining a cult following, for their idiosyncratic characters, fast-moving and engaging plots and their humour. This time the intrepid trio—the sometime poet, Cairo Jim; thoughtful Brenda, the wonder camel; and Doris the Shakespeare-loving macaw—go underwater in search of the dastardly Neptune Bone. They find themselves in Atlantis, where the inhabitants have in mind offering them as a peace offering to Sekheret, alias Glisteneratum. Puns abound, specially about Sekheret ("Oh, no, gave 'em up ages ago!") and laugh-out-loud situations, such as Teddy Snorkel's propensity to call people Marjorie, keep the reader highly entertained. L. FitzGerald

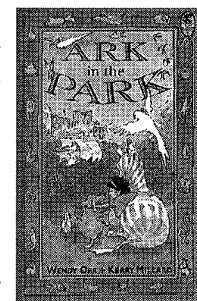
EVAL: Highly recommended  
 LEV: Upper primary Lower secondary  
 AVAIL: Paper \$9.95 SCIS 813920

**ORR, Wendy**  
**Ark in the park.**

 Angus & Robertson, 1994 (Young bluegum)  
 ISBN 0207176337

This absolutely delightful story contains ingredients guaranteed to leave readers feeling wonderfully warm inside. Love, friendship and caring, loneliness, immigrant isolation, extended family are central themes. Every day Sophie, a high-rise city child, makes three secret wishes: for a pet, a cousin and to visit the strangest, most wonderful pet shop, *The Noah's Ark*, owned by Mr and Mrs Noah (of course!). On her seventh birthday Sophie visits the pet shop, meets the Noahs, and in a sense all her wishes come true. Wendy Orr's perceptive narrative and believable dialogue is brought to life by Kerry Millard's lively black-and-white drawings. Central characters are the kind of people you'd love to invite home for tea. Well pitched for emergent and newly independent readers. B. Richardson

LEV: Lower primary Middle primary  
 AVAIL: Paper \$8.95 SCIS 797083  
 EVAL: Highly recommended


**PITT, Linda**  
**Metalmiss.**

 Random Children's, 1994 (Red fox)  
 ISBN 0099972905

What would happen if you replaced a teacher with a robot? Lots—and all of it funny! A replacement teacher for class 3R cannot be found, so Professor Potter builds the charmingly efficient Metalmiss, who soon has the students doing everything they are supposed to do. Inevitably though, Metalmiss cannot be programmed to deal with all the subtleties and human dynamics of the classroom, particularly when sabotage occurs. A winning combination of humour, school setting, student protagonists and plenty of action make this an appealing story, attractive to newly independent readers. The text is well supported with line drawings by Paul Downing. J. Buckley

LEV: Middle primary Upper primary  
 AVAIL: Paper \$6.95 SCIS 791042

**RODDA, Emily**  
**Cry of the cat.**

 Ashton Scholastic, 1994 (Teen Power Inc. mysteries)  
 ISBN 1863883452

A selection of unlikely characters, including a kidnapping megalomaniac and animal-hating cat-shop owners, gives this story a head start as teenage entertainment. Add a little terror, a lot of humour (the catcare shop is called Purrfection) and the spice of a local mystery, and you have Elmo and the Teen Power gang in business, trying to find out who has kidnapped all the missing Raven Hill cats. Vignette characters, amusing style and some social home truths bring extra quality to this formula story: it's well worth buying. H. Gordon

LEV: Upper primary Lower secondary  
 AVAIL: Paper \$5.95 SCIS 794036

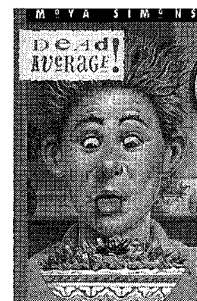
**SIMONS, Moya**  
**Dead average!**

 Omnibus, 1994  
 ISBN 186291236X

Here's another bunch of simultaneously zany and realistic stories from Simons. Told by Danny, they're easy to read and a good temptation for reluctant readers. Try reading them aloud to classes/groups. There's much here for ordinary people (young and not-so-young) to identify with. School, friends, family, sibling rivalry, pets, teachers, love, warmth and hilarity abound. Find out the best thing about Bub Tub in the morning. What happens when the kid puts a cockroach in the bank manager guest's dinner and did he deserve it anyway? There's plenty of potential for shared enjoyment here! C. Foley

LEV: Middle primary Upper primary  
 Lower secondary  
 AVAIL: Paper \$8.95 SCIS 808300

**SPYRI, Johanna**  
**Heidi**

 / [sound recording] read by Sophie Ward.  
 HarperCollins Audio, 1994 (Classics on tape)  
 ISBN 000101790X




Five-year-old Heidi is left with her gruff old grandfather in his alpine hut. Taken back to the city to be a companion for the disabled Clara, Heidi is incredibly homesick for the mountain and the old man whom she has grown to love. This abridged, three hour, sound version of Johanna Spyri's much loved classic is contained on two audiocassettes, the story divided into four parts, one on each side. Sophie Ward's narration is sensitive and expressive: her voice is well modulated, diction very clear, and pace, even and controlled. B. Richardson

LEV: Middle primary Upper primary  
AVAIL: \$16.95 SCIS 795049

### Tales from around the world : stories to read aloud

/ compiled and introduced by Saviour Pirotta.  
Blackie Children's, 1994  
ISBN 021694127X [398.2]

The fourteen tales in this anthology have been contributed by a variety of storytellers and derive from Guadeloupe, the Caribbean, Australia, Ghana, East Africa, Arabia, Northern England, Malta, India, Guyana and the Mediterranean. While each tale has its own distinct, and quite unique flavour, the stories share in common a universality of appeal as they tell of magic and mischief, exemplify human foible and frailty, seek to explain a mystery of the universe or serve to point out a moral or lesson. All are told in the sparse language of the oral storyteller and hence read aloud well. They also commit easily to memory. B. Richardson

LEV: Lower primary Middle primary  
Upper primary  
AVAIL: \$19.95 SCIS 808332

### THURMAN, Bob Frankenworm.

Hodder Headline, 1994 (Sparklers)  
ISBN 0340612738

Action and fantasy are intertwined in this funny novel which charts the exploits of Blue Henley, his sister Melissa and friend Zinco. Blue's mania for invention has produced many innovations in his bedroom and treehouse. Experiments with polluted creek water and the microwave produce a giant mutant worm. Investigating the dumping of pollutants in the nearby creek then involves the trio in sleuthing, adventure and a possible moral dilemma. Frankenworm helps resolve the situation. Fun abounds in this far fetched novel. The exaggeration of character and comic situations add to its appeal. J. Buckley

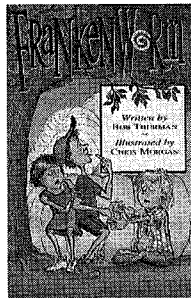
LEV: Middle primary Upper primary  
AVAIL: Paper \$8.95 SCIS 799682

### YORKE, Malcolm

#### Miss Butterpat goes wild!

RD Press, 1994 (Teachers' secrets)  
ISBN 0864386028

Miss Butterpat teaches a middle primary class. She is kind but unremarkable, in fact dull. However she embarks on a series of exciting travel adventures. These involve working as a deck hand, exploring South American jungles and lots more. She is active, daring, and the antithesis of the quiet Miss Butterpat of old. The volu-



minous blue jumper she had spent her time knitting each lunchtime (school seems more relaxed than in NSW) is extremely handy, being put to use as a disguise, costume, etc. Using picture book format with simple text supplemented by speech bubbles, this book is fun and easy to read. Illustrations by Margaret Chamberlain are relaxed and full of verve. J. Buckley

LEV: Lower primary Middle primary  
AVAIL: Paper \$8.95 SCIS 797484

### Fiction for older readers

*Resources are arranged alphabetically by author.  
Some of these books are also suitable for upper primary students.*

### Am I blue? : coming out from the silence

/ edited by Marion Bauer. HarperCollins, 1994  
ISBN 0060242531  
A pink triangle on the otherwise ambiguous cover would alert the aware reader that homosexuality is the common thread in the sixteen original stories in this collection. Popular authors such as Francesca Lia Block, M. E. Kerr, Lois Lowry and William Sleator have produced very different stories about coming out—of adolescents or significant people in their lives. The stories vary in their success; some such as that of Nancy Garden are almost didactic in their fervour. Others, such as the title story and Dane Bauer's, are delightful. Despite the unevenness, this is an important collection, and a first in young adult fiction. M. Lobban

LEV: Middle secondary Upper secondary  
AVAIL: \$27.95 SCIS 806715

### BANKS, Lynne Reid Broken bridge.

Hamilton, 1994  
ISBN 0241134544

Although a sequel to *One more bridge*, this novel has independent merit. After being overseas with her emigrant Uncle Noah, fourteen-year-old Nili is to take her cousin Glen to spend time with her family on a Jewish kibbutz in Israel. When the two cousins arrive in Jerusalem disaster strikes. A murder committed by an Arab terrorist becomes the catalyst not only for exacerbating animosity between the Jews and the Arabs but also for exposing deep seated tensions within some of the kibbutz families. The complexities of racial conflict and interpersonal conflict are expressed with a disturbing realism as well as a humane sensitivity. C. Sly

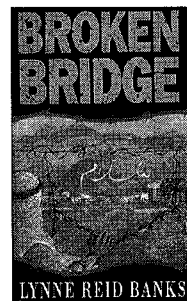
LEV: Middle secondary Upper secondary  
AVAIL: \$22.95 SCIS 797292

### BURKE, Janine

#### Journey to bright water.

Mammoth, 1994  
ISBN 1863302565

After Dorrie's father Morgan is reported missing, presumed dead, she is haunted by a dream of him, and eventually decides she will travel back to his home, the home of her childhood, to try to discover the truth of his dis-



appearance. Rather than finding Morgan, Dorrie finds how tangled adult lives can be, and discovers that she has not really ever known her beloved father. This is a satisfyingly open-ended story, a magical quest where the journey is more important than the outcome, and in which self-knowledge is more significant than some objective truth. M. Lobban

LEV: Middle secondary  
AVAIL: Paper \$9.95 SCIS 795940

### CAMPBELL, Don Blue Clair.

Hodder & Stoughton, 1994 (Starlight)  
ISBN 0340612703

The relationship between Robert and Blue Clair is very special but Robert discovers that he is not the only one who has forged a bond with the magnificent horse. Abbie, with whom he falls in love, also has a special relationship with Blue Clair. The story spans ten years, but the greater part of the narrative covers the war years 1941-1944, and is concerned with Robert's growth from callow, country youth to manhood. Because of the broad scope of the story there are jumps in the narrative which can be frustrating as readers are expected to fill in considerable gaps. However, the story holds interest, with the attitudes and mood of the times mostly well realised. The text does contain some coarse language. B. Richardson

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$10.95 SCIS 799693

### CASWELL, Brian Dreamslip.

University of Qld. Press, 1994 (UQP young adult fiction)  
ISBN 0702226416

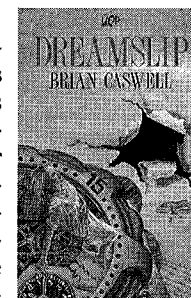
I have to admit—I'm a Caswell fan! *Dreamslip* represents a further development and refinement of Caswell's unique and challenging style. Twins Rebecca and Martin have an extraordinary gift: timetravelling in their dreams. Their penetratingly real experiences throw us detailed, living fragments of the daily struggles, sometimes violent, of people from a range of historical periods. But what happens when one of them doesn't return from their dream? Characters are strong and real. The storyline is fantastic and thoroughly believable with an unpredictable ending. Social comment is contemporary and thought-provoking. Both the style and story make this a highly commendable book relevant to our times and our young adults' (all adults!) interests and habits. C. Foley

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$10.95 SCIS 809170

### CASWELL, Brian Lisdalia.

University of Qld Press, 1994 (UQP storybridge)  
ISBN 070222667X

Those who enjoyed *Mike* will welcome this companion story which focuses on Lisdalia, Mike's lively and highly intelligent friend. Lisdalia tells her own story which enables readers to empathise closely with her feelings, whether it be frustration and anger with her Italian father's traditional attitudes towards his offspring, or the



first stirrings of romantic love. Other voices are few, used appropriately as a distancing technique providing necessary background information or a more rounded or objective viewpoint. Despite its short length, the story successfully addresses many issues and concerns, among them, family relationships, love, sexism, racism, bullying, rebellion. Readers who find *Lisdalia* first will surely want to seek out its predecessor. B. Richardson

LEV: Upper primary Lower secondary  
Middle secondary  
AVAIL: Paper \$8.95 SCIS 799743

### CREW, Gary

#### Inventing Anthony West.

University of Qld Press, 1994 (UQP young adult fiction)

ISBN 0702226661

Confined on a wet afternoon 13-year-olds Kate and Libby make a collage from magazine pictures, of their ideal boy whom they choose to call Anthony West. Their views of what is important differ as much as their personalities and so the invention is a patchwork of teenage values. Mysteriously the creation seems to lead lives of its own embodying these traits. Is Anthony West truly alive? Should the girls reassess their ideas? The story is short, taut, intriguing, a little eerie and thought provoking in the way it naturally examines stereotypes. M. Hamlyn

LEV: Upper primary Lower secondary  
AVAIL: Paper \$9.95 SCIS 804224

### DABBS, Jennifer

#### The locked door.

Angus & Robertson, 1994  
ISBN 020718366X

Twelve-year-old Chrissie is dismayed when the breakup of her parents forces her and her mother to move. The old lady who owns the new house is a mysterious and intimidating figure to the youngster. Imagination runs wild when Chrissie realises a locked door in her bedroom connects with a part of the large house which is totally closed. Getting to know the old lady and her grandson Declan is an education for her, one reluctantly undertaken. This well-mannered boy with a love of opera has his own family problems, which gradually unfold, and thus all the elements of the mystery are solved, and a few discoveries made. A satisfying read. The large print will be a bonus for some. M. Steinberger

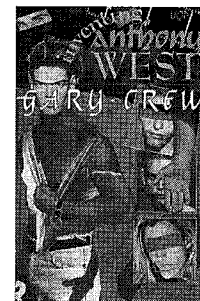
LEV: Upper primary Lower secondary  
AVAIL: Paper \$9.95 SCIS 796881

### ELLIOTT, Louise

#### Dangerous redheads.

University of Queensland Press, 1994 (UQP young adult fiction)  
ISBN 0702226319

Freya is the youngest of three generations of wild redheads, and rather intolerant of the older two. Near death after an accident, she seems to enter the thoughts of her mother and grandmother, and to travel back in time





through their adolescence, feeling with them as people. She returns with a more mature perspective from this vicarious flashback, which exposes her to the Beat and Hippy generations. Having lived through these social phenomena, I worried a little that young readers might perceive them as more universal than they actually were. H. Gordon

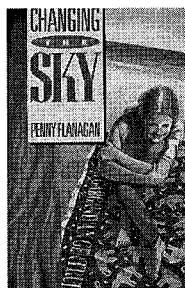
LEV: Upper secondary  
AVAIL: Paper \$10.95

SCIS 804228

**FLANAGAN, Penny**  
**Changing the sky.**

Hodder Headline, 1994 (Starlight)  
ISBN 0340599391

Fourteen-year-old Marnie Shanahan narrates the story of her recollections of the summer four years ago when the family move house following her father's death. Marnie starts a new school and must cope with her life on the other side of the (Sydney Harbour) Bridge. Underscoring this innocent world of Barbie dolls and swapped school lunches, the events leading to the tragic death of her father are pieced together. This gentle, humorous story is set within a warm, secure, loving family and affirms the importance of grieving. Its life-affirming ending leaves the reader satisfied. W. Muskin



LEV: Lower secondary Middle secondary  
AVAIL: Paper \$10.95

SCIS 799684

**GROSS, Philip**  
**The song of Gail and Fludd.**

Faber, 1994  
ISBN 057116384X

This is a magical book, a fantasy which addresses the deepest human concerns and emotions, whilst also being a savage allegory of war, aggression and the elusiveness of peace. Gail and Fludd are two strangers, thrown together by the events of a civil war in an unnamed land. They wander the country, and, rather like Gulliver in his travels, struggle to survive in alien communities where they never quite know the rules. The author is a poet and his prose is rich in rhythm and imagery; yet this is above all an engrossing story, mysterious, intriguing and totally engaging. M. Lobban

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

SCIS 806590

**HAMILTON, Maggie**  
**Lost kingdom of Lantia.**

Moondrake Australia, 1994  
ISBN 1863912525

Niff and Simon are holidaying with their easy-going unconventional aunt in the city. Niff is gifted with the "Sight". Through the magic of a flute player and an exotic perfume at a local market she is transported to an ancient city, Lantia, and given a protective necklace. She learns that she has a mission to combat evil. It is connected with the ancient city but will never-the-less take place in the modern one. Some familiar settings such as Luna Park may make this fantasy accessible to younger readers and those who are not yet fans of this genre. M. Hamlyn

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

SCIS 797317

**Hands up! who enjoyed their schooldays**  
/ compiled by Barbara Ker Wilson. University of  
Qld Press, 1994 (UQP young adult fiction)  
ISBN 070222510X

This is an anthology of stories and poems about school days written by people still at school and people long gone. The stories, both autobiographical and fictional evoke different responses. There are bitter memories of an unjust, inflexible system and nostalgic sweet memories of inkwells, school-boy fights, sharing lunches, Globite cases and school cadets. Boarding schools, bush schools, and contemporary schools are visited. The scope and variety of stories ensures both entertainment as well as information and insights into the minds of indigenous children, refugee children and nineteenth century children. Overwhelmingly, what remains with the reader is a sense of humanity—people surviving systems. W. Muskin



LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: Paper \$12.95

SCIS 799747

**HATHORN, Libby**  
**Feral kid.**

Hodder Headline, 1994 (Starlight)  
ISBN 0340612673

Like a magnet, Sydney's Kings Cross area draws homeless youth and runaways. Young Robbie Armani comes from the country to join the city "streeties". The glamour he hoped to find is only a flimsy curtain hiding extreme hardship and decadence. Manipulated by a streetwise lad known as Pale, Robbie soon finds himself trapped in a web of torment. His only glimmer of hope is the elderly Iris Walker, who finds it curious that her young mugger actually apologises. This well told tale sensitises the reader to the plight of homeless children and concludes with a ray of hope. C. Sly

LEV: Middle secondary  
AVAIL: Paper \$12.95

SCIS 799681

**HOH, Diane**  
**The experiment.**

Scholastic, 1994 (Nightmare Hall)  
ISBN 059047703X

This is the first of this series I've read and I approached it fairly cynically. While in some ways it is predictable (girl has crush on good looking, mysterious science professor and poet) it can equally disarm, shock and raise the adrenalin. We see fear push and fuse the boundary between reality and fantasy. It is full of stereotypes: dangerous but exciting males versus caring, sensitive types; good girls and bad girls none of the good girls like. But at least the good girls get called "Ms" and the monster is someone no one expects. It may well be a formula but I can see why it is so popular. There's even a possible message—don't judge people by looks or gossip. The surprising truth will get you in the end! C. Foley

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

SCIS 791382

**HORNIMAN, Joanne**  
**The serpentine belt.**

Omnibus, 1994  
ISBN 1862912076

Like the mysterious serpentine belt itself, this story entwines the colour of complex emotions and interlacing relationships. Emily, at 16, is trying to come to terms with many new experiences, insights and changes in the people around her. There are the deaths of her grandmother and her father, the change in her closest friend Kat who now has a serious boyfriend, and her new perception of her mother's friend Carson. There is also the effect on her mind of the ideas inherent in the Byron Bay atmosphere: whales, Koori land rights, and the Vietnam war. This is a mature, coming of age novel. M. Hamlyn



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

SCIS 791188

**HOWARTH, Lesley**  
**Maphead.**

Walker, 1994  
ISBN 074452458X

This is a rather bizarre tale of a twelve-year-old alien boy named Maphead, because of his strange ability to flash up maps of anywhere across his face. Along with his father, Powers, he comes to Earth from the Subtle World. Living in peculiar circumstances they seek to rediscover Maphead's earthly mother. Known on Earth as Boothe, the boy attends the local school where he becomes friendly with his teacher Mr Bandy and a boy called Kenny. His acquaintance with these two leads Maphead to wind up in some strange situations and to learn a good deal along the way. A unique and challenging story. C. Sly

LEV: Lower secondary  
AVAIL: \$16.95

SCIS 801319

**KIDD, Diana**  
**Spider and the king.**

Angus & Robertson, 1994 (Bluegum)  
ISBN 0207183082

Sam is burdened with guilt and anger over his young sister's disabling accident. He runs away from home convinced everyone hates him and ends up taking refuge with Rissole, a street kid. The derelict urban landscape and culture of fluid relationships is transformed through their fantasy games into a kingdom full of courage, brave deeds and loyalty. Kidd presents a deceptively simple story with sympathetic characters and evocative language. But underlying this is Sam's emotional quest. He runs away from painful relationships at home to an alien world of homeless kids and here discovers that love is a powerful force for healing. W. Muskin



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

SCIS 800502

**KLEIN, Gretel**  
**My life is a toilet.**

Random Australia, 1994 (A Mark Macleod book)  
ISBN 0091828503

Fleur Trotter is fifteen years old and bored out of her mind. She writes to her pen-friend on a minute by minute basis with the super-cool voice of adolescence. The family consists of Dad and his new wife Babette; Mum, and her new husband, the Pip; Elizabeth (Miss Priss) and little sister, Kate (Bum face). They are going on a journey in the trusty Hi-Ace to see Grandma die. They have an accident, are forced to spend an interminable time in Paradise Island caravan park, where it rains incessantly, to flood proportions. Here, Fleur is forced to share a caravan annexe with Dwayne—truly the holiday from hell! There are genuinely funny one-liners in this story, and excellent cartoons. Some of the situations are very funny. But the basic bitterness of Fleur's scathing attitude is wearing. L. FitzGerald

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

SCIS 813005

**LEVY, Lee-Anne**  
**Jake.**

Ashton Scholastic, 1994  
ISBN 1863882545

Peter happily anticipates the arrival of his foster brother from the city but his happiness changes to disappointment and resentment—Jake is sullen, cold and embittered by too many painful experiences with other foster families. Pete responds to Jake with sensitivity and a maturity that belies his mere twelve years. Tentative friendships are formed and Jake learns to cope with country life. The optimistic ending points to a future of acceptance and stability. Levy presents a fairly predictable tale of family and friendship satisfactorily told. But the story's very predictability may be seen as reassuring to its targeted audience. W. Muskin



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

SCIS 802282

**The lottery : nine science fiction stories**  
/ compiled by Lucy Sussex. Omnibus, 1994  
ISBN 1862912092

These stories representing well known Australian authors are all quite different. The variety widens the book's appeal at the high school level. Gary Crew's story about mysterious suicides in a modern city involves medieval gargoyles, Paul Voerman's is set in future hyperspace. In Sean McMullin's story a jealous school girl scientist sabotages the local girl rock group by developing a zit-producing strain of rye grass which spoils their complexions. But all is not as it seems. The stories are quite memorable for their fresh approach. The cover, however, is academic rather than visually appealing. M. Hamlyn

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

SCIS 798217

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**Love hurts**

/ edited by Miriam Hodgson. Mammoth, 1994  
ISBN 0749715367

Billed as a "bumper collection previously available in three volumes", this is rather an interminable and eminently forgettable anthology from some excellent writers who obviously didn't toil long over their contributions. Love is conventional, adolescent, heterosexual and the natural aim of all human existence. Love in all its complexity suffers insufferable reduction and romanticising; at 24 stories this vapid parade is way too long. M. Lobban

LEV: Middle secondary  
AVAIL: Paper \$8.95 SCIS 795530

**MACDONALD, Caroline**  
**Spider mansion.**

Viking, 1994  
ISBN 0670855669

Spider mansion is an isolated country holiday establishment. Chrissie's family run it for small groups of weekend visitors. Her father is a writer, her mother a gourmet cook who writes cooking columns. The income from the paying guests helps to maintain their piece of wilderness. One visiting family, the Todds, mysteriously, are so keen to stay on that their son fakes a sprained ankle. Chrissie's carelessness is blamed threatening their tourist rating. There follow a series of calculated accidents and misunderstandings complicated by the isolation. Gradually the evil intent of this unscrupulous family is revealed. A subtle, frightening story convincingly told. M. Hamlyn

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$16.95 SCIS 804223

**McROBBIE, David**  
**Outworld.**

Longman Cheshire, 1994 (Clipper fiction)  
ISBN 0582802660

This is the third novel about time-traveller Danny Parker. He returns to the future with his forthright, resourceful girlfriend Tania to answer the threat of wholesale annihilation of society. It is a desolate, regimented, warring society where technology is used both destructively and to sustain life. In keeping with the science fiction genre the description of place and action take precedence over character development. But both Danny and Tania are likeable and the immediacy of the first-person narrative keeps the plot fast-moving. The up-beat ending is satisfactory with the hint that book number four may follow. W. Muskin

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: Paper \$8.95 SCIS 801988

**MOLONEY, James**  
**Gracey.**

University of Qld Press, 1994 (UQP young adult fiction)  
ISBN 0702226106

Gracey addresses Australian racial prejudice with the honesty that made *Dougy* a 1994 CBC Honour Book. Gracey has three narrators—Gracey herself; an older Dougy; and the answerphone messages of young policeman Trent, which demonstrate the growth of prejudice. The novel concerns Gracey's journey from denial of her

Aboriginality to coming to terms with it. She returns to live in Cunningham where she learns about black distortion of truth and that she is more than figuratively caught between two cultures. Like *Dougy*, the novel has a sense of a tide of events being set in train by the sour prejudice existing on both sides. The ending is sad, violent and without much hope, except in the progress Gracey has made in her journey to self-knowledge. L. FitzGerald

LEV: Upper primary Lower secondary  
Middle Secondary  
AVAIL: Paper \$10.95 SCIS 791945  
EVAL: Highly recommended

**ODGERS, Sally**  
**Shadowdancers.**

Angus & Robertson, 1994 (Blue gum)  
ISBN 020718051

Pirimba Raven lies in a hospital bed, her body and her life shattered. Ever since she was a child she has dreamt a dancing dream, seeing herself in another world. Now she is a quadriplegic, the dream is especially cruel, but when it offers her an escape from her useless body into the body of the dancing girl, Pirry of Midpoint, the dream becomes seductively dangerous. This is accomplished, coherent fantasy, seamlessly interwoven with the heart-wrenching story of Pirimba's accident and the havoc it wreaks on the lives around her. The reader is rewarded with both richness of meaning and emotional integrity. M. Lobban

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$12.95 SCIS 797530  
EVAL: Highly recommended

**Paper windows : an anthology of short short stories**

/ edited by Richard Baines. Arnold, 1994  
ISBN 0340593792

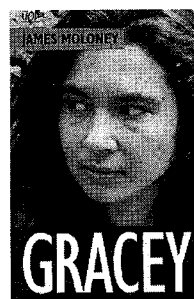
These thirty-six short short stories are nominally grouped in twelve categories; each can be read in less than fifteen minutes—for pleasure, genre study, or as a model for creative writing. Notes on techniques are included for those reading to learn, probably in years 10–12. Writers selected include Elizabeth Jolley, Heinrich Boll, Peter Goldsworthy, James Clavell, Yasunari Kawabata, Budd Schulberg, Ursula Le Guin, Peter Carey, to name only my favourites; the stories are memorable, polished gems, with the language qualities of poetry, and wide-ranging appeal. H. Gordon

LEV: Upper secondary  
AVAIL: Paper \$14.95 SCIS 791507

**PETKOVIC, Daniella**  
**Livin' large.**

Pan, 1994  
ISBN 0330274767

If this book was a television show it would carry the warning that it contains adult themes and coarse language. It is written by three young women, friends from a Sydney high school and only four years out from their own Year 12. They chronicle with gusto the HSC year of a group of students, and no adolescent experience or experiment is overlooked. There are gang fights, anorexia, homosexuality, drugs, alcohol, rock and roll and lots



of sex. The language is earthy, and the obsession with relationships authentic. Still it's rather a bleak book, where survival is a substitute for success. M. Lobban

LEV: Upper secondary  
AVAIL: Paper \$10.95 SCIS 808284

**PEYTON, K. M.**  
**Snowfall.**

Scholastic, 1994 (Point)  
ISBN 0590541536

This writer's hallmarks are unobtrusive prose and a good story to tell, and devotees of *Flambards* and *Pennington* will not be disappointed in *Snowfall*. Charlotte Campion is a Victorian clergyman's grand-daughter, whose grandfather's decision to marry her to his curate unleashes her emancipist and egalitarian feelings. She persuades her brother to orchestrate her escape by taking her climbing with his university friends in Switzerland, where new experiences reveal her inexperience. Just a romance, sensitively painted against a well-researched background ... until the extraordinary conclusion is arrived at, when one can deduce the inspiration for this very original story. H. Gordon

LEV: Upper secondary  
AVAIL: Paper \$9.95 SCIS 805262

**Puffin book of song and dance stories**  
/ chosen by Jan Mark. Penguin, 1994 (Puffin)  
ISBN 0140347526

Author Jan Mark has gathered together an enticing group of stories on the theme of the performing arts. Drama, music and dance are centre-stage here, in stories by writers such as William Mayne, Betsy Byars, Richmal Crompton and E. Nesbit. "The poppycrunch kid" provides a strong opening for the book, in its engaging look at television commercials. Crompton and Nesbit's stories also deal with children performing, if to smaller audiences. Different perspectives are provided by a story about a group of strolling players, and one about a man whose career has been spent as Dick Whittington's cat in pantomime. Music is the subject of several stories, including the hauntingly wonderful Dennis Hamley story "Hear my voice". M. Steinberger

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: Paper \$9.95 SCIS 793917  
EVAL: Highly recommended

**PULLMAN, Philip**  
**The tin princess.**

Penguin, 1994 (A Sally Lockhart novel)  
ISBN 0140366040

A tale of intrigue, double-crossing and daring-do, this is an exciting, well-plotted novel which observes nicely the conventions of the Victorian thriller. It follows the fortunes of two characters from the earlier *Ruby* in the smoke, the daredevil Jim and the feisty Adelaide, now caught up in a deadly struggle for power in the tiny central European kingdom of Razkavia. Pullman manages to centre his story on youthful protagonists whilst not patro-



nising young readers, nor does he allow his plot to become simplistic or obvious. The writing is stylish, the adventure impeccable and the romance satisfyingly full-blooded. M. Lobban

LEV: Upper primary Lower secondary  
Middle secondary  
AVAIL: Paper \$8.95 SCIS 799780

**ROBERTS, Janet Shane**  
**Wright or wrong.**

Longman Cheshire, 1994 (Clipper fiction)  
ISBN 0582802695

Shane narrates this light, bright and breezy tale. Following his diary entries over four months, the reader unravels the mystery of who framed Shane's mum (Wonder Woman) for receiving stolen property. The story is resolved with a neat ending—the crime is solved and along the way Shane makes new friends, "adopts" a brother and gets the girl (in fact more girls than he can handle). Roberts presents a fast-paced, humorous story and Shane is an appealing character with a quirky, irreverent attitude towards school that will no doubt endear him to many adolescent readers. W. Muskin

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$6.95 SCIS 802012

**ROTHWELL, Barbara Yates**  
**The boy from the hulks.**

Longman Cheshire, 1994 (Clipper fiction)  
ISBN 0582802687

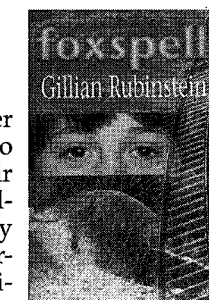
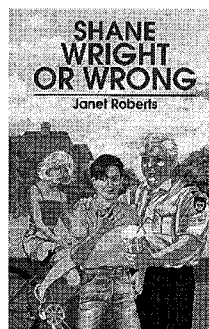
Lemuel Parker, convicted of a crime of which he is innocent, is transported to the colony of New South Wales on one of the ships of the Third Fleet. He survives the horror journey but his shipmate, a young incorrigible called Collie Barnes, does not. Indeed Lemuel is convinced that Collie fell victim to foul play at the hands of their cruel overseer, Bulstrode, and he vows vengeance. In Sydney town Lemuel's fortunes take a turn for the better, but he doesn't forget his vow, and when a newly rich Bulstrode arrives to settle in the colony, inevitably there is conflict. This historical, mystery adventure story, with a touch of romance, does contain some gaps in the narrative but is well plotted and paced and should hold young readers' interest. There is some attention to historical detail, sufficient to give children a taste of the period. B. Richardson

LEV: Upper primary Lower secondary  
SCIS 801999  
AVAIL: Paper \$7.95

**RUBINSTEIN, Gillian**  
**Foxspell.**

Hyland, 1994 (Hylander)  
ISBN 1875657320

Tod's family is in turmoil; his father has gone to England and Tod, his two sisters and his mother have left their inner city home to live with his grandmother in the country. He is strangely drawn to the foxes that prowl the nearby quarry, their primal life enchanti-



ng him until he is part fox himself. Increasingly he is torn between the puzzling, complex life that is his as a boy, and the joyous, amoral certainty of sleeping, hunting and eating. This is an enigmatic novel—a compelling, engrossing and completely open-ended story of a boy painfully caught between two worlds. M. Lobban

**LEV:** Upper primary Lower secondary  
Middle secondary  
**AVAIL:** Paper \$14.95 SCIS 807403

**SHELDON, Dyan**  
**Tall, thin and blonde.**  
Walker, 1994  
ISBN 0744531780

Not really about anorexia, but about what happens when two friends drift apart because one is determined to fit the adolescent female stereotype, and the other one just isn't ready (or willing). Jenny and Amy have been friends for ever, but when they go to high school suddenly Amy is one of the in-crowd, whilst Jenny is relegated to hanging out with a group of individualists called the Martians. Jenny is torn between wanting to be her own person, and desperately wanting to be initiated into the mysteries of female adolescence as Amy has been. Good sense and good fun prevails. M. Lobban

**LEV:** Upper primary Lower secondary  
**AVAIL:** Paper \$7.95 SCIS 798431

**SUMNER, M.C.**  
**The principal.**  
Lions, 1994 (Nightmares)  
ISBN 0006749178

What do you do when you think the mysterious new principal of your school is really a vampire who feeds on the youth and souls of your classmates? Well if you're Talli, you try to break into his dark, forbidding old house just when he's due to come home, or you go back to school to search his office in time to be pursued through a dark, deserted school by all the powers of darkness he can summon. This is quite a respectable nod in the direction of the horror genre; it's scary, mildly plausible and has a grim twist in its tail. M. Lobban

**LEV:** Lower secondary Middle secondary  
**AVAIL:** Paper \$8.95 SCIS 802639

**SUSSEX, Lucy**  
**Deersnake.**  
Hodder Headline, 1994 (Starlight)  
ISBN 0340612711

Katrina Mason looks for a logical explanation when her friend Martin is snatched from this world. Sussex creates the potential for an intriguing psychological fantasy, challenging the reader's perception of reality with a story of parallel worlds where "feral and nasty" faeries intrude into our contemporary society of computers, dysfunctional families, glue-sniffing, acid-dropping teenagers and corrupting teachers. However, what's actually realised is a rambling tale with lots of irrelevant details and side issues that neither help to further the plot nor develop the characters. The result is a disappointing realistic novel containing a gratuitous fantasy element. W. Muskin

**LEV:** Lower secondary Middle secondary  
**AVAIL:** Paper \$8.95 SCIS 799688

**TUGWELL, Chris**  
**Kid brother.**  
Angus & Robertson, 1994 (Bluegum)  
ISBN 0207182043

A protest suicide, street kid "greenies" pitted against greedy developers, a boy facing up to the truth about his father and developing his own sense of separate identity: these themes, spiced with a little violence, sex and coarse language, add up to popular contemporary appeal. Fast action is counter balanced with mildly reflective flashbacks at the bedside of a comatose victim of the conflict. But there is a certain familiarity about the plot, and the characters remain shallow and stereotyped. It is a concern, given the involvement of a protagonist of such a tender age as twelve, that several moral and ethical issues are presented without serious questioning or comment, for example: all-night teen party involving sex and drink, shoplifting and computer hacking. B. Richardson

**LEV:** Lower secondary Middle Secondary  
**AVAIL:** Paper \$9.95 SCIS 797742

**VINE, Barbara**  
**The house of stairs**  
/ retold by Stephen Walker. Penguin, 1994 (Penguin simply stories, Level 3)  
ISBN 0140814418

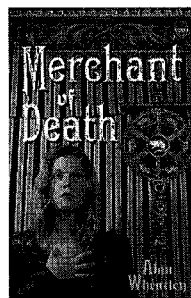
One in a series of graded readers, this is an interesting though complex murder mystery in 54 pages. The series is aimed at "learners of English" and is based on a word length and word/language level, which is not explained. While the language is fairly simple, the plot, interplay of characters and time switches make it complex and, initially at least, difficult to follow. The small print doesn't help. All in all, with its friendships, romance, lovers (including a brief lesbian encounter and subsequent inferences), complicated inter-relationships between characters and social comment, it's a challenging read. C. Foley

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$7.95 SCIS 801790

**WHEATLY, Alan**  
**Merchant of death.**  
Angus & Robertson, 1994 (Bluegum)  
ISBN 020718593X

The truth behind the narrative poem The Pied Piper of Hamelin is discovered when thirteen-year-old Sarah, with the magical assistance of her pet white rat, is transported back in time to Germany in the 13th century. She is denounced by the townsfolk as a witch and is menaced by an evil merchant. Making friends with a group of the town's rats, Sarah is led to the house of a kind family, who care for her. Aware of great danger to both the rat population and the children of the town, Sarah is unable to find anyone who will believe her tale. This is an enjoyable fantasy that is likely to interest and intrigue readers. C. Sly

**LEV:** Lower secondary  
**AVAIL:** Paper \$12.95 SCIS 801194



## Poetry and drama

Resources are in Dewey order.

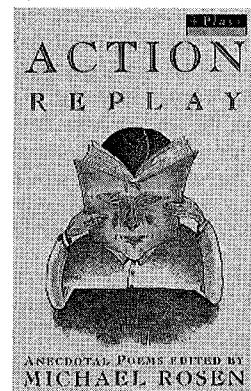
**GALBRAITH, Rob**  
**Into scripts.**  
Longman Cheshire, 1994  
ISBN 0582909953 [791.4]

The avowed purpose of this book is to provide fun for the student. Galbraith has provided the ingredients for this to happen. The opening section deals with reading playscripts and playing roles, including point of view, subtext, and non-verbal communication. There is a most useful piece on 50 ways to transfer your character from page to stage. The section on radio plays allows students to experience plot construction, character and use of language before the complications of the visual element, and has scripts based on *Dad and Dave*, *Yes, what?* and *Biggles*. In dealing with television, the author treats soap operas, sitcoms, drama and current affairs, including scripts by Jan Sardi. The styles and conventions of film are the final chapter. M. Steinberger

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$18.95 SCIS 791980  
**KLA:** CA

**Action Replay : anecdotal poems**  
/ edited by Michael Rosen. Penguin, 1994 (Plus)  
ISBN 0140347399 [808.81]

Poems selected for this anthology are linked by the common thread of being anecdotal. Poets ancient and modern, from around the world are represented in this enjoyable collection. Provoking reactions from laughter to tears, these writers capture and share significant moments. Most of the works included in this book are brief and highly readable, but behind their simplicity is a depth of thought. Students should be intrigued by these pieces of writing which are complemented by the fascinating pen illustrations of Andrezej Krauze. C. Sly



**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$9.95 SCIS 802262  
**KLA:** English

**Minibeasts : poems about little creatures**  
/ edited by Robert Fisher. Faber, 1994  
ISBN 0571171591 [808.81]

Children's poetry enthusiasts will no doubt be familiar with other popular thematic collections edited by Robert Fisher. As its title indicates this volume contains poetry and verse about a wide range of minibeasts—ants, bees, worms, caterpillars, butterflies, centipedes, crickets, dragonflies, fleas, flies, grasshoppers, ladybirds, locusts, mosquitoes, scorpions, bugs, slugs, snails, spiders, stick insects, wasps, even the woodlouse. Eighty one poems in all, an eclectic collection, written in a wide variety of styles by poets both known and unfamiliar, some young, some old, and some deceased, from around the globe. A valuable resource for those seeking poetry for sharing in the targeted subject area, or simply enjoyable fare for

those who like reading poetry. B. Richardson

**LEV:** Middle primary Upper primary  
**AVAIL:** Paper \$8.95  
**KLA:** English; ST

**A world of poetry**  
/ selected by Michael Rosen. Kingfisher, 1994  
ISBN 1856972216 [808.81]  
Reprinted from 1991, *A world of poetry* gathers together "a world of thoughts and feelings, images and ideas collected from all over the world and spreading over thousands of years". The bulk of the book is poetry, with short sections of ballads, limericks, riddles in rhyme and nonsense verse. Access is by title and first lines, poets and subject. The poems are in alphabetical order by poet. Poets range from Jill (child, London) to Manley Hopkins, Hardy, Shakespeare and Chaucer. Types and subjects of poems are just as varied. It is a collection to be dipped into and savoured, by all ages of readers; and it is an excellent one through which to guide younger readers. L. FitzGerald

**LEV:** Upper primary Lower secondary  
Middle secondary Upper secondary  
**AVAIL:** \$8.95 SCIS 782715  
**KLA:** English  
**EVAL:** Highly recommended

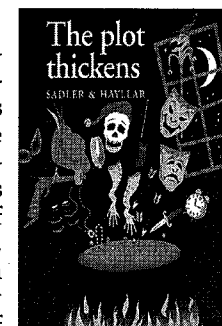
**Journeys**  
/ selected by Amanda Earl. Wayland, 1994 (Poems about)  
ISBN 0750210362 [808.81]

One of a series of six poetry books, this title contains twenty simple illustrated poems with large type and full colour photographs and drawings. Topics are varied and include walking, climbing, biking, roller skating, elevators, as well as car, train and boat poems. It contains traditional poems, poems from other countries, poetry written by children, and poems by well known authors. The book is indexed and offers a brief but useful section suggesting how poetry might be used with children. This is an anthology useful for whole class teacher reading, class discussion or modelling of a variety of poetry styles. F. Broomham

**LEV:** Preschool Lower primary  
**AVAIL:** \$26.95 SCIS 805330  
**KLA:** English; HSIE

**SADLER, R. K.**  
**The plot thickens.**  
Macmillan, 1994  
ISBN 0732926351 [808.82]

Finding appropriate plays for adolescents can be tricky and time consuming. This collection presents eight complete scripts. They provide stimulating reading for the classroom or exciting practical activities for the drama studio. A variety of genres including serious, historical, suspenseful and humorous drama are included. Students are initially introduced to the major elements of drama and the subsequent play scripts conclude with activities to elicit creativity. This collection, ranging from brief encounters with Shakespeare to TV comedy by John





Cleese, is sure to offer interest in and a greater awareness of the dramatic medium. C. Sly

**LEV:** Middle secondary  
**AVAIL:** Paper \$19.95 SCIS 796069  
**KLA:** English; CPA

**SCHARER, Niko**  
**Looking for holes.**

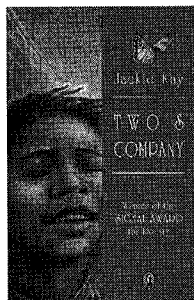
Douglas & McIntyre, 1994  
ISBN 0888992068 [811]

A collection of 22 nonsense poems accompanied by colourful, imaginative illustrations by Gary Clement. All the poems display rhyme, repetition and alliteration. Although the poems are nonsensical, they use many poetic forms such as limerick, narrative, an extension of the nursery rhyme "To market, to market". This collection is ideal for reading aloud by teachers or students. F. Broomham

**LEV:** Lower primary Middle primary  
**AVAIL:** \$19.95 SCIS 802392  
**KLA:** English

**KAY, Jackie**  
**Two's company.**  
Penguin, 1994 (Puffin Books)  
ISBN 014036952X [821]

This winner of the Signal Award for Poetry is a very individual collection. The poems are lively, with a fresh exuberant style which reveals an intimate understanding of what it is to be a child—the vivid imagination, the self doubts, the head-on approach to life, and the often very perceptive understanding of people around them and the world they live in. Subject matter includes: friends—both real and imaginary, families and neighbours, bullying, racism, fears and phobias. Like all good poetry, the imagery is strong and the words create music. The editor has sensibly included some explanations for some of the unusual Scots dialect. The collection is delightfully illustrated by Shirley Tourret. B. Richardson



**LEV:** Upper primary Lower secondary  
Middle secondary  
**AVAIL:** Paper \$7.95 SCIS 799763  
**KLA:** English

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

Penguin, 1994 (Puffin)  
ISBN 0140361723 [821]

This is, as you would expect, a collection of light, humorous poems ranging from the Milligenesque to the moderately macabre, from puns and clever couplets to mini-ballads, with the odd joke or amusing letter thrown in. In playing with language, McGough offers more fun than depth, but occasionally pulls us up short with ideas and images of startling effectiveness. A burp escapes from a small boy at dinner, does aerobatics over London "like a balloon freed from its skin" until it provides a last enjoyable moment for a dying homeless old man. It's the sort of thing that can set a whole classroom of ideas flowing. G. Spindler

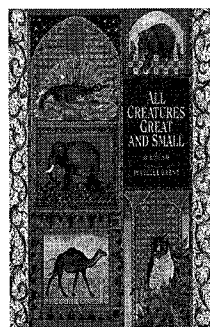
**LEV:** Upper primary Lower secondary  
Middle secondary

**AVAIL:** Paper \$7.95 SCIS 802196  
**KLA:** English

**All creatures great and small**

/ illuminated by Isabell Brent. Pavilion, 1994  
ISBN 1857932110 [821.008]

This beautifully designed collection of ten classic and well known animal poems will be a must for primary collections. A range of animals are featured as are a variety of styles. Each one-page poem is complemented by richly detailed and vibrant illustrations which capture the changing mood of the verse. The illustrations are intricately designed, make bold use of colour and interact well with the text. Illuminated borders and the gold highlighting of the illustrations give the publication an elegant format with strong visual appeal. J. Anderson



**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$19.95 SCIS 801960  
**KLA:** English  
**EVAL:** Highly recommended

**Shakespeare's Hamlet.**

[videorecording] Video Classroom, 1993? [822.3]

Shakespeare's well known "problem play" is discussed by two senior lecturers in English from Monash University. This 30 minute videorecording is a useful teaching aid. The academics focus particularly on the tension in the play. They argue that tension is evident in both the public and private lives of the inhabitants of the court of Denmark. The analysis is assisted by excerpts from Sir Laurence Olivier's portrayal of Hamlet and key speeches presented by a young actor, Justin Parslow. Senior English students should find this a useful commentary. C. Sly

**LEV:** Upper secondary  
**AVAIL:** \$69.00 Video Classroom Ph (03) 510 3600  
Fax (03) 510 3988 SCIS 794392  
**KLA:** English; CPA

**HENDRIK, Geof**

**Australia—in black and white**

/ 1 audiocassette, 1 book. Country Music Centre of WA, 1994 [A821.3]

The seventeen poems in this collection are in the romantic tradition, reminiscent of the works of earlier Australian balladeers such as Lawson and Paterson. Not only do the forms, rhythms and metres have a familiar ring but also the figures and images have a nostalgic bias towards outback Australia and the stereotypical country Australian. However, these poems are written in the present looking back so most do reveal the heightened consciousness of historical awareness. Several of the poems are written from an Aboriginal perspective. Subject matter includes: Aboriginal people, early settlement, transportation, bushrangers, swaggies and Gallipoli. Language and imagery are readily accessible to children. The sound recording is enhanced by sound effects and the accompanying booklet is attractively illustrated. B. Richardson

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

**AVAIL:** \$20.00 audiocassette and accompanying book, Country Music Centre of WA,  
PO Box 1047, Midland WA 6056, ph (09)  
274 3255, fax (09) 255 1622 SCIS 810412  
**KLA:** HSIE

**Information**

*Resources are in Dewey order. The category KLA is intended to provide a guide as to which Key Learning Area the resource supports. These, and the age level, should only be used as a guide as many resources transcend age and subject barriers.*

*The following symbols indicate the Key Learning Areas used by the NSW Board of Studies:*

**CA** Creative Arts (secondary);  
**CPA** Creative and Practical Arts (primary);  
**E** English;  
**HSIE** Human Society & its Environment;  
**LOTE** Languages other than English;  
**M** Mathematics;  
**PD/H/PE** Personal Development/Health/Physical Education;  
**S** Science (secondary);  
**ST** Science and Technology (primary);  
**TAS** Technology and Applied Studies (secondary).

**ABATE, Umberto**

**Computer graphics : a visual communication.**

Longman Cheshire, 1994  
ISBN 0582913233 [006.6]

This is a useful textbook for teaching computer graphics using Apple Macintosh, and adaptable for IBM with Windows. It proceeds logically through basics of the graphical user interface from the development of symbols, diagrams, maps, projections, and orthogonal drawings, to production of explanatory illustrations using all the skills taught. The design process is introduced and suggestions are offered for genuine use of the skills. The exciting possibilities for production of animation and other multimedia options using the graphical user interface are briefly outlined and the specialities of several excellent commercial software packages are explained on the way through. A reasonable glossary, index, and a directory of the software referred to, are included. H. Gordon

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$24.95 SCIS 797250

**Don't pop your cork on Mondays.**

[videorecording] Filmfair Communications, 1992  
(12 min.) [155.4]

The only drawback of this excellent video lies in the title catch phrase "Don't pop your cork" which would not be familiar to Australian students. Otherwise it provides a realistic overview of situations encountered by children and adults which generate stress. Through the use of humorous, animated cartoon characters, it highlights that stress can be good for us as well as bad and shows the

effects on our bodies. It examines four ways of reducing stress: exercise, relaxation, deep breathing and meditation at a level understood by even very young children. It also looks at the different ways we react to stress for example anger, withdrawal, burying our heads in the sand, anxiety or trying to run away. Clear and simple presentation ensures its suitability for primary students. J. Anderson

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$59.00 Heathcliff Distribution, 41 Gould  
Avenue, Petersham NSW 2049 ph. (02) 550  
0801, fax (02) 560 2404 SCIS 775639  
**KLA:** PD/H/PE  
**EVAL:** Highly recommended

**O'BRIEN, Lesley**

**Mary MacKillop unveiled.**

CollinsDove, 1994  
ISBN 1863713964 [271 MAC]

Mary MacKillop may well be Australia's first saint. This sensitively written biography is of interest to all, as Mary was clearly a remarkable person. In her youth, she struggled against family hardships with resolve and tenacity. Later her religious fervour and vocational calling led her to found the order of the Sisters of St Joseph. She and her teaching colleagues followed a policy of egalitarian education for all at a time when the poor were greatly neglected. Clinging strongly to her ideals resulted in Mary being excommunicated for a period. It is an inspiring story of a courageous woman, superior role model and indeed, a saint. C. Sly

**LEV:** Upper secondary  
**AVAIL:** Paper \$16.95 SCIS 806195  
**KLA:** HSIE

**Teenagers' guide to the galaxy series.**

Seven Dimensions, 1994? [videorecording] Each program approx. 15 minutes.  
[305.23]

**Eating well, feeling good.** SCIS 809496  
**Making a good impression.** SCIS 809497  
**Reach for the stars.** SCIS 808498

With the theme of *Positive self*, three titles in this series are aimed at promoting self esteem. Beginning with the signature graffiti **Galaxy graphic**, the videos move outwards from *Fay's Place*, the coffee shop/Play School building where Fay herself (Colette Mann in a strange blonde wig) is Mother Earth to all teenagers. She holds forth wisely and unwisely on bad eating, feeling and smelling. A series of teenagers and adults are interviewed on the issues involved—healthy eating, personal hygiene, making an impression, and being motivated, while others are involved in role play. The adults tend to pontificate, and without reading the teacher's guide, one would have had no idea who they were, or with what authority they advise. Nevertheless, the video is teenager-friendly, while the teenagers themselves are the best feature—speaking naturally, wisely and authentically. A useful teacher's guide accompanies the videos. L. FitzGerald

**LEV:** Lower secondary Middle secondary  
**AVAIL:** A single program is \$90.00 but price drops gradually with purchase of multiple titles. To purchase whole series \$975. Seven Dimensions, 8 Daly Street, South Yarra VIC 3141, fax (03) 826 4477  
**KLA:** PD/H/PE

Other titles in the series:

<b>We're all different.</b>	SCIS 809499
<b>Boys, girls and equality.</b>	SCIS 809500
<b>Assertive with adults.</b>	SCIS 809501
<b>Puberty, periods and pimples.</b>	SCIS 809483
<b>Girls, boys and sex.</b>	SCIS 809486
<b>Bullying and teasing.</b>	SCIS 809459
<b>Losing your cool.</b>	SCIS 809462
<b>Family fireworks.</b>	SCIS 809465
<b>On the edge.</b>	SCIS 809464
<b>Friendships—making and breaking.</b>	SCIS 809492
<b>Safe and smart.</b>	SCIS 809466
<b>Risks and wrongs.</b>	SCIS 809467

### Rescue mission, planet earth : a children's edition of Agenda 21

/ by children of the world in association with the United Nations; edited by Jose Luis Bayer and others. Kingfisher, 1994  
ISBN 1856971759

[333.7]

Children from around the world have contributed to this extraordinarily colourful, moving, magazine-style production containing articles and illustrations about environmental problems and solutions. Its purpose is to communicate, in language and media comprehensible to the young, the universal relevance of the Rio de Janeiro Earth Summit, and it succeeds admirably. It also communicates hope, initiative and ideas for positive action.

Though designed for children, this is ideal environmental education for every adult—children have no problem accepting the concepts it conveys, and they should take it home. H. Gordon

**LEV:** Middle primary Upper primary  
Lower secondary  
**AVAIL:** Paper \$15.95 SCIS 801733  
**KLA:** HSIE

### MATTHEWS, Rupert Warriors.

Penguin, 1994 (Puffin factfinders)  
ISBN 0140369511

[355.009]

Perhaps this book could serve as a stimulus to history through an introduction to famous warriors but the information is brief, sketchy and confusing in its format. It attempts to cover too many periods of history world wide on a random basis and there is no depth or cohesion to the information provided. Attractively presented, the numerous, large, coloured drawings and diagrams are its strongest feature as they bring the periods of history to life. As a browsing tool it could be useful but it is unlikely to be a valuable resource for primary students. A comprehensive index does however give access to the simple information provided. J. Anderson

**LEV:** Middle primary Upper primary  
**AVAIL:** Paper \$9.95 SCIS 804381  
**KLA:** HSIE

### SHOWERS, Paul

#### Where does the garbage go?

HarperCollins, 1994 (Let's-read-and-find-out science stage 2)

ISBN 0064451143

[363.7]

With a mainly visual presentation, this book shows landfill, dumps and recycling of paper, aluminium, glass and plastic in colourful, simple illustrations. Easy, clear text complements this delivery. We see what used to happen to our garbage (and still happens in many homes) and find suggestions on what we can now do to help the environment and why. Although it has a highly American flavour, it does provide support for genres of procedural and explanatory writings. K. Wellham

**LEV:** Preschool Lower primary Middle primary  
**AVAIL:** Paper \$8.95 SCIS 794153  
**KLA:** ST; HSIE

### Australian directory of vocational education and training

/ edited by Di Booker. Auslib, 1994

ISBN 187514532X

[374.0025]

Vocational education and training is undergoing revolutionary change. This directory clarifies a little about the avalanche of acronyms from which the new authorities and certificates are emerging, and much about more the 800 government and non-government providers of VET throughout Australia who responded to the Directory survey. The main entry details each provider's location, administration, senior personnel, size, courses, libraries and other resources. Universities are not included. The indexes are excellent with state lists of providers, listings of senior staff of programs, and a detailed course index where you will quickly find anything from office administration to ice carving. A very useful vocational education tool. G. Spindler

**LEV:** Professional  
**AVAIL:** Paper \$48.00 SCIS 806429

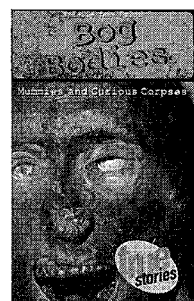
### PRIOR, Natalie Jane

#### Bog bodies : mummies and curious corpses.

Allen & Unwin, 1994 (True stories / A Little ark book)  
ISBN 1863735836

[393.3]

Natalie Jane Prior of The paw has moved into non-fiction with this book about "dried, pickled and frozen preserved people". It looks at bog bodies, with an activity of creating the bog woman's hairstyle; investigates mummies frozen and dried; gives a recipe for Egyptian funerary bread; has a centre section of grizzly photographs; tells the story of The Iceman, the St. Bees Knight and the mysterious Franklin Expedition. The book concludes with a chapter on Cryonics, which may not only preserve people, but bring them back to life. A fascinating book, with Prior's narrative style of writing bringing much zest to a gruesome topic. L. FitzGerald.



**LEV:** Upper primary Lower secondary  
Middle secondary  
**AVAIL:** Paper \$9.95 SCIS 811832  
**KLA:** HSIE

### Stories from the British Isles

/ retold by Robert Hull. Wayland, 1994 (Tales from around the world)

ISBN 0750210958

[398.20941]

A beautifully presented collection of seven magical and mystical tales derived from a strong oral tradition. Devotees of folklore will delight in the intricacy of the plots and the supernatural element created. Full page colour

illustrations capture the essence of the tales and are enhanced by the use of Celtic designs which add atmosphere to the presentation and complement the text. Evocative lyrical language make the tales wonderful for reading aloud especially to older students. J. Anderson

**LEV:** Middle primary Upper primary  
Lower secondary  
**AVAIL:** \$29.95 SCIS 801227

### Little Burnt-Face

/ retold by Kath Lock illustrated by David Kennett.

Era, 1994 (Keystone picture books)

ISBN 1863740708

[398.21]

The "Cinderella" story, like much folklore, appears in many cultures; this particular version coming from the Micmac people of North America. Little Burnt-face, despite the cruel treatment of her older, jealous sisters, grows more beautiful as the years pass. And, not only is she beautiful, but she is also honest, a trait which wins her the hand of the Great Chief—Strong Wind the Invisible. Within the arresting cover the story, retold in sparse, direct prose (as befits the oral tale) is printed clearly against clean white backgrounds. Supporting the text are many full-page, striking and potent images, decorated and framed in traditional Indian design and colour. Black-and-white drawings depicting natural flora and fauna add interest. B. Richardson

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$18.95 SCIS 797903  
**EVAL:** Highly recommended

### The tiger, the Brahmin & the jackal

/ retold by Kath Lock, illustrated by David Kennett.

Era, 1994 (Keystone picture books)

ISBN 1863740694

[398.24]

The eye-catching cover is not let down by the contents. The text of this direct, faithful retelling has a natural story-telling rhythm making it ideal for reading aloud. Illustration includes plentiful, full-page, richly coloured pictures in decorative frames and black-and-white drawings. This is a handsomely produced version of an old traditional Indian tale ideally suited for sharing with today's children who, like other generations, will surely delight in the wily cleverness of the jackal who saves the trusting Brahmin from the jaws of the treacherous, ungrateful tiger. B. Richardson

**LEV:** Lower primary Middle primary  
**AVAIL:** \$18.95 SCIS 797912

### FORD, Harry

#### Space and spaceflight.

Penguin, 1994 (100 questions and answers/Puffin facts)

ISBN 0140369503

[500.5]

Using a question and answer format to impart information, the book asks fourteen major questions which are each allocated a double-page spread. Related questions are then presented. The questions are well thought out and the answers are concise, up-to-date and within the scope of most primary students. Individual topics are easily accessed through a comprehensive index. Strong graphic design and numerous coloured illustrations

make it a valuable resource for younger students with an interest in the topic. The text is easily accessible to most primary students and non-technical in its approach. J. Anderson

**LEV:** Lower primary Middle primary  
**AVAIL:** Paper \$9.95 SCIS 804393  
**KLA:** ST

### ARDLEY, Neil

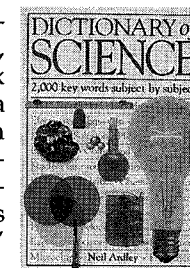
#### Dictionary of science.

RD, 1994 (A Dorling Kindersley book)

ISBN 0864382952

[503]

This superbly presented book is an indication of how all user-friendly dictionaries could look. Some 2,000 key-words are organised not alphabetically but by subject (e.g. scientific investigations, matter, atoms, energy, light, communications). Contents and index provide excellent access. There is a great guide to using the book. Each entry has a brief definition and additional succinct information—the brevity of which at times could lead to bias (e.g. electricity described as a "clean" form of energy). Boxed cross-references appear on each page. Illustrations, charts, diagrams and general layout are excellent. This is recommended for all secondary libraries and is an information skills teacher's dream. C. Foley



**LEV:** Lower secondary Middle secondary  
Upper secondary  
**AVAIL:** \$30.00 SCOS 795782  
**KLA:** Science

### ARDLEY, Neil

#### 101 great science experiments.

RD, 1994 (A Dorling Kindersley book)

ISBN 0864385781

[507.8]

What a great collection of science experiments with step-by-step guides. For a range of scientific subjects (e.g. air and gasses, light, growth, senses, sound, motion, machines, electricity) there are several experiments given. Guides are in numbered sequence and are clear and simple. Illustrations, colour and layout are superb. Most pages/experiments also have interesting snippets of related information in fact boxes. This is an excellent resource for the action-research type requirements of current science syllabuses. C. Foley

**LEV:** Middle primary Upper primary  
Lower secondary  
**AVAIL:** \$25.00 SCIS 782228  
**KLA:** ST; Science

### WIESE, Jim

#### Roller coaster science : 50 wet, wacky, wild, dizzy experiments about things kids like best.

Wiley, 1994  
ISBN 0471594040

[507.8]

This book is full of science experiments related to everyday activities with often no requirement for special equipment or resources. The premise seems to be that science and life are all around you. Each experiment is explained simply and other relevant information/detail is also provided. While there are experiments for all ages, younger

or less able readers would need assistance or an adult to read and explain. It would make a good teacher resource especially at the primary level. C. Foley

**LEV:** Lower primary Middle primary  
Upper primary Lower secondary  
**AVAIL:** Paper \$19.95 SCIS 796312  
**KLA:** ST; Science

**HINDLEY, Judy**

**The wheeling and whirling around book.**

Walker, 1994 (Read and wonder)

ISBN 0744525535

[516]

The basic idea is clever but unfortunately the execution is less so; the reader could get quite confused working through and around text and pictures. Perhaps the problem is the book's purpose which appears to be "infotainment"; the reader, while being entertained by the rhythmic, rhyming text and amusing pictures, supposedly learns all about things that wheel and whirl, that is, wheels, cylinders, spirals, discs, spheres. The text, however, is overlong and becomes somewhat tedious. It would require several re-readings for an independent young investigator to absorb all the information. Illustrations are fun but the smallness of the figures and slightly cluttered layout negates sharing the book in a group larger than three. B. Richardson

**LEV:** Middle primary Upper primary  
**AVAIL:** \$16.95 SCIS 798314  
**KLA:** ST

**VANCLEAVE, Janice**

**Vancleave's volcanoes.**

Wiley, 1994 (Spectacular science projects)

ISBN 047194386X

[551.2]

While aimed specifically at the British curriculum, this book is readily adaptable to the NSW science and geography programs. Each chapter relates by experiment to a specific aspect of volcanoes and takes a classic scientific approach: a problem, procedure, results and why. This is followed by possibilities for presentation and further research. The simple line diagrams and illustrations are helpful. This book is invaluable for any active study of volcanoes. C. Foley

**LEV:** Middle primary Upper primary  
Lower secondary  
**AVAIL:** Paper \$14.95 SCIS 804080  
**KLA:** ST; Science

**GANERI, Anita**

**The Collins oceans atlas.**

HarperCollins, 1994 (A Dorling Kindersley book)

ISBN 0732249724

[551.46]

Be sure that you have time to spare before opening the pages of this large format book which is crammed with up-to-date, fascinating, often awe-inspiring, information on the splendours, wonders and secrets of the oceans of our world. Information is divided into 30 topic areas, each of which is allocated a double-page spread. Each topic is introduced with brief background information and then further divided into sub topics, the whole admirably supported with a wealth of illustration in the form of appropriate pictures, maps, diagrams and graphs.

A worthwhile addition to the library shelves for casual browsing or research by more able investigators. B. Richardson

**LEV:** Upper primary Lower secondary  
Middle secondary Upper secondary  
**AVAIL:** \$29.95 SCIS 796317  
**KLA:** ST; Science

**BULLEN, Susan**

**Flood damage.**

Wayland, 1994 (Natural disasters)

ISBN 0750211881

[551.48]

Though the language level is simple, the quality of information in this book makes it valuable across a range of age groups and reading abilities. All aspects of floods are treated informatively though not necessarily in depth. While also aimed at primary, this is ideal for less able readers at the high school level. Photographs (mostly colour) are well chosen and labelled. There are a number of very useful maps, diagrams and fact boxes as well as a couple of practical projects. The glossary and index are simple but relevant. This is certainly a valuable and flexible resource. C. Foley

**LEV:** Middle primary Upper primary  
Lower secondary  
**AVAIL:** \$26.95 SCIS 800761  
**KLA:** HSIE

*Also in this series:*

**A volcano erupts** SCIS 798103  
**A storm rages** SCIS 800766  
**The power of earthquakes** SCIS 798105

**ELLYARD, David**

**Droughts and flooding rains : the weather of Australia.**

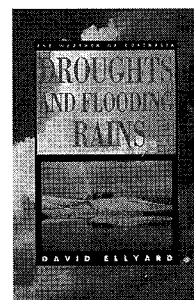
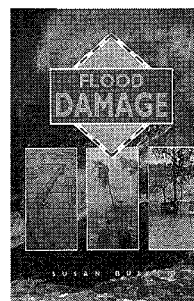
Angus & Robertson, 1994

ISBN 0207185573

[551.5]

Everything you want to know about understanding the weather and weather charts is in this book. Comprehensive detail on all aspects of Australian weather are presented with a range of helpful maps, diagrams, charts and photographs. Text is readable and visually pleasing with good use of headings and other clues. Bushfires, droughts, floods, and cyclones, among others, are included. Environmental and human issues such as skin cancer are also given reasonable space. The glossary and index are excellent. Overall, this is a thoroughly readable and informative resource well worth adding to the library collection. C. Foley

**LEV:** Lower secondary Middle secondary  
Upper secondary  
**AVAIL:** Paper \$19.95 SCIS 793924  
**KLA:** HSIE; Science



**MARTIN, Linda**

**Watch them grow.**

Penguin, 1994 (A Dorling Kindersley book/Puffin books)

ISBN 0140370552

[574.3]

Strong visual appeal and simple, easily read text are features of this picture book aimed at providing the very young investigator with information on growth and change in animal and plant life. Specifically targeted subjects are the cat, rabbit, dog, horse, farmyard fowl, duck, parrot, frog, fish, butterfly, bean, poppy, apple and toadstool. Each is allotted a double-page spread, with each step in the process of growth and change briefly explained and illustrated by clear, appealing photographs. An ideal book for independent or shared investigation. Children who are unable to read will be able to interpret visually, but will need assistance with the questions posed. B. Richardson

**LEV:** Pre-school Lower primary  
**AVAIL:** \$12.95 SCIS 799785  
**KLA:** ST

**READ, Ian G.**

**The bush : a guide to the vegetated landscapes of Australia.**

University of N.S.W. Press, 1994

ISBN 0868402389

[581.5]

Intended as a lay person's guide to Australian landscapes through their vegetation types, this work attempts to persuade the reader to love and understand the bush before it disappears. The text suffers a little from convoluted language, the photographs vary from excellent colour to poor black and white, and the format is glovebox rather than field-trip, but detailed recognition of types and a good understanding of the ecology of landscapes can be acquired. Genuine lay persons would also need an illustrated guide to species, as plants are shown in formations without specific identification, and many species described in context are not illustrated. H. Gordon

**LEV:** Upper secondary  
**AVAIL:** Paper \$22.95 SCIS 804049  
**KLA:** Science; HSIE

**BURNIE, David**

**Kingfisher first encyclopedia of animals.**

Kingfisher, 1994

ISBN 185697202X

[591.03]

With a target audience of younger students, this simple encyclopedia provides a well chosen compilation of over 450 entries from around the world. As well as individual animals, the ten major world habitats are highlighted together with special topics such as migration and conservation. Numerous and at times full-page colour illustrations highlight the text and the language is appropriate for the targeted group. A comprehensive index assists information retrieval and ensures its usefulness as a resource for primary libraries. My only criticism lies in the choice of information presented in the brief entries which is often not the most relevant for younger students e.g. KOALAS—no description of Koalas is given but they "carry a serious disease which can be passed on to humans". J. Anderson

**LEV:** Lower primary Middle primary  
**AVAIL:** \$33.95 SCIS 806580  
**KLA:** ST

**BRUCE, Jill**

**Who did that?**

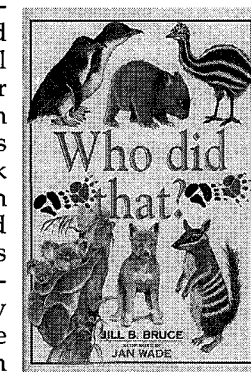
Kangaroo, 1994

ISBN 0864175752

[591.51]

For 40 thousand years or so Australia's Aborigines depended upon their knowledge of animal tracks and other signs for their survival. Jill B. Bruce and Jan Wade have combined their talents to produce a reference work which introduces the reader to an Australian creature's tracks and dung. A real "who dunnit"! This is followed by a full page of information and location map faced by a full colour illustration of the creature in its natural setting. An excellent primary level resource of relevant accessible information. R. Dobson

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** Paper \$9.95 SCIS 795786  
**KLA:** HSIE; ST



**FERGUSON, Lynette**

**Human biology song book.**

L. Ferguson, 1994

ISBN 0646106376

[612]

Much has been made in recent years of catering for differing student learning styles. The Human biology song book takes a unique approach to learning aspects of human biology and physiology by presenting the information as songs set to familiar tunes. The content is most appropriate for the senior secondary biology and science for life courses as well as the tertiary area. Some could be used for Years 9 and 10. The 36 page A5 booklet contains the lyrics for 21 songs. Advertising indicates that an audio cassette is available separately. This would be an advantage as some of the lyrics do not scan particularly easily. A demonstration tape with the review materials contained high quality recordings of two attractively arranged songs. I'd like to hear the rest before purchase. G. Newton

**LEV:** Middle secondary Upper secondary  
**AVAIL:** Price available from L.A. Ferguson, 50a Warragoon Crescent, Attadale WA 6156 (09) 330 4903 SCIS 813411  
**KLA:** Science

**Machines.**

Readers Digest, 1994 (Picturepedia/A Dorling Kindersley book)

ISBN 0864385773

[621.8]

Characteristically for this series, this is a delightful blend of simple, yet informative text, full colour illustrations and photographs. Almost every type of machine is mentioned from the very earliest; the wheel, plough, bow and arrow through engines, clocks and computer technology. Children should find the information easily accessible and relevant. This is a useful addition for any school library. R. Dobson

**LEV:** Middle primary Upper primary  
Lower secondary  
**AVAIL:** \$19.95 SCIS 788428  
**KLA:** ST; HSIE

**Scan has excellent advertising rates.**

**For further information, contact the editor: (02) 808 90501**



**Things on wheels.**

Penguin, 1994 (Snapshot/ A Dorling Kindersley book)  
ISBN 0140370447 [629.2]

A bold, beautiful book for children who love machines. Large full colour photographs with minimal text help to introduce a wide variety of wheeled machinery from the covered wagon through the first cars to bikes, motorcycles and Formula 1 racing cars. If you are looking for text, this is not the book but for sheer visual enjoyment there is much here for the young reader. R. Dobson

LEV: Lower primary Middle primary  
AVAIL: Paper \$5.95 SCIS 795071  
KLA: ST

**Farms & the world's food supply.**

Reed, 1994 (World geography)  
ISBN 0731296400 [630]

**Farms and the world's food supply** is a sturdy, clearly set out resource on farming and its methods, the history of farming, world crops and world farm animals. A *How to use this book* guide directs readers to the layout of the information. Each double page has running text on the left which summarises the main information, with a caption box containing key ideas. On the right is information in more detail about chosen facets of the topic. Words in capitals are referred to in the glossary (which unfortunately contains only eight entries). A highlight of the book is the photography, which is wonderfully clear and varied. L. FitzGerald

LEV: Upper primary Lower secondary  
AVAIL: \$19.95 SCIS 805207  
KLA: HSIE

Other titles in this series are:

**Cities of the world & their future.** SCIS 805346  
**World transport travel and communications.** SCIS 805202

**The world's shops and where they are.** SCIS 805196  
**People of the world, population and migration.** SCIS 805209

**Homes of the world & the way people live.** SCIS 805170

MANCINI, Anne

**Art through Australian eyes : an issues based approach.**

Longman Cheshire, 1994  
ISBN 0582876923 [700]

This innovative text book takes an exciting approach to art studies first by including the variety of the everyday Australian visual experience from Aboriginal art (in its diversity) to graffiti, photography, graphic, stage and fashion design, architecture and jewellery. Examples are chosen from local collections. Secondly it develops skills. In language appropriate for middle high school students it presents issues for discussions. There are current letters from newspapers and job advertisements to promote these. The book encourages research by listing places to see original works, bibliographies, glossaries of technical terms as well as "how to" outlines. It is also visually attractive and varied in presentation. M. Hamlyn

LEV: Middle secondary  
AVAIL: Paper \$34.95 SCIS 800021  
KLA: CA; TAS

**Paintings**

/ Tony Ross created by Claude Delafosse.  
Moonlight, 1994 (First discovery art)  
ISBN 1851032002 [701]

Readers are introduced to an eclectic range of painters, such as Bruegel, Michelangelo, Holbein, de la Tour, Seurat, Matisse, Makovsky and Picasso in this book. It is small in size, intended for individual use, and will encourage critical viewing of art. The reader can explore the clever transparent overlaying, which leads, for example, from Michelangelo painting the Sistine Chapel on one page to Adam touching the finger of God on the reverse overlay. Techniques such as anamorphosis and pointillism are introduced, and the reader is invited to be a social historian investigating the games played in Bruegel's *Children's games*. The book concludes with an art gallery of famous paintings, with humorous accompanying illustrations. L. FitzGerald

LEV: Middle primary Upper primary  
Lower secondary  
AVAIL: \$16.95 SCIS 808038  
KLA: CPA; CA

STOCKS, Sue

**Collage.**

Wayland, 1994 (First arts & crafts)  
ISBN 0750210109 [702.8]

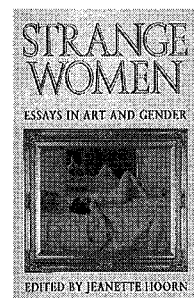
Another excellent resource in this series which aims to introduce children to a wide range of media, acquainting them, in simple terms, with art and craft techniques, and encouraging them to experiment to create their own original works. This book, featuring collage, is well thought out and designed. An imaginative variety of stimulating ideas are offered, each on a separate double-page spread, accompanied by clearly written directions, and supported by brightly coloured, eye-catching photographs by Chris Fairclough. Contents page, glossary and simple index are included as is a double-page of notes targeting teachers and parents. The book would make an excellent gift to help keep small hands busy in leisure time. B. Richardson

AUD: Parents Professional  
LEV: Middle primary Upper primary  
AVAIL: \$26.95 SCIS 809014  
KLA: CPA

**Strange women : essays in art and gender**

/ edited by Jeanette Hoorn. Melbourne University Press, 1994  
ISBN 0522845673 [704.9]

In discussing the representation of women in art, and women of art, this book of essays develops the argument that the limits of culture control the production of art, and explores how this has affected Australian art in the twentieth century. Several authors examine the way women's artistic voices were left unrecognised in art histories written in Australia, in spite of the lead taken by such as Preston, Cossington Smith and Proctor in Modernism. Other essays look at artists, notably Hilda Rix Nicholas and Ethel Carrick, who challenged the idea of women's artistic place being in the home, by painting in the bush, the outback and the Orient. The representation of the female nude is the subject of the final essay. A



closely reasoned, challenging book, which will help to stimulate thought. M. Steinberger

LEV: Upper secondary  
AVAIL: Paper \$29.95 SCIS 794380  
KLA: CA

WILKINS, David G.

**Art past : art present.**

2nd ed. Abrams, 1994  
ISBN 0810919370 [709]

Essentially, this work surveys the most prominent art styles (including architecture) and movements from pre-history to 1990s across some world cultures. There are analytical descriptions of particular works chosen to epitomise the style. The information is easily accessible visually although the language is technical. A timeline, maps and diagrams help to establish the broad historical context. There is a network of comparisons between styles and cultures. For example Angkor Wat in Cambodia is compared with Ancient temples of Egypt, Greece, the beginnings of miracle plays and Paris University in Europe. M. Hamlyn

LEV: Middle secondary Upper secondary  
AVAIL: \$89.95 SCIS 800310  
KLA: CA

COLE, Alison

**The Renaissance.**

HarperCollins, 1994 (Collins eyewitness art/ A Dorling Kindersley book)  
ISBN 0732249988 [709.02]

Collins' Eyewitness series are books that may be bought with easy confidence. As always, a surprisingly large amount of information is conveyed by text and well-captioned colour illustrations, using a double-page per topic. Themes include the influence of the rediscovery of classical art, the role of the church, and new thoughts on perspective and harmony. Individual artists are treated and schools of art are considered, such as the Flemish school and the centre of Siena. The great cultural centres of Florence, Venice and Rome are dealt with at some length. At times the focus is on individual places, such as the Sistine Chapel, the Brancacci Chapel in Florence, and Raphael's work in the papal apartments in the Vatican. M. Steinberger

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: \$24.95 SCIS 796305  
KLA: CA  
EVAL: Highly recommended

LANGFORD, Michael

**Michael Langford's 35 mm handbook.**

3rd ed. Viking, 1994  
ISBN 0670858560 [771]

As well as being useful as an introduction to 35 mm photography, this is a handy book for quick reference. The concise updated information is presented in eight colour coded sections: cameras, films, picture problems, special projects, flash, accessories, special effects and reference charts. Diagrams and photographs graphically exhibit the process being explained. Reference charts and glossary are quick reference summaries of the technical information. Two pages on selling your photography makes a useful and unusual addition. M. Hamlyn

LEV: Middle secondary Upper secondary

AVAIL: Paper \$24.95 SCIS 804354  
KLA: CA; TAS

**Songs**

/ compiled by Peter Morrell. [music] Ashton Scholastic, 1994 (Ashton Scholastic collections)  
ISBN 1863883282 [782.42]

Peter Morell has compiled a useful, photocopiable collection of over one hundred songs with practical classroom and whole school application. Song writers represented, other than Morell himself, include: David Moses, Ann Bryant, Gillian Parker and Debbie Campbell. The songs have piano and/or chord accompaniment and have been chosen to fit in with popular programming topics. They are organised under the following headings: "A year full of songs", "Me and my world", "The world we live in", "Earth, air, fire and water", "How did we travel?" and "Looking back looking forward". The layout and print size make for ease of reading and a useful subject index is included. B. Richardson.

AUD: Professional  
LEV: Lower primary Middle primary  
Upper primary  
AVAIL: Paper \$24.95 SCIS 796266  
KLA: CPA

LEASK, Jeffrey

**Upbeat scary songbook.**

Ashton Scholastic, 1994 (Upbeat)  
ISBN 1863883533 [782.7]

The fourth in the Upbeat songbook series, this collection of fourteen songs, both well known and new will prove a popular addition to primary music collections. A wide range of musical genres are covered, from traditional rhymes to rap, and the scores are easily accessible to those with minimal musical ability. Humorous line drawings complement the songs and will add to student enjoyment of their bizarre themes. The songs are catchy and easily learnt by even very young students. J. Anderson

LEV: Lower primary Middle primary  
AVAIL: Paper \$5.95 SCIS 802058  
KLA: CPA

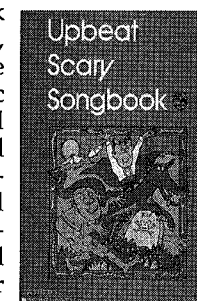
BAIFANG, Liu

**Chinese brain twisters : fast, fun puzzles that help children develop quick minds.**

Wiley, 1994  
ISBN 0471595055 [793.73]

Most of these 56 puzzles, while presented on paper, lend themselves to the use of concrete materials such as matchsticks. Most involve changing shapes, many involve basic number concepts requiring an increasing level of language skill as they proceed. All demand observation and logic with the bonus of a multicultural flavour. The puzzles are challenging without being impossible for upper primary students and are interesting enough to be used effectively by groups or individuals. Puzzle diagrams are presented on one side of the page with the answer on the other—sometimes a bit of a temptation when you can partially see through the paper. G. Spindler

LEV: Upper primary Lower secondary  
AVAIL: Paper \$19.95 SCIS 800010



**GORDON, Harry**  
**Australia and the Olympic Games.**

University of Qld Press, 1994  
 ISBN 0702226270 [796.480994]

This weighty tome attracted me as much as a shot-put, but unlike the latter I found I could hardly put it down. It's a book best read in the company of a listener tolerant enough to cope with constant cries of 'Listen to this ...' or 'Did you know that...'. The context is the development of the Olympic Games and the Australian obsession with them but, from early Ripping Yarns-like chaotic individualism through to recent highly professional and nationalist team efforts, what stands out are the remarkable personal stories. Detailed appendices offer an extensive chronology and full details of every Australian team and medal. A monumental, timely and, above all, fascinating work. G. Spindler

LEV: Middle secondary Upper secondary  
 Professional  
 AVAIL: \$39.95 SCIS 804259  
 KLA: PD/H/PE; HSIE

**SKIDMORE, Charles**  
**Process writing portfolio program. Student portfolio.**

Addison-Wesley Publishing, 1994  
 ISBN 0201623927 [808]

This is the student portfolio of a writing program kit to be used in conjunction with a teacher's handbook. The portfolio is an individual student's record of various stages of process writing. Editing exercises are included for students to gain practice at recognising common errors in writing. In addition there are a list of the stages to follow when process writing and a self-evaluation checklist. Pockets in the front and back of the folder enable students to file their work as they go. This folder is an ideal way to encourage an organised approach to writing. C. Sly

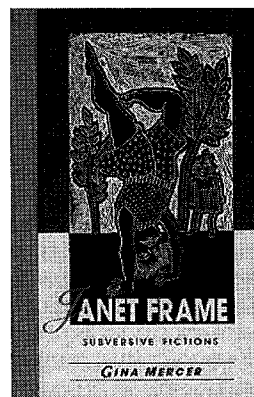
LEV: Upper primary Lower secondary  
 Middle secondary  
 AVAIL: Paper \$3.95 SCIS 782109  
 KLA: English

**MERCER, Gina**  
**Janet Frame : subversive fictions.**

University of Qld Press, 1994  
 ISBN 0702224596 [823 FRA]

Queensland academic and creative writer Gina Mercer presents an analysis of the works of the great New Zealand author Janet Frame. She assesses Frame's work in relation to recent critical theory. The HSC teacher and student will appreciate the discussion of Frame's style and themes in general, and the specific chapter on **When owls do cry**. The general reader will perhaps start with the section focusing on the very popular autobiographical works, and progress to other books in turn.

The teacher-librarian will particularly value the extensive bibliography. A very solidly researched book which deals chronologically with each of the works and illus-



trates the radical nature of much of Frame's writing. M. Steinberger

LEV: Upper secondary  
 AVAIL: Paper \$29.95 SCIS 793787  
 KLA: English

**REIMER, Andrew**  
**The ironic eye : the poetry and prose of Peter Goldsworthy.**

Angus & Robertson, 1994  
 ISBN 0207182507 [A821.3 GOL]

Apart from **Maestro**, little has been written about Peter Goldsworthy's writing, so it is valuable to have a writer as lucid as Andrew Reimer review the body of work thus far. It is an approving critique. Goldsworthy is a "poet of small spaces", a precise and economical writer with a restrained and unadorned story-telling style which implies as much again as it ever says. Reimer finds an "ironic eye" observing lives with the expectation that the most likely outcome will always be disappointment. But in Goldsworthy's most recent work, Reimer sees the writer moving into new territory, sometimes with chilling effect. A timely assessment of an important Australian writer, though unlikely reading for average students. G. Spindler

AUD: Professional  
 LEV: Upper secondary  
 AVAIL: Paper \$14.95 SCIS 790172  
 KLA: English

**Patrick White : selected writings**

/ edited by Alan Lawson. University of Qld Press, 1994 (UQP Australian authors)  
 ISBN 0702226254 [A823]

Fans of Patrick White are sure to find this publication a treat. A selection of writings by one of Australia's most renowned authors, this collection displays his diversity. Short stories, poetry, theatre pieces, letters, essays and speeches convey the skill and wit of this writer, who was greatly involved in his society and its politics. A fine introduction and editor's notes throughout the book help to set the context and importance of the selected pieces. Students of Australian literature would inevitably need to be aware of the contribution of Patrick White and this book captures the essence of the man and his writings. C. Sly

LEV: Upper secondary  
 AVAIL: Paper \$22.95 SCIS 799656  
 KLA: English

**HASSALL, Anthony J.**  
**Dancing on hot macadam : Peter Carey's fiction.**

University of Queensland Press, 1994 (UQP studies in Australian literature)  
 ISBN 0702225967 [A823 CAR]

The writer of this critical review of Peter Carey's work has tried to fill the need for sustained assessment of the author's work, mindful of the fact that, his subject is "an active writer in mid-career", so such a study must be seen in its contemporary light with the promise of more surprises still to come. His study discusses Carey's first published volume of short stories then his return to the novel, "his preferred literary genre". The author discusses the writer's themes, images and characterisation and places Carey in a literary context in both style and concerns. A chronology, index, extensive notes and a bibliography

add to the worth of this scholarly study for teachers and senior students of Australian fiction. C. Frew

AUD: Professional  
 LEV: Upper secondary  
 AVAIL: Paper \$24.95 SCIS 782682  
 KLA: English

**Family pictures**

/ edited by Beth Yapp. Angus & Robertson, 1994  
 ISBN 0207185328 [A828]

Bound by the common theme of families, this collection offers several very different interpretations. Contemporary Australian writers and artists were asked to portray their own families relying on photographic stimulus. The result is interesting. Biographical details are presented in various genres, as each writer pieces together his/her own unique story. Evidence is drawn from the type of archival evidence that families love to pass on—photographs, news clippings, anecdotes and other memorabilia. This is an appropriate literary contribution to the International Year of the Family. C. Sly

LEV: Upper secondary  
 AVAIL: Paper \$17.95 SCIS 811213  
 KLA: English; HSIE

**FLINT, David**  
**The Mediterranean and its people.**

Wayland, 1994 (People and places)  
 ISBN 0750204893 [910]

Typically for the series, this resource contains information, colour photographs, maps and diagrams, with contents, glossary, index, books to read and useful addresses. Each book focuses on the people and their way of life, the natural environment, and how these two affect each other. The development of the Mediterranean area is detailed in chronological order, and covers: the natural environment, farming, tourism, industry, the growth of towns; and the future. The main emphasis of the book is people working with, and protecting the natural environment. F. Broomham

LEV: Upper primary Lower secondary  
 AVAIL: \$29.95 SCIS 791616  
 KLA: HSIE

Other titles in this series include:

**Amazon Rainforest and its people** SCIS 761746  
**Arctic and its people** SCIS 781709  
**Alps and its people** SCIS 791510  
**Ganges Delta and its people** SCIS 805347  
**Islands of the Pacific Rim and its people**

SCIS 805375  
**Prairies and its people** SCIS 782078  
**Sahara and its people** SCIS 761750

**SOUKUP, Vladimir**

**Prague.**  
 Dorling Kindersley, 1994 (Eyewitness travel guides)  
 ISBN 0751300349 [914.37]

Other good guidebooks cover pretty much what this one does but none do it as beautifully. In the Eyewitness style, it is a small artwork of its own. Colour coded and logically organised, its text, maps and myriad colour illustrations graphically detail not only the important sites but such matters as using the Metro or recognising the police. The "phrase book" at the end is tokenistic, perhaps in recognition of the uselessness, anyway, of novices attempting Czech. But above all there is Prague, the most

charming and authentic capital in Europe. It may be a cliché but if you can't go just yet, this guide is not a bad substitute. G. Spindler

LEV: Middle secondary Upper secondary  
 Professional  
 AVAIL: Paper \$29.95 SCIS 802645  
 KLA: HSIE

**Explore Australia : the complete touring companion.**

13th ed. Viking O'Neil, 1994  
 ISBN 0670906603 [919.404]

From Abbotsford, NSW to Zuytdorp National Park, WA, this publication provides 560 plus pages of up-to-date maps and information. Compiled from information supplied by the travel industry and motorists, this book invites an audience response and suggestions for future editions. With an increased emphasis on Australian history and geography, this resource provides much for researchers of all ages. Colour photographs, clear maps, comprehensive contents and index and colour coded state sections make it very user friendly. Details range from twelve pages on a city such as Sydney, one page on a region such as South Australian National Parks to two columns on a city such as Broome, WA. For brief history, population figures, natural landmarks, and tourist attractions this provides much in the absence of many Australian geographical publications. M. Williams

LEV: Upper primary Lower secondary  
 Middle secondary  
 AVAIL: \$49.95 SCIS 801741  
 KLA: HSIE

**KEMP, Anthony**  
**D-Day : the Normandy landings and the liberation of Europe.**

Thames & Hudson, 1994 (New horizons)  
 ISBN 0500300437 [940.54]

The title is a little misleading as the subject matter is entirely the preparation for, and carrying out of, the Normandy landings and campaign to around August, 1944, but not beyond. Nevertheless, this is a well-presented, graphic publication. The text offers an easily read, uncluttered survey weaving through a remarkable and fully documented range of illustrations from many sources. A substantial (60 page) appendix of excellent documents, charts, chronology, orders of battle, references and a reasonable index make this an exceptionally good source book for its modest pocket size. G. Spindler

LEV: Lower secondary Middle secondary  
 Upper secondary  
 AVAIL: Paper \$19.95 SCIS 800301  
 KLA: HSIE

**BURNS, Peggy**  
**Tudors and Stuarts.**

Wayland, 1994 (History makers)  
 ISBN 0750212667 [941.05092]

A wide selection of important figures from Tudor and Stuart life is presented in this fascinating book. Included are Anne Boleyn, Jane Grey, Walter Raleigh, William



Shakespeare, Isaac Newton, Celia Fiennes, amongst others, representing political life, exploration, the arts, science and technology, education and health to present a detailed picture of English life in the period 1485–1714. **Tudors and Stuarts** uses a wide range of contemporary sources, such as letters, paintings, quotations and artefacts to bring to life this turbulent period. A date chart accompanies each entry. Words in bold in the text refer readers to a glossary. A further reading list, a list of places to visit (of little use to Australian readers) and a clear index complete the resource. L. FitzGerald.

LEV: Upper primary Lower secondary  
 AVAIL: \$26.95 SCIS 813029  
 KLA: HSIE

### The encyclopedia of Aboriginal and Torres Strait Islander history, society and culture.

Volume 1, A-L; Volume 2, M-Z / edited by David Horton. Aboriginal Studies Press, 1994  
 ISBN 0855752491—Vol. 1  
 ISBN 0855752505—Vol. 2

[994]

This is a grand project which ever way you look at this two volume publication. Six years in the making, it features 18 editors, over 200 contributors (one third of them are Aboriginal or Torres Strait Islanders), 2,000 entries and 1,000 photographs, illustrations and maps. It aims to cover "all aspects of ... history, society and culture", an impossible feat even in 1,340 pages. Yet what has been achieved here is the most wonderful, clear, brief and up-to-date information on a large range of topics in a most readable style. Those seeking extensive details on complex topics such as Mabo and moieties will have to look elsewhere; there are many excellent suggestions in the 27 pages listing further reading. Contributions range from Paul Coe and Charlie Perkins to Professor Ellis, and topics are as diverse as the Yothu Yindi band, and the Myall Creek massacre. It is one of the easiest encyclopedias to use—arranged A to Z by topic, with clear bold print for headings, "see also" references and accompanying illustrations for most entries. The second volume begins with a one-page biography of Eddie Mabo, and concludes with very useful Appendices covering such statistics as health, missions and imprisonment. The Index reminds us of alternative spellings and Aboriginal preferred forms of European names. One of the most useful aids for teachers is the Entry guide by subject where broad topics such as **food** or **literature** have over 60 recommended entries, such as Diabetes and Whitchetty grubs or Aboriginal black theatre and the play **Wild cat falling**. The separately available CD-ROM version will add sounds and video footage to this already long list of excellent material; both are designed as much for the browser as the serious researcher. This publication comes with a wide range of support and sponsorship from DEET, ATSC, Department of School Education, and the Council for Aboriginal Reconciliation. It is a resource for all Australians to enjoy and return to many times. M. Williams

LEV: Upper primary Lower secondary  
 Upper secondary  
 AVAIL: \$130.00 (2 boxed volumes)  
 SCIS 799663—Vol 1;  
 SCIS 799668—Vol 2  
 KLA: HSIE; English; CA

EVAL: Highly recommended

TUCKER, Alan

### Too many Captain Cooks.

Omnibus, 1994  
 ISBN 1862912106

[994.01]

This picture book history of early black and white encounters around Australia's coastline combines substantial, well researched text with full page, narrative artworks naively depicted. The complex, highly detailed pictures combine portraits, figures, objects and landscape with maps and text, and readers are required to work quite hard to draw out their many subtexts. Encounters targeted range from those with Macassan and Papuan traders to those with European seafarers, explorers and settlers. The theme is race relations, the emphasis on each group's impressions of the other, their interaction and reaction. The text is not documented but there is a comprehensive bibliography and a list of sources drawn on for the individual texts. B. Richardson

LEV: Upper primary Lower secondary  
 Middle secondary  
 AVAIL: \$22.95 SCIS 808298  
 KLA: HSIE

## Professional reading

Resources are in Dewey order.

### The nature of learning.

[videorecording] Media Production Unit, NSW  
 Dept. of School Education, 1993

[370.15]

Julia Atkin discusses the way in which we learn in this three part video. The program draws on current theory and understanding in educational psychology, but uses simple language and a minimum of jargon. Clear examples are provided to elucidate the discussion and break up the relatively static "talking head" format. The circumstances that effect learning, the teacher's role, and the impact of individual learning styles are presented. Each section is introduced with footage of students engaged in learning tasks. This is a thought provoking resource which raises questions for educators and would be of interest to parents as well. J. Buckley

AUD: Parents Professional  
 AVAIL: \$30.00 ERUDITION SCIS 800096

CAINE, Renata Nummela

### Making connections : teaching and the human brain.

Addison-Wesley, 1994  
 ISBN 0201490889

[370.1523]

This comprehensive approach to whole-brain teaching is instructive, well-supported by recent research and very convincing. Theories of human brain function in learning are explained and evaluated, and the conditions for optimum learning are contrasted with those usually applying in schools. Threat and teaching practice are analysed as significant inhibitors of successful, and particularly of creative, learning, and case-studies of the practice of several outstanding teachers are included. Seekers after truth who have recoiled from the unfortunate mumbo-jumbo of some Accelerative Learning bibles will welcome this

reasoned, professional guide to better teaching and learning. H. Gordon

AUD: Professional  
 LEV: Paper \$21.95 SCIS 797847

### Valuing teachers' work : new directions in teacher appraisal

/ edited by Lawrence Ingvarsson. ACER, 1994  
 ISBN 0864311338

[371.1]

These nineteen articles advocate new career paths based on quality of teaching practice. The conceptual models for teacher evaluation provided in Part 1 include career development, skill-based pay systems, the duties performed by teachers, standards and standard-based appraisal, and professional portfolios. In Part 2 recent policies developed in Australia and overseas are discussed. Part 3 consists of case-studies of Australian schools which have devised their own teacher appraisal systems, including approaches to the Advanced Skills Teachers programs. The whole presents an encouraging picture for those hesitant about evaluation, and a convincing case for career paths similar to those provided by universities. H. Gordon

AUD: Professional  
 AVAIL: Paper \$26.95 SCIS 802229

DWYER, Barry

### Today's primary school—a handbook for parents.

Primary English Teacher's Association, 1994  
 ISBN 1875622101

[372.994]

A booklet of 40 pages, this contains a brief overview of the aims of the Australian primary school of today. It is well set out, with most sections listed in point form. Topics covered include parent and community expectations, aims of the primary school, the way teachers work, the curriculum, KLAs, how parents can help their child and the school, and assessment. Each section contains points for discussion. A useful book for parents whose children are beginning primary school, or as a basis for parent/teacher discussion. Teachers would also find the book useful as it explains issues in terms that the community would understand. F. Broomham

AUD: Parents  
 AVAIL: Paper \$4.00 members, \$5.00 non-members  
 SCIS 800508

CHAMBERS, Aidan

### Tell me : children, reading and talk.

Primary English Teaching Association, 1994  
 ISBN 1875622098

[428.407]

With the emphasis on literacy and literature across the curriculum, how do we maintain the importance of literary texts as texts, rather than as adjuncts to the curriculum? In this handbook Chambers makes a convincing case for the importance of literary texts to children, and gives a simple but powerful way of stimulating children to talk about books. The critical activity in which children can engage flourishes in a



cooperative and collaborative environment. The "Tell me" approach is not only consistent with current classroom management styles, but it also has much in common with information literacy. This is an intensely practical book which inspires with every word. M. Lobban

AUD: Professional  
 AVAIL: Paper \$14.00 members of PETA;  
 \$17.00 non-members SCIS 790845  
 EVAL: Highly recommended

WECKERT, Chris

### Teaching reluctant readers in the mainstream classroom.

Bookshelf, 1994  
 ISBN 186388128X

[428.407]

An easy-to-read book for teachers with reluctant readers. The contents include an analysis of reading, reasons for reluctance to read, monitoring reading development, creating a community of readers, learning experiences, and involving parents and helpers. There is also an appendix of reproducible material. The author draws on her own experiences to give examples of problems and attitudes encountered by reluctant readers, and she then provides a wealth of ideas for overcoming these. The ideas range from setting up the physical environment, creating a secure environment, and selecting appropriate materials, to specific ideas such as writing poetry, reading contracts, paired reading and readers' theatre. F. Broomham

AUD: Professional  
 AVAIL: Paper \$16.95 SCIS 802060  
 KLA: English

SKIDMORE, Charles

### Process writing portfolio program.

Teacher's handbook. Addison-Wesley Publishing, 1994  
 ISBN 0201623919

[808]

This is the teacher's handbook of a writing program kit. It is thoughtfully designed, staging the activity of process writing into five steps: brainstorming; first draft; feedback; editing; final copy. Interesting topics and methods of stimulating students' writing skills are suggested. With the use of their personal portfolios, students are encouraged to organise and record their progress. In addition, editing exercises are included to teach students to focus on common errors of expression. Work is graded at three different levels making this kit relevant to a number of ability levels. C. Sly

AUD: Professional  
 LEV: Upper primary Lower secondary  
 Middle secondary  
 AVAIL: Paper \$21.95 SCIS 782071  
 KLA: English

### Teacher's Curriculum Institute History alive! engaging all learners in the diverse classroom.

Addison Wesley, 1994  
 ISBN 020181837X

[907.1]

In this resource, the writers aim for greater student empathy with the processes and personalities of history through the use of teaching strategies to cater for diverse learning styles. These include interactive slide lectures (where larger than usual images are projected), role playing, the creation of mini dramas, cooperative learning within the classroom, and exercises to develop critical thinking and meaningful written responses. While the



examples are taken from the American syllabus in history and social studies, there are some interesting issues presented which history teachers might find challenging and worthy of consideration in the Australian context. C. Frew

AUD: Professional  
 AVAIL: Paper \$26.95  
 781733  
 KLA: HSIE

SCIS

### 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  
 Frank Broomham, Hanwood Primary  
 Jill Buckley, ex *Scan* editor  
 Rodney Dobson, Herons Creek Primary  
 Lee FitzGerald, *Scan* editor  
 Colleen Foley, Cranebrook High  
 Catherine Frew, Tumbarumba High  
 Helen Gordon, Maitland Grossman High  
 Marion Hamlyn, Wollongong High  
 Marjorie Lobban, Peter Board High  
 Wendy Muskin, Newcastle High  
 Beverly Richardson, primary teacher-librarian on leave  
 Cathy Sly, English teacher, Barrenjoey High  
 Graham Spindler, Parliament House Education Officer.  
 Margaret Steinberger, Irrawang High  
 Kerry Wellham, Wallsend Primary  
 Maryanne Williams, Moss Vale High

**Off the shelf: a guide for  
 libraries in small schools  
 (1993 editor)  
 is available from:**

Orana Education Centre  
 212 Darling Street  
 Dubbo 2830

Cost (including postage): \$15.00 NSW  
 Government Schools; \$18.00  
 for all other schools.

## COLUMNS

### PROFESSIONAL DEVELOPMENT

#### ALIA Schools Section

*Dates for your diary 1995:*

**Saturday, 25th February, 9-3 pm:**

*Information skills: where to now?*

This course is being re-run, by popular demand.

Contact: Ross Todd, Ph: (02) 3305518 or  
 e-mail: R.TODD@UTS.ED.AU

**Wednesday, 1st March, 7-9 pm:**

Committee meeting at Joint Council Rooms, Leichhardt. If anyone is interested in joining the committee (particularly primary teacher-librarians), please contact Ross Todd.

**Tuesday, 14th March, 6-9 pm:**

NSW Section Annual General Meeting

Venue: NSW Parliament.

**Saturday, 10th June, 9-3pm:**

Professional development day—literature focus

Venue: to be advised

Contact: Andrew Barber.  
 Ph: (02) 5191544

**Saturday, 19th August, 9-3 pm:**

Professional development day

Venue: Australian Museum

Visiting overseas speaker

Subject: To be advised.

**Saturday, 4th November, 9-3 pm:**

Professional development day

Venue: Sydney, to be advised

Visiting overseas speaker: Professor  
 M. Eisenberg

Subject: Information technology.

**Monday, 4th December, 6-8 pm:**

Christmas party

Venue: Joint Council Rooms, Leichhardt.

Country teacher-librarians please note that there are two country professional development days planned—one in Coffs Harbour, and one in Dubbo. More details as they become available.

#### LERN Conference 1995

The fourteenth International Literacy and Education Research Network Conference will be presented by LERN, Education Australia, James Cook University, UTS Sydney and the

National Languages and Literacy Institute of Australia.

Dates: 29th June-2nd July

Venue: Sheraton Breakwater Casino Hotel,  
 Townsville

Cost: \$475-4 days

\$275-2 days

\$150-1 day

Accommodation not included.

Contact: LERN Conference 1995

PO Box 481

Haymarket Sydney 2000

Ph: (02) 3303926

#### Catholic Education Office

Early details on professional development are:

**May:** Catholic primary teacher-librarians' conference in Sydney

**October:** Catholic secondary teacher-librarians' conference at Coffs Harbour.

#### School Library Association of NSW (SLANSW)

ASLA XIV Conference—*Beyond the horizon*

Date: 4th October, 1995

Venue: Fremantle, W.A.

Contact: Judy O'Connell

SLANSW

P.O. Box 1336

Parramatta. NSW. 2124.

Areas of interest include learning theory and curriculum; collaboration and leadership; information and literature; and information access and technology.

#### Introducing a bulletin board for NSW teacher-librarians

NSWLIBRARIANS is a bulletin board to be found on NEXUS, the South Australian Education Department's online service (See article in this issue of *Scan*—NEXUS joins the Internet community). Access is by typing NSWLIBRARIANS, and Enter at the main menu. The bulletin board can be used for advertising local events for teacher-librarians, requesting professional information, carrying out research projects with other school users, and interlibrary activities. For further information about the bulletin board contact:

Jan Radford, SLANSW

P.O. Box 1336

Parramatta. NSW 2124

Phone: (02) 5491919

Fax: (02) 7492116

## FROM THE REGIONS

### North Western Region

North Western regional conference: *Information Technology and School Libraries*

Dates: 10th-11th March, 1994

Venue: Tamworth High School

Cost: \$100 including conference dinner  
 (Friday, 10th)

Contacts: Fiona Miles

Wendy Smith

Oxley Vale P.S.

Tamworth P.S.

Ph: (067) 618238

Ph: (067) 662016

Fax: (067) 618307

Fax: (067) 662438

### Riverina

Bob Hayes from the Computer Education Unit is touring the region demonstrating Internet, and giving teachers and teacher-librarians the chance to use it and investigate connecting the library with it. The following dates and locations apply:

27th February, Wagga, 9-3 pm—teachers

28th February, Wagga, 9-3 pm—teacher-librarians

9th March, Deniliquin, 9-3 pm—anyone interested

13th March, Albury, 9-3 pm—teachers

11th March, Albury, 9-3 pm—teacher-librarians

5th April, Griffith, 4-7 pm—anyone interested. Numbers limited to 20.

Contact: Lynne Keys

Murray High School

Ph: (060) 254711

### South Coast region

Information on support groups for South Coast teacher-librarians is as follows:

#### Professional groups

Monaro Library Association

Contact: Margaret Hassell

St. Patrick's Parish School

Cooma

Ph.: (064) 521721

Southern Tablelands Educational & Libraries Association

(STELA) Meets week 5 of term

Contact: Jill Wisbey

St. Patricks College

Goulburn

Ph.: (048)213600

Shoalhaven Teacher-librarians

Meets Week 7 of term

Contact: Kerrie Griffiths

Nowra Technology High School  
Ph.: (044) 214977

#### *Illawarra School Librarians Association (ISLA)*

Contacts: Kerri Bennett  
Bulli High School  
Ph.: (042) 848266  
OR  
Georgia Phillips  
Smiths Hill High School  
Wollongong  
Ph.: (042) 294266

#### *Bulli Cluster Teacher-librarians*

Contact: Kerry Bennett  
Bulli High School

#### **OASIS Library user groups**

##### *Far south Coast OASIS Library training and development group*

Contact: Christa Mood  
Narooma High School  
Ph.: (044) 762556

##### *Shoalhaven OASIS Library users group*

Meets week 5 of term  
Contact: Cecily Trevillion  
St. John's High School  
Nowra  
Ph.: (044) 231666

##### *Southern Illawarra OASIS Library training and development group*

Contact: Alison Yarrow  
Bularang Primary School  
Ph.: (042) 561846

##### *Northern Illawarra OASIS Library training and development group*

Contact: Kerri Bennett  
Bulli High School

##### *Southern Tablelands OASIS Library training and development group*

Meets Week 7 of term  
Contact: Anne Cleary  
Crookwell High School  
Ph.: (048) 321421

#### **Western Region**

Dinner with Mem Fox in conjunction with  
*Women in Education Conference.*

Date: 24th March  
Venue: Savannah Room, Western Plains Zoo, Dubbo  
Contact: Jane Cavanagh, Tottenham Central School  
Ph.: (068) 924006, Fax: (068) 924159

#### **Metropolitan North**

Metropolitan North Regional Library Committee comprises contact teacher-librarians from eight network groups. These are:

Hornsby-Kuringai, Dee Why, Ryde/Hunters Hill and Chatswood, Central Coast, Independent, and Secondary Catholic. The network groups include teacher-librarians from government and non-government schools and librarians from public libraries. Contact members are:

- Lorraine Bruce, Normanhurst P.S. for Hornsby-Kuringai
- Kate Walsh, Putney P.S. for Ryde Cluster
- Lesley Abrahams, Chatswood High for Ryde/Hunters Hill Secondary Teacher-librarians Group
- Elizabeth Erwin, Mercy College, Chatswood, for Catholic Secondary Group
- Anthea Scholes, The Entrance High School, for Central Coast
- Barbara Deece, Hornsby Girls High, for Hornsby-Kuringai
- Jenny Oesterlin, Mackellar Girls High for Dee Why
- Robyn Jocelyne, Epping North P.S. for Ryde Primary Group
- Sherry Fletcher, Curl Curl North P.S. for Dee Why
- Heather Bradley, Loreto College, Kirribilli, for North Shore Independent Primary Group
- Christine Bellchambers, OASIS Support, Met. North Regional Office.

Anyone interested in nominating for the Committee, please contact your network coordinator, as half the membership will be changed in 1995.

#### **Metropolitan West**

##### *Survival strategies for new teacher-librarians*

Date: 21st March  
Venue: Baulkham Hills North Primary School  
Contact: Marion Giddy  
Ph: (02) 6396936  
Fax: (02) 6863390

##### *Help! I'm an ancillary in the library*

Date: 30th March  
Venue: Cranebrook High School  
Contact: Colleen Foley  
Ph: (047) 290777  
Fax: (047) 291384

##### *Using Report Generator*

Date: 25th and 27th April  
Venue: Penrith ERC  
Contact: Gail Henley  
Ph: (02) 6729832

#### *Circulation*

Date: 23rd May  
Venue: Penrith ERC  
Contact: Colleen Foley

### **CHILDREN'S BOOK COUNCIL**

The CBC awards for 1995 will be announced on August 18th. Book Week runs from 19th-26th August; and the theme this year is "*Celebrate with stories—Happy 50th Birthday, CBC.*"

#### **K.O.A.L.A. (Kids' Own Australian Literature Award)**

Dates for your diary:

31st March: Nominations to K.O.A.L.A. Council

1st May: Shortlist sent out

31st August: Votes due to K.O.A.L.A. Council

26th October: Award presentation day.

K.O.A.L.A. gives young Australian readers a chance to vote for what they like to read. Enquiries about K.O.A.L.A. membership (which costs \$25.00 per annum) should go to:

Heather Johnston  
Engadine Primary School  
Ph: (02) 5208559  
Fax: (02) 5481186

The 1994 Top Ten books from KOALA were:

#### **Infants/Primary**

Jennings, Paul **Undone! more mad endings.**

Penguin, 1993 (Puffin books) SCIS 768083

Marsden, John **Staying alive in Year 5.** Pan, 1989 (Piper books) SCIS 479382

Jennings, Paul **Uncanny! even more surprising stories.** Puffin, 1994 SCIS 803559

Jennings, Paul **Spooner or later.** Viking, 1992 SCIS 725673

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Tulloch, Richard and Tulloch, Carol **Being bad for the babysitter.** Omnibus, 1991 (Omnibus dipper) SCIS 677139

Graham, Bob **Rose meets Mr Wintergarden.**

Penguin, 1994 (Picture Puffins) SCIS 790919

Jennings, Paul and Gouldthorpe, Peter **Grandad's gifts.** Penguin, 1992 (Puffin books) SCIS 787334

Base, Graeme **Animalia.** Penguin, 1990 (Picture Puffins) SCIS 650451

Jennings, Paul **Round the twist.** Puffin, 1993 SCIS 745674

Klein, Robin and Smith, Marie **The princess who hated it.** Omnibus, 1986 SCIS 227805

#### **Secondary**

Courtenay, Bryce **The power of one.** Random, 1992 SCIS 806192

Hathorn, Libby **Thunderwith.** Mammoth, 1989 SCIS 620483

Kelleher, Victor **Del-Del.** Random Children's, 1991 (A red fox book) SCIS 727877

Carmichael, Claire **Virtual realities.** Random Australia, 1992 (A Mark Macleod book) SCIS 730059

Klein, Robin **All in the blue unclouded weather.** Penguin, 1992 (Puffin books) SCIS 725633

Jennings, Paul **Uncanny! even more surprising stories.** Puffin, 1994 SCIS 803559

Base, Graeme **The eleventh hour : a curious mystery.** Penguin, 1993 (Picture Puffins) SCIS 774147

Marsden, John **Letters from the inside.** Pan, 1992 SCIS 709053

Jennings, Paul **Undone! more mad endings.** Penguin, 1993 (Puffin books) SCIS 768083

Marsden, John **Take my word for it.** Pan Macmillan, 1992 SCIS 750813

### **SCIS & SCAN JOIN THE INTERNET**

For people wishing to contact us—our Internet e-mail address is: NSWSCIS@NEXUS.EDU.AU



