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SCAN

Vol 14 No 2 June 1995

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FROM THE EDITOR 2

CURRENTS 2

FEATURES

Michelle Ellis teacher-librarian	4
I love my life	7
Marian E Robertson 1954-1995	10
Interview with James Moloney	11

TEACHING LEARNING

The Information needs of the specialist teacher	15
Years 10 & 11 information retrieval skills program	18
First you go to the library...	20
Statistics for teaching and learning	23
Reflections on the role of research	25

INFORMATION TECHNOLOGY

Computer and information literacy	28
Planning your technology needs	30
AAP Reuters at Chatswood High	32
CD ROM reviews	33

MANAGEMENT

Hunter Region school libraries' strategic plan, 1993-1997: Three years on	40
Information services and open learning	42
What does the executive think we do?	46
A word from SCIS	49
Desperate measures, quick fixes and sure fire solutions	50

RESOURCES

In review	52
Picture books	52
Fiction	
for younger readers	58
for older readers	62
Poetry and drama	66
Information	68
Professional reading	82

COLUMNS 85

INDEXES 88

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The job of *Scan* editor entails a great deal of time on the phone. People ring with subscription enquiries; with suggestions for articles and writers; with news for Columns; and often just to pass on information about new developments. Subscription enquiries have included some odd ones, like a request to subscribe to *Score*, which conjured up visions of a meet-the-teacher-librarian-of-your-dreams service! Someone else wanted to subscribe to *Scan*, and another quite frequent one occurs where the enquirer is convinced that *Scan* is an acronym and will not believe that it isn't. Subscriptions are going well this year. (I hope these are not Famous Last Words!). At the time of writing—April—our numbers are nearly at the total for 1994, which is a very healthy situation.

Phoning people to write articles for *Scan* is always productive. I don't recall anyone refusing a request, and this despite the increasingly complex and demanding role teacher-librarians are playing in schools, sometimes under most difficult circumstances. There are indications that teacher-librarians themselves are sure of their role, but that others in schools—teachers, members of the executive, students—are not so certain. Circulating *Scan* to all members of staff may be one way of making our colleagues more aware of the breadth and essential nature of the service we provide.

This issue, for example, focuses (amongst other things) on the role of the teacher-librarian. What does it consist of? How do others see it? What can we do to help others value and support it? In her interview, Michelle Ellis points out that the central element of the role of the teacher-librarian, in both primary and secondary schools, is as a teacher. Additionally, we must be at least up-to-date (if not at the cutting edge) with information technology and our perception of staff and student needs must be flexible. We develop skills in professional development, curriculum and student welfare in the course of our work. It is up to us to let other people know how good we are!

An article which highlights others' perceptions of us is *What does the executive think we do?* Other articles which suggest directions for us to take to improve the perception of the teacher-librarian's role are *Reflections on the role of research* and *Hunter strategic plan*. In the former, Jill Buckley calls for a response to her perception of a need for further research, such as that carried out at Marist Sisters, Woolwich, to give theoretical support to our work, particularly in teaching information skills. In the latter, members of the Hunter Regional Library Committee describe the development of the Hunter Strategic Plan and the achievements in the region for teacher-librarians three years into the strategic plan. Food for thought, indeed!

What else is in this *Scan*? There are leisurely literature articles. An interview with James Moloney (*Gracey* has just been shortlisted) and with Janine Shepherd, author of the inspirational *Never tell me never*. You'll find more on information skills with an emphasis on integrating technology and the information process.

Enjoy!

Lee FitzGerald, Editor

CURRENTS

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

School libraries and the information superhighway

Jan Gaebler, National President of the Australian Library and Information Association (ALIA), and Dr Brian Lang, Chief Executive Officer of the British Library, have been recent speakers at library functions in Sydney. Both referred to the Internet and its link with libraries and librarians. Jan pointed out that our profession has the information skills to both navigate the Internet and, perhaps even more importantly, to organise information on the Internet so that it is more easily accessible. Many have suggested that the development of the information superhighway spells the death of librarianship. Jan



had a different message—"our skills will whiz out all the competition if we are proactive, rather than reactive."

Dr Lang spoke of the growth in print material which makes it impossible for any library to collect comprehensively—the British Library collection grows at the rate of eight kilometres a year. Libraries, he suggests, are moving from repositories of books to suppliers of information. The quality of the collection will no longer be the measure by which libraries are judged. More relevant criteria are those associated with the way in which information is supplied and marketed by the library. Relevant access to electronic information, including that accessed through the Internet will be a critical issue for libraries.

The British Library has put *Beowulf* onto the Internet. The original copy had been charred in a fire and was in some places impossible to read. Such a fragile and valuable document was of course not available to library users. After scanning, some of the text which could not be read on the original was visible in the electronic copy and of course the whole text can now be accessed world wide. Electronic information in this case is not so much replacing print as making it more readily available.

Lang does not fear the demise of the book. He sees it as a masterpiece of design with no intervening technology. Other obstacles to wholesale publication of information in electronic form on the Internet include cultural factors, such as the perception by academics that electronic publishing is not as career enhancing as publishing in print, and commercial factors such as copyright.

School libraries have always held information in a variety of formats and the Internet will be just another source of information. However the amount of information already available through the Internet is both vast and not easily located. If teachers and students are to have meaningful access to the Internet, then information specialists in schools—teacher-librarians—have a crucial role. Many teacher-librarians already have online skills developed using services such as SCIS and NEXUS. Teacher-librarians have developed an understanding of how information is stored and accessed in databases through their implementation of OASIS Library and their familiarity with an increasing number of databases held on CD-ROM. Teacher-librarians through their day-to-day work with students and teachers have a broad understanding of the information and resources needed to support all curriculum areas. Teacher-librarians have much to offer as their schools begin to explore the superhighway.

If we are to be proactive as Jan Gaebler suggested, we will need to take every opportunity to read about and explore the Internet so that we can participate in school decision making from a basis of knowledge and understanding. *Scan* has already published a number of articles on the Internet, and more are planned; NEXUS gives access to the Internet at affordable rates. Country teacher-librarians might also like to contact their Regional Technology consultants as they have recently undertaken a one-day course on the Internet run by the University of New South Wales. This issue carries an advertisement for another course run by the University: *Schools and the Internet*.

Support for OASIS Library in small schools

The implementation of OASIS Library in schools with an enrolment of under 300 is well underway. These schools have received a software program called Rapid Retrospective which allows easy ordering of SCIS records by ISBN. The NSW SCIS cataloguing team will catalogue any materials, published since 1980, and not on the SCIS database. Schools have been given details about this service at their OASIS training. If any teacher-librarians from these schools require further information please phone, or fax, Anne Dowling. Ph: (02) 808 9587; Fax: (02) 808 9413.

Secondary school facilities standards review

The Department is currently undertaking a comprehensive review of school facilities with a view to updating the school building codes. Three teacher-librarians have been included on the committee reviewing the library—Susan Hannigan, Vincentia High School; Niki Kallenberger, Cherrybrook High School; and myself. Principals, leading teachers and clerical staff are also represented. The committee includes Jennifer Peasley from the State Library and Margaret Summersgill from TAFE. The first meeting of the committee was held in March and the material from this meeting was circulated to a representative panel of teacher-librarians across the state. The feedback has been invaluable. If you have comment or information that would assist the committee, please phone me on (02) 808 9488 or fax me on (02) 808 9413. ■



Michelle Ellis Teacher- librarian



Michelle Ellis is teacher-librarian at Woolooware High School. She began her career as a secondary English and History teacher. When at home with small children, Michelle decided on a change of direction, and did the ALIA registration course. Her first appointment as a teacher-librarian was at Bexley North Primary School in 1986. Since then, Michelle has completed the Graduate Diploma in Teacher Librarianship at University of Technology, Sydney and is currently working towards her Master of Education in Computers and Information Management at Sydney University. She made the interesting transition from primary to secondary teacher-librarianship in 1993; and has become increasingly involved with ALIA Schools Section.

Apart from all this, Michelle—you've done some consultancy work with the Department?

Yes, I did a couple of days a week at Library Services in the late 1980's, editing articles and doing interviews with authors. The Department also had me seconded to do some work for the old Studies Directorate—including some on the old **K-6 English syllabus**. I also did some work on the **7-10 English syllabus**—for the list of recommended books.

At Bexley North primary school, were flexible timetabling and cooperative planning and teaching in place? (You were there in the years that these issues were first highlighted.)

When I started there, they already had the model of the teacher coming to the library with each class, and this continued because the Principal was committed to it. When Release from Face to Face (RFF) teaching came in, a small amount of RFF was included in the timetable—but basically, there was flexible timetabling without RFF.

And when—and why—did you decide to make the transition to secondary teacher-librarianship?

At the beginning of 1993, I was thinking that after seven years it was time to move on. As for choosing to become a secondary teacher-librarian, one of the reasons was if I thought of going for a promotion, then I didn't fit into the primary system, because I am secondary trained. Most people who gain promotion from a teacher-librarian position in a primary school end up back in a classroom.

And has it been an easy transition?

Yes, at first I felt that there was actually not much difference. I was still working at the same pace and doing many of the same things. But what I ended up liking was the age of the students. It wasn't that I didn't like primary students, it was just that I really enjoy the interaction you can have with teenagers.

And do you think the job is different?

I thought that having more clerical time in high school would mean that the job would be easier, but in fact there are so many people coming

into the library all the time that there is constant interruption. Clerical staff never get a clear run on anything—and life is just a juggle with time. My hours are long, as they were in primary school.

Do you find you're teaching as much as you did in primary, or more?

As I did in primary school, at Woolooware I teach almost all the time. I don't do any data entry ...

... no cataloguing!?

... no cataloguing! We use SCIS online followed by SCIS recon. I couldn't do anything else! One must use the experts!

What do you think have been the main changes you have seen in your teacher-librarianship career?

I think the job is constantly changing. The main difference is that now you have to continually reassess the needs of the students and staff in the school. I think there is much more emphasis on working with staff and students to give them what they really do need, not what you see as their need. Those needs constantly change. Then there is the new technology, which gives you more opportunity to meet needs and much better access to the huge number of resources out there.

What do you think are the challenges for teacher-librarians in primary schools?

In primary schools a challenge teacher-librarians often have to meet is providing a quality service whilst doing significant amounts of RFF (release from face to face teaching). To have the teacher-librarian providing RFF is not the most effective use of a marvellous resource—the teacher-librarian and the library itself.

Do you have any advice for teacher-librarians who are providing varying amounts of RFF?

Start to prove how worthwhile you are! Try to work with a few teachers, who will then help you spread the message that they need you, when they need you, not when you can be fitted into a timetable.

Are there similar issues in secondary libraries?

Equity is an issue which affects primary as well as secondary. The new technologies cost an enormous amount of money, and so I think it

means that some schools have no access to them. I don't think that this issue is being addressed enough.

The teacher-librarian has a big responsibility to at least be up-to-date with the technology and to spread the word. You know it's all out there, but actually getting the time, even when you've got the technology, to sit down and realise its full possibilities is very difficult.

I guess you wouldn't investigate the technology by yourself. You'd do that with the computer coordinator and other teachers?

I think the only way you can do that is with the computer coordinator, and in my school I have an absolutely marvellous coordinator—Lena Arena. She gives her time and she has a broad understanding of all the issues, and she works extremely well with staff.

And what about changes in the secondary library?

Whenever you meet with secondary teacher-librarians, the number of senior students with study periods is one of the things that always comes up. Some students have an enormous number of study periods. At Woolooware, if students are not working in the library, then they are not allowed to be there. However, they still require supervision.

Can you think of any alternative ways of supporting senior students?

I think possibly developing a learning centre which would require all members of staff to have some responsibility for supervision is one answer. I would see a learning centre as having an access point to the library so that students can come and use the library resources. We have plans for a learning centre at Woolooware, but no space. We don't have a spare room in the place! But the Principal is very go-ahead and dynamic. We'll get there in the end!

When I asked Maureen Nicol (Scan 14/1) what she thought was the major challenge for teacher-librarians, she suggested that it is raising our professional profile. What do you see as the main challenge for the future?

I agree with Maureen. To me, it's a matter of the teacher-librarian having enough confidence and realising the enormous range of skills that

you have to have to be a teacher-librarian. You have to work with all staff—so you have skills in professional development. You have to have a clear understanding of how children learn and the way resources can help them learn—so you have skills in curriculum. You have to have an understanding of the whole range of students in your school—so you have a very strong student welfare profile. I think we teacher-librarians have to realise how skilled we are, and we must work on getting other people to recognise that.

Naturally, organisations like ALIA and ASLA (NSW) help in this regard?

Yes, I would encourage everyone to join the professional organisations. We all have a commitment to teacher-librarianship and to students in schools. To me, the way to bring that out is to work very hard in schools, and to get involved professionally.

And what has that meant, the professional involvement with ALIA?

Sometimes I think I just get a lot of committee work! But in fact it's given me currency with all the latest issues in education generally and in teacher-librarianship in particular. I've developed analytical skills, I've developed the ability to read submissions at a furious pace and work out where teacher-librarianship actually fits. Involvement in organising professional development has been of enormous benefit to me because of learning the processes and because you just end up going to everything. There's a lot of satisfaction.

What has been the most satisfying aspect of your role as a teacher-librarian?

I think it is that I'm never bored. There is always some new challenge, something you have to work at. Sometimes I wish I could leave the job at school more, but that just doesn't seem to work with me. I find the students stimulating, I find the school stimulating, the professional development is stimulating. So, I enjoy the challenge of constantly keeping up, being flexible, working out what are the needs of your students and staff and trying to meet these on a limited budget and limited time.

What career paths do you see for teacher-librarians?

This is one thing that worries me. I'm not sure what the career paths are. In the area of technology, teacher-librarians have a very clear focus on its role in enhancing students' learning. We are very good at analysing how resources and technology can be integrated into learning. I think that you can look at vacancies in the technology area within the Department. Similarly, one can look in the professional development and curriculum areas within the Department. So, that's one path open to us.

What about career paths within the school?

I would like to see a position like *Head teacher—information/resources*, or *resources* or *resources and curriculum*. No...there's no such thing, but there's a need for it! Schools have more flexibility now. Combine this with a higher profile for teacher-librarians, and anything is possible! ■

TEACHER LIBRARIANSHIP BY EXTERNAL STUDY

Did you know you can do a Graduate Diploma in Teacher Librarianship by external study (where no on-campus attendance is required)?

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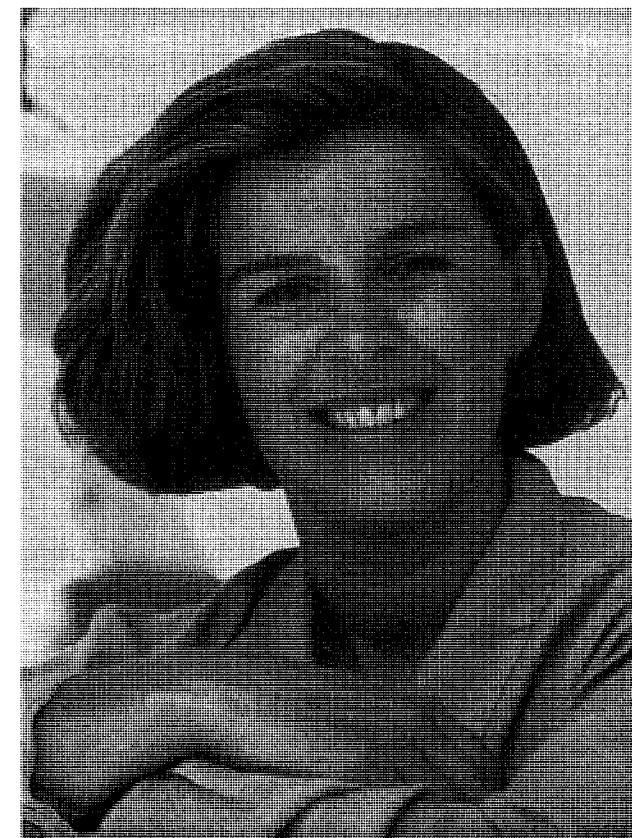
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I
LOVE
MY
LIFE

Janine Shepherd, author of *Never tell me never*, recently spoke to Fay Gardiner. Fay is a former editor of *Scan* and currently teacher-librarian at Katoomba North Primary School and Wentworth Falls Primary School.

On the threshold of being a member of the Australian Olympic Cross Country Skiing team, 24-year-old Janine Shepherd was struck down in a horrific cycling accident which not only destroyed her sporting goals but almost took her life. However Janine is not one to surrender to any misfortune and in the years since has realigned her goals and dreams and fought for them with the same tenacity as she fought for realisation of her former sporting goals.

*Although Janine's book *Never tell me never* details the accident, her prolonged recovery and her subsequent resumption of a full and productive life, I was unsure about how she had managed to walk again, in spite of having a spine broken in four places.*



I can walk because of a combination of things. Firstly if I hadn't been as fit as I was I would have been a lot worse off. It certainly says something about fitness because my muscles were extremely strong. The doctors said that my heart wouldn't have been able to cope with the blood loss on top of everything else and that I would have been dead if I hadn't been so fit. Also if they hadn't operated I wouldn't have walked. I guess it was a combination of medical skills and also determination; it's difficult to say because there are no controlled experiments for things like this.

I've been told that if you can get into rehabilitation very quickly after something like this you have a better chance of a higher level of recovery and of course when I came home I threw myself into my exercise program. I got my training log out and kept a record of everything I did. My spinal cord wasn't completely severed, it was crushed and damaged. If they hadn't operated and I'd moved—then I wouldn't have walked. They picked all the bone out and then they said 'You will walk but we don't know how well.' So it was really a waiting game.

When I left hospital it was just lots of hard work to get back on my feet—hard work and perseverance. It was very hard because I couldn't see a goal in front of me. Because I couldn't see where I was going it was hard to keep focused. How well was I going to get? Not knowing this, I just took life a day at a time. When I left hospital, they thought I'd be walking with a walking frame and callipers and all that sort of thing. If I'd believed them I probably would be; it's a sort of a self fulfilling prophecy. So I didn't really know what I was working for. I just knew I wanted my life back and I wanted to get as strong as I could. I couldn't think too far ahead because it was too depressing.

It occurred to Janine that she might be able to learn to fly. Although she could walk, her legs were weak and she was unable to be involved in most sports; flying filled some of the gaps for her.

Starting to fly really picked me up because I had this magnificent goal and then it was step-by-step. The first thing to do was to get my medical and that was something really tangible that I could work on. Once I passed the medical the next step was the flying and each day was a challenge. Then it was the private licence, then the unrestricted, then the commercial. So it's really important to have goals and steps along the way. I always say with flying you have to have a map not only of somewhere to go but you have to have points along the way where you can check if you're still on course—like life, really!

Before writing her book Janine had only written essays at university, and the advice she was given was to be honest, be accurate and just tell it like it is. It is the honesty and lack of pretension which makes this such an accessible work.

I know people who have never read a book in their life yet they've read mine. A friend of mine from skiing popped in the other night and he said all the young girl skiers just love it, even 10-year olds. It's great to have the feedback from such a wide range of people, old, young, people who've been through accidents, people who've never had any problems, they've all loved it.

It also makes it an ideal book to hand to teenagers who too often have a bleak outlook on life. On the morning I spoke to Janine she was feeling despondent about the increase in teenage suicides.

These teenagers who have suicided mustn't have had goals. They mustn't have had things to look forward to because how could you take your life with something to look forward to? They need challenges; they need something they're enthusiastic about. If you're enthusiastic about something you could never kill yourself.

When I got home from hospital I wanted to die; I wished I hadn't survived. I said 'Why did they have to save me? I've got nothing to live for.'

I didn't have any goals. I couldn't see anything out there that I could do. I felt I couldn't contribute any longer. But once I had flying I had this magnificent goal. I didn't know what I was going to do with it but it didn't matter because it was such a huge challenge. Of course once I did learn to fly, it was so good for my self esteem. This is another factor kids need to work on.

I look at teenagers now and there are so many problems. If only they could get back to some basic values and get into life, do things, be enthusiastic and really get into self development. They should get out there and challenge themselves and grow and become better people and contribute—go abseiling; jump out of a plane with a parachute if they want to; do things that will challenge them.

Teenagers need to be encouraged to go out and be whatever they want to be, to believe in themselves. If you can dream a dream and visualise it and if you want it badly enough I believe it will happen. There's always someone who will say it can't be done but I think we just have to believe in ourselves and do it anyway. Even if it doesn't come out as planned I don't think you've failed; you've had a go. It's not how many times you get knocked down but how many times you get back up, that's where the real success is—what you've had to overcome to get there. It's the journey not the destination.

A young fellow came here yesterday, a PE teacher, a triathlete, who in January 1994 was knocked off his bike, a very similar situation to mine. He didn't break his back but he had a blood clot that bled into his spinal cord and he's now a paraplegic. He has a great love of life. Some people wallow in self pity but in such a short time he has refocused his life. He was offered a job back at school, not as a PE teacher, but in maths. But he has another challenge—he wants to be an air traffic controller.

So he rang someone in Canberra who said 'Oh no. You could never do that because you need to be able to get up into the tower and the last four steps would be impossible'. But he applied anyhow and from 3000 applicants only 300 were interviewed and he was one of them. The guy at the interview said 'No, the four steps won't stop you'.

How dare that other guy say he couldn't do it? It was so arrogant and ignorant and it's people like that that stop so many people. It didn't stop Simon because he did it anyway. The barriers are in our mind and if we can overcome that we're halfway there. Never say never. I love people telling me I can't do something because it just makes me do it. I'll say 'Well I didn't want to do it before but I'll do it now!'

Teenagers in particular need role models; people who have done it. A girl came to a luncheon in Melbourne. She's 16 and had been in an accident, she's a partial paraplegic. She's read my book three times. and she got her mother to drive for three hours to come to my literary luncheon. I can't believe it has that sort of impact on anyone. She is a great young girl and people like her need people being strong and showing them that they can do things.

Some people say 'If I was in wheel chair I wouldn't want to live' and I say 'How do you know?' I'd like to be able to say to people in wheel chairs, 'Come on! Fly an aeroplane. You think you can't do anything? You can fly an aeroplane!' What a great way to boost their self esteem. We're not just talking about driving a car; we're talking about flying an aeroplane and not everyone can do that.

People need to be challenged; people need to take risks; people need to have goals.

What annoys me is that there are a lot of bitter disabled people, who feel sorry for themselves. Life doesn't owe us anything. There's no use saying 'This isn't fair'. If an accident happens you just have to say 'OK, it's happened'. If you want to get on with your life and be happy, do it, be it. I get angry about people who say 'I'm in a wheel chair now and life's not worth living' because I think about what that is doing to people who are just having accidents now. What sort of a role model is that? OK, you've had an accident but you can still lead a worth-

while life. Just live, this is it. It's such a short life. This is life now and you have to do the best with it. You can still make a difference because we can all make a difference.

Is there nothing that fells this powerhouse? As the mother of two little girls, one of whom is still in the stage of waking a number of times a night, Janine longs for eight straight hours of sleep! On the rare occasions when it happens...

I think, 'Wow! This is how other people feel all the time'.

People ask me all the time if I will go back to work [flying] and I say 'I'm working now!!!' I've always wanted to be at home because I figure they're my kids and I can do a better job than anyone else. It's my choice to stay at home.

I love reading books but I find with two kids I haven't got time. If I try to read at night I just fall asleep.

There are probably few greater blessings than to be born with the zest for life that Janine Shepherd has exhibited in times of both good and ill fortune. This is a person who tells us in deed and word 'I love my life!'

Following is the review written by Fay Gardiner of Janine's inspirational book.

SHEPHERD, Janine **Never tell me never.** Macmillan, 1994

ISBN 0732907969

Competing at the 1988 Olympic Games was top of the list of Janine Shepherd's sporting priorities when she was struck down in a horrific road accident, leaving her finely tuned athletic body broken, possibly even dying. Major challenges are Janine's forté however and this book details her struggle to make another life for herself, a life which though it might no longer encompass cross country skiing is still full of physical exhilaration and rewards which the doctors would not have thought possible at the time of the accident. Janine's conversational style coupled with the amazing story make this a very readable book which could also be most inspiring for those students who are caught up in the awful vortex of teenage despair.

F. Gardiner
LEV: Middle secondary Upper secondary
AVAIL: \$35.00 SCIS 817430 ■

Winsome Collingridge of Parramatta City Library remembers

Marion E Robertson 1954–1995



The sudden death of Marion Robertson on 30th January has been an enormous loss to the world of children's books and to the profession of librarianship, but despite her early and untimely death Marion's impact on her chosen profession will remain.

Marion was born in Port Fairy in Victoria on 14th November 1954 and completed her early schooling in Port Fairy and Warrnambool. Her tertiary education was undertaken at the Australian National University in Canberra where in 1976 she graduated with majors in English literature and political science. The following year she completed her Diploma of Education from Sydney Teachers' College, graduating with a double English major.

It was in 1978 that her career in books commenced—a career that was to span the whole spectrum of work with children and young people and one that was marked by many achievements. Marion commenced her career as a library assistant at Parramatta City Library and the completion of her Graduate Diploma in Library Science (GDLS) at Kuring-gai College of Advanced Education launched her along the path of a number of professional appointments with Parramatta City Library over the next 16 years.

Although Marion had a well developed and well rounded knowledge of the library and information profession generally, her greatest achievements were in the field of library work with children and young adults. At Parramatta City Library she held successively in this field the positions of Children's Circulation Librarian, Assistant Children's Librarian,

Children's Librarian and Youth Services Coordinator and finally, Special Services Librarian, which included in its broader portfolio, responsibility for children's services.

Some of her major achievements whilst at Parramatta were the establishment of the Tell-a-Tale Readers Theatre Group to promote children's literature; her innovative and vibrant program of outreach activities; and her professional involvement with the establishment of the young adult service with the first full-time young adult librarian in New South Wales.

Under Marion's direction the children's services at Parramatta are now firmly established in the forefront of public library services.

In parallel with her career at Parramatta City Library, Marion established herself as an author, lecturer and speaker. Marion became widely recognised as an entertaining and knowledgeable speaker and was much in demand throughout Australia at a wide variety of venues which included universities, colleges and seminars. No subject appeared too difficult for her to handle and she spoke and wrote articles on a great variety of topics ranging from readers' theatre, to literacy, to child studies, to public and school library cooperation. In 1986 she co-authored a book on readers' theatre and in 1993 her picture book **Something green** was launched. Marion's lecturing activities included part-time employment with UTS, coordinating and teaching the unit: *Target Group: Children and Young Adults*, and lecturing to students in the Associate Diploma of Social Science—Child Studies, at Liverpool CAE.

In May, 1994, Marion took up the position of National Coordinator of the Nestlé Write Around Australia program at the State Library of NSW and in this capacity travelled to many venues in NSW and interstate to successfully organise and coordinate programs.

One of her last roles was that of Coordinator of the Young Peoples' Program for the Sydney Writers Festival at the State Library. In this, as in everything else she did, Marion applied her considerable organisational skills coupled with

her high standard of professionalism and great enthusiasm.

Marion will always be remembered as a loyal and supportive friend—for her integrity, her intelligence and sense of humour. Marion has touched the lives of so many—not only her friends and colleagues but also so many students and her listening and reading audiences.

Marion has certainly made her mark and she will always be remembered with great gratitude, respect and affection. ■

Interview with James Moloney



James Moloney is the author of Crossfire, Dougy and Gracey. His work is notable for its uncompromising probing of controversial issues, such as racism and gun ownership. The Scan editor spoke with him after Dougy was nominated as an Honour Book in the 1994 Children's Book of the Year Awards. Gracey has recently been short-listed for the 1995 CBC Awards.

You're a primary teacher-librarian by training. How did you come to be one?

Well, I've been a primary teacher-librarian most of my teaching career. I was teaching in North Queensland and the department was having trouble finding any one to be teacher-librarian at my school. Several prospective candidates did the school-based support course, then they would find some reason not to come. So, it was decided to train a teacher already at the school and they asked me to do the course. I did it at Kelvin Grove Teachers College, now part of Queensland University of Technology.

You've been at Marist College Ashgrove (Brisbane) for a long time and you've had a year off?

Yes, I was awarded a grant from the Australia Council. It's been a wonderful year. I get up in the morning and write for as long as I want to,

instead of teaching and then finding time at night for writing.

How did you manage to write when you were a full-time teacher-librarian too?

I wonder how I did it myself. I think the staff must have wondered too!

You've been computer coordinator at Marist Ashgrove too?

Yes, I got into computers back in the days when amateurs used to take the tops off machines and write their own programs. When things were a lot simpler, I used to have my finger on it—and I actually designed and tried to write an educational program for Jacaranda Wiley called **Wheatfarmer**. That was all great fun, but my expertise is lagging now. I did a Graduate Diploma in Computer Education thinking my career might go that way. I thought I might move to secondary school and teach computing. But when I finished the diploma, I became

interested in writing again and this time succeeded. Writing is my first love.

You would like to write full time?

It is an ambition to be a full time writer—and not only of children's books. I would like to write for adults as well. It is difficult to make a living writing. It can take a long time to work up a readership, and you have to be realistic. But this year has taught me that I do like the life style.

How is the situation for teacher-librarians in Queensland as far as current issues are concerned?

It's pretty good. From my understanding of what's going on in other states, our conditions and hours etc are the equal of everywhere. CPT (Co-operative planning and teaching) is going on. In my work, I tended to concentrate on literature. In a boys' primary school, teachers have been quite happy to have me concentrate a great deal of my time in getting the boys into reading. I am in a good position to do this and it works both ways. I'm keeping my finger on what's being published, and what the kids like, and this feeds into my own writing, and my writing feeds into helping the boys appreciate reading.

What are you writing at the moment?

I have just finished a novel that has the working title of **The house on River Terrace**. It's an historical novel—following the same family through a number of generations. It's for teenagers.

Does it follow on from Gracey?

It's got nothing to do with **Gracey**—although there's a little bit in it about Aborigines. But there's no major Aboriginal character. I've set the story on the Brisbane River at Kangaroo Point—a suburb overlooking the city which was one of the first settled areas. I've visualised a vacant block of land and imagined a house built there quite early on in that distinctive Queensland style of weatherboard, set high up on stilts. I've taken this as the focus and imagined a family living there. I've started with a girl who's the daughter of a convict, who was left behind when convicts were taken away from Brisbane in the 1830's. I've had her mother conveniently die, and the girl becomes a servant to one of the first free families, and I've

followed her descendants through to the present day. I started in February, researching it thoroughly, and I've lived with it pretty much from then till now. My wife read the first draft and found it boring, with not much of a story, so I've had to rethink and rewrite quite a bit—this is what has to happen. So, I hope teenagers will read it and enjoy it—and also look beyond the story to what I had in mind, themes I suppose you'd call it.

And what are they?

In Australia we talk about our national identity and national character and people think of the convict heritage, the outback, mateship etc, but I think Australia is the place it is because when we've seen injustice we've fought against it. Australian individuality has expressed itself as freedom to choose not to band ourselves together too strongly in a repressive way. I've tried to get this through as one of the central themes. Each generation has a 16 year old character, and in some ways it's a collection of five short—well, five long!—stories.

Will there be a third book about Dougy and Gracey?

People have said there should be a third book—but to do it properly it's going to take time. When I wrote **Gracey** the first draft took six months—and I wasn't happy. I thought it was facile, and that it didn't do **Dougy** justice. The bones of the story—literally and metaphorically—discovered in **Gracey** were part of the first draft. But I knew the second half wasn't powerful enough, so I took a year doing other things. Then I went back to it and spent another six months writing the present version. If I do a third one, I don't know whether I'd use the first person again. It will be told from Angela's point of view because, if **Dougy** is a violent story of direct hostility and of racial prejudice, then **Gracey** is a search for identity, although I hate using such a cliché. Angela is the classic character caught between two cultures. The story that is to follow should be of someone who is trying to make sense of issues such as what white people owe to black people. How should white people feel about black people? **Gracey** could follow her athletic career, in a Cathy Freeman kind of direction; or she could study Law with an inbuilt instant conflict there between following a sporting career and an academic career.

I have two areas to develop—Angela following **Gracey's** career, and Angela developing into a strong character herself. But I am treading cautiously. It would be a terrible thing to write a third book that was just dreadful. I think if I've mapped out the story and maybe a chapter or two by the end of the year, then when I go back to work next year, I'll just work my way through it. It may take a couple of years.

The awards you've won—The Family Awards, and The Children's Book Council Awards—what difference have they made to you?

I was at UQP (University of Queensland Press) the other day and saw the computer printout of sales. **Dougy** had sold 3,000 copies before the shortlist was announced, and it's sold over 10,000 now, and I expect this to increase because of **Dougy** being named an honour book. Kerry Neary, the Queensland judge for the awards, described it as the most popular book of those in the older reader category.

I had no feedback from writing **Crossfire** until now when people have read **Dougy**, they say what else has this guy written? But I did receive letters from people virtually straight away when I wrote **Dougy**. The thing about those awards is that they boost your self-confidence on days when you think you can't do it any more.

The Family Awards are for presenting growth enhancing solutions to family problems—Issues—do they play a large part in your novels?

I'm a little worried that people think that I just take an issue and write about it. I probably went a little bit close with **Crossfire**, because I have a definite dislike of that macho male world of beer cans and rifles. When I was out west I saw this world and it stayed with me. The Aboriginal issue came out of the same period of my life—I was pretty careful with it, and am not going to write about it again till I get around to the third book about **Dougy** and **Gracey**. By no means do I have any special qualifications to write about it.

You present a bleak picture of the Aboriginal situation.

A friend of mine who is a reviewer read **Dougy**, really liked it, then read **Gracey** and thought it too bleak and too dark, and didn't like it at all. But I'm glad people would think

that it's a dark picture, because I would defend the picture pretty strongly, because I think that is just what country towns are like. There is a great deal of hostility just below the surface. When Aborigines seem to get something for nothing, there is enormous bitterness from white people and yet they will not see their own ingrained prejudice against Aboriginal people. When you come from a liberal education, it's really quite a shock to run up against this prejudice and hear local people talking in a certain way. There was too much idealistic theory at college, and practice really brought me down to earth.

The anger exploding in Dougy was really frightening, and I thought it a little puzzling how everyone involved in the siege chose to forget about it.

Well, I have to tell you that on my part that was a bit of a copout! How else could I end it? Once **Gracey** was saved, and **Dougy** had proved himself, I just had to end the story. There were all sorts of loose ends, like what was going to happen to Kendall's body, and all the people who knew precisely what had happened.

Perhaps they kept quiet because they were ashamed of themselves?

Well, that was the way I tried to do it, but in reality it would be the biggest news story in the country and the tabloids would have had it for dinner. But I couldn't go on, the story had to finish quickly. At that stage I had no idea I would write a sequel.

Why do you write for adolescents, specially when you mainly deal with primary children?

Well, I wrote **Crossfire** first, and I had 12 year old boys in mind. In Queensland, Year 7 is part of primary school and I was finding it very difficult as a primary teacher-librarian to find material that was suitable for 12 year olds, particularly boys. The CBC awards used to be divided into only two categories—older readers and picture books—so that books for older readers tended to be aimed at quite a lot older readers. But you'd still get occasional books for 12 year olds amongst them. Then when the Children's Book Council split the awards into Older readers, Younger readers and Picture books, the market became primary and secondary, which is I suppose what they had in mind. If you're writing a

book, and you know that sales are going to increase if you get shortlisted, you're going to write a more sophisticated book for the 15, 16, 17 year olds, like **Looking for Alibrandi**. But if you're writing for the younger award, then you're going to get your age target down at about 10 and 11 at the most. I felt that 12 year olds, particularly boys, were missing out. So I wrote **Crossfire** thinking I was telling the story to a twelve year old boy like the ones in my school. They tell me that writers tend to write for an audience a little bit older each time, and so I've gradually gone up the scale. But I've written one for the *UQP Story Bridge* series which is aimed at that sort of middle level—between primary and secondary. This is called **Swashbuckler** and I think it's a pretty good story. It's about two boys both of whom have problems with their fathers—one of the boys' fathers is dying of cancer and he's angry about it, denying it, behaving weirdly as a result. The other boy, who is the narrator, has his father involved in gambling, and this has affected the family. He's really angry with his father too. The story has each of them dealing with their anger but it's a fun read, believe it or not!

How do you get such natural dialogue?

Well, I know the ways boys talk, I listen to them in the schoolyard. They have different vocabularies—they talk in a certain way to their teachers, when they talk to their mates they talk in another way, and if it's a sporting conversation, there are certain ways of speaking. I can still remember the way people spoke out west. I can still hear people speaking. I don't know, maybe I carry it in my head. I just think well how would he say this, and away I go. I am not so sure of my female characters, and the naturalness of their speech—when I was a sixteen or seventeen year old boy I didn't understand sixteen and seventeen year old girls, and now that I'm 40, I still don't and so I'm a little wary!

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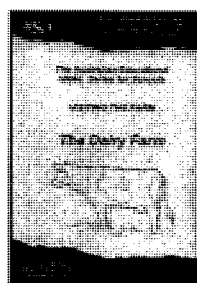


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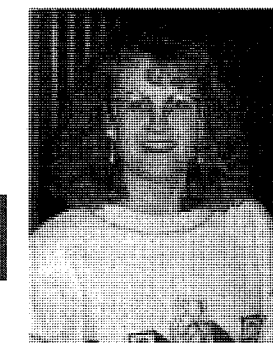
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*Kerry Wellham is teacher-librarian
at Wallsend Primary School.
She writes here of*



THE INFORMATION NEEDS OF THE SPECIALIST TEACHER

It is the role of the school library, under the guidance of the teacher-librarian, to enhance teaching and students' learning within the total program of the school. Ensuring that this enhancement occurs requires the identification of, and catering for, the information needs of all staff and students within each particular school. However, once the general school population has been assessed and catered for, the needs of specialist teachers and their classes are often missed, dismissed or ignored. Wallsend Primary School includes an IM (Intellectually Moderate) class that has recently received state-wide recognition for its integration and welfare. A close association exists between the teacher-librarian and the class teacher, whose information needs are very specific and often very different from those of her teaching colleagues.

The Department of School Education has clearly documented the need for the school library to cater for the information needs of all students and teachers. It has acknowledged in **Education of students with learning difficulties from pre-school to Year 12** that students with learning difficulties, like all students, need to learn at a pace and in a style which is both appropriate and challenging for them. **Excellence and equity** states that one of the "purposes of schooling" is "to promote equality of educational opportunities, and to provide

for groups with special learning requirements". To allow all students and teachers to adapt to the demands of the future, one of the objectives of the Department's **Education 2000** is "to ensure equality of educational opportunities and to provide for groups with special teaching and learning requirements".

The Board of Studies issues appropriate curriculum guidelines and support material for children with moderate and mild intellectual disabilities.

However, there seems to be little documentation and guidance on how to identify specific information needs, how to assess their importance and how to cater for them. Therefore it is essential that the teacher-librarian does not ignore or presume to know the needs of the IM teacher and her class. They must work together to ensure quality education for all IM students.

The task—assessing the needs

In addressing the needs of the IM teacher and her class at Wallsend Primary School, it was essential to understand the diverse needs of each child and to enlist the support of the Support Teacher Learning Difficulties in diagnosing specific characteristics, problems and learning difficulties within the class. The class teacher was already aware that her information needs were extremely diverse.

The IM teacher's needs were identified as follows:

- information on outside services and support agencies for her children and their families
- information to support the teaching and learning programs within her class
- information to support curriculum development within her class, and
- information of, and through, professional readings and inservicing to help build up her confidence and to inform her of educational trends and developments in dealing with IM students.

Priorities determined

We recognised that by attending directly to the information needs specific to the teacher herself we would indirectly be catering for the needs of her children. "By enabling teachers to act as researchers, (the teacher-librarian can) provide them with the power over learning and over the matter of learning (information) that is required before they can model this to their students." (Dillon, Henri and Freeman).

Action

First priority was given to catering for information relating to the **professional development needs** of the IM teacher. As with other staff, this teacher needed information on the current trends in education, but specific attention needed to be given to trends in special education. She was introduced to **InformEd** the current awareness publication from the Department of School Education Library. Here we located new books, journal articles and videos that showed possibilities of supporting her professional needs. As online searches are at present unavailable at our school, we decided to register as borrowers with the Department's library which also gave us access through Unilink to other professional libraries throughout our state. We examined our serials and photocopied the title page from each issue in case relevant articles could be identified. (This service was, of course, offered to all staff.) Relevant inservice courses were identified through current publications pertinent to special education. As different learning styles had been perceived as a priority by this teacher, courses to support these were identified. Inservicing of staff on the

specific needs of students with learning difficulties, identifying these students, and procedures for their integration are future areas of professional development for the IM teacher. Her information needs in this area will always need to be assessed and addressed.

The second priority of the IM teacher and the parents of the children within her class was **information on outside services and resources** that may help in the education and support of their children. Again **InformEd** was used to discover articles that could be of use to help understand some of the problems met by these students. (A specific literature search on Attention Deficit Disorder students was even initiated as this was specific to children who are possible candidates for the I. M. class in future years). This information could be used to help students at home as well as school. Through the use of the phone book, journals, publications and contact with the school counsellor and the Department, we are compiling a directory of outside agencies to help support parents and teachers of children with special needs.

Information needs on curriculum implementation and support were then addressed. We used NCIN to identify and locate possible support documents that could be relevant to teaching and learning at Wallsend Primary School. We looked specifically for those which indicated they included support for students with learning difficulties. We now need to ensure that all curricula and policies written for Wallsend Primary School reveal an awareness of the specific needs of the IM children, and include methodologies for implementing these curricula.

Support for the teaching and learning program in the IM class followed. Flexibility in the library timetable allowed lessons to be scheduled when it suited the class. The IM teacher and I carefully planned lessons around available resources, relating them directly to the content areas being taught in the class at other times, with tasks that were meaningful and catered for the level of each student, encouraging the use of the library. We ensured that the school's library and information skills policies catered for these students and recognised their specific needs. Hands-on experience of the

OASIS Library system was encouraged and children were given the opportunity to share their achievements with the rest of the school. Resources had to be created or modified when specific resources were needed and none were commercially available. Reasonable physical access to the library occurred when the whole class was moved to the same building as the library. To encourage recreational reading and associated activities, students were given extra help in selecting resources for use at home. The library selection policy was revised and suitable resources were purchased for use by members of the IM class, most of whom have a reading level well below their chronological age. Some of these included resources with large print, high interest, low ability resources that would not insult the older students. Booksellers who cater specifically for special education were identified (through publications and the Yellow Pages). Clear signs indicating the various sections of the library have assisted children in becoming independent users.

The future

Catering for the needs of the IM teacher, and ultimately her students, is however a cyclical process. Needs must be continually identified and assessed. While the IM teacher is now more readily able to identify and cater for her own needs, the teacher-librarian is still an essential catalyst in this process. Supporting the information needs of other specialist teachers would be the next step.

Wallsend Primary School needs to introduce online services directly to its staff to allow immediate access to current documents and information. The rapid explosion of knowledge means there will be an increasing need to keep up-to-date. The library must continue to cater for the information needs of all its users. "When we ... start expecting the institution to accommodate its users, we (begin) ... providing equal access for all library users." (Klipisch)

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SCIS REVIEWING PANEL

The Department of School Education contributes cataloguing and review information for materials appropriate to New South Wales school programs to the SCIS (School Cataloguing and Information Services) database. Since 1992 reviews have been provided by a panel of reviewers from across the state with expertise in Key Learning Areas and/or across curriculum perspectives. Members of the panel are provided with relevant materials for review in the area of their expertise. Remuneration is at \$25 for each review, \$40 for a series, and \$50 for a CD-ROM known to the reviewer and used in the school. Teaching staff who would like to be considered for inclusion on an eligibility list, should the current panel be expanded, are invited to submit a written expression of interest. Members of the current panel do not need to reapply.

The criteria for selection will be: demonstrated curriculum expertise; relevant teaching experience; excellent writing skills; and demonstrated ability to meet deadlines.

Closing date for expression of interest

Agenda '96 is Friday 30th June. disregard

Applications addressing each of the selection criteria should be sent to:

Ms Maggie Roche just se
SCIS Review Coordinator to SC
Private Bag 3 (3a Smalls Road), Review
RYDE 2112 Co ord

Years 10 & 11 information retrieval skills program



Annette Benson is teacher-librarian at The Central Coast Grammar School.

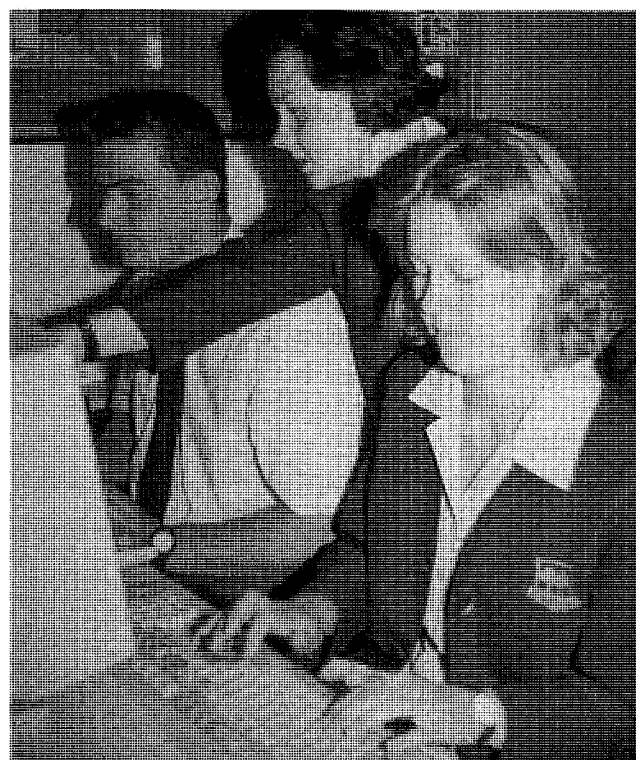
The Central Coast Grammar School (CCGS) was established in 1985 and caters for co-educational classes from Kindergarten to Year 12, with about 950 students.

The following program originated from the emphasis placed on the use of journal sources for senior research work and from discussions between the head of history and the teacher-librarian about the information needs and research skills required of Year 10 students. At CCGS, history is compulsory in Years 9 and 10. The teacher-librarian's objective when planning this program was to improve the information skills of all Year 10 students before they entered

Year 11, and to teach these information skills in a curriculum context. The objective for the head of history initially was that history students would do a major research assignment over two terms. As history is a subject which lends itself to learning research skills and as all Year 10 students have to do history, it seemed a perfect solution to both our needs.

To run the program, in Terms 2 and 3, the three Year 10 history classes (30 students in each class) are booked into the resource centre at the beginning of the year. During Term 2, I take students, in groups of six, to the OPACs. (We have eleven OPACs, and we use six for this group—the five that the tuition group do not use are left for the rest of the class to use for searching). I take them through a catalogue search (we use Prolib) and a CD-ROM search (we have **Austguide**; **Austrom**; **Austlit** and **Sage** across the network). Next I introduce them to our on-line databases—we have access to NEXUS, Keylink, Powernet, Presscom and the Internet—by demonstrating either AAP or Presscom. While I am working with the small groups, the rest of the class working with the history teacher, is using the resource centre for their research. Students are also shown electronic encyclopaedias. Many of our Year 10's know most of these processes, but we have found it a valuable exercise because it:

- helps students become confident in using electronic databases
- ensures ALL students have hands-on experience with information technology
- encourages students to consult the teacher-librarian on a regular basis as the need arises



Searching online at CCGS.

- ensures that when Year 10 classes are booked into the resource centre researching other subjects, the students have the skills they need, with only minimal assistance from the teacher-librarian.

I also talk to each class, as a whole, on search strategies, on the importance of context mapping the subject before beginning to search, and on the importance of logging the course of the search. This log forms an integral part of the assignment and is marked with it. The log has to include the title of the research, dates of research, what specific indexes were used and what terms were used for research, what resources they have consulted etc. We emphasise that full citations should be included in the logs, to make it easier to compile the final bibliography.

We find that it usually takes about one term to cover all the classes' hands-on searching tuition. Although I usually cover the skills referred to in one lesson per group, sometimes a little longer is required and the group will be recalled next research lesson. As we sometimes lose lessons because of other school activities, I keep a roll of students for each class and record when students have completed their research skills.

Year 10 classes are also booked in to visit the local library at the beginning of Term 2. It is closed on a Wednesday morning for administrative and maintenance work and this provides an excellent time for our students to be given the run of the library without inconveniencing the public. The students meet the teaching staff and one member of the school library staff at the local library at 9am, rolls are taken and the students are put into their four house groups. The local library staff then lead each group, with an accompanying teacher to supervise behaviour. One group is taken through research skills with the reference librarian; one group goes to the local history section and learns how to use the newspaper and fiche reader-printers; one group is shown how to use the on-line catalogue and journal indexes and one group has time for personal research. The groups circulate between the four activities, with about 45 minutes per activity. The students are invited to become members of the public library, if they are not members already.

In the first few years of this program, Year 10 was also taken to visit the State Library in



Students at the Central Coast Grammar School using the serial collection.

Sydney. However, it became obvious that although this was a very valuable excursion, we had two major problems. The first was that the State Library Education Centre staff could not adequately cope with such a large number of students, because the library was open to the public at the same time. The second was that we had increasing difficulty fitting the trip into our timetable, as it took all day. We decided to reschedule the visit to take place in Year 11 to coincide with a major Year 11 history assignment, as well as the commencement of the society and culture students' personal interest project. This limited the number of students we take to the State Library to under 50. They are divided into 2 groups. While the first group has an introduction to the State Library, the second group visits a university library to do personal research. Both teacher-librarians from the school accompany the teachers and students one going with each group. At the university library, the teacher-librarian stays at the catalogues and computer indexes, as this seems to be where the students need the most help.

We have found that students benefit greatly from this information and research skills program throughout the rest of their time at school. Many students return to both the local library and the State library in their own time after these visits, as they have discovered the wealth of information housed in these collections and have also learned that these institutions are accessible to them.

By opening these doors for our students we are demystifying libraries outside their experience, helping them master the information process, equipping them for the information age and giving them the strategies needed for their assignments and research while at school ■

Nadia Johnson is teacher-librarian at Bexley North Primary School. The learning experience she describes here arose from the requirement of the new **K-6 English syllabus** that students understand text types, including procedures. When children in class 4R at the school were asked by their teacher Vivienne Rogers to write a procedure for borrowing a book from the library they revealed more than their ability to competently list the steps involved. An analysis of the students' procedures with some comment on their approach and attitude to library borrowing follows. These may be of interest to teacher-librarians and classroom teachers as they seek to help students develop information skills.

First you go to the library...



This task was chosen because every child had experienced the borrowing process. We are all proud of our collection and the interest that children have in reading and enjoying books. For a school with almost 400 children the number of resources borrowed each week is in excess of 1,200.

So it was with interest that I perused the work Vivienne Rogers had done with her class. Vivienne and I gained some very interesting insights into the perceptions of children. Expecting to see pages of quite similar steps (after all, the same borrowing procedure is carried out for all library users), we were amazed to see such diversity and were delighted with the unintentional humour.

Who would describe opening the book to the barcode as "exposing" the barcode!!

Incidentally, after some debate we have now decided to allow the barcodes to go "naked" and "expose" themselves on the back cover of newly processed books. This eliminates the time consuming necessity of opening books to wandle the barcodes. Great for stock-take as well!

The following are some quotes from the children's procedures, grouped under general headings, with relevant comments.

Getting there

- Ask someone to direct you to the library.
- Go to the right for a non-fiction or go to the left for fiction.
- Walk into the library quietly.
- First you go to the library.
- Go left ...
- Go right ...

Most children assumed the borrower was already in the library and didn't need directions to find the building. No one mentioned the location aids provided on shelving. Although the children showed they knew about the different sections, perhaps they felt that a new borrower would not understand the signs. As teacher-librarian I will need to investigate this further.

Search strategies (information skills)

- Use the enquiry terminal. (Library users have access to three terminals in the library.)
- If you want a book on animals you'd go to the non-fiction shelf. Before you go to the shelf you would go to the enquiry terminal.
- Type the subject and scan through the list displayed on the screen.

OASIS Library circulation has been operating for almost three years so the children are quite used to using the database to help them with locating and selecting resources. All children are encouraged to use the enquiry terminals and searches are mainly carried out by title, author, subject and series. A series search is very popular as many children are keen to read, say, all the *Cartwheels* or *Banana* books. The database has also been tailored so that children (or staff) can search in Keywords for *Beginner* or *Developing* or *Independent* readers, and many other locally created terms.

Selection

- Select a suitable book that you can read.
- Find a book, look at the back and read it. See if you like it.
- If you are a good reader turn to the left and go to the back. (This is the senior fiction section of the library.)
- Look for a book that is perfect for you.
- Find an appropriate (sic) book.

Some children did attempt to mention selecting appropriate reading material. During a class borrowing session, the classroom teacher and teacher-librarian are constantly training children to determine for themselves which books are appropriate for their level of reading. Even kindergarten children are able to choose books from the whole collection.

Of course we do not stop children from borrowing more challenging books to be read to them or books that are the latest fad, or are simply appealing; we see the need to promote books for enjoyment as well. Selecting books after considering the format, size and type of text, illustrations, content/index/glossary, blurb etc, is a skill necessary for all children if they are to become proficient information users.

Borrowing

- Ask the librarian nicely if you may have your card.
- The librarian will mark the barcode with a special pen.
- Open your book at the barcode.



Vivienne Roger, Bexley North Public School.

- Expose the barcode.
- Give your card and the books to the librarian and she/he will fix it all up for you.

The laminated borrower cards are kept in the library and distributed when needed. All staff are involved with wanding returns and loans to speed up the process of charging and discharging books. This also helps to dispel any fears the staff may have of the OASIS Library system. With supervision, children are also given the "thrill" of using the "special pen"—a most popular activity. I must use the correct term "barcode reader" more often.

Leaving the library

- Don't forget to put your book in your library bag.
- Put your book in your library bag or start reading it.
- When it is time to go, the card stays in the library and your books go into your library bag.
- ...leave your card behind.
- The card stays in the library so it can stay clean.
- Say thank you to the librarian.
- Walk quietly out of the library.
- Go home and read!

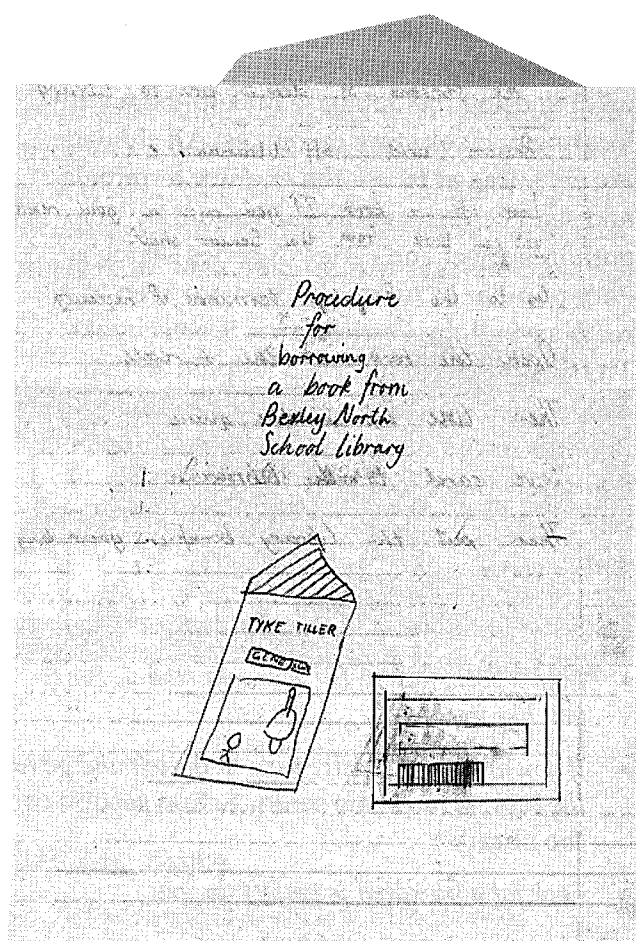
All the subtle and not so subtle requests to bring library bags for borrowed books seem to have left a firm impression as every child made

some reference to putting books into a library bag! It was also gratifying to see the importance children placed on READING once the books were borrowed.

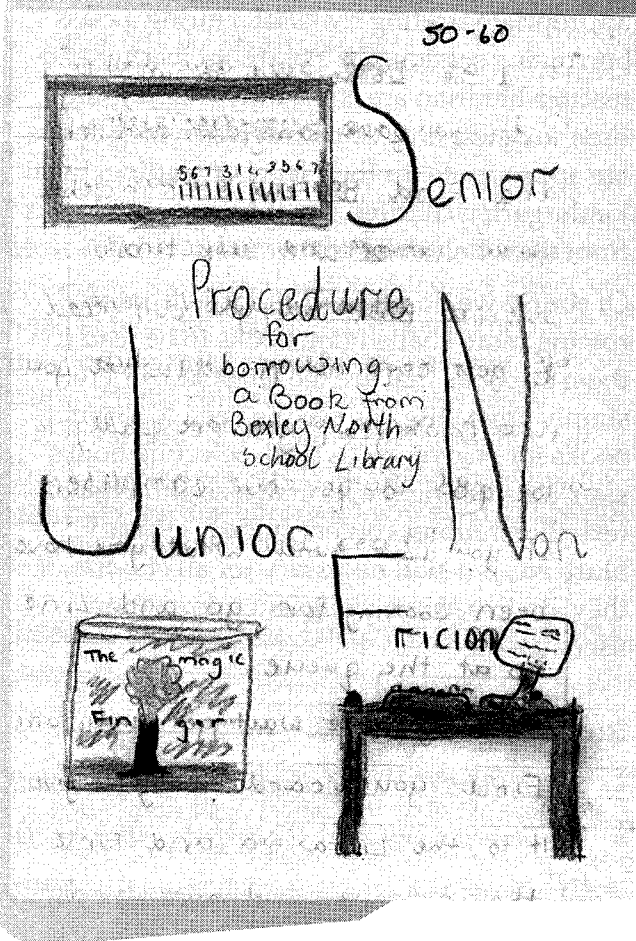
Conclusion

Most encouraging is the fact that the children in class 4R obviously realise that the procedure for borrowing a book from the school library is not just a process of wanding a barcode and taking the book home. More importantly the process involves location and selection skills, an attitude of responsibility towards looking after books and a positive approach to reading.

The children of Bexley North Primary School "ought to be congratulated!" ■



First you go to the library.
Then you go and get your card off the librarian.
You look for some book that you can read.
If you want some animal books you go to the computer and follow the instructions for it.
After you got your books you open them up at the back.
Now you wait in the queue to borrow your book.
When it is your turn you give the book to the person at the counter.
The person puts the name of the book into the computer.
The person keeps the card for next time.
Then you put the books into the library bag.



Statistics for teaching and learning



Above: Neil McLean (second from right) National Co-ordinator, Education services for ABS with colleagues (from left) Reapi Sautu, Marty Halliday and Luci Bombaci.

Australian Bureau of Statistics seeks to meet school requirements.

Neil McLean, National Co-ordinator, Education Services, of the Australian Bureau of Statistics (ABS) writes of ABS services to schools. Demand for statistical material by teachers and students has increased greatly across many areas of the school curriculum over the past decade. ABS is widening its efforts to assist the education sector with its statistical requirements, including improved services for the libraries of educational institutions.

Statpak

Many teacher-librarians in NSW will be familiar with the special ABS schools catalogue Statpak (once known in NSW as Schools update). The catalogue is published at the end of the school year in readiness for the new year. It is sent to teacher-librarians and subject co-ordinators throughout the State.

Statpak introduces teacher-librarians and teachers to a selection of ABS publications and other products that are of direct relevance to the secondary school curriculum. Orders placed through the catalogue attract a thirty per cent discount on nearly all items. Many teacher-librarians find they are better able to meet teacher and student needs for statistical information by purchasing ABS material this way.

For example, the Statpak-listed publication **Census characteristics of New South Wales** contains many 1991 census tables for Sydney and the state on topics such as age, language, birthplace, religion, education, income and labour force. The publication, available for schools at \$24.50, has proved very useful for

class preparation and completion of work assignments in subjects such as economics, geography, Aboriginal studies, society and culture, mathematics in society and mathematics in practice.

Some twenty ABS products are presented in the **Statpak** catalogue this year. A full ABS catalogue of publications and products is also available.

Library extension program (LEP)

A wide selection of ABS material is supplied to over thirty municipal libraries in the Sydney metropolitan area and over forty in regional NSW under the LEP. Students and teachers are amongst the major users of the LEP.

A recommended strategy for getting the most from the LEP is to consult the **ABS Catalogue of publications** at the school library. Next, use the **ABS Catalogue's** subject index to find the name and catalogue number of the ABS publication that provides the required information, and then ring the local library.

ABS electronic services

A growing amount of ABS output is now available in electronic forms, such as floppy disk and CD-ROM. One of the CD-ROM products is the 1995 edition of the **Australian year book**, which provides quite comprehensive statistical coverage of most aspects of Australia's social and economic conditions.

The ABS is seeking to widen the range of CD-ROM (and other electronic products) available for school use. Research done recently by ABS in Australian secondary schools indicates that around 85 per cent of students are making use of electronic data at some stage in their studies. Around 60 per cent of secondary school students have access to some CD-ROM products, quite often through their school libraries. While there is some unevenness in distribution of electronic facilities, by school type and by geographic region, it is expected that within the next five years most secondary school students will be drawing regularly on computer-based study materials, including statistics.

A frequently expressed need is for an ABS electronic product which will provide easy access to a range of statistical information about social and economic topics. Many teachers are also stressing the need for relevant local (or at least regional) data to assist with class preparation and student work requirements. Concern is also being expressed that the price of educational products provided by ABS should be kept within feasible bounds.

ABS is working currently on providing an electronic database product to schools. This is likely to provide regional data covering issues such as employment, population, industry, land use and resources. The product will be backed up with curriculum support materials which will guide teachers and teacher-librarians in relating the data to study needs. ABS is also paying attention to development of online services for schools, including the Internet. In the not too distant future, it should be feasible for the education sector to access a substantial amount of ABS material via this medium.

Services to primary schools

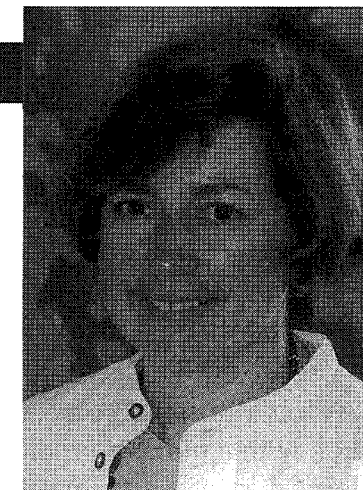
The importance of statistics in the primary school environment is also being recognised by

ABS. One project now underway at ABS is the development of a primary schools kit to coincide with the 1996 Australian Census of Population and Housing. This is a large scale project which will see a kit provided to every Australian primary school early in 1996. The kit will contain material to help young students appreciate the importance of statistical knowledge in our world today. Development work on the kit is now being undertaken in the ABS Melbourne office by Marty Halliday, a senior teacher on placement with the ABS (Ph: (03) 615 7334).

ABS is well aware of the close and practical understanding teacher-librarians have of student and teacher needs and welcomes all suggestions on how it can improve its services to Australia's schools. The NSW ABS education contact is Sundar Siva Ph: (02) 268 4669. The author, Neil McLean can be contacted on Ph: (03) 615 7360. ■



REFLECTIONS ON THE ROLE OF RESEARCH



Jill Buckley is a former Scan editor and current reviewer. She is involved in the School-based Training for Teacher-librarians K-12 course, and lectures in Information Science at the University of Technology, Sydney. In this article, Jill looks at the possibility of research into issues affecting teacher-librarians in their professional practice, and raises questions of how this may be carried out. Reader response will be welcomed.

I have recently heard Ann Irving, Professor of Library and Information Management at the Research Centre of the University of Central Lancashire, talk about teacher-librarianship. What she had to say has set me thinking. Amongst other things she asks:

What do we really know about the student experience? What is it like to be a 7 year old in an information society? What skills does a student need to search a database?

Action research

Irving suggests that teacher-librarians are ideally placed to undertake action research. She suggests that we could develop a structure in which individual teacher-librarians undertook a small part of the research which would lead to a bigger picture.

For example, many of us could find the time to interview one 7 year old about what they understand information to be. Using standardised questions prepared with input and coordination from a university, our combined efforts

could produce a result. Instead of waiting for a university to instigate a large study, we could do a little ourselves. The network of teacher-librarians is such that, given initial support and structure, we could begin to address some of these questions.

What would it be helpful for us to know? What sort of research findings would help refine our teaching practice, give weight to our beliefs and intuitions?

Teacher-librarians in NSW are in a good position to begin such a debate. In Charles Sturt University and the University of Technology we have two sources of advice and coordination for action research. Through *Scan* and *Access* we have a voice for sharing aspects of our work. Using electronic communication and LM_NET, the Internet forum for teacher-librarians, we can access international opinion. With the involvement of our professional associations, we could receive enough funding to set projects up and publicise our efforts.

The Marist Sisters' example

Irving's comments reminded me of my discussion with Celeste McNicholas, (See *Scan* July 1994) a teacher-librarian who is involved in school-based research. The findings from research at her school, Marist Sisters' College in Sydney, are of international significance. They also give teacher-librarians an extremely clear message—that information literacy makes a big positive impact on academic performance. It also has significant effects on students' self esteem.

Here is some positive and unequivocal evidence that demonstrates the importance of information skills. A belief held by teacher-librarians has been given weight and authority. We have proof, Australian, school-based proof—that what we do does matter.

These results have come from an ordinary school, with a number of talented and committed staff members—a situation which is repeated across the state. The input from the University of Technology provided by Ross Todd gave the school the structure, focus and financial resources to get going. The initial results provided the evidence to justify keeping on going. The research is credible and academically valid. So much has been achieved from the partnership between the university and the school.

Possibilities

Undertaking school-based research, on a smaller scale than the project at Marist Sisters', is within our reach. Teacher-librarians are very busy people. I am not advocating extra work for its own sake, rather, small scale yet authoritative research in areas which concern us, and which would benefit our professional standing in our schools.

Ross Todd, writing in the December 1994 newsletter from ALIA's School Libraries Section, suggests the following possible areas for research:

- *how information literacy outcomes can be measured; development of reliable and valid information skills measures so that cumulative*

knowledge can be built up about the impact of information literacy instruction

- *documentation of teaching and learning principles and strategies used to implement information literacy programs; elucidation of principles of instructional design as they pertain to information literacy*
- *longitudinal studies of the impact of integrated information literacy programs on attitudes to schooling, to examine the impact of time and explore transferability of generic information skills*
- *understanding information seeking patterns of students in electronic environments, and how this understanding can inform the development of information literacy programs—the changing face of information literacy within the changing context of information technology*
- *exploring the needs of teachers, particularly for those who were not themselves educated in the context of information literacy*
- *identifying approaches to diagnosing learning needs in relation to information literacy*
- *establishing networks for the accumulation of information about information literacy; the who, what and how of information literacy programs.*

What a list to think about!

Theory and practice

The relationship between theory and practice is one which can seem difficult. As teacher-librarians, we are so busy getting on with the job that there seems little time for anything else. Things need to be practical. Schools are extremely busy and often stressful workplaces in which many decisions are being made every day.

As we reflect on what we are doing, however, we may feel a need for more understanding of the reasons why. For example, as we evaluate the possibilities of information technology for our schools, how useful it would be to have some research which documents the types of thinking skills and information skills students need to successfully search CD-ROM.

We have always been happy to share our innovations. *Scan* has carried many articles which highlight improved library management, for

example, ways of using and improving OASIS. There have also been many articles which document the wonderful educational programs taking place in schools.

What I am suggesting is finding a way to coordinate the support of universities and their graduate and post graduate students of teacher-librarianship with the possible funding and support of our professional associations. If we could make this link, and devise ways to address some research issues which have the potential to assist teacher-librarians in schools, our professionalism would be enhanced.


It is in our direct, practical work with students and teachers that we are making a difference. If we can find a structure which allows us to objectively observe and record the outcomes of our work, without overloading our time and energy, we could assist the flow of information about our role and improve both our practice and our status.

As advocates of lifelong learning, perhaps teacher-librarians can approach research with creativity and energy, as we strive to become reflective practitioners.

References

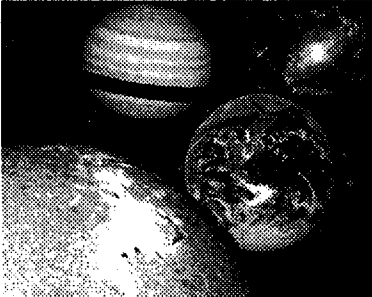
Newsletter, School Libraries Section (NSW Group), Australian Library and Information Association, December 1994

Address by Ann Irving, Professor of Library and Information Management, Centre for Research in Library and Information Management, University of Central Lancashire, December 1994. ■




**NEWEST RELEASES
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COMPUTER AND INFORMATION LITERACY:

two essential skills for life in the 21st century

Teacher-librarian Michelle Ellis writes here of a school-wide computer and information literacy program at Woollooware High School.

In the last two years, Woollooware High School has worked towards increased use of the library and its resources through an emphasis on information literacy within each syllabus area. This goal has seen an upgrading in the number and types of resources available to staff and students. These resources cover all media from books, periodicals, and videos through to computer software, CD-ROM and online services. As well as this emphasis on library and information literacy, our Principal Mr Robert Faram has a very strong commitment to the idea that to be equipped with the skills for the 21st century our students also need to be computer literate. The marriage of information literacy and computer literacy presents a wonderful opportunity for the library and the teacher-librarian, particularly if the library has the best available resources.

As part of a library upgrade, Woollooware High School has networked OASIS Library, CD-ROM and computer software throughout the school beginning with the library, the staff rooms, the careers room and a computer lab, all of which are located in the same block. The library is the central location for the file servers which are the heart of the network, and for a bank of 8 computers running OASIS library, networked CD-ROM and information software. The computer co-ordinator Lena Arena was overseer for the networking project and, while I selected information-based software and CD-ROMs, she selected the resources for the rest of the system.

The networked computer system combined with an upgrade of other resources produced an immediate increase in library usage. The networking to staff rooms has been one of the best decisions we made as it has increased the

confidence of staff particularly those staff who were less familiar with computers. Many of the teachers leapt at the chance to use the combination of books, videos and new technologies to teach both their subject area and information literacy. Usage of the library by whole classes has been up considerably from previous years, the library has been feet deep in students all trying to use the computers at every available time, before school, recess, and lunchtime.

When the network was up and running, our Principal was still not satisfied. He came to the library with the proposition that every subject in every year should have a compulsory computer assignment. He invited me to attend the Head Teachers' meeting to suggest approaches which went beyond word processing, and which used the information components of the new network.

Some subjects of course, such as Design and Technology already had computer components using graphics and design software programs, but there was still a great deal of room for input from the library and the teacher-librarian. Approaches were many and varied; the majority used the facilities of the library and involved cooperative planning, teaching and learning.

OASIS Library has proven to be a marvellous tool in a number of areas, particularly **English** and **history**. A Year 7 local studies topic covering all aspects of life in the Cronulla area between the years 1930-1940 has provided the opportunity to use the Advanced Search facility of OASIS library to *locate* as many resources as possible. The objective is an understanding of the use of Subjects in OASIS and of Boolean search terms **and**, **or** and **not** in locating resources. Students all find large numbers of

resources (up to 250). From a printout of the search results, students are required to cross out those which are obviously wrong and to determine (*select*) what in their search has led to the inclusion of these inappropriate materials. For example, *Australia-History* will produce material from 1770 to the present day. The limits on the number of terminals available with Version 1 of OASIS made this a little difficult with whole classes but we coped by having students on our data entry workstations. Version 2 with its greater networking capacity will make it much easier to repeat this unit.

Visual arts particularly in Years 11 and 12 is also very well served by OASIS Library. The enormous range of stimulus material required by visual arts lends itself to OASIS Advanced Search, and excellent work has been done in coming to an understanding of the ways in which you can use subject headings to *locate* materials. Incidentally, I am looking at ways in which the visual arts process diaries can be used as a model to create information skills process diaries appropriate for all units of work.

With a number of our **English** classes we have combined wide reading units, with review writing, word processing, and database concepts using OASIS Library. Students read fiction from the library, write reviews, and add them to our OASIS records in the Notes section as a word processing exercise. Understanding of databases and how they work is covered through the tagging of keywords (such as *funny*), or the inclusion of subjects from SCIS subject headings and in the tagging of their own name and a Year level so they can later find their own reviews. Assessment requires them to print out their review of a book in OASIS Enquiry. Careful supervision is required because students are in OASIS General Resources.

Students in Years 11 and 12 in almost all subject areas (particularly those doing independent research projects such as PIP) search the CD-ROMs **SAGE** and **AUSTROM** to find summaries of the latest articles in a wide variety of journals. They also search the full text **Sydney Morning Herald CD-ROM**. *Locating* and *selecting* resources using these CD-ROMs require an understanding of Boolean searching concepts,

and of what is meant by the terms **indicators**, **descriptors**, **subjects** and so on. The *defining* stage of the information process comes to the fore, as students very quickly discover, when presented with some 1000 possible articles which they have to limit by further combinations of search terms based on their definition of the topic.

Excellent units have been devised for **social science**. Year 10 has worked on a unit on developing countries, combining OASIS Enquiry for book resources, **Encarta** and **World Book** encyclopedia CD-ROMS, and the **Maps and facts** software program. Each of these resources presents a huge amount of information from which students have to *select* and print out only the most appropriate tables, maps, and graphs (selection of information was encouraged by a charge per page for printing). Finally, using one of a number of word processing or publishing programs students have to *present* at least a cover page although many students word process their whole assignment. Printing can be a problem with the one printer sometimes printing for up to 40 minutes after the completion of a lesson, so that in upgrading our system we will increase the number of printers available to students.

One of the many units devised for Year 7 Science has been about the solar system. A combination of excellent book resources, **Encarta** and **World Book** CD-ROMs, and **Orbits**, a software program, makes this one of the most successful units in which the library has participated. Students have to use each of the resource categories to complete the unit, beginning with advanced searching using OASIS library to *locate* the books. The vast number of resources available to them meant that the *location* and *selection* of the most appropriate information was critical. Navigating through the different programs and CD-ROM has also developed basic computer skills. A final component of the unit requires the students to address the *presentation* of their information in creative ways.

These are only a small selection of the units that have been devised to meet the demand that every subject in every year should have a compulsory computer assignment. All the units developed in cooperation with the teacher-

librarian using the resources of the library were based on the information process and involved the integration of computer and information literacy. CD-ROMs and computer software have been well matched by book and video resources and we have been able to cater to a variety of abilities and learning styles. As well as the improvement in student learning, one of the most pleasing aspects of the whole initiative has been the way in which the compulsory nature of the computer assignment has resulted in a marked increase in the confidence of staff in the use of computers as viable educational tools.

Our aim for 1995 is to expand the range of options by purchasing and integrating more specifically targeted resources, for example,

graphics programs in visual arts. We will also aim for more student use of online services such as NEXUS so that the compulsory computer assignment is an even more potent learning experience for staff and students. Essential to the success of the initiative has been the co-operation between the computer co-ordinator, Lena Arena, and myself as teacher-librarian. Lena has provided support in terms of resource selection, and ongoing professional development of staff in relation to new software and hardware. Of equal importance is the co-operative planning and teaching between the teaching staff and me. New technologies at Woolooware High School have increased the use of the library and made the information literacy program even more relevant. ■

PLANNING YOUR TECHNOLOGY NEEDS

*Gail Henley is OASIS Support Officer for Metropolitan West region. At the School Library Association of New South Wales conference at Panthers Resort at Penrith, Gail was a speaker on **Libraries: technology and learning**. The following is a summary and update of part of her address. The next *Scan* will carry the second part of this address, in which Gail looks more closely at how to go about setting up a school network using Novell 3.12 and OASIS Version 2.*

Now that OASIS Version 2 has arrived in all schools with more than 300 students and is currently being installed in those schools below 300, teacher-librarians are asking, where do we go from here? If your school has selected the option for Novell 3.12, then the possibilities are endless.

As professional people, we should all be aware that the library in a school should reflect the most relevant use of information technology. Fortunately this does not mean that we have to know everything but it does mean that it is up to us to be aware of what is available and what can be done. For the teacher-librarian with lim-

ited knowledge of information technology, this may seem like a bewildering minefield. How can we ensure that our students are not going to be disadvantaged by our lack of knowledge?

Plan what you would like to have in the library. **Be visionary.** Don't feel it is not possible because of financial or time constraints. You may find, as many other visionary teacher-librarian planners have found, that it is possible to have what you want. Have a 3 or 5 year plan. Find out costs of hardware from a variety of suppliers and what their recommendations are for your needs. At this early planning stage you can learn a lot from their experience.

Within your grand plan there are some essential considerations:

- What sort of cabling will be required? Consider UTP rather than the thin ethernet cable that you are probably using now. Consult a professional cabler for information about your requirements whether you are cabling the library or the entire school.
- Don't be tempted to cut corners and use cast off hardware. Someone else's leftovers are not usually a bargain. Why are they getting rid of the workstations? Usually because they are out of date, slow and there is something better.
- Consider software options in relation to the programs at your particular school. What may be absolutely wonderful for your colleague at the school across the way may not necessarily suit the students and the activities at your school.

If you are not familiar with all the technology terms you hear bandied around, ask for explanations. What is CD-ROM? What does multimedia mean? How will this resource benefit student learning in my school?

Consider how all these items will be used. Don't be tempted to buy what is "cute". Sometimes a book will fulfil student needs rather than a whizz bang piece of software.

What of the future? Information technology continually changes and improves. The library needs to be able to adapt to changing technology. This may mean re-arranging the space to accommodate computer terminals; adapting a flexible timetable so that the library is available when required; and putting aside part of the budget for further upgrades of hardware.

The library in a school should reflect the most relevant use of information technology. New technology is certainly allowing us to obtain information and to process, store and retrieve it as many times and from as many sources as we like. However, this does not mean that students have the skills to define, locate, select, organise and present information within the new technologies.

Information skills to learn and practise in this technological age are, for example:

- skimming and scanning

- reading instructions on a screen (yes, it does help if you read the instructions!)
- selecting suitable sources of information
- distinguishing between relevant and irrelevant information
- judging validity of information
- reading critically
- selecting the main idea.

Technical skills, such as using a keyboard and mouse, may also have to be developed.

Students will learn how computer based information is created, stored and accessed. They are probably already familiar with OPACs (online public access catalogues) because they are your enquiry terminals. Even quite young students will understand the navigation of data bases from their experience with the enquiry terminal.

Students who practise search techniques learn to be precise in their terms. They practise using **and** between keywords to include all search criteria and to narrow down their search. They use **or** to widen their search and **not** to exclude all unnecessary criteria.

Benefits that flow from this include learning how to define, that it is normal to have false starts and how to get out of blind alleys. Students learn not to give up, to explore new ideas, to develop a sense of purpose and to think logically.

The information age presupposes that teacher-librarians will have technical skills (as well as our more traditional expertise in teaching information skills, promoting literature and managing our libraries) in order that we may provide the most current knowledge for our students. Remember, don't be afraid to ask questions. Everyone has to start somewhere and the beginning is probably the best place. You don't have to know everything—just where to find out!!

Back to that vision! Does it include networking all the classrooms or staffrooms so that people in those locations can check for available resources? Are you planning to have a CD-ROM network which can be accessed from various places around the school? Visit other schools and talk to other teacher-librarians who have already networked their schools. You can learn a lot from their experiences. ■

AAP Reuters at Chatswood High

Can Lo is a student at Chatswood High School. The following is the text of a speech he made at the launch of AAP Reuters Economic Service at his school.

What is AAP Reuters Economic Service Screen? It is a PC terminal connected to the database of the world's largest electronic information reader, Reuters, which provides accurate, comprehensive and up-to-the-minute financial information.

I am extremely proud to tell you that Chatswood High School is the first school in NSW to equip such a facility on behalf of its students. We have access to one of AAP Reuters' products, called **AAP market quote**, commonly known as the AMQ. This terminal is available to any interested students and is situated in our school library.

AMQ runs under MS-Windows. It is easy to use and very user-friendly. It offers realtime national and international news, accurate live information on the stock exchange, the futures exchange and the foreign exchange. It also offers a variety of economic indicators such as balance of payments, interest rates and labour market outcomes are available. These data are automatically updated every minute.

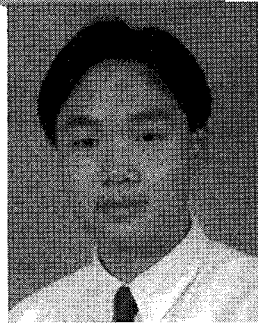
It doesn't sound very exciting. However, you'll appreciate how powerful AMQ is if you have some comparisons. For example, the banks have only a fixed exchange rate for the Australian dollar each morning, but the one in AMQ fluctuates every minute according to the world market. A second example is that AMQ updates its news report a number of times per minute, giving you the absolutely freshest news happening in the world.

Moreover, the graphic package of AMQ enables you to study the historical movement of shares, currencies and other economic indicators. It even allows you to investigate the correlation between two or more such items by putting a number of different graphs in the same chart.

The functions of AMQ are powerful, professional and high-tech! They are extremely valuable for students who are interested in the current economic and business environment. Currently, the majority of AMQ users in our school are Year 11 and Year 12 students who do economics and business studies. However, they will be more than happy to assist any other interested students in utilising the AMQ.

I was deeply impressed by AMQ, but even more astonished after my work experience with AAP Reuters. I had worked with its account managers and visited some of their clients. They are the financial dealers of the Bank of America, and the brokers of Australian Stock Exchanges and Foreign Exchanges. I realized that their clients, and indeed more than 80% of all the professional people working in the Australian financial sector, rely on AAP Reuters' products such as the AMQ to do their jobs. And we, the students of Chatswood High School, can be the first lot of high school students in NSW to enjoy the very same privilege. It makes me reappraise and appreciate what our school gives us in assisting our study and development.

AMQ is one of the Chatswood High School's responses to the advancing technologies in our society. It provides tremendous benefits to our study and increases our awareness of the economy with the latest technology. You'll never know how wonderful it is if you don't try it yourself. I hope that you can make the most out of it as I do. Maybe you can start by paying a visit to the terminal in the library at lunch time to read off any interesting news of today to tell your friends and parents, before this news has even been announced on TV. ■



CD-ROM REVIEWS

○ The Down under collection.

New Horizons, Armidale, NSW. 1994

ISBN 1875742395

[006.6]

This single CD-ROM contains the 1500+ black and white graphics from the original **Down under** collection that came out in 1993 on 36 disks. The images are created with extensive Australian content and they are digitised for computer use. The CD-ROM version's graphics give users the option of four formats of each graphic. Images can now be enlarged without any decrease in quality.

The graphics are categorised into 58 subject areas and a booklet showing every graphic is included. The graphics range from simple line art to highly detailed images.

Software requirements

Macintosh: The collection is not designed to be used as a stand alone and must be used in conjunction with a program which can load LZW compressed Tiff, Pict or MacPaint files. Programs capable of importing or opening the graphics files include PageMaker, MacPaint, ClarisWorks, MS Works, The Writing Centre, MS Word V5 or later, WordPerfect etc. However it would be prudent to check the manual of the program you intend to run.

Extra benefits are available by using the Kudo Image Browser which is a feature of the CD-ROM. If your application software matches that supported by Kudo, you will be able to preview the images on the screen before selecting them.

Program controls

The comprehensive on screen information includes sections on: installing the program; its use with various programs; resizing of images; placement of graphics; which format of image to use for intended outcome (the user has the choice of MacPaint, Pict 300, Pict 600 or Tiff 600); printers; and copyright.

Content

This extensive collection of graphics has significant Australian content. The graphics are loosely grouped into subject areas including: architecture; Australian exploration; Australian maps; Australian landmarks; caricatures; community services; economics; extinct creatures; famous Australian women; near neighbours; government and law; frames and borders; religion; science; science equipment; technology and communication; maths; transport; and weather.

Overall evaluation

The **Down under** collection is convenient to use now it is on a single CD-ROM. Once the intricacies of the particular program you are running it with are mastered it is quite easy to operate. It must be remembered that the quality of the images depends to a great degree on the quality of the printer used. The high proportion of Australian subject matter ensures that this collection of images is extremely useful and highly relevant for schools. N. Paull, J. Preston

LEV: Lower primary Middle secondary
 AVAIL: \$249.95 Tel (067) 71 1055 Fax (067) 71 1050
 KLA: Some application to all KLAs SCIS 826032

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

○ Australia through time.

Random House Australia, 1994

ISBN 009183046X

[1994]

Australian history is brought alive through this creative reference program which uses a unique newspaper format along with plenty of old and new newsreel and video footage to make it a true multimedia experience.

Minimum requirements

Windows 3.1; MPC compliant PC; 386; 4MB RAM; 2MB hard disk space. Installation was a problem due to a driver incompatibility and technical support had to talk me through it. This is apparently a common problem.

Scope and content

The program looks at Australian history from 1868 to 1993. Although the content is broad in scope, not all articles are dealt with in great depth, though some aspects are very well summarized. Throughout the program there are references for various articles showing that the information has been well-sourced.

Navigability

The program commences with **On this day**, continuing to the menu. Unfortunately if **Cinema** is selected, a second CD-ROM must be inserted. This disk-swapping can be quite a nuisance, and would particularly be so in a school situation, especially as the second disk contains video clips etc. already found on the first disk plus only about twenty extra. When any of the other topics are selected, the headings remain at the bottom of the screen for easy access. Access, however, is incredibly slow. There are also buttons for *Go back*, *Topics seen*, *Notes*, *Print* (text), *Copy* (text), *Help* and *Quit*.

Arrangement

Time tunnel is a quick way of finding and accessing a particular year through the use of a sliding lever.

Headlines presents about twenty articles for the year, which can be expanded to present a more detailed account. Buttons down the side offer further discovery: **At a glance** showing happenings on certain days; **Fact file** giving details under topics such as science & technology, disasters, the arts and government; **Your history** allowing information to be added, and **Quotes of the year**.

Also on the screen is a collage of events of the year, plus an *Odd spot* containing some interesting trivia for that year. Although there are no hot keys available, if an article is accompanied by a video or sound, a symbol provides access. Apart from that there is no other interactivity.

Statistics contains graphs and maps on population and resources. Particularly interesting are effects showing population growth.

Cinema (from disk two) takes you to an attractive-looking theatre graphic where videos can be selected and played on a small screen. The quality and level of interest of these videos varies with some being jerky and off-centre, but the old-fashioned newsreels are quite fascinating, giving a unique feel for the particular era. Some can be shown at nearly full screen, but the quality then is very poor.

Search allows searching by format; video, sound or headline. However, this facility could be improved as the cross-referencing is not very comprehensive and when a particular topic is selected it often has to be found by sifting through pages for that year.

Bookshelf gives a brief look at changes in the areas of transport, communication, the land, housing, women's fashion and advertising. Transport and women's fashion are particularly interesting as they contain some great morphing sequences (computer-generated changes where one image is smoothly and gradually transformed into another).

Overall evaluation

Although I would like to recommend this program as its Australian content, scope and overall presentation would be a great asset in schools, this particular version contains too many technical problems, including installation, incredible slowness and the program crashing when *Quit* is selected from the main menu.

The supplier has informed us that an updated version, with these problems fixed, will be released in May. It will be in Macintosh /Windows format and will contain some extra options such as the ability to disable **Your history** if this is a problem. This version can be updated for a small fee. J. Eade

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$175 Random House Australia

KLA: HSIE; ST; Science; English

○ Parlidex :

an interactive database on responsible government.

NSW Government, 1994 (5 disks (3.5") 1 booklet) ISBN 0731002784

[320.9944]

This computer database is aimed at helping students and community members understand the function and role of parliament, government and the legal system. It is a joint venture of the NSW Parliament, Land Information Centre and the Government Information Centre. Parlidex is useful for civics education, the business community, upper primary students, lower secondary history students and Years 11 & 12 legal studies students.

Minimum hardware requirements

Macintosh: 7.0; 4MB RAM; 11MB hard disk space; greyscale or colour monitor. Windows version and update are planned for July.

Contents and arrangement

Government covers the development and structure of responsible government in NSW.

NSW Parliament looks at the functioning of parliament, with such features as floor plans of the Legislative Assembly and Council. Click-on sections give information on who sits in that particular part of the chamber.

Electorates allows the user to identify an electorate from maps of electoral districts, access a list of all schools in the electorate, and consider the most recent election results.

Members provides photos and information on all NSW members, accessible from menu choices or from clicking on the the map. **Ministries** contains information traditionally available in the NSW Government directory, and can be searched by Minister, Department, Legislation, or subsets such as Statutory Bodies and Associated Organisations.

Judicial system gives the legal basis of the judicial system in NSW.

Taking action provides information about the ways that individuals can become involved in the process of responsible government.

Teaching notes accompany the package for Years 5-6, 7-10 and 11-12. These are not accessible within **Parlidex** itself but through the icons on the hard disk. The information is direct and

uncomplicated. However it is possibly too difficult for younger students, and too simple for the needs of Year 11 & 12 students. There are very few colour graphics (mostly behind the chapter headings themselves) with some interactive floor plans available. There is no sound.

Navigability and searching

Navigating is simple with buttons at the bottom of the screen: (*Chapters*, *Help*, *Find*, *Quit*) or on-screen clickable spots (eg electorate map). Searching, using the *Find* button, is by subject and keyword in all or selected chapters. The entry appears with the search term highlighted. A hit list appears at the bottom of the screen. A difficulty this reviewer had with most chapters is illustrated by the following: in **Electorates**, having chosen an area and an electorate, and finding the member for that area, I found it was not possible to get back to the initial map without going back to the *Chapters* button to regain access. However general navigability is simple, with alternatives constantly presented.

The *Report* option was a little difficult to find, located by chance at the bottom of the *Chapters* button. Screens can be printed and reports can be created. Information on how to print reports was not available. The *Help* button provides short advice on the use of the navigation buttons, the tabs and text signs, how to use finding and how to print reports. This information is exactly the same as the handbook.

Overall evaluation

Parlidex is a useful tool for no-nonsense information on the workings of the NSW Parliament. It is easy to use and provides uncluttered information which is easily accessible. L. FitzGerald

LEV: Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: Distributed free to all DSE high schools including an update in July. \$180 subscription for multi-users in educational institutions; for information contact: Bob Gallagher, Manager Government Information Service (02) 752 1102, for a demonstration disk: 743 7200

○ OZ iD: the search for Australian heritage and identity.

New South Wales Board of Studies, 1994 ISBN 0731014529 [1994]

The presentation of this program is delightful and there is a wealth of information. However don't expect it to be an 'answer-all' about Australian heritage and identity. There are some limitations in format and information selected but it has valuable potential as a cross-curricular resource and learning tool.

Minimum hardware requirements

Macintosh: 3 MB free RAM; Sys. 7; 256 colour

Windows 3.1; 386; 6 MB RAM; SVGA 256 colour; Soundblaster compatible sound card.

Installation

Installation on a stand-alone Mac was straightforward. BOS Design Group say it's networkable, but there may be some problems such as slower performance and the possible freezing out of additional users seeking the same field. Only one copy is required; no site licence is necessary. Lab Paks are also available.

Navigability and searching

Vital operational information is in help files. There is no manual. Information is fairly tightly structured overall. There are slight and differing variations in access and the nature of information across the four sections. Related to this are some inconsistencies in the general uniformity of icons. The few icons as a whole are simple and obvious. Movement around the database is slow and awkward.

Content and arrangement

Initially **Society** is automatically loaded. In this section there are five themes, each with four images (with related sound and text information) and three movies; text for each image includes discussion and research questions. A good range of information is included with some reference to Aboriginal involvements. A higher skill exercise could question why the particular images etc were chosen and what aspects of Australian culture are left out.

People is not a comprehensive dictionary of biography but has a positive range of famous

and not so famous people divided into 14 categories (e.g. leaders, survivors, peacemakers, adventurers). Access to the full-size portraits and text is easy. Most (not all) categories have reasonable representation of women and Aboriginal people. Research and discussion points and some cross-references are given.

Events is a little different in icon use and offers a brief overview for each decade and an undated chronology within each year. There is one sound item for each decade from 1930 (Bodyline for this decade); the rest is text. Trivia questions and answers are here.

Presentation of **Places** is different again. Its five subsections incorporate a site study and tour of the State Theatre with some excellent full screen images and related text; six photo and text items and one sound item under Saving heritage; text, Cinesound footage and video material on viewing Australia's past and archiving. Videos require full viewing. Users are unable to pause or fast forward etc.

Overall evaluation

Quality of pictorial and sound information is excellent with much original news footage. While the information is interesting, clear and easy to read, the lack of visual clues may make it daunting especially for younger or less literate students. Despite the limitations, this is a worthwhile package; it would complement existing Australian resources and fill some of the gaps. The content and learning process potential are appropriate and exciting across the whole range of KLAs with Australian content. It's not a program that can be easily thrown at students for them to have a go! There is tremendous scope for value added use via teachers and teacher-librarians incorporating it in skills development and purposeful research units. C. Foley.

LEV: Upper primary Lower secondary Middle secondary Upper secondary

AVAIL: \$190.00

KLA: CA; English; HSIE; TAS

○ Marc Brown's Arthur's birthday.

Broderbund, 1994 (Living books) (1 CD-ROM disk, 1 book) ISBN 1571350772

Minimum requirements

Macintosh: syst. 6.0.7, 256 colour, 4MB RAM.

Windows 3.1, 386, 4MB RAM, MS DOS 3.3, Sound blaster or SB pro and 100% compatible sound cards.

Arthur and his friend Muffy are having birthday parties on the same day. With relatives visiting for one party, and both a clown and a rock band booked for the other, a solution to the problem of which friends attend which party is neatly resolved. Students are initially interested in how the problem is resolved. On subsequent usage they love to explore the various options by clicking on different objects. The infectious humour, clear and colourful graphics and various sound effects maintain interest. The music used ranges from soul to bebop through to snatches of classical. Although the characters' voices are American, this does not

detract from the story.

Students have the option of *Read to or Play with* and the CD-ROM is designed for individual use but groups of children tend to gather and take in the the interactive mode where they are presented with a variety of stimulating sound effects, music, humour and additional animations. Clicking on an individual word or phrase will aid word recognition by having the word pronounced again.

Superbly animated with appealing and likeable characters, and combined with an excellent sound package, this would be a welcome addition to any reading program K-4 where stimulation and reinforcement are important.

N. Paull, G. Krestensen

LEV: Lower primary Middle primary

AVAIL: \$90 Dataflow

KLA: English SCIS 826014

○ Ruff's bone.

Broderbund, 1994 (Living books) (1 CD-ROM disk, 1 book) ISBN 1571351078

Minimum requirements

Macintosh: syst. 6.0.7, 256 colour, 4MB RAM.

Windows 3.1, 386SX, 4MB RAM, MS DOS 3.3, Sound blaster or SB pro and 100% compatible sound cards.

This differs from previous *Living books* projects which have been based on existing books. It appears that **Ruff's bone** was conceived to showcase the ability of CD-ROM to add to a story and to demonstrate the animation, music and humour that these interactive CD-ROMs promote. Indeed the author, Eli Noyes, is a creative director of a company that specialises in animation.

If the book was read first, the story would appear to be disjointed and somewhat puerile. However when the animated extras and additional dialogue of the CD-ROM are used in either the read-to-me format or in the interactive mode, the story takes on a wacky, offbeat nature as Ruff the talking dog goes on a series of misadventures to find his missing bone. The

lack of sequential order and logic doesn't faze children who become absorbed into the mad but identifiable world Ruff finds himself in, which quickly degenerates into one of absolute disorder and chaos. As the story progresses, Ruff bravely flings himself headlong into the next scene where mermaids, ghosts, cave people, giant birds and spaceships make appearances. The animation will appeal to the Mambo generation. Text is available in Spanish and English.

Reading becomes secondary to the playing factor in **Ruff's bone** which is more about showcasing the the interactive animation available. Certainly children can benefit from word recognition, but the main benefit of this CD-ROM is exposing students to the wild imagination used in its creation. This *Living book* is more for home than for school. N. Paull, G. Krestensen.

LEV: Junior primary Middle primary

AVAIL: \$90 Dataflow

KLA: English SCIS 826023

○ Images Australia volume 1.

Gum Tree Graphics, 1994

[006.6]

This is a gallery of Australian images on CD-ROM to complement publishing and graphics software applications.

Minimum hardware requirements (same disk)

Macintosh: System 7, 4MB RAM

DOS/Windows: 386, (486 for JPEG), 4MB RAM

The lowest levels I used were an LC II Mac with 4MB and a single speed CD drive, and a 386 DX40 compatible with 4MB and a single speed drive. Both performed quite well on the 8 bit images but struggled with the 24 bit ones. Network use presents no problems. The publisher permits the program to be used on a single fileserver. I ran the CD-ROM on an Appleshare network, a Novell PC network and a Workgroups PC network without any problems. Windows users should check their video display for number of colours available.

Software considerations

Graphic images require no specific software. A graphics viewer/converter is provided; Graphics Converter V2 for the Mac (shareware) and Webview for Microsoft Windows (single machine use only). You may already have a similar one installed that you prefer. Not only does this software provide easy viewing of the images but also a method of converting the images to most other graphics formats so you can extend their usage. Enhancements and manipulations such as resizing, rotating and flipping are easily accomplished. Be aware, that if you are converting images, you will need to save to a local drive and will need to take into account the often huge size of the files.

I used Clarisworks, Microsoft Works & Word with both Mac and Windows, and Microsoft Publisher and Corel Draw. The images can easily be added to Publisher and Works for Windows clip art gallery for quick viewing and simple insertion into publications. They make superb additions to presentations and overheads with Powerpoint. I also found shareware programs such as Vpic (DOS) and the Graphics Workshop for Windows useful as a viewer. Vpic gave me a great slide show.

Contents of package

There are over 400 images occupying some 270 MB and presented in 4 forms:

- Black and white line drawings in PCX format
- 256 colour images in PCX format
- 16 million colour images in JPEG format
- A *thumbnail* collection

The support material is A5 in size with high quality glossy print and a clear index. All images are presented in thumbnail form with their full name and CD directory pathname.

Content and scope

Topics covered include: animals, awards, birds, buildings, culture, defence, events, government, insects, landmarks, maps, marine, odds & ends, outback, people, plants, reptiles, sport, symbols, transport.

Option for student use

I had students from Year 5 to 12 view and use the images and all were greatly impressed; their greatest problem was deciding which ones to use! They would all have spent hours and hours if allowed. Of course they started at the top level with the 16 million colour images and awaited the installation of the colour ink tank!

Saving created the greatest headaches because of the file sizes but as we worked towards the black & white line art—speed was up, file sizes down and still high quality output—who can afford much colour printing anyway! I think very few of us would bother with JPEG.

Overall evaluation

I found this material interesting and fun. It added another dimension to publications and presentations. It is especially relevant to junior history. The images are professionally drawn and beautifully presented in a style that gets away from the typical scanned images that we so often see. It is the best quality Australian clip art that I have seen. I. Reid.

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

AVAIL: \$99.95 PO Box 246, Spit Junction 2088

KLA: All SCIS 814758

○ Stephen Biesty's incredible cross-sections : Stowaway!

Stephen Biesty. Dorling Kindersley, 1994 ISBN 0751315036

[359.3]

1 CD-ROM disk, 1 sampler CD-ROM disk
Anyone who has ever admired Stephen Biesty's marvellous book **Cross-sections** is certain to enjoy this interactive CD-ROM which features an amazing journey of discovery through an 18th century warship.

Minimum hardware and software requirements

Windows 3.1; 386; 4MB RAM; mouse; sound card; SVGA 256 colour, speakers or headphones. Installation is carried out easily by choosing *run* from the file manager, typing d:\setup and following a few simple instructions. Site and network licences are presently being considered and the program will be available in Mac format this year.

Scope and content

Elaborate ship plans are interspersed with animations to help explain all aspects of life on an 18th century warship. Animations can be accessed on all ship levels. These are often humorous and sometimes even a bit gory. (Children will love it!) Even though the information is extremely detailed, it only relates to one specific historical topic. Although HSIE would be the main curriculum area for this program, it must have some relevance to Creative and Practical Arts (Primary) and Creative Arts (secondary) due to its design; the intricate illustrations and the different perspectives from which they can be viewed.

Navigability

It is very easy to find your way around this program using either the icons on the left hand side or from the contents screen itself. The screen design is both attractive and functional. Included are three special icons: *Back*, *Help* and

Options which allows printing of any active screen. All of these icons are found on each screen and are important access points.

Arrangement

Explore the ship presents a diagram of a ship sliced vertically in ten sections. Each cross-section can be selected and viewed. A small picture of the whole ship showing where the slice comes from is displayed simultaneously. One of at least six levels can be selected and here pictures can be clicked and animated. A small ship icon is present with the labels *up*, *down*, *fore* and *aft*. If *up* or *down* are selected the screen rolls either up or down giving the impression of actually being on a ship.

Meet the crew shows pictures of crew members. When one is selected a journal is presented containing different aspects of the crew member's job. It is possible to have the crew members read their journal and the voices used are very believable.

Stowaway offers a Wanted poster containing a picture with a promised reward for locating the stowaway. A **Where's Wally** type game involves sighting the stowaway at least ten times.

Overall evaluation

Stowaway! is an excellent program which uses very impressive graphics and sound effects to allow the user to find out everything they ever wanted to know about an 18th century warship. Although not an essential program, it is lots of fun and would complement units on topics such as exploration very well. J. Eade

LEV: Upper primary Lower secondary Middle secondary

AVAIL: \$80 Roadshow New Media

KLA: HSIE: CPA: CA

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

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

The following article is a broad overview of the development and implementation of the Hunter Region strategic plan and of the work of the Hunter Region teacher-librarians' management committee. It was compiled by past and present members of the committee, as follows:

- Julie Barry, teacher-librarian, Whitebridge High School
- Jennifer Hamilton, teacher-librarian, Rutherford High School
- Julianne Harris, teacher-librarian, Mount View High School
- Margaret Steinberger, teacher-librarian, Irrawang High School.

Hunter Region school libraries' strategic plan, 1993-1997: three years on

In 1991, the Assistant Director General, Hunter Region, invited teacher-librarians to develop a regional library plan to guide Hunter school libraries for the next five years. The invitation was taken up, and a group was formed to develop a structure and content for the plan. It consisted of a cross-section of 13 teacher-librarians from primary and secondary schools in the four ERCs within the region, and executives from both head office and regional office. The group formulated **Hunter Region school libraries' strategic plan**, with a focus on the mission statement:

Hunter Region school libraries: Places for people and leisure, thinking and learning.

All teacher-librarians in the region were contacted and asked to contribute to the plan, and, after careful consideration of all submissions, the following ten statements were accepted as being central to the vision of Hunter school libraries:

Hunter school libraries will:

- be promoted as places for people
- be developed as resource centres to facilitate quality teaching and learning
- promote and facilitate worthwhile educational change
- be developed according to a set of standards which will ensure excellence

- provide a quality service to their clients
- maintain a high profile in curriculum
- enjoy adequate resources to support the school's educational program
- give high priority to communication and information technology
- continue to promote and value reading as a life long pursuit and pleasure
- be managed by professional teacher-librarians.

It was agreed that six focus areas were central to the development of libraries over the next five years:

- teaching and learning
- professional development
- technology
- support systems
- management
- community awareness.

The group determined that there would be objectives, strategies and outcomes for each of the focus areas. A draft copy of **Hunter Region school libraries' strategic plan 1993-1997** was then issued to all schools in the Hunter Region. After deliberation and discussion amongst all interested teacher-librarians in the region, the final **Hunter Region school libraries' strategic plan, 1993-1997** was published.



Since 1993, achievements in the Hunter Region have included:

- the establishment of a regional committee representing teacher-librarians
- an annual conference, which includes a principals' workshop
- talks by authors and book displays at the annual conferences
- sale of conference papers to other regions
- provision of information for principals regarding the role of teacher-librarians in primary schools
- establishment of a Hunter Region HSC English Bibliography collection, with ongoing assistance from the region with financial and personnel support
- creation of a periodical union list
- circulation of a list of support groups and a directory of teacher-librarians in the Hunter Region
- launch of the information skills package **Policy into practice** at the annual conference in 1992. This included a resource list compiled by practising teacher-librarians.

Our strategic plan isn't "all tied up in ribbons" and stored away gathering cobwebs. *It's a working plan.* Progressively, the following aims are being addressed:

- establishing links with professional library groups in other regions
- investigating the possibility of sponsoring teacher-librarians for professional development
- continuing the involvement of principals and other school executives in the annual conference
- developing closer communication between the regional committee and our colleagues.

Long-term objectives include:

- raising the profile of the work of teacher-librarians in the region
- increasing awareness of career paths for teacher-librarians
- appointing a professionally qualified regional teacher-librarian consultant
- appointing trained teacher-librarians to manage the ERC resources.

The implementation of the strategic plan is the responsibility of the Hunter Region Library Management committee. The committee is composed of one primary teacher-librarian and

one secondary teacher-librarian from each ERC in the region, with each member serving in office for 2 years. The committee has enjoyed the support of Director of Schools, Alan Young, from its inception in late 1990; the link with regional office now being via a KLA co-ordinator. Additionally, strong support from Peter Bray, Director, Teaching and Learning, in particular, has contributed to teacher-librarians and school libraries in the Hunter enjoying continued success.

The library management committee looks after the interests of school libraries, links cluster groups, and of the two professional groups in the Hunter:—Hunter Region secondary teacher-librarians' association and Newcastle area teacher-librarians' association (an association of primary teacher-librarians). Amongst the "high profile" activities of the committee is the two day teacher-librarians' conference, held annually since 1991. Each conference has been developed around a theme: *Libraries towards 2000*, in 1991; *The challenge of change for teacher-librarians*, in 1992; *Successful school libraries*, in 1993; and *High profile libraries* in 1994.

Highlights have included addresses from Alison Crook, Libby Hathorn, Beth McLaren, Libby Gleeson, Mike Middleton and Barbara Poston-Anderson. This year's conference will be held on 4th-5th August and the visiting author will be Brian Caswell. During the conference, workshops are run over the two days, given by practising teacher-librarians and authorities in the field, including psychologists, principals of schools, technology experts and children's literature specialists. Other features of the conference are the trade exhibitions, including booksellers' displays of new publications and demonstrations of computer hardware and software. ■

Information services and open learning

Scan 14/1 included an article on changing patterns of service to senior students. Open learning Centres (OLCs) were presented as one of the solutions to some of the practical issues arising from having more senior students in the library. Part 2 of this article looks at the OLC more broadly as a concept. In the schools concerned, the provision of an OLC has involved an ideological shift from teaching students to helping students learn.

Colo High School

Alan Elliott is Open learning coordinator at Colo High School.

The open learning program is part of our restructuring the senior school to incorporate JSSTAFE and the framework of **Pathways**. As the next logical step to implementing timetable changes to allow for flexibility and access to a wider range of HSC courses, flexibility for the whole school became desirable. So, we turned our attention to a new approach to learning for Years 7–12: open and self-paced. We believe that increasing demands on students to:

- accept and adapt to rapid changes in society and the work life
- cope with increased educational requirements
- spend a longer time in some form of educational training (HSC, TAFE)
- require fundamental changes in attitudes to school life and teaching/learning.

Research into open learning began as a process improvement team project in September 1993 which involved staff from a variety of KLA's researching the concept of open learning and what form it took in schools and educational institutions.

The staff identified the following points to consider:

- clarity of purpose of the open learning centre program

- management and staffing—whole school commitment
- identification of students for stage one of the OLC program
- type of selection process for students
- location of open learning centre
- length of individual student usage
- delivery of open learning centre program—information to students, staff and community
- impact of open learning centre time on each student's "normal" curriculum
- learning resources and the restrictions these place on the areas of study available
- accreditation and recognition-of-achievement methods and processes.

After the research stage was completed, we developed a set of objectives for the open learning program. They are:

- to encourage the development of open learning, a student-centred learning program
- to promote effective and interesting learning projects for students who demonstrate that they would cope with and benefit from a select time in the open learning program
- to professionally examine the concept of open learning and the shift in emphasis from teaching students to helping students learn
- to promote the worth of knowledge and information skills across the school.

Open learning, as it has developed at Colo High School, is as much a process as a place. It is:

- a centre which provides an open learning environment based around the existing resource centre and its student services—research advice, educational technology, computer and communication facilities
- located in areas of the school where specialist educational resources are used for certain projects—e.g. TAS equipment for design work, music area, theatre for drama rehearsals, LOTE language laboratory
- an increasingly flexible educational environment where the teacher's role changes from instructor to guide.

Management of the OLC consists of a learning centre manager to coordinate and support all aspects of the open learning program (Alan Elliott); an advanced skills teacher (Robyn Holloman); and the teacher-librarian (Satish Prabhakar). Satish acts as a professional resource consultant; a communications link between the open learning coordinator and the teachers staffing the OLC in the library; a promoter of information skills as a whole school policy; and a direct participant by taking his share in the supervision of the OLC.

Staffing

36 periods are mainly supervised through a restructuring of the school day for seniors. Senior classes start at 8.30 (40 minutes earlier than the junior school) four days a week. Teachers taking these classes do not do roll call and contribute a 40 minute open learning period in lieu of this job. Other teachers with a period or two short of a teaching load have a period in the open learning centre. We asked the staff rostered onto the centre to be open-minded about the program and to make suggestions and comments for improvements. We anticipated most aspects of the role of teachers in the open learning program, but also developed this as the program progressed.

Which students were involved first?

Core projects in the program in its first year included a pilot program of personal interest projects for students from Year 7–10 targeted as

gifted and talented. Projects for this program are based on the information process model, and have included such topics as sports journalism, designing a house, breeding cats, and aspects of medieval life. Another project in the first year of open learning involved a selection of average ability students in more defined tasks. Senior students who wished to benefit from the new flexibility in the HSC proposed in the **Pathways** document were early users of the OLC.

How are seniors catered for?

Open learning caters for senior students in a number of ways.

- Students with one to two non-classroom periods because of small class numbers are provided with subject tasks and an area near the open learning centre or specific subject area to make their study more effective.
- Students with "free periods" (e.g. during JSSTAFE Monday afternoon) are offered access to study areas in the school apart from the Senior Common Room.
- A formalised senior study skills program of seminars and individual sessions is run every Wednesday by a very committed one day a week casual teacher who has developed the program over a number of years.

Moving to online information services

The move towards online information services reflects our commitment to accessing as wide a variety of information sources as possible. The key issues in our analysis of each system have been the quality and relevance of educational information and the ease and cost of accessing it.

The school has been fortunate to establish a link with the computing facilities of the University of Western Sydney, Hawkesbury for 1995. We have been given access to the Internet through the UWS facilities. This includes "filters" which isolate areas on the Internet students should not access without teacher supervision. This is an issue which all schools may face. We are also examining the impressive educational potential of the OTEN programs either on satellite or as videotapes of previously transmitted programs.

As the open learning program develops, the range and nature of students' projects will also develop. Activities planned for 1995 include establishing a monitoring program to involve parents and the community as "outside experts"; production of set extension projects along the line of OTEN distance education units which are based on minimal supervision of work; Internet cooperative research projects; and further development of a link established with The Learning Centre, University of NSW, for our senior study skills program in 1995. This connection seeks to equip our students with the study skills required at tertiary institutions.

St Patrick's College, Campbelltown

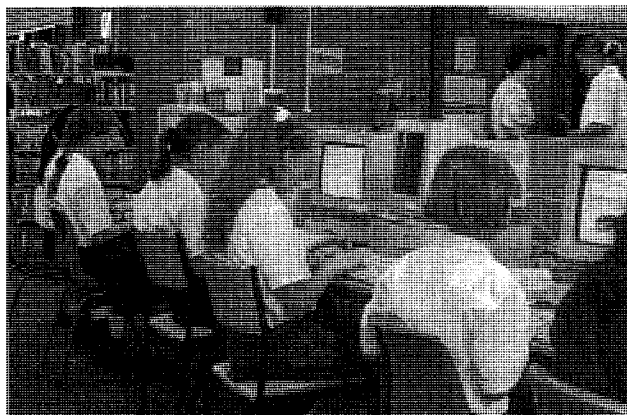
Frank Brooks is computer coordinator at the school.

St. Patrick's is a Years 7–12 independent girls' school with a student population of approximately 1,000. The college is situated on a campus in Campbelltown south west of Sydney. For many years now St. Patrick's has been moving towards giving students more control over the pattern and style of their learning in acknowledgment of the fact that individuals who are flexible, creative thinkers with an interconnected vision of the world will be well prepared for the pathways that their lives will take.

The first major step taken by the college over ten years ago was the introduction of the *vertical, modular curriculum model*. In this model, the individuals are given control of their learning patterns. Every subject area offers modular courses that run for one semester. Junior school students select a number of units from each department to ensure they meet school certificate requirements.

The open learning centre (OLC)

A logical progression from the individualised timetable model was the development of an OLC. In the OLC, students work through programs at a pace that suits their abilities while their progress is monitored by a supervising teacher. Programs are designed to offer students alternative pathways through a course. After each planned sequence, students make decisions about where their study will go next by selecting from a range of alternatives. The college believes that the shift towards students working in a "transparent classroom" which



St. Patrick's College Campbelltown Open Learning Centre. Students make use of open access computers.

offers an information rich learning environment is critical to the encouragement of flexibility and adaptability in the individual, and computer technology is an integral fact of this planned environment.

The physical structure

The OLC consists of two buildings linked by a study area. The complex has three large teaching spaces, a library and five traditional classroom spaces. In any given period there will be three class groups using the large spaces and all the classrooms will be in use. Since all of these spaces are connected to the library, resources can move freely within the complex.

Logistics

Students who are undertaking a course that is running in the centre have to meet with their teacher in a designated teaching space each period. Teachers may use this space in any way they choose, and typically the pattern of use will change during a semester. At times, teachers will use the space in the same way they would use a traditional classroom; at other times students will only meet their teacher to discuss progress or for roll marking and then will spend the rest of the period in a part of the complex that allows them to access the resources that they need to work on their project. Students can make use of library resources, computer resources, and video resources in order to access the type of information that they need.

Courses running in the OLC may have a whole group of students who are working in the same course, but often, there may be two or three different courses in history, for example, running

in one group. In cases such as this, the teacher is clearly a facilitator rather than a deliverer of knowledge.

It should be noted that since students are able to work in any part of the building, teachers time-tabled to open learning spaces can expect to have students from other classes in their area at any time. Senior students can use the centre as a study space so they can be found throughout the complex.

Computer technology

Until last year, the majority of students accessing computers in the college were doing so in computer studies. This meant that many students had little or no access to computers. To alleviate this problem, the college has provided two computer rooms to serve the needs of the range of computer related courses running and has also installed over twenty open access machines in the OLC. In each of the large teaching spaces, there are at least five Apple Macintoshes connected to a laser printer for student use. There are also five Macintoshes and a laser printer in the library. All of the open access machines have had *At Ease* installed on them so that students can have access to appropriate parts of the hard disk but cannot save to the hard disk. Ten of these Macs have internal CD-ROM drives and, if a student needs to make use of a CD, they simply request it from the AV room. This is a "low tech" solution to CD access but it works. Recently we have gained access to the Internet and with teacher support students will be able to make use of appropriate resources from this source or from Nexus.

To summarise, the OLC offers an alternative teaching/learning environment that:

- allows for diversity of needs of the individual—both in interest and ability
- gives full access to a range of computer applications to *all* students
- encourages use of computer technology to discover alternative ways of communicating thoughts and ideas e.g. use of desktop video and computer graphics (there is an AV Macintosh with Photoshop, Adobe Premier, Type Reader and Sound Edit Pro available for student and staff use. This



These students at St. Patrick's College Campbelltown are gathered in the centre but may be from 2 or 3 different classes.

- computer is linked to a colour printer and flat bed scanner.)
- offers access to remote databases—Nexus and Internet
- offers an information rich environment that has full support available to the student but will allow students to work privately if they so desire
- offers students a range of information and communication technologies that includes traditional library resources, video, satellite, television and contemporary computer resources that will encourage students to make use of the myriad functions that can be achieved
- is able to accommodate at least 200 students at any given time
- is a working model of a true alternative to more traditional systems.

Impact on library staff

Resources, in the sense of physical resources—books, AV hardware and software, computer hardware and software etc. are integral to the OLC concept. Their use must be as free, fair and open as possible. For this to happen is a simple matter of logistics!

As the library is both the physical and metaphorical centre of the OLC, it naturally became the hub for organising a smooth merging of people and resources. The library already had long established practices of organising traditional library-based resources, books, periodicals, AV, etc. These skills and new ones were put into place to develop systems to control the newer concerns of computer software

and hardware, rooming, online resources and so on.

Library staff needed to become literate in both the DOS/Windows and Macintosh environments. A working knowledge of a wide range of software was necessary. An ability to make immediate running repairs on hardware emerged. Online talents had to be developed. Training for those skills is not always available or affordable in terms of both time and money, so many were acquired through hands-on experience and shared knowledge.

The huge increase in library usage has presented its problems. In any given period, there is the potential for nine classes, assorted "out-of-class" groups, and seniors with study periods to be in the OLC. Most of these students would not necessarily be in prescribed areas. They would spread and move through the centre as

their needs dictated. And needs they certainly have!

Much tighter staff rostering has been put in place to ensure that the volume increase in the bread and butter tasks of circulation and supervision can be handled. Strategies to assist with research skills (an important aspect of open learning) have been expanded to include the new technologies. Video usage by small groups has grown and has been accommodated without interfering with the wider usage of videos within the college. All the resources of the OLC were made available to ALL students. This helped satisfy needs but requires systems of control to be developed and implemented.

What does all this mean for staff? Initially increased stress and workload. Now that systems and patterns are developing, the work hasn't decreased, but the job satisfaction has boomed. ■

What does the executive think we do?

Two perspectives from members of school executives on the role of the teacher-librarian follow—one secondary, one primary.

Cranebrook High School

Allen Littlewood, Head Teacher (History) at Cranebrook High School looks at the teacher-librarian from his vantage point as a member of the school executive.

In order to appreciate the role of the teacher-librarian, it is important to understand this essential function of a good school.

Students are not a homogeneous set of empty vessels into which we, as teachers, pour a body of proven and trusted knowledge. They are complex individuals with their own sets of values, talents and abilities, preferences for learning, and ways of seeing and interpreting the world. Effective teaching is therefore about

identifying, understanding and catering for the needs of the learner.

Gardner, defines intellectual competence as, "(entailing) a set of skills of problem solving—enabling the individual to resolve genuine problems or difficulties that he or she encounters and, when appropriate, to create an effective product—and must entail the potential for finding or creating problems—thereby laying the groundwork for the acquisition of new knowledge." (Gardner, H *Frames of mind: the theory of multiple intelligences*. Basic, 1983 SCIS 437307)

Learning then is essentially an information location, acquisition, evaluation, and application process played out in a variety of cultural contexts and as a response to a range of situational problems and circumstances. The class-

room is one of those contexts but certainly not the only one. Schools therefore have a responsibility to skill and empower students to be successful learners and problem solvers in whatever context they find themselves throughout their lives.

The school library, as the central location of across curriculum and multi-media information, is a key learning resource for students and teachers. The teacher-librarian is pivotal in the effective functioning of a good school.

The teacher-librarian's role could be broadly categorized into four main areas, each supporting the learning function of the school.

"Guardian of the books"

This is probably the traditionally perceived function of the teacher-librarian. Access to books and media items is an important step in the information process. The tasks of administering, maintaining and updating printed and non-printed resources, of acquisition and lending required in a school are themselves large and time consuming. This must be done effectively if the credibility of the library resource is to be recognised by staff and students. In recent years, the pressure to upgrade these functions to incorporate computer systems has applied an enormous burden of administration just to re-establish catalogues, apart from all the other myriad and related tasks. It is probably true to say that most students see the teacher-librarian as a person who will help them to find a non-fiction book with the right information to complete an assignment. Mostly, students don't realise that finding information and using information are two different things. Another student perception of the teacher-librarian is as a provider of fiction for reading pleasure. This requires an article on its own.

Curriculum adviser for the classroom teacher

I suspect the teacher-librarian is largely underutilized in this area. The teacher-librarian should be seen as a valuable classroom resource for both the teacher and students and not as someone who supervises the borrowing or gives the occasional lesson on how to use the catalogue. Traditionally, classes are brought to the library to locate factual information. In the students'

learning program the visit to the library is often viewed as something of a novelty.

All teachers should be teachers of information skills. The push for the more effective integration of information skills as a curriculum technology into general classroom practice has largely come from teacher-librarians. The real emphasis of information skills goes right to the heart of learning. It's about solving problems, asking questions, locating information, selecting and testing information and ideas, learning how to use and apply information in a variety of situations or to address particular problems. Students should spend much more of their time in the library, and could regard the library as an extension of the classroom. Teachers have the opportunity to consult and collaborate with the teacher-librarian in unit planning for the integration of information skills or the other areas of the teacher-librarian's expertise. Team teaching focused on student centred activities, (allowing one on one intervention) or small group withdrawal would provide the perfect vehicle for teaching specific aspects of information skills for students of all ability levels. The teacher-librarian should also be able to advise teachers on the availability of resources appropriate for students experiencing reading or other literacy specific difficulties.

Information technology facilitator

Increasingly, as information changes its format and accessibility with the developing technologies of the information super highway, libraries will be required to update to, or at least keep in touch with these modes of curriculum resource. The range and diversity of technology choices available for schools is broadening almost daily. Part of the problem here is the increasingly complex way that information delivery systems are widening the scope of the task of finding information. Another problem is that information found out there on the Internet is almost limitless. We need the expertise of teacher-librarians to limit the information, and to use the information, once located and limited. The significant financial investment in these technologies that schools make, and the desirability of centralised access will make libraries the focal point for much of the installation of hardware. Teacher-librarians will be called upon to develop systems for equitable access,

will need to consider software and system maintenance needs, will need to train themselves and others in the most effective use of the new resources. Considering the existing workload of teacher-librarians this represents an unfair burden. Nevertheless, given the information focus of much of the new technology, it is difficult to see how teacher-librarians will not be involved if they are to maintain the library as a credible whole school resource.

Contributor to across the curriculum, whole school perspectives and programs

In general the teacher-librarian is positioned to develop useful whole school perspectives. Clearly there is a training and development dimension to the teacher-librarian's role, within the framework of the issues discussed above. Additionally, the teacher-librarian already has a whole school curriculum function by the very nature of the school library itself. Teacher-librarians who seek to empower students and teachers as effective learners also provide a significant across the school welfare support by building student esteem and achievement. The results of the investment may not be realized within the school life of the child. These may appear later in life as the former student makes life choices or solves real life problems equipped with the skills that schools with a students as learners focus develop. In addition, teacher-librarians possess specific skills, knowledge and insights that would mean they could make considerable and valuable contributions to the various whole school committees and issues groups that operate within schools.

Clearly, the roles of the teacher-librarian are each potentially very demanding and brimming with opportunities and possibilities to positively influence the lives of students. Rationalization of the role is therefore a significant priority. There is an increasing expectation that teacher-librarians fulfil the functions outlined above; they are described differently but don't deviate essentially from the teacher-librarian role statement endorsed by the Teacher's Federation in August 1993. Schools are voracious consumers, especially of committed teachers' time, and demonstrated appreciation or thanks a rarity. Teacher-librarians committed to developing themselves and their

library as a whole school resource for effective student learning face many pressures. Superhumans only need apply!

Wimalee Primary School

John Williams, Principal of Winmalee Primary School gives a primary perspective.

What's the difference between dolphins and porpoises?

I can still remember my primary school library! It was a converted classroom that contained a lockable, fold-out cupboard, housing a scant collection of books. The reference section consisted of a large picture dictionary and a macropaedia with a broken spine. I recall trying to find out the difference between a porpoise and a dolphin. Needless to say, I couldn't find the answer to this question. If we contrast this with today's school libraries, the differences are staggering.

In the 23 years since its establishment, Winmalee Primary School has had a purpose built room that has evolved from a library ("a place set apart to contain books or other literary material"), to a library resource centre in the 1980s. In the 1990s we now have an information and technology resource centre. The teacher-librarian still has her traditional function as promoter of literature and a love of reading, and the library provides the venue for this. It also provides a versatile space for visiting speakers, cultural and lunchtime activities. However, its prime function is as a place for students to learn and apply information skills, taught cooperatively by the teacher-librarian and the classroom teacher.

Our library has grown from a collection of books to include an array of audio visual resources, teacher reference resources and computer work stations. Students are able to use the library's computerised OASIS Library database to locate information and resources. The centre also has two CD-ROM drives enabling rapid access by students to the CD collection, supporting their research and recreation. This year, with some minor structural changes, our centre will also house the school's new computer laboratory.

I mention these changes in the structure and function of school libraries as they challenge

our concept of the teacher-librarian, highlight the rapidly changing nature of students and challenge us to redefine our task as teachers. It has been said that the major challenge facing students today is accessing information in all its forms. The challenge for teachers is to prepare students to perform the jobs of the future, which will use technologies that have yet to be invented. The teacher-librarian facilitates the school's information skills program, through her stewardship of the centre's resources, cooperative planning and teaching, and significant

promotion of the information and technology resource centre in the school community. The staff and community of the Winmalee Primary School acknowledge the indispensable nature of the teacher-librarian and the centre.

Our school motto in part reads: "We are the future". Our teacher-librarian and the information and technology resource centre typify our future orientation. Dolphins and porpoises are one and the same and belong to the order of mammals called Cetaceans. ■

Anne Dowling, Divisional Librarian, NSW SCIS cataloguing team, writes:

A WORD FROM SCIS

- Q.** *Have you ever noticed that some books have an ISBN on the back cover that is different from the ISBN on a page inside the book? Which one should you use?*
- A.** SCIS uses the ISBN on the back cover. To search SCIS by ISBN, or to order a catalogue record from SCIS, use the ISBN on the back cover.
- Q.** *Are there records for videos, CDs and CD-ROMs on SCIS?*
- A.** Yes, SCIS includes records for resources in all formats. If you are having difficulty finding records for resources in these formats, remember that the title used for cataloguing is taken from the "title screen" of the resource, the equivalent of the title page of a book. This title may be quite different from the title on the packaging of the resource or the accompanying manual or literature.
- Q.** *Is there a limit on the age of the material that "small schools" can send to the NSW SCIS agency for cataloguing?*
- A.** Yes, the NSW SCIS agency has a cut off date of 1980. Don't send resources published prior to 1980 unless the resource is one of only a few in the collection that significantly supports the current NSW curriculum.

Subject headings added to SCIS

Interactive media

Use for works about media that can be interactively manipulated by users via a controlling computer. For works about computer systems which combine text, graphics, sound animation and video or film sequences into a single system, see **Multimedia systems**.

Multimedia systems

Use for works about computer systems which combine text, graphics, sound, animation and video or film sequences into a single system. For works about media that can be interactively manipulated by users via a controlling computer, see **Interactive media**.

Pay Television

x Cable television; Pay TV; Subscription television

xx Television broadcasting

Biodiversity

Use for works on the diversity of species of plants and animals.

See also **Ecology; Evolution; Variation (Biology)**

x Biological diversity

xx **Biology; Ecology; Genetics; Variation (Biology)** ■

Responding to popular demand expressed in a recent statewide teleconference, this is the first in what we hope will become a continuing feature in *Scan*—a handy hints page. We're calling for ideas that work for teacher-librarians (such as OASIS hints; co-operative planning ideas and proformas; ideas for time management or inservices for staff; instruments of torture for recalcitrant Year 6 students or Year 12 free period invaders!). Additionally, we're looking for pleas for assistance and your ideas on all time favourite resources. Some teacher-librarians have already responded, and following are our first

Desperate measures, quick fixes and sure fire solutions

Dianne Sweeney of Coonabarabran High School writes on:

Reluctant readers in Year 7 success

We have had success introducing Year 7 reluctant readers to the classics using the *Cartoon classic (New Age Book)* series printed by Pendulum Press USA. Once every student has read four cartoon classic books they then select one novel from the titles already read. Novel choices are from the Oxford *Bookworm* series which are abridged copies of classic novels. This approach helps to develop the student's confidence and interest in reading. For extension, students are encouraged to read the unabridged version of the chosen novel. If they achieve this, they are rewarded with a Reading Merit Certificate. One interesting fact we discovered while running the program was that the students do not know how to read the comic format.

Ideas from Ruth Buchanan of Jamison High School:

So a dear child has put chewing gum between the pages of a book?

Put the book in a plastic bag and put this into a freezer for 24 hours. When you take it out, peel off the chewing gum straight away—most or all

of it will peel away easily. If you need to apply any tape or glue to the book, let it return to room temperature first.

Year 6 into 7 and Year 10 into 11 orientation

If you have only 20 or 30 minutes available to promote the library and several groups to see in the one day, use a crossword. Make one up yourself—there are several computer programs which make this easy, e.g. *Crossword magic*. Choose words/clues which will guide the students to the things you want them to know/discover about their library, its staff, collection and services. Allow the students to work in groups—crosswords are self-reinforcing. During such orientations, many people resort to the I'll-talk-you-listen style of presentation. Allowing the students to make useful noise, to move around and to work together to succeed at a task will leave them with good feelings about the library.

In the last few minutes of such sessions, I ask all the students to stand with an arms-length space between them and copy what I do. With my arms outstretched, I slowly bend at the waist, lifting one leg (choose where you stand

to have a wall behind you and wear trousers or a long, full skirt that day!) until my body is parallel to the ground and I am balancing on the other leg. Some students will copy, some need to be encouraged. Most of us wobble. After a couple of moments, we stand up again and I say, "That's what it's like in high school/senior school without the library!" I do this to give their bodies a memory as well as their minds. (A truly mind-boggling idea!—ed)

How do I do information skills differently for a staff development day?

Use *The mind's treasure chest* (SCIS 737421). This video is a blend of education and entertainment communicating the personal importance of education and the central position of libraries in the education process. A brilliant program! The film demonstrates what it means to come up with one's own questions, and the power and fulfilment which comes from seeking the answers independently. It is suitable for use with senior students, teachers, parents and community groups. At 90 minutes, it is long; the story doesn't lend itself to neat excerpts. Why not book the our-brains-are-tired-after-lunch-session of a staff development day and make it a cinematic experience—darkened room, popcorn, mini-Heart ice creams, a Wurlitzer organ tape in the background as the staff arrive? Follow-up activities and material on information skills can be organised with/distributed to staff on a later day. Preview the program yourself before using it (the teacher-librarian's coded sleeping T-shirt is a lovely in-joke). The video is available from Video Education Australia for around \$100; ask your ERC to purchase it for multi-school use if the cost seems prohibitive.

Next, an idea from Cecily Trevillion of St. John the Evangelist High School to assist with stocktaking using OASIS Vs. 2

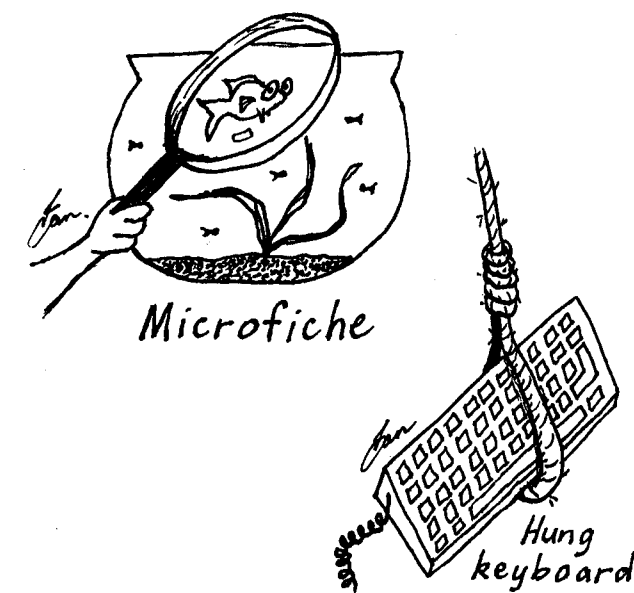
We have our enquiry terminals located in each area of the library to encourage more integrated use during lessons, as an information tool. As the terminals are close to a particular shelf location, we decided to use the Entry mode for stocktaking and used our old fileserver which gave us the required security level for Circulation. It was placed on a trolley with two

long cables to extend from the enquiry terminal location. (Two leads are necessary—one in/one out of the 'T' connection at the back of the file-server). The file server was connected with the leads instead of the enquiry terminal. We wheeled the computer to the shelves for the stocktake. The messages on the screen are displayed when the item is wanted, so the item can be examined or removed immediately, avoiding double handling in searching for it later on.

And a request for advice on teacher-librarian presence at school executive meetings. If anyone has a reply, please send it direct to Cecily Trevillion at St. John the Evangelist High School, John Purcell Way, Nowra. 2541. Ph: (044) 231666 Fax: (044) 231086.

It seems that many management decisions that concern teacher-librarians are made at executive meetings which do not have the teacher-librarian attending. As the library is a 'cross curriculum' concern, the teacher-librarian deals with all co-ordinators and all key learning areas. Without co-ordinator status, we teacher-librarians are not officially included in the executive meetings. I am represented by a co-ordinator who is a great guy but has no library background. My proposals are often not followed up. In a developing school, I am keen that the library gains and maintains a high profile in school involvement. **Do others attend executive meetings regularly, or only when presenting proposals, or never... or on what basis?**

Finally!, a last word on the subject of OASIS, etc. from Ian McLean of Punchbowl Primary School.



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.

ALLEN, Judy

Eagle.

Candlewick, 1994
ISBN 1564021432

On a two-day excursion into the Philippine jungle, Miguel, the smallest of the children, is terrified when an eagle swoops low over them. The efforts of the teacher to diffuse Miguel's fears fail and it is only when he has much closer contact with the bird that he appreciates it. The absence of didacticism and the strength of the story within which the strong and urgent environmental message is couched make this a powerful work. The text is quite long and challenging—it is more than a picture book. F. Gardiner

LEV: Middle primary Upper primary

AVAIL: \$15.95 SCIS 804810

BODSWORTH, Nan

Mike's bulldozer and the big flood.

Viking, 1994
ISBN 0670845426

After thirteen years, here is the sequel to *Mike's birthday bulldozer*. Only a year or so has passed for Mike and his grandparents and the story, this time, is set firmly in reality. The trio race to Uncle John's farm to construct a dam and build up the levee banks against rising floodwaters. In this era of political correctness, Grandma is now a mechanic, having swapped her apron for a bobcat. This picture book is an excellent source of vocabulary for units on farm life or transport. The attractive endpapers feature silhouettes of dump trucks, bulldozers and other earthmoving machines. I. McLean

LEV: Lower primary Middle primary

AVAIL: \$17.95 SCIS 804357

BRIGHTON, Catherine

Rosalee and the great fire of London.

Cape, 1994
ISBN 0224035843

Seventeenth century London is brought to life in this fanciful tale about the cause of the great fire of London. In a bakery in Pudding Lane an evil and cunning man was trying to make gold. When Rosalee, a young girl,

knocked at the door seeking directions, he forcibly tried to steal a book of magic away from her. In the ensuing chase, his cauldron was upturned causing an explosion as the liquid fell on the open flames of the oven below. Sombre and muted illustrations in this picture book set the tone of the struggle between good and evil while graphically detailing the panic of the people as the fire spreads and providing an historical perspective to the times. J. Anderson

LEV: Middle primary Upper primary

AVAIL: \$19.95 SCIS 817679

BROWN, Eileen

Handa's surprise.

Walker, 1994
ISBN 0744525411

Handa decides to take a gift of seven different fruits to her friend Akayo who lives in the next village. She puts them in a basket which she carries on her head but on the way seven different animals steal the fruits.

A surprise ending ensures she still has some fruit as a gift for her friend. Written for young children, this simple story with its vibrantly coloured illustrations creates an African landscape and provides an excellent venue for discussion about different cultures. The picture book operates on two levels; the easy to read text gives the outline of the story while the illustrations fill in the details. J. Anderson

LEV: Lower primary

AVAIL: \$17.95 SCIS 804814

BROWNE, Anthony

Anthony Browne's King Kong.

MacRae, 1994
ISBN 1856812588

You've seen the movie ... well, maybe you haven't, and certainly the 80's remake doesn't count ... but this is the 1933 classic monster story of all monster stories revisited. It's a straight retelling of the story and although I didn't find the text as enthralling as Browne's atmospheric illustrations, certainly the pictures come close to recapturing much of the original film's spirit and images. It's almost disappointing that Browne didn't use the original moody monochrome of this thirties melodrama, but the colour is nice too. This picture book would have wide appeal. G. Spindler

LEV: Middle primary Upper primary

AVAIL: \$19.95 SCIS 815112

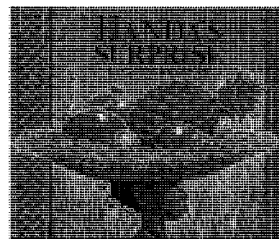
KLA: English; CA

BUNTING, Eve and WIESNER, David

Night of the gargoyles.

Clarion, 1994
ISBN 0395665531

Anthropomorphic gargoyles haunt the pages of this picture book. David Wiesner's superb black and white pastel illustrations bring these horrific creatures to life, as they leave their ledges and eaves to meet at night and gargoyle-grunt. Gargoyles have plenty to complain about. These creatures suffer from mossy tongues, pock-marked stone and empty near-sighted eyes. There is a soft humorous style which is balanced by the dark shadowy illustrations. Albeit not a book for bedtime reading



by the very young, this book will be appreciated by all ages. D. Dawson

LEV: Lower primary Middle primary

Upper primary

AVAIL: \$21.95 SCIS 819899

CECIL, Laura

The Frog Princess.

Cape, 1994
ISBN 022403815X

A king with three sons promises his kingdom to the one who can find the cleverest wife. Mario the youngest finds a wife who has been enchanted and turned into a frog. She proves to be the cleverest however, and, when Mario promises to marry her, the spell is broken and they live happily ever after while she rules the kingdom. Using a combination of motifs from folk tales with a satirical touch, this picture book would be good for reading aloud and for drawing comparisons with the patterning evident in folk tales. Brightly coloured humorous illustrations add to the story and characterisation through exaggerated details. J. Anderson

LEV: Lower primary Middle primary Upper

primary

AVAIL: \$19.95 SCIS 812997

CREW, Gary and WOOLMAN, Steven

The watertower.

Era, 1994 (Keystone Picture Books)
ISBN 186374200X

Two outback youths together brave the murky depths of a rickety watertower to cool off on a hot summer's day. The dark, threatening interior of the watertower, with its eddying, swirling waters, becomes a reality not only for the boys but also for the reader who is kept continually on edge, caught up in an atmosphere of sustained suspense. Unusual framing and clever page design have the reader constantly re-orienting to read both the text and bold, cinematic-style images (printed against black backgrounds) which work together to suggest lurking menace and impending disaster. This powerful picture book for older readers rewards close reading and revisiting. It will not appeal to all but is guaranteed to provoke discussion and would be valuable for stimulating creative writing. B. Richardson

LEV: Middle primary Upper primary Lower

secondary Middle secondary

AVAIL: \$19.95 SCIS 813816

EVAIL: Highly recommended

East o' the sun and west o' the moon.

Walker, 1994
ISBN 0744531667

[398.21]

This is a new edition of a Norwegian fairy tale translated into English by Dasent in 1844. Dasent's appealing original English is left unchanged, and the text sparkles with rhetorical questions, repetitions and story-telling devices, inviting reading aloud. The lassie of the story sets off on a quest to the castle of the title, to rescue her lover who is trapped in a bear's body. She encounters three strange hags with golden gifts and is carried on the wind's breath to her destination, where the wicked Troll



princess is tricked. P.J. Lynch's illustrations set in intricate borders are towering, the story is engaging and this picture book will transport the reader into a magic world. L. FitzGerald

LEV: Lower primary Middle primary

Upper primary

AVAIL: Paper \$9.95 SCIS 815247

EVAIL: Highly recommended

ELZBIETA

Go away, war!

Hamilton, 1994
ISBN 024100246X

"War never dies, Ben. It simply goes to sleep from time to time, and when it sleeps it is very important not to wake it up." This is the poignant message of this small format picture book. A restricted colour range enhances the naive style illustrations of a rabbit family whose lives are changed by war. For Ben, who used to play with his friend Emily, the barbed wire fence embodies the war which separates him from Emily. Warmth and emotional depth characterise this fable, which gives an effective simple portrayal of the meaning of war within a positive story. Overall a charming and interesting work, it is a thought provoking treatment of the issue. J. Buckley

LEV: Lower primary Middle primary

Upper primary

AVAIL: \$19.95 SCIS 799746

GARLAND, Sarah

Pass it, Polly.

Bodley Head, 1994
ISBN 0370318587

This picture book shows that girls are equal to boys when it comes to soccer. Two girls decide to join the school soccer team against such odds as not knowing how to dribble, kick or manoeuvre on the field, as well as having their friends declare how dirty and rough the play will be. By telling the story of these two determined girls, the author challenges traditional gender roles and shows that these can change. It is relevant to studies about role determination, feelings, likes and dislikes. The picture captions add to the story. R. Bodlay

LEV: Lower primary Middle primary

AVAIL: \$19.95 SCIS 807511

HARRIS, Wayne

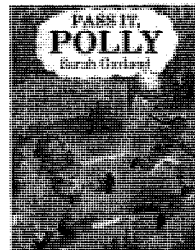
Judy and the volcano.

Ashton Scholastic, 1994
ISBN 186388310X

Judy Marx has to spend her lunchtimes trying to write a story which will be as good as the fairy story written by Goody-two-shoes, Madeleine Corsy. Judy is highly imaginative despite her lack of output and her imagination takes her on horrific adventures rescuing children from the giant iguana, who bears an uncanny resemblance to Mrs Be-the-best-you-can, the teacher! Judy's lunchtime story grows to an outrageous conclusion. The humorous, appealing illustrations increase in complexity and size to reach a climax in the scene where Judy saves everybody from the volcano. This is an accessible, entertaining picture book. L. FitzGerald

LEV: Lower primary Middle primary

AVAIL: \$19.95 SCIS 816278



HUTCHINS, Elizabeth and POWER, Margaret
Brat cat.

Omnibus, 1994
ISBN 1862911797



The author and the illustrator of this appealing picture book are both lovers of cats, and capture well the single-minded way in which a cat adopts a family. Despite being put out repeatedly, Brat Cat returns to Jae-Li, and Jae-Li enjoys his kittenish pranks. When the verdict on the cat is that he definitely must go, Jae-Li is sad, and wonders if she is to be sent away too. Mum and Jae-Li discuss this, and the message of the story rings out a little too clearly. The insecurity Jae-Li feels because she is adopted is brought out by the cat's exile. They decide to keep the cat, while the cat always knew they would! L. FitzGerald

LEV: Preschool Lower primary
AVAIL: \$18.95 SCIS 813182

JENNINGS, Paul, GREENWOOD, Ted
and DENTON, Terry

Duck for cover.

Viking, 1994
ISBN 0670837199 [793.73]

Fun, fun, fun screams this wonderfully presented large format joke book. Terry Denton's skills in illustration and design are given full rein here, as the riddles, puns and picture clues are delivered by a plethora of zany drawings and visual gags. These get the reader searching the illustrations while chuckling at their overall absurdity. The jokes (both funny and corny) are presented with flaps to lift and tabs to slide. Although sturdily constructed, this picture book seems likely to be loved to death by primary jokesters. There are a couple of levels of interpretation offered so readers will find something new with each venture. J. Buckley

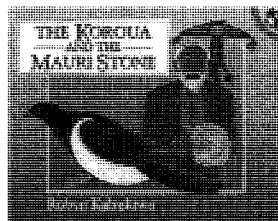
LEV: Middle primary Upper primary
AVAIL: \$24.95 SCIS 818026

KAHUKIWA, Robyn

The koroua and the mauri stone.

Penguin, 1994 (Picture Puffins)
ISBN 0140545824

Simplicity and dignity characterise this picture book. It tells of a koroua, a Maori elder, who regrets the loss of birds, animals and vegetation on the land of his people. He builds a kite which is flown by the people of his community. This locates the mauri stone.



The stone promotes the well being of the land and the people. Continuity between generations, respect for elders, the need for a diverse group of animals and plants—these ideas are explored in this strong story. Maori words add emphasis and integrity to this interesting work. Dramatic use of colour and line characterise the illustrations, which work well with the text to provide a perspective on Maori culture. J. Buckley

LEV: Lower primary Middle primary Upper primary
AVAIL: Paper \$7.95 SCIS 802251

KIRKPATRICK, Patricia and Joey
Plowie : a story from the prairie.

Harcourt Brace, 1994
ISBN 0152628029

This charmingly relaxed piece leads us on a time trip to the turn of the century on the prairies of North America where we sample the simple pleasures and harsh realities of life in that period. It is here while following her father ploughing a field that a girl discovers a porcelain doll and names it "Plowie". Joey Kirkpatrick's painted illustrations are as warm and relaxing as the text adding a homely feel to this picture book which illustrates this brief period of one family's history. An enjoyable book to read aloud, this would have many discussion points arising. R. Dobson

LEV: Lower primary Middle primary Upper primary
AVAIL: \$25.95 SCIS 804551

KORALEK, Jenny and McCARTHY, Patricia
Cat & kit.

Hamilton, 1994
ISBN 0241134129

Environmentalists will be concerned by the main message of this picture book. Beautiful illustrations disguise the fact that this is a celebration of domestic cats roaming the wild. In an age where cats may soon need to be registered and house bound, this is a plea for the cats who delight in hunting forest animals at night. The friendship between the older cat and kitten is a positive message in this otherwise dated publication. M. Williams

LEV: Lower primary
AVAIL: \$18.95
KLA: English; HSIE SCIS 811809

KROLL, Jeri

You be the witch.

Lothian, 1994
ISBN 0850915643

Timothy is staying with his aunt for the weekend but Saturday turns out to be rainy. Timothy is bored so his aunt pretends to be a witch. The illustrations are beautifully realistic and make this a delightful picture book. The text has a wonderful beginning which pulls the reader straight into the atmosphere of a dark, rainy Saturday morning, although the story does tend to drag in places. This would be a good story for reader's theatre and could be easily and effectively performed. R. Bodlay

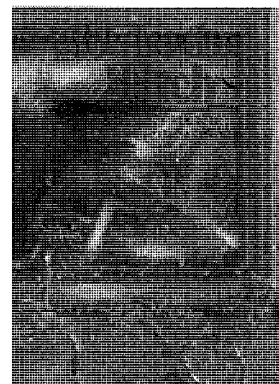
LEV: Lower primary Middle primary
AVAIL: \$19.95 SCIS 807515

LEGG, David

Bamboozled.

Ashton Scholastic, 1994
ISBN 0868969869

What has bamboozled a little girl on her regular visit to her beloved grandfather? Why, the fact that he's wearing odd socks of course! The joke is that Grandfather's house is a surreal setting for extravagant visual jokes and



absurdities, in the style of Anthony Browne. This exuberant picture book invites searching and sharing, and is a wonderful introduction to verbal puns (in one picture the little girl plants light bulbs in a garden bed complete with bedhead and pillow). As well as the jokes, the book portrays warmly the affection and companionship between the little girl and her grandfather. M. Lobban

LEV: Lower primary Middle primary Upper primary
AVAIL: \$19.95 SCIS 808313

LESTER, Alison

When Frank was four.

Hodder Headline, 1994
ISBN 0340608684

Alison Lester's work provides a window into the preoccupations of childhood. This picture book, using the same format as her earlier *Clive eats alligators*, provides annual glimpses of the same children from one until seven years of age. The events recorded cover a gamut of situations and interests. They seem accurate to age development and typical family interactions. Lester builds a picture of each character through her seemingly simple observations and her detailed and charming illustrations. This is a gentle book, which is likely to promote lots of discussion. J. Buckley

LEV: Preschool Lower primary
AVAIL: \$17.95 SCIS 816704

LIONNI, Leo

An extraordinary egg.

Andersen, 1994
ISBN 0862645379

Beautiful paper collages, an amusing story and delightful heroes make this picture book well worth having. The frogs of this tale remind us of some know-it-all friends who don't always get their facts right. Their confusion over chicken and alligator eggs will have younger children chuckling, and remind them that friends can be found in many unusual ways. This will take its place in many units on Easter eggs, friendship and frogs. M. Williams

LEV: Lower primary
AVAIL: \$22.95
KLA: English; HSIE
EVAL: Highly recommended SCIS 804830

LOCK, Kath and KENNETT, David

The sea of gold.

Martin International, 1994
ISBN 1863740716 [398.20952]

Primary students of Japanese and art students of all ages will enjoy this publication. In 30 pages an old folk tale from Japan is brought to life by wonderful illustrations, some in full-page colour, and some smaller additions in black and white pen and ink. Children will enjoy the brightly coloured aquatic border illustrations of fish and shells. The hero of the story finds his "pot of gold" after a lifetime of teasing and bullying from the fishing crew. The behaviour of the characters could well assist discussions on student behaviour. M. Williams

LEV: Lower primary Middle primary
AVAIL: \$18.95
KLA: HSIE; LOTE SCIS 808021

LONG, Johnathan and KORRY, Paul
The cat that scratched.

Bodley Head, 1994
ISBN 0370318943 [821]

A cat once had a terrible itch caused by a flea in her fur which she couldn't budge. In desperation she vacuums herself, visits the hairdresser and puts herself through a car wash with catastrophic results. Finally her salvation comes in the form of an escaped lion whom the flea takes a fancy to and moves house. The change is short lived as the lion flicks the flea out, squashes it and moves into the cat's house where they live contentedly ever more. Outrageously funny, exuberant illustrations enhance the humour in this picture book and work well with the text which is written in rhyming verse. The illustrations are full of action and detail and the humour is reinforced by their cartoon style which will delight young readers. J. Anderson

LEV: Lower primary Middle primary
AVAIL: \$19.95
KLA: English SCIS 817672

MacLACHLAN, Patricia

All the places to love.

Harper Collins, 1994
ISBN 0060210982

Patricia MacLachlan's evocation of American rural life is well known from *Sarah, plain and tall*. Her handsomely presented picture book brought a tear to my eye. Romantic, nostalgic and emotional, or simply sentimental? The former I think, owing to her elegantly sparse prose and Mike Wimmer's beautiful paintings. The continuity of generations of farmers, their deep love of their land, the strength of family bonds; she depicts a vision which may not be entirely true, but conveys a comforting message. Beautifully composed and detailed illustrations interpret and extend the simple, moving text. J. Buckley

LEV: Middle primary Upper primary
AVAIL: \$24.95 SCIS 808041

MAGUIRE, Cynthia and TARLTON, John

The technological trolley.

Ashton Scholastic, 1994
ISBN 1869431936

The technology referred to by the title is the brake attached to a billy cart. Despite a lack of sophisticated equipment, the trolley goes well in the Tui Street Trolley Derby. This picture book, narrated by Mere, driver of the winning cart, is an account of the preparation for and running of the derby. The story breaks no new ground. It is the perennial tale of the chase, with victory to the underdogs after a close, exciting race. A twist to the ending provides a neat conclusion. Lively illustrations surround the text, which is placed in cartoon style format over the pages. J. Buckley

LEV: Lower primary Middle primary
AVAIL: Paper \$8.95 SCIS 811218

McALLISTER, Angela and FLETCHER, Claire

The wind garden.

Bodley Head, 1994
ISBN 0370319060

Here is one for lateral thinkers; if your apartment garden is too windy for plants, what alternatives could you offer? Ellie and her grandfather combine knowledge gained from experiments and dreams to come up with

a wind garden, comprised of mobiles and flags that give as much colour and pleasure as a traditional garden. Large, colourful illustrations and simple text make this picture book a pleasure for all young dreamers and inner city dwellers. M. Williams

LEV: Lower primary Middle primary
AVAIL: \$19.95
KLA: English; HSIE SCIS 808189

McALLISTER, Angela

The ice palace.

Hutchinson, 1994
ISBN 009176159X

Strongly evocative of heat, the passage of time, and a sense of the past, this picture book is a glorious experience. Anna is hot and feverish. She dreams of a world of ice and cold. Her dreams take her to an enchanting polar landscape, a sharp contrast to the oppressive heat she is enduring. It is this contrast which gives strength and focus to the story, which is simple and lyrical. Angela Barrett's stunning watercolours are integral to the book. They illustrate the story beautifully, imbuing the pages with mood and atmosphere. The resolution, with Anna's father sculpting in ice, draws the two aspects of the tale to a satisfying conclusion. Here is a distinguished picture book with great artistic appeal. J. Buckley



LEV: Lower primary Middle primary Upper primary
AVAIL: \$19.95
EVAL: Highly recommended SCIS 809693

McBRATNEY, Sam and JERAM, Anita

Guess how much I love you.

Walker, 1994
ISBN 0744532248

A tender tale of Little Nutbrown Hare who loves Big Nutbrown Hare. He tries to tell him how much—"This much", "As high as I can reach", "All the way up to my toes", "As high as I can hop" etc.! Declarations of love abound from both hares, with Big Nutbrown Hare's amatory power being on a larger scale than the little hare's. Finally, Little Nutbrown Hare wearies of all this loving and goes to sleep. Soft water coloured illustrations in colours of pale green, blue and brown reinforce the gentle, loving atmosphere of this delightful picture book. This would be a restful bedtime story. L. FitzGerald

LEV: Preschool Lower primary
AVAIL: \$17.95 SCIS 815377

MOST, Bernard

Hippopotamus hunt.

Harcourt Brace, 1994
ISBN 0152345205

This picture book encourages the reader to search for words within the word hippopotamus whilst simultaneously looking for the object depicted by that word, e.g. pups. This leads to a hunt through the jungle. The words to be found are accentuated by dark type in the text. Once in the know, children will enjoy pouring over the pages to see what they can find. Relevant to letter and sound

studies and good for introducing word games, this book would be a useful classroom item. R. Bodlay

LEV: Lower primary Middle primary
AVAIL: \$25.95
KLA: English SCIS 804553

OVEREND, Jenni and LEWIS, Naomi C.

Princess Grandma.

Ashton Scholastic, 1994
ISBN 0868969699

In Fiji, an elderly matriarch is befriended by her young neighbour. Despite the claim that "Grandma" is a princess, her house is modest. While the non-Fijian girl next door rides a bicycle and wears modern clothes, Princess Grandma clings to tradition. She cooks Fijian and Indian food and tells stories of the "Turtle Calling", the Shark God and the Kava Spirit. A woven mat of mango leaves, left to the child after the old woman's death (or "return"), provides comfort. The pastel illustrations in this picture book evoke the island's tropical haze through a beautiful combination of watercolours and coloured pencils, bordered with authentic Fijian designs. I. McLean



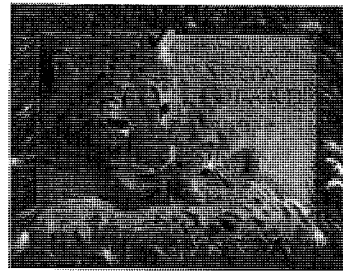
LEV: Lower primary Middle primary
AVAIL: \$19.95
EVAL: Highly recommended SCIS 805875

RADCLIFFE, Theresa and BUTLER, John

The snow leopard.

Viking, 1994
ISBN 0670850527

The struggle for survival in the wild is well described for young children in this tale of snow leopards moving across the treacherous mountains of Nepal. Hazards come in many forms—wolves, vultures, rock slides and snow storms. Seen through the eyes of the young cub Ka, and her mother Samu, the simple text and detailed artwork shows a life of loyalty and hardships. Young animal lovers and artists will delight in the full-page illustrations and unobtrusive print in this picture book. M. Williams



LEV: Middle primary
AVAIL: \$17.95
KLA: HSIE SCIS 811806

RODDA, Emily and KELLY, Geoff

Power and glory.

Allen & Unwin, 1994 (A Little Ark book)
ISBN 1863736778

Emily Rodda's first picture book is a winner. Lively language and striking surrealistic illustrations take the reader into cyberspace. The narrator repeatedly begins his computer game, and just gets to the interesting part (where "the goblins charge" or "the vulture swoops") when some mundane family interruption occurs.

Doggedly the child persists and he defeats the ogre. Boisterous repetition invites reading aloud and audience participation. Is there a hinted criticism of computer games in that the boy has to go through the same paths each time to get to the new, interesting challenge, and then he has only finished Level 1? L. FitzGerald

LEV: Lower primary Middle primary Upper primary
AVAIL: Paper \$12.95 SCIS 815111

ROSS, Tony

I want to be.

PictureLions, 1994
ISBN 0006643574

The little princess is back and has advanced from potty training to wondering what she should be when she grows up. Everyone she asks manages to give her simple, practical advice but no one agrees on what is the best way to be. What does the little princess want? What do all children want? The final page holds a delightful twist. Tony Ross' simple text and bold illustrations make this a charming picture book. It would be a useful addition to a lesson on height measurement as there is a fold out height chart included at the back of the book. R. Dobson

LEV: Preschool Lower primary
AVAIL: Paper \$9.95
KLA: Mathematics SCIS 807269

STANLEY, Elizabeth

The deliverance of dancing bears.

Cygnets Books, 1994
ISBN 1875560378

Appalled by the sight of a beautiful bear condemned to a life of cruelty and deprivation, old Yusuf spends all of his hard-earned savings to buy the bear, and return to him his dignity and the opportunity to realise his dreams of freedom. Not for young children, this picture book raises a number of issues including the ethics of performing animals and the inalienable right of animals to their dignity; the contrasting values of individual human beings; the reasons for human cruelty; the ability of one courageous and kind person to change the attitudes of others. A statement by the author/illustrator details the genesis of the work. F. Gardiner

LEV: Middle primary Upper primary
AVAIL: \$19.95 SCIS 822711

TAYLOR, Mavis

The inside seaside.

Hutchinson, 1994
ISBN 0091745640

Relying entirely on its detailed watercolour illustrations, this wordless picture book explores a child's fantasy. The planned trip to the beach is called off because of rain. Initial disappointment leads to a charming game involving pets, a teddy bear, and bedding. These allow for seaside adventures to take place at home. The illustrations work very well to depict the scope of the child's imagination. They provide a smooth transition between reality and fantasy. The skies clear, and the initial trip takes place. This provides a charming finale to a gentle book. J. Buckley

LEV: Preschool Lower primary
AVAIL: \$17.95 SCIS 803922

TROUGHTON, Joanna

How rabbit stole the fire : a North American Indian folk tale.

Penguin, 1994 (Folk tales of the world)
ISBN 0140506675 [398.24]

Following the "trickster" motif of mythology, this legend of the North American Indians tells how Rabbit steals fire from the Indian people through his trickery. In the chase that follows, the animals of the forest join in and the heat from the fire changes their appearance. Finally the trees in the wood hide the fire and Rabbit later shows the animals how to rub two sticks together whenever they need fire. The watercolour and gouache illustrations work well with the text and clearly illustrate the story. The depiction of the Indian people, although stylised, appears authentic and the animals are real characters without being cartoonish. J. Anderson

LEV: Lower primary Middle primary
AVAIL: Paper \$7.95 SCIS 799717

WADDELL, Martin and EACHUS, Jennifer

The big, big sea.

Walker, 1994
ISBN 0744525217

With such superb artwork it is easy to forget there are words in this picture book, so engrossing are the full colour illustrations. The text is spare yet carries a message as litling as the artwork, that of life's simple pleasures. Reading this work is as relaxing as the message conveyed, the economy of the words serving to heighten the dreamlike quality evoked by the illustrations. This would be great to read aloud, as well as a joy to lose oneself in during quiet time alone. R. Dobson



LEV: Lower primary Middle primary Upper primary
AVAIL: \$17.95
EVAL: Highly recommended SCIS 806224

WALKER, Kate and COX, David

Our excursion.

Omnibus, 1994
ISBN 1862911770

The characters of class 2M, taken on an excursion by their long-suffering, but cheerful teacher, Ms. Mobbs, are readily identifiable. There's sobby Carmel; adventurous Nigel; cunning Roberto; and Jason's dog who creates further mayhem in an already disaster-packed outing. This very funny picture book invites close examination of the illustrations, in which further detail and humour are added to the understated text. Much else is seen besides the real objects of the excursion, including Kylie's underpants. Much is lost along the way—notably the teacher, four lunch boxes, a girl and a boy; but much is found, such as a pigeon, a turtle and 70 cents in the fountain. Truly the excursion from hell! A great fun read. L. FitzGerald

LEV: Lower primary Middle primary Upper primary
AVAIL: \$19.95; Paper \$9.95 SCIS 787393; 796223

WINER, Yvonne
Moonshadow fox.

Margaret Hamilton, 1994
ISBN 0947241515

The shadows cast by the changing light of the full moon inspire a young girl's imagination and each night she creates a fantasy world where her toys come to life and a beautiful shy fox climbs in her window to join in the games. This gentle, whimsical tale combines well the soft, muted watercolours and simple text to capture the fantasy world of the young girl and provide a warm story in this picture book for young students. J. Anderson

LEV: Preschool Lower primary

AVAIL: \$18.95

SCIS 802449

Fiction for younger readers

Resources are arranged alphabetically by author.

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

BALL, Duncan

The case of the getaway gold.

Angus & Robertson, 1994
(Young bluegum/Skinny mystery)
ISBN 0207184070

This whodunit would be ideal for reluctant readers. Anna and Tim Wagner have to solve yet another mystery when the grapefruit-sized Getaway Nugget is stolen from a goldfields museum. They are actually in the building when the theft occurs and have photographed the appropriate display. The content and vocabulary make this story relevant to studies related to goldmining. The story's novel-like structure is aided by sketches and captions. R. Bodlay

LEV: Lower primary Middle primary Upper primary

AVAIL: Paper \$7.95

SCIS 802640

Other titles in this series are:

The case of the graveyard ghost

SCIS 785192

The case of the vampire's wire

SCIS 807725

BRIAN, Janeen

Winnie Whistlebritches.

Omnibus, 1994 (Omnibus dipper)
ISBN 186291219X

Whistling in class has been known to drive many a teacher to distraction but Winnie Whistlebritches really drives them crazy. Not only do her teachers run away but so do her parents, leaving Winnie to fend for herself. Winnie is no ordinary demure lass from Australia's colonial past and as her story unfolds we see her trying and failing at many trades until her whistling finds a useful outlet. Trevor Pye's black and white illustrations are simple yet effective in supporting, but not dominating, the storyline. R. Dobson

LEV: Lower primary Middle primary Upper primary

AVAIL: Paper \$7.95

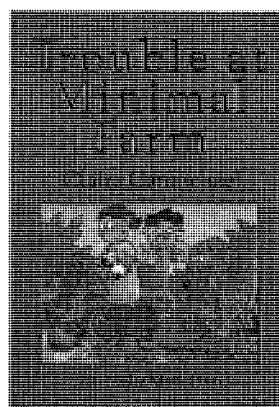
SCIS 802271

CARMICHAEL, Claire

Trouble at Minimal Farm.

Random Australia, 1994 (A Mark Macleod book)
ISBN 0091828937

Attractive page design and full-colour illustration are features of this story for newly independent readers. The chapters form loosely connected episodes as events unfold on Minimal Farm, a place where miniature wild animals live. Things don't proceed smoothly, however, as an attempt is made to steal one of the animals at an open day and Chad the watchdog is replaced by a goose. Humour is present in both text and the illustrations by Mark David, which are well placed to support the simply written text. Young readers are likely to enjoy the cuteness of this fantasy, and be rewarded by being able to read it successfully. J. Buckley



LEV: Lower primary Middle primary

AVAIL: \$14.95

SCIS 808200

CHAPMAN, Jean

The flying damper.

University of Queensland Press, 1994 (UQP stories of adventure & fantasy/UQP storybridge)
ISBN 0702225886

This blend of short stories and poems introduces the reader to a variety of writing styles including traditional tales, situation comedy and limericks. The title story, set at Christmas, is delightful and would be great to read aloud. Who knows the truth behind those skipping rhymes? Maybe Sneezy Snatcher can solve the mystery. Jean Chapman has written and collected an excellent selection of literature for children. This would be a valuable addition to any library collection, and a useful resource for group reading, listening activities, genre sampling and much more. R. Bodlay

LEV: Lower primary Middle primary Upper primary

AVAIL: Paper \$8.95

SCIS 799754

KLA: English

CLAYTON, Sandra

The tiger in his pocket.

Allen & Unwin, 1994
ISBN 1863736999

Tommy is an orphan who is treated badly by his aunt and uncle and teased and bullied at school. One day he finds a real, live 100 mm tiger living in his pocket who has been enchanted by the Tyger Goode-Fairie and his world is transformed. This warm, inventive story has a well developed plot and plenty of action. The text uses a simple vocabulary and short sentence structure and the chapters are short. Black and white line drawings are closely integrated with the text making it well suited to the emerging reader. J. Anderson

LEV: Lower primary Middle primary

AVAIL: Paper \$8.95

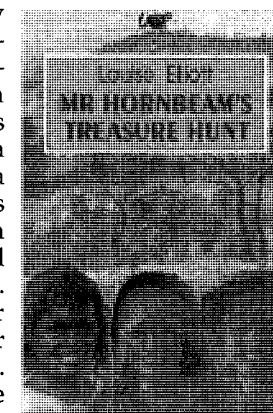
SCIS 815110

ELLIOTT, Louise

Mr Hornbeam's treasure hunt.

University of Queensland Press, 1994 (UQP storybridge/UQP stories of adventure & fantasy)
ISBN 0702225878

This is a simple yet effectively crafted tale of Lizzie Welcome's romp through Australia's past. Escaping from a life of deprivation in 1850's England our heroine makes a series of friendships with a diverse range of characters who help and encourage each other through the trials and tribulations they encounter. Each character is searching for something and some find their "treasure" in unlikely places. An easy, thoroughly enjoyable read this combines a message with a light-hearted history lesson. Louise Elliott has illustrated the story with black and white line sketches. R. Dobson



LEV: Middle primary Upper primary

AVAIL: Paper \$8.95

SCIS 787333

FOWLER, Thurley

Not again, Dad!

Penguin, 1994 (Puffin)
ISBN 0140365591

When Dad takes over the household management Paul and his young sister soon find out that his style is very different from Mum's. He believes in delegating household chores and does not believe in spoiling children by pandering to their whims. In fact, he's quite a slave driver. To make matters worse, he even manages to humiliate them in front of their mates. However, they also discover that Dad does have his good points. This short novel is pacy in the telling and features believable characters involved in everyday incidents familiar to most children. As a bonus, each of the twelve chapters is enlivened with vigorous black and white illustrations by Craig Smith. B. Richardson

LEV: Middle primary Upper primary

AVAIL: Paper \$8.95

SCIS 808326

GLEITZMAN, Morris

Puppy fat.

Pan Macmillan, 1994 (Piper Australia)
ISBN 0330274627

Thirteen year old Keith Shipley's life is in a state of flux; he's moved back to England, his parents are separated and his relationship with them is changing. Tracey visits from Australia but she's changed too. A funny, fast-paced story with humorous language and endearing characters (even the gross Auntie Bev the beautician) provides another good read about Keith and his family. But beneath the surface humour Gleitzman presents the deeper message of the harm of physical stereotyping; anyone with a less than perfect body is unlovable. There is even a hint of anorexia on the edges of the story. W. Muskin

LEV: Upper primary Lower secondary

AVAIL: Paper \$7.95

SCIS 798420

GREENWOOD, Ted

The ventriloquist.

Penguin, 1994 (Puffin)
ISBN 0140371311

When Alex inherits his grandfather's ventriloquist's dummies, he becomes obsessed with mastering the art of ventriloquism. Much of the book describes his efforts and his growing success. But as his skill grows, so too does the ability of the doll Lillie to say outrageous and dangerous things. Lillie totally lacks inhibition and she becomes increasingly cruel and unpredictable. Finally Alex accepts that Lillie's malevolence is really his own, but in attempting to burn the doll he disfigures himself physically and emotionally. The bitter ending is in sharp contrast to the much lighter tenor of the rest of the novel. M. Lobban

LEV: Upper primary Lower secondary

AVAIL: Paper \$9.95

SCIS 808330

HARLEN, Jonathan

Lucy and the whale.

Omnibus, 1994 (Omnibus ripper)
ISBN 1862912181

On the east coast of Australia, a beached humpback whale draws the local community, particularly Lucy. The author includes a wealth of characters; from a wispy-haired ageing woman to a politician from Sydney, and in so doing captures a variety of personality types, relating their varying responses to the whale's plight. Events flow smoothly making this well-written, thoughtful book an excellent resource for reluctant readers as well as those reading their first novels. It is relevant to studies in the areas of the environment, the local community and the sea. R. Bodlay

AVAIL: Paper \$8.95

EVAL: Highly recommended

SCIS 802260

HARLEN, Jonathan

Mango.

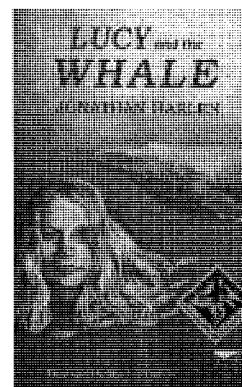
Omnibus Norwood, 1994 (Omnibus ripper)
ISBN 1862912386

Sorrel enjoys the summer holidays spent on her grandad's farm picking mangoes. She is proud of her ability to climb the tallest trees and her agility in reaching the difficult spots. This year however, her cousin David who spends all his time reading, is coming to the farm to help her. Because he never wants to join in her activities she decides to teach him a lesson and a near catastrophe changes the relationship between them. Well presented with large type and line drawings on many pages this book will appeal to reluctant readers and younger emerging readers. J. Anderson

LEV: Middle primary Upper primary

AVAIL: Paper \$8.95

SCIS 814336



HARRIS, Christine
Strike!Random House, 1994 (A Mark Macleod book)
ISBN 0091829178

Set in Port Adelaide during the Depression, this terrific novel puts a human face on the crippling strikes and bitter conflict which tore the wharfies' community apart. It is first and foremost an exciting story of two friends whose lives are irrevocably changed by the strike of 1928. As well however it explores the tensions of growing up and the inevitable discovery that life and loyalty are not straightforward. Details of daily life are unobtrusively woven into the narrative, and attitudes and beliefs which may appear alien to contemporary readers are vividly and realistically evoked. This is exemplary historical fiction. M. Lobban



LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 807747

also available

Strike! Christine Harris : teacher's discussion pack
SCIS 826417

HILL, Anthony and SOFILAS, Mark
The burnt stick.Viking, 1994
ISBN 0670859125

The misguided former practice of removing light-skinned Aboriginal children from their mothers is the theme of this sad story, told from a modern white perspective of enlightenment about the value of a traditional Aboriginal way of life. John Jagamarra was brought up at the Pearl Bay Mission for Aboriginal Children, and throughout his childhood and adulthood, could never forget the sight of his mother, Liyan, lying in the dust weeping as he was physically taken away from her. **The burnt stick** tells of Liyan's desperate attempts to prevent John being taken, by rubbing him with charcoal to make him look blacker. It is a story of pain—the continuing pain of the adult John who looks back on the childhood stolen from him, and the pain the white writer feels for past misunderstandings. The text is spare, and tender in its descriptions of John's life with his mother; the charcoal illustrations moving. L. FitzGerald

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$16.95 SCIS 817621

HUTCHINS, Elizabeth
A matter of cats.Hyland, 1994
ISBN 1875657347

After rescuing an injured koala from the road, things change for the Adams family. Kate meets Kristie, whose father runs a wildlife sanctuary. She learns a good deal about many native animals. Kate also learns that as a cat owner she has a great responsibility. She goes on to discover that it is not only animals that need a sanctuary, but people too need a place to escape from the stresses of everyday life. This sensitive story of family relationships

is also highly informative in its dealings with Australia's native fauna. C. Sly

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95
KLA: English SCIS 807404

LOGAN, Carolyn F.
Secrets of the Way.Fremantle Arts Centre, 1994
ISBN 1863680837

A move from the country to a seaside suburb unsettles a family's three children, who must also overcome the supernatural powers of The Dark in a variety of ways; through Lucy's creative writing and daily runs along the beach, Shelley's musical talents and Georgie's developing skills as a computer hacker. When a visiting circus troupe arrives at Lucy's school, the scene is set for a showdown with the powers of evil. The realistic interplay between the characters often fails to blend smoothly with the uneven plot, but Lucy's writing assignment, indicated by italics throughout the main story, is quite engaging. I. McLean



LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 781833

MAHY, Margaret
The greatest show off earth.Hamilton, 1994
ISBN 0241001757

Delphinium, orphaned since age three, works as a "calculator" on Space Station Vulnik, a fun free zone. The girl's attempt to celebrate her tenth birthday results in a zany adventure, shared with Jason, an eleven year old librarian, and the Mangold, an alien janitor with two noses. They encounter space pirates, a lost circus and the Acropola, large slug-like beings which feast on fun. This popular author's first foray into science fiction contains too many coincidences, stale jokes and invented words, but is still humorous and enjoyable. The brief chapters, large print and Wendy Smith's generous illustrations make for an ideal first novel for readers. I. McLean

LEV: Middle primary Upper primary
AVAIL: \$19.95 SCIS 794308

METZENTHEN, David
Brocky's bananagram.Ashton Scholastic, 1994
ISBN 1863881662

Matthew Brock is an only child whose father owns a banana plantation and whose mother is an asthmatic. While working for his father, he and his friend Thornton each write a message on a banana being shipped out, giving their name and other vital statistics. Matt receives a reply from the person finding his banana and so begins a chain of events which force Matt to make some difficult decisions. Although the dynamics of the story create some serious overtones, it is handled with a great deal of warmth, insight and humour. Strong characterisation ensures readers will be able to empathise with the situations and the short sentence structure and colloquial language will appeal to older reluctant readers. J. Anderson

LEV: Middle primary Upper primary
AVAIL: Paper \$7.95 SCIS 806148

McROBBIE, David**A little drop of Wayne.**: being the life and youthful adventures of Wayne Wilson, his family and friends as told to David McRobbie.
Mammoth, 1994
ISBN 1863302697

Da-da-dah-dum! McRobbie once again chronicles Wayne's life but this time it's the early years. Wayne begins school and becomes friends with Quentin Oscar Berrington (Squacka), tries to impress the lovely Violet Pridmore, avoids bully Kevin Semple and manages to get the better of his snooty sister Charlene. His parents' sense of humour helps them cope with the boredom of school holidays, with Wayne's threats to leave home and his materialism. McRobbie presents a book full of humour, his familiar characters and witty language making this a tale to relish, especially as it appears to be the "final instalment" in Wayne's chronicle. W. Muskin

LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 810733

RIDLEY, Philip
Meteorite spoon.Viking, 1994
ISBN 0670854182

The Thunders are a family in crisis. The parents argue so frequently that Filly and Fergal, their repressed offspring, make a hobby of timing and cataloguing every altercation. When the dilapidated house finally tumbles down around them, a magical spoon, encrusted with melted meteorite, allows the children to escape to Honeymoonia. There, they meet younger versions of their parents, who are still very much in love. In the tradition of Roald Dahl, humour and hope is brought to some common childhood problems. An excellent bridging novel, it features cleverly repetitious and predictable dialogue. Chris Riddell's cute illustrations really complement the text. I. McLean



LEV: Middle primary Upper primary
AVAIL: \$19.95 SCIS 799705

WAUGH, Sylvia
Mennymys in the wilderness.Julia McRae, 1994
ISBN 185681209X

Those who have not read the original Mennymys book may be startled, as I was, to find that the Mennymys are a family of life-sized rag dolls, who have lived undetected in a suburban house for 40 years. Their rag doll status is a source of pathos as well as humour, and it also gives the author an opportunity to explore large themes of love, responsibility, humanity and happiness in a story for quite young children. There is a strength and resonance in this work, the story of what happens when the world of humans threatens to invade and destroy the world of the dolls. M. Lobban

LEV: Middle primary Upper primary
AVAIL: \$19.95 SCIS 808192

WHITEHEAD, Ann
The crossing log.Ashton Scholastic, 1994
ISBN 1863883274

Mim and her dad are struggling with the death of her mother, the one tangible link being Mum's old tree by the creek where they both go at times to be with their memories. When Mum's old school friend Helen, vibrant, fun loving and full of life, enters the scene a poignant tale of letting go develops, wonderfully told in an easy flowing style that captures the mood of each event and character. The characters are believable with a sufficiently challenging storyline to appeal to most capable pre-adolescent and early teenage readers. R. Dobson

LEV: Upper primary
AVAIL: Paper \$7.95 SCIS 808303

WILKINSON, Tony
Hector the rat.Walker, 1994
ISBN 0744532825

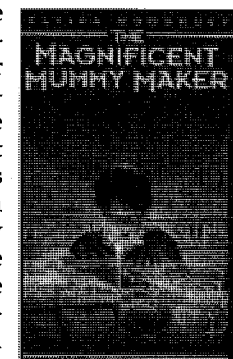
The classic situation of offspring behaving very differently from parental expectations is again played out in this short novel. The comic possibilities of Hector the clean and orderly rat are explored, as is the humour in Charlie's human situation. This is a funny story, well written and carefully presented for newly independent readers. Stylish illustrations give it a contemporary feel, with punk rat hair styles, graffiti and an intriguing world below the streets in the sewers. This makes the book appealing to a wider age range. Neither cute nor babyish, it is nevertheless very simple to read. J. Buckley

LEV: Middle primary Upper primary
AVAIL: \$12.95 SCIS 812700

WOODRUFF, Elvira
The magnificent mummy maker.Scholastic, 1994
ISBN 059045742X

This is a school story with the added exotica of Egyptian archaeology. Andy Manetti is a ten year old who hasn't achieved great success at school. His troubles are compounded by a super bright half brother, whom Andy sees as the favoured family member. On an excursion to the museum Andy experiences a strange feeling as he leans over a mummy case. He finds himself with amazing powers; school work becomes easy and his wishes come true. This leads to much adventure as the mystery of the mummy unfolds. On the way, Andy learns about himself and his family. This is a good read, leavened with humour. J. Buckley

LEV: Middle primary Upper primary
AVAIL: \$12.95 SCIS 814341



Fiction for older readers

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

BAILEY, Anne
Cherie.

Faber and Faber, 1994
ISBN 0571171370

Suzy defies her easy-going father's curfew one fateful night; he drives to a party to collect her, and when they return home it is to find her younger sister Cherie has been raped by intruders. Cherie's physical recovery is rapid but her emotional healing much slower. Suzy and her father find they do not have the resources to help Cherie; at times they are even angry and impatient with her erratic behaviour. It is not until the whole family seeks therapy that each can face the reality of what has happened, and the novel can end optimistically. M. Lobban

LEV: Middle secondary Upper secondary
AVAIL: \$22.95 SCIS 809440

BEERE, Peter
Riot.

Scholastic Children's, 1994
ISBN 0590541692

A grim world of poverty, destitution and frustration is portrayed in this story. Set in one of Britain's public housing estates, people are overwhelmed by mounting tensions. Racial conflict is triggered by anxieties that arise from unemployment and alienation. There seems to be no escape and even if Stevie's ambition to find a better job and marry his adolescent girlfriend Tish is realised, this is unlikely to break the nexus of poverty. If there is any glimmer of hope in this disturbingly realistic tale, it is Stevie's loyalty to his black friend, Carlton and the neighbours' support for one another in an atmosphere bordering on chaos and anarchy. C. Sly

LEV: Middle secondary
AVAIL: Paper \$9.95
KLA: English SCIS 815379

BELBIN, David
Final cut.

Ashton Scholastic, 1994 (Point series)
ISBN 0590556630

One can't argue against high reader interest as an important factor in promoting literacy skills; and modelling, the movie industry, crime and intrigue offer an exciting, stimulating backdrop for this teenage thriller. The 17-year-old heroine Sarah, playing her first movie role, shows common sense and judgment beyond her years in her overpowering new environment, and her brother Jon is a role-model for brothers of sisters in life-and-virtue-threatening circumstances. Yet I kept wishing for dialogue less reminiscent of a midday-movie pot-boiler, and hoping the climax would provide surprise without improbability, and I was disappointed. Some discriminating teenagers will be too. H. Gordon

LEV: Middle secondary
AVAIL: Paper \$7.95 SCIS 811217

BENNETT, Bruce
Daughters of the sun : short stories from Western Australia.

University of Western Australia Press, 1994
ISBN 1875560262

The 25 authors represented in this collection are not necessarily WA-based but all stories have a link thereto. The great variety in theme, mood and style is a function of the diversity of the writers: men and women; old and young; very well known to quite unknown; writers who are prolific in a number of genres and those who have so far published little. The collection is notable for its ease of reading rather than being particularly exciting or a major literary work. F. Gardiner

LEV: Upper secondary
AVAIL: Paper \$16.95 SCIS 798426

CARMICHAEL, Claire
Worldwarp.

Random Australia, 1994 (A Mark Macleod book)
ISBN 0091827191

To enjoy (or even follow) *Worldwarp*, it's just about essential to have read its predecessors *Virtual realities* and *Cybersaur*. Andy Tremain's extraordinary powers now go beyond the ability to make dinosaurs materialise. After he causes one of the Three Sisters to collapse, American researchers want to investigate his powers, although their motives are not totally clear. His evil ex-Uncle Zachary Pierce is also hot on his trail for his own nefarious ends. Somehow the intrigue doesn't quite come off; Andy's dramatic displays seem without logic, and this story has lost the freshness and excitement of the very original *Virtual realities*. M. Lobban

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 802268

CAVICCHIO, Dan
Gardens from the sand : a story about looking for answers & finding miracles.

HarperCollins, 1994
ISBN 1863680969

Clare leaves home on a journey of discovery, ostensibly to find his father; in reality he discovers the meaning to many of life's riddles. On his journey he finds out how to defend himself, how to trust and love, and how to let go and find peace. This delightful allegory, simply told, yet with great force, complements a similar tale; *The Alchemist* by Paul Coelho. D. Dawson



LEV: Middle secondary
AVAIL: Paper \$19.95
KLA: English SCIS 815238

CHITTLEBOROUGH, Lyall
Anno hominis : the age of humanity.

Literary Mouse Press, 1994
ISBN 0947205860

Questions of identity and motivation inform this Australian novel. Matthew Bell narrates his story, moving from a difficult childhood, to a brief peaceful interlude on an island, through to life in the city and outback as an adult. Issues of Aboriginity, environmental responsibility, spirituality, gender and identity are traversed.

Childhood friendship with Hughie gives way to adult love and shared social activism with Hughie's sister. References on the cover of the novel to "challenging Lord of the flies" force comparisons that it is unwise to make. While for the most part the book is well written, it aims to cover too much ground and inevitably manages to sound more like a tract than a novel. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: Paper \$17.95 SCIS 807968

Christina Stead : selected fiction and nonfiction.

/ edited by R.G. Geering and A. Segerberg
University of Queensland Press, 1994 (UQP
Australian authors)
ISBN 0702225207 [823]

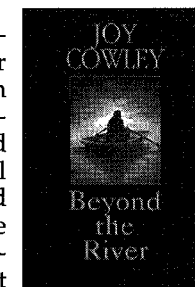
Stead is often regarded as one of the most important Australian born novelists this century. A cross-section of Stead's fiction and non-fiction is presented. Beginning with her novella *The puzzleheaded girl* and followed by excerpts from *Seven poor men of Sydney* and *For love alone*, the collection describes people the author knew or observed. Each story reflects directly on her Australian experience. The non-fiction section contains previously unpublished material which displays Stead's great gift of friendship. Most useful is the select bibliography listing her works, books, posthumous publications, anthologies, articles, book reviews and critical articles. D. Dawson

LEV: Upper secondary
AVAIL: Paper \$14.95
KLA: English SCIS 799234

COWLEY, Joy
Beyond the river.

Ashton Scholastic, 1994
ISBN 1869432185

One of the stories in this excellent collection of thirteen is about a storyteller whose magic is so strong that she can make earthquakes and dragons, simply by telling of them. New Zealand writer Joy Cowley is also a powerful teller of tales, contemporary and mythic, magic and spooky. In all the stories the relationship between people and the land is an important theme. Death too is part of the natural rhythm of lives lived in harmony with nature, and the story of two children's meeting with a Death who has come to set their terminally ill grandfather free is wonderful. M. Lobban



LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$7.95 SCIS 808302

DOSTOYESVSKY, Fyodor
Crime and punishment [sound recording].

Penguin Audiobooks, 1994
ISBN 0140860479

Necessarily an abridgment of the classic novel, the four cassettes still run at over five hours, but Alex Jennings' compelling reading dispels any notion of lengthy sessions of boredom. His great variety of tone and nuance, and command of many voices create characterisations of startling clarity. David McDuff's translation and the seamless editing of the text help set character, place and event firmly in our interest. The result is a work to whol-

ly engage the attention of the listener, as the atmosphere of growing horror is created and the search for redemption is played out. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: \$24.95 cassette pack of 4 SCIS 809200

ELDRIDGE, Marian
The wild sweet flowers : Alvie Skerritt stories.

University of Queensland Press, 1994
ISBN 070222622X

Although the subtitle suggests these are a collection of related short stories they are in fact chapters which form a very appealing novel. The work skims a period of about 30 years with the focus on Alvie's years as a teenager and into her twenties. The lives of her immediate and extended family also feature strongly. Eldridge's writing is, literally, simply lovely; her particular strengths being her descriptive prose which is evocative and never overdone and her rare gift for reporting conversation; a great way of drawing and delineating character. F. Gardiner

LEV: Upper secondary
AVAIL: Paper \$16.95 SCIS 793791

HARLEN, Jonathan
Fracture Zone.

Omnibus, 1994
ISBN 1862912254

Displaced people have been a feature of the human geographical landscape in Australia ever since white people arrived. This novel explores, fairly superficially, two such people, both of whom are linked to the central character Andreijs. His mother, the offspring of Latvian refugees, yearns for the day when she can return to the wealth and status from which her family fled; Mrs Samual is an old woman who because she spends her life scavenging must endure the abuse of being an outsider in her own community. Subordinate to this theme is that of the fragility of teenage friendships. The work is not particularly successful mostly because the characters lack real soul but it is not without interest and engagement. F. Gardiner

LEV: Middle secondary Upper secondary
AVAIL: Paper \$14.95 SCIS 806129

HICYILMAZ, Gaye
The frozen waterfall.

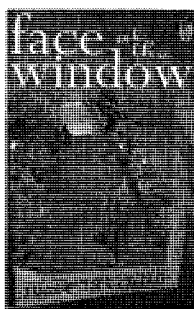
Faber, 1994
ISBN 0571171613

Leaving Turkey with her mother and sisters to join the rest of the family in Switzerland, Selda is determined to excel at her new school, despite not being able to speak German. Shunned by her schoolmates, Selda makes the unlikely friendship, with Giselle, an unhappy rich girl, whose father runs the local factory where Selda's father works. Throughout the story Selda's innermost thoughts and fears are revealed in her letters to her grandmother. Anyone who has had to go to school in a foreign country will empathise with Selda. D. Dawson

LEV: Lower secondary Middle secondary
AVAIL: Paper \$8.95 SCIS 813389

IRELAND, Julie
Face at the window.Angus & Robertson, 1994 (Bluegum)
ISBN 0207185921

It's inspiring to know the quality writing our Australian authors produce. This is an apt example. Toby's lucky escape from the school bullies is the beginning of a new and unusual friendship with an older girl who appeals to his sense of individuality. Is the old house she escapes to haunted? Who was old Esther McKenzie? Is there someone living in the house? How can you help your friends without betrayal? When should a secret not be kept? This unusual and moving story is sensitive to adolescent perceptions and awarenesses and illustrates the bravery daily decisions may entail. It's a thoroughly worthwhile and captivating read. C. Foley



LEV: Lower secondary Middle secondary
AVAIL: Paper \$9.95 SCIS 810728

JINKS, Catherine
Pagan in Exile.Omnibus, 1994
ISBN 1862912165

Although this is the sequel to Pagan's Crusade, be warned, primary teacher-librarians, that it is a very different novel from its predecessor. It presents a graphic depiction of the squalor, violence and crudeness of life in the middle ages as we travel back to France where Roland, Pagan's Templar lord hopes to enlist his family's support for the crusades. We witness all manner of acts of violence, hetero and homosexual references, repulsive eating habits, etc. before Roland decides that he is pursuing a lost cause. It provides an outstanding tableau of medieval life and since Jinks has a degree in medieval history we can probably assume it is fairly accurate. F. Gardiner

LEV: Upper secondary
AVAIL: \$14.95 SCIS 798237

KELLEHER, Victor
Parkland.Viking, 1994
ISBN 1670859044

Parkland, an enclosure which houses a collection of human and human / ape hybrid, is controlled by sadistic beings who use particularly vicious creatures, leopogs (leopard-dogs?) to control the population. Beyond the enclosure live a motley collection of feral humans who are also decimated at regular intervals by these malevolent beings. The task of the heroes is of course to liberate. The plot, in which one can very easily punch large holes, unfolds to reveal a grand cosmic plan and the promise of further extraterrestrial intervention if environmental safeguards are not observed. Allusion is made to **Animal farm** (Boxer and Napoleon are two of the main protagonists and reference is made to the fact that "everyone is equal here"); the political themes of collective good, personal freedom and responsibilities to ones' fellows are examined. F. Gardiner

LEV: Lower secondary Middle secondary
AVAIL: Paper \$16.95 SCIS 814566

LILLINGTON, Kenneth**A trick of the dark.**Faber, 1994 (Faber teenage fiction)
ISBN 0571170684

Kate and her father are kindred souls, both excellent mathematicians and by nature, logical and sceptical. So when they are separately haunted by malevolent elves, they are each loathe to admit to their belief in creatures from a fantastical world. A book as much about relationships as about the supernatural, this has a rather rarified, even precious, feel. Despite the menacing behaviour of the elves, there is no genuine horror in the encounters, nor doubt that the humans will survive. M. Lobban

LEV: Middle secondary
AVAIL: \$22.95 SCIS 800145

MOSS, Merrilee
Thriller and me.Silver Gum, 1994
ISBN 1875843051

Angie is twelve and has gnawing family problems, including not knowing why her father has left home. Through her computer diary and school English assignments we get inside information in the vernacular, on the important things in her life—friends, her name, the neglected dog down the street, her mother Genevieve, and above all her missing father, David. Angie's need to know would click with teenage readers, and delivers a potent message about communication to parents who may browse the book. Counselors who recommend life-adjustment fiction to their clients can include this title, as the issue of parental homosexuality is aired with sensitivity, humour and perspective, and from the child's point of view. H. Gordon



LEV: Lower secondary Middle secondary
AVAIL: Paper \$9.95 SCIS 813070

ORR, Wendy
Mind blowing!Allen & Unwin, 1994 (Little ark fiction)
ISBN 1863736905

Zidran has a close encounter of the third kind and finds herself mind-linked to an alien being. The alien is eventually revealed to be fourteen year old Andrew Shewan of Earth. At first, Andrew enjoys sharing thoughts with Zidran, but slowly begins to doubt her benevolence. The absorbing narrative alternates between the two characters, with the many contrasts providing insights into human society and ways of thinking. Unfortunately, the author incorrectly refers to "meteorites" whenever meteors are clearly meant. The design of the chapter headings, providing a countdown to take-off, is fresh and appealing, as is the cover art. I. McLean

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 796451

PAUSACKER, Jenny
Mr. Enigmatic.Mammoth, 1994
ISBN 1863303456

The chapters in this novel are "snapshots"; excerpts from Rhett Foley's Year 12 writing assignments, complete with his teacher's comments. The written responses between

Rhett and the unseen Carson, his teacher, reveal a maturing relationship. Carson also acts as editor, examining different technical issues in Rhett's writing. His stories are written in different "voices" and from different narrative angles and reveal more about Rhett than he imagines. Through them he learns to come to terms with what he's been hiding from others and himself. Pausacker employs an intriguing narrative technique to examine important adolescent issues—sexuality, alcohol, drugs and relationships. W. Muskin

LEV: Middle secondary Upper secondary
AVAIL: Paper \$9.95 SCIS 814107

SCOTT, Bill**The currency lad.**McVitty, 1994
ISBN 0949183849

Following the murder of his father, his foster mother and his Aboriginal "brother", Snowy Woolcott, a currency lad, vows to revenge the killings in the terms of his adopted tribe. The adventures he encounters in carrying out this vow aren't exactly enthralling and this reader just wanted the interminable trekking back and forth within the Goulburn-Sydney-Bathurst triangle to end. The formal, slightly archaic language and the paucity of action will not endear the novel to teenage readers; indeed the intended audience is difficult to fathom. Perhaps students of Australian history will be interested in the portrayal, accurate or not, of life in NSW at the beginning of the gold rush. F. Gardiner

LEV: Middle secondary Upper secondary
AVAIL: Paper \$9.95
KLA: HSIE SCIS 798294

SCOTT, Eric**Time trek.**Longman Cheshire, 1994 (Clipper fiction)
ISBN 0582802717

Three young people from the future, especially bred with extraordinary scientific, mechanical and extrasensory powers, combine their skills to travel through time to capture a clever mutant who has escaped from their time and is ruthlessly trying to change the past. The philosophy of time travel is only lightly touched upon, and coincidence and boundless knowledge are key contributors to the Z Batch's eventual success. This is science fiction not of ideas but of action, and with that proviso it is quite successful. M. Lobban

LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 802006

STEWART, Alison**The wishing moon.**Random, 1994 (Mark Mcleod)
ISBN 0091829429

Amanzimoti Winnie Mandela Beckwith-Jones moves from South Africa with her hippie nomadic parents to Northaven, an affluent suburb in an Australian city. Fourteen year old Winnie narrates this suspenseful novel of haunting and visions. The gift of second sight allows Winnie to witness scenes of terror and blood; scenes from the hellish history of their "death house". Tensions and frictions



mount in the family until the terrifying climax reveals the horrible truth. Stewart presents a story with a gripping plot and believable characters with enough blood and terror to woo Christopher Pike addicts away to more solid writing. W. Muskin

LEV: Lower secondary Middle secondary
AVAIL: Paper \$9.95 SCIS 812990

SUMNER, M C**The hunger.**HarperCollins, 1994
ISBN 0862644704

Fans of the horror genre will become absorbed in this nightmarish tale. As a new arrival to the small American town of Westerberg, Chris Delaney becomes curious about the number of recently missing high school students. He discovers that the beautiful and mysterious Talli McAlister holds many of the clues relating to the strange disappearances. What they are unaware of is that a monster is wending his way back to Westerberg leaving many bodies in his wake as he feeds off their energy in order to satiate his hunger. Is there any stopping this demonic creature? C. Sly

LEV: Middle secondary
AVAIL: Paper \$8.95
KLA: English SCIS 812749

The patternmaker: nine science fiction stories

/ compiled by Lucy Sussex.

Omnibus, 1994
ISBN 1862912084

There is nothing childish about these Australian science fiction short stories for teenagers. Each Gillian Rubinstein, Michael Pryor, Leanne Frahm, Greg Egan and Brian Caswell, briefly abducts the reader to one of nine possible futures, entertains and instructs, then deposits him or her back to reality with a chatty and insightful afterword. Alison M. Goodman tells of a time traveller reconsidering her future after meeting her drug-addicted, parallel self. In Dirk Strasser's contribution, a boy discovers that genetic perfection can still cause heartache. Dave Luckett's title story, *The patternmaker*, is particularly uplifting, complete with a **Twilight zone** twist ending. I. McLean

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$9.95
EVAL: Highly recommended SCIS 793939

WHEATLEY, Nadia**The night Tolkien died.**Random House, 1994 (A Mark Macleod book)
ISBN 0091829461

The twelve stories in this intriguing collection are fascinating and different. They are deeply human and have something for everyone. How does a somewhat radical Year 10 boy, stuck on holidays with a father he hasn't seen for five years, survive? Who can know the pain of a family, in particular the remaining child, when a daughter disappears? How does one cope with learning one's best mate is gay? Few issues escape this original collec-

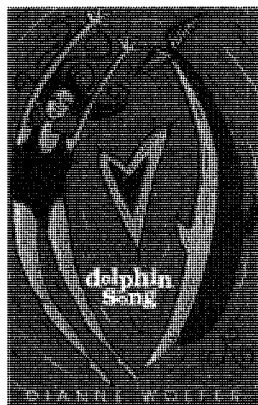
tion: drugs, family, growing up, multiculturalism, what it means to be a second generation Australian, self-perception. There is occasional purposeful strong language in some stories. Overall, a challenging, mature and exciting collection. C. Foley

LEV: Middle secondary Upper secondary
AVAIL: \$19.95 SCIS 807358

WOLFER, Dianne
Dolphin song.

Fremantle Arts Centre Press, 1995
ISBN 1863680969

Interwoven with the story of teenage country girl, Melody, is the story of Shara, the dolphin. Shara's struggles to survive the sea match Melody's teenage struggles. It's difficult being sixteen, living with a very young step brother and sister, coping with girlfriends and then hearing from a seemingly indifferent mother. It is the beach and the sea that give Melody the space and solitude to resolve her problems and it is the sea that provides the meeting place between Shara, her baby and Melody. Throughout the story the reader is given glimpses of the watery world where life's struggles are just as difficult as those acted out on land. D. Dawson



LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95
KLA: English SCIS 819798

WRIGHTSON, Patricia
Shadows of time.

Random House, 1994 (Mark Mcleod)
ISBN 009182950X

What begins as an adventure between two children; orphaned Sarah Jane Tranter and an outcast Aboriginal boy, set at the beginning of European settlement, turns into a mystical and spiritual journey. Sarah and the boy are given elemental powers (fire and water) and become immortal; they become the "shadows" moving through and outside of time ignored or unseen by mortals. In their search for the Great Ancestor they journey through ages, shadowing the march of "progress" and civilisation and encountering ancient beings and spirits. This is a magical, engrossing book with an overwhelming ecological message—caring for the land is paramount. W. Muskin

LEV: Lower secondary Middle secondary
AVAIL: \$19.95 SCIS 813024

Writing from Australia

/ edited by Wendy Morgan.
Cambridge University Press, 1994 (Figures in a landscape)
ISBN 0521421500

Many of Australia's most gifted modern writers are represented in these twenty short stories exemplifying the multicultural nature of our society. Some of the many ways of being Australian and of writing about it are held up for the reader's inspection, and make a fascinating album. From the shame of Archie Weller's *Going home*

and Ania Walwicz's unpunctuated *Wogs* to the satisfying conversion of Tim Winton's *Neighbours*, the stories show some aspect of the search for an identity, for the *real* Australian, and are excellent leisure reading, running the full gamut of human emotions. But for the teacher exploring multicultural issues with young minds which still measure life by the known, the book is a fine tool-of-trade; the editor gives the briefest of introductions to each story, suggesting comparisons or connections between stories, and the collection is enriched by Australian illustrations which also communicate diversity. H. Gordon

LEV: Upper secondary
AVAIL: Paper \$9.95
EVAL: Highly recommended SCIS 812853

Writing from Canada

/ compiled by Jim Rice and Mike Hayhoe.
University of Cambridge, 1994 (Figures in a landscape)
ISBN 0521423058

The Canadian landscape can provide some wild, exotic settings against which humans, often dwarfed by the scale of the land, live out their lives. But like Australia, it is also a very urbanised country, and reflecting this reality a number of stories in this collection are set in cities. There are several stories of Inuits, both traditional and contemporary, and others which reflect the ethnic diversity of Canada's population. The standard is uniformly high, and Canadian artworks complement the tenor of each story. It's a pity the book has a rather dull appearance; it is unlikely to be picked by a casual browser. M. Lobban

LEV: Upper secondary
AVAIL: Paper \$15.95 SCIS 801370

Poetry, drama and folklore

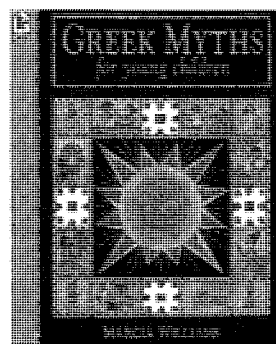
Resources are in Dewey order.

WILLIAMS, Marcia

Greek myths for young children.

Walker, 1994
ISBN 074453075X [398.20938]

Greek myths are retold in comic strip style in this unusual book. Pandora's box, Arion and the dolphins, Orpheus and Eurydice, The twelve tasks of Heracles, Daedalus and Icarus, Perseus and the Minotaur, and Arachne versus Athene are the legends told. The text beneath the comic strips tells



the legend sparsely but effectively, while the cartoon characters add a humorous note to the story. Sometimes, the humour seems a little inappropriate and takes from the impact of the real story; but mostly it is appealing and with the comic-book illustrations, adds fun to the legends. It is not suitable for reading to a group, as the comic strip style makes the illustrations too small. L. FitzGerald

LEV: Middle primary
AVAIL: Paper \$12.95
KLA: English; HSIE SCIS 814180

LEESON, Robert

The story of Robin Hood.

Kingfisher, 1994 (Kingfisher classics)
ISBN 1856972542 [398.20942]

One of the most loved and revered of folk heroes, Robin Hood lives through the pages of this book. These stories lose nothing in the retelling. Robert Leeson has referred to the most authentic of these medieval stories in an effort to reproduce stories with the excitement and drama the reader expects. Children and adults can relive their favourite stories of the Lord of the Greenwood and meet again the rogues of the forest. Without intruding on the text, Barbara Lofthouse has produced bold, yet charming illustrations that illuminate the pages of this book and support the delightful stories. Ideal for reading aloud. D. Dawson

LEV: Middle primary Upper primary
AVAIL: \$33.95 SCIS 814124

MANNING, Mary and O'NEILL, Jennifer

New ways into poetry.

Oxford University Press, 1994
ISBN 0195536142 [808.1]

Crammed with inspiration, this book makes one want to experience poetry both as a reader and a writer. A stimulating array of traditional and contemporary poems have been collected under twenty different themes. Questions elicit critical analysis and deeper appreciation of the published poems. Many suggestions are offered also to urge personal creativity in poetry writing. Various techniques are introduced in stages throughout the book allowing students' understanding to develop step-by-step. It is a sound formula for the cultivation of a love of poetry. C. Sly

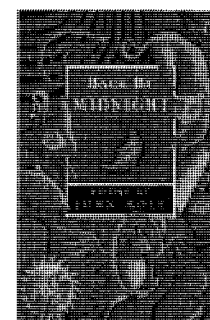
LEV: Lower secondary Middle secondary
AVAIL: Paper \$19.95
KLA: English SCIS 816555

MOLE, John

Back by midnight.

Penguin, 1994
ISBN 0140366571 [821]

Approximately sixty poems are contained in this ninety page book. The subjects of the poetry are usually familiar, everyday experiences, with about equal numbers of rhyming and non-rhyming poems. The poems are listed by contents, as well as by first line. These are reflective poems, inviting reading



more than once, and would be ideal for class discussion. F. Broomham

LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95
KLA: English SCIS 801362

SVENDSEN, Mark Nestor

The Bunyip and the night.

University of Queensland Press, 1994 (Jamroll)
ISBN 0702227021 [821]

This book of poems about the bunyip is well written with deeply descriptive images, however it is rather morbid and heavy, presenting the bunyip as being evil and monstrous. Six illustrators display their styles, so the illustrations are varied and wonderful. Most of the poems would need discussion to be understood and appreciated by children. This would be a great resource for studies involving art, bunyips, night scares and death. R. Bodlay.

LEV: Upper primary
AVAIL: \$18.95 SCIS 809186

WILLIAMSON, David

Sanctuary.

Currency, 1994
ISBN 0868193852 [822]

This powerful play by one of Australia's leading modern playwrights builds through spirals of tension to a disturbing climax. High profile international journalist, Robert King, has retired to the sanctuary of an opulent coastal resort. A young academic, John Alderston, who is in the process of writing King's biography visits him to verify the facts. Alderston accuses King of gross immorality in his career. As the upper hand in this power struggle swings between the two men, each delves deeper into the other's psyche. Dramatic conflict on all levels rivets the reader to this masterful play script. C. Sly

LEV: Upper secondary
AVAIL: Paper \$12.95
KLA: English; CA SCIS 812698

HOMER

The Odyssey

/ retold by Robin Lester.
Kingfisher, 1994 (Kingfisher Classic)
ISBN 1856972194 [883]

The story of Mycenaean Odysseus' voyage home to Ithaca from Troy after the ten year war has become an enduring classic. This is a fairly pedestrian retelling of Homer's epic lacking the poetry and force of the original. The style is straightforward; the action carries the tales along without much descriptive language. Familiar tales of trickery, enchantment and cunning are presented; the Sirens, Circe, Cyclops, Hades and the Wooden Horse, with each adventure given a new chapter. The book itself is attractive; the print easy to read, clearly set out and complemented by appropriate black and white illustrations. W. Muskin

LEV: Upper primary Lower secondary
AVAIL: Paper \$12.95 SCIS 806561

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);
English	(primary and secondary)
HSIE	Human Society & its Environment;
LOTE	Languages other than English;
Mathematics	(primary and secondary)
PD/H/PE	Personal Development/Health/Physical Education;
Science	(secondary);
ST	Science and Technology (primary);
TAS	Technology and Applied Studies (secondary).

PERRY, Philippa Newspapers.

Wayland, 1994 (Teamwork)
ISBN 0750211032

[070.1]

This is a series focusing on the teamwork necessary for production. Beginning with a brief historical overview, this title investigates the tasks of the team which produces the *Coventry Evening Telegraph*, a daily newspaper. Each entry is accompanied by pictures of the people themselves with a personal comment from each. Features such as fact-files, a glossary of common newspaper terms, a bibliography, a list of useful addresses and an index increase accessibility. Although the book relates to a British newspaper, the processes are no doubt applicable to Australia. L. FitzGerald

LEV: Upper primary Lower secondary
AVAIL: \$26.95
KLA: HSIE SCIS 813006

Other titles in the series are:

Fire service SCIS 816748
Hospital SCIS 816753
Post office SCIS 809020

JONES, Francis Firebrace

Koori dancing to Dreaming stories

[videorecording].
Coastal, 1994 (Australian Heritage 2) (53 min.) [298]
The video consists of sixteen stories told by Francis Firebrace Jones, who looks splendid with his long white beard and headdress, but tends to sound monotonous. The stories tell of the origins in the Dreaming of such things as the Three Sisters and Billai the crimson-winged parrot. They are all accompanied by dance, performed by the Kudgeries Dance Group, which is simple enough to be copied and performed in the classroom. The attire of the dancers, black lycra leggings and midriff tops, is

non-traditional. Didgeridoo and clap stick music accompanies the stories and dances. L. FitzGerald

LEV: Middle primary Upper primary
AVAIL: Maxwell Video Collection
KLA: HSIE; English SCIS 789116

Personal choice and responsibility

[videorecording].
Classroom Video, 1994 (12 min.) [302]
The content is local but this video lacks quality in sound and acting. The situations are overly contrived and dealt with too briefly to be effective. There is a program summary and teacher suggestions plus worksheets included, but these serve to highlight the need for more resources. It is said to target Years 3-8 but this reviewer believes it would not be received well by most pupils above Year 4. As an introduction to a unit or lesson it may have value but on its own is not complete. A teacher exercising personal choice and responsibility may be better served seeking assistance from other sources. R. Dobson

LEV: Lower primary Middle primary
AVAIL: Classroom Video \$62.00 (incl. P & H)
KLA: PD/H/PE
EVAL: Consider before buying SCIS 807977

WARNER, Rachel

Indian migrations.
Wayland Hove, 1994 (Migrations)
ISBN 075021077X

[304.80954]

An overview of the migration of the Indian people from ancient times to the present day is divided into seven sections each presenting a reason for migration e.g. as refugees, indentured labourers or for professional education. Clear explanations are supported by numerous photographs which create a living picture of the times. Many first hand accounts of experiences are included which add warmth and realism to the text. The simple language is appropriate for a range of ability levels and the inclusion of an index, glossary and bibliography ensure its value as a useful reference tool. J. Anderson

LEV: Upper primary Lower secondary
AVAIL: \$26.95
KLA: HSIE SCIS 816745

Wallflowers and witches : women and culture in Australia 1910-1945 / edited by Maryanne Dever.

University of Queensland Press, 1994
ISBN 0702226076 [305.40994]

A useful book for the study of Australian cultural life, this has special applicability for HSC Art students. Themes of Australian art and literature are explored by a variety of academics, yet the style and content are accessible to the general reader. The work of the Sydney Society of Women Painters is examined; Thea Proctor is more closely studied by another author. Modernism and the buying policies of the Art Gallery of NSW are the subjects of an engaging essay by Pam James. Essays on sculptor Eleanore Lange and painter Ethel Carrick Fox complete the focus on art. Two authors deal with the writing of diaries, while another discusses women writers and the communist movement. Several authors focus on

individuals, in essays on Dymphna Cusack, Margaret Fane and M. Barnard Eldershaw. Peter Kirpatrick rounds off the book with further investigations into the bohemian movement in Australia. M. Steinberger

LEV: Middle secondary
AVAIL: Paper \$16.95
KLA: CA; HSIE; English SCIS 799647

RUSSELL, Penny

A wish of distinction : colonial gentility and femininity.
Melbourne University Press, 1994
ISBN 0522845525 [305.4209945]

Penny Russell examines the lives of the upper classes in 19th century Australia. Her assessment focuses on the contradictions inherent in the maintenance of English-based gentility in a colonial society. The gentry is defined, with an examination of the types of people so considered. The activities making up the social life of the gentry are described and assessed. Details are given of home life, clothing, language, letters and diaries. Marriage is a focus throughout, and through this, the place of women in the society is given prime attention. This is a detailed and thorough consideration of this aspect of Australian society, with its emphasis on women's lives providing a welcome distinction. M. Steinberger

LEV: Upper secondary
AVAIL: Paper \$24.95 SCIS 79950

Australian popular culture.

/ edited by Ian Craven.
Cambridge University Press, 1994
ISBN 0521466679 [306.0994]

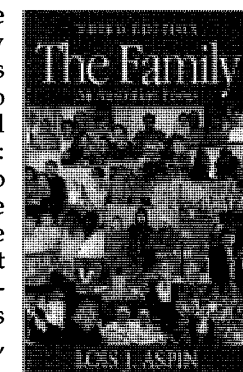
Senior students will gain much from a reading of this book, and will be able to use it in a variety of subject areas. The topics are grouped in three areas: popular culture as the everyday, popular culture and mass media, and critical theory. A witty essay on Vegemite is followed by reflections on the Australian backyard, postage stamps and football as religion. Consideration is given to the introduction of television in Australia and TV co-productions. There is an illuminating study of the Lindy Chamberlain case, while other essays look at Crocodile Dundee, crime fiction past and present, and the Spycatcher trial. The critical theory section deals with domesticity, intellectualism, folk heroes and postmodernism and Australian culture. M. Steinberger

LEV: Upper secondary
AVAIL: Paper \$25.00 SCIS 802847

ASPIN, Lois J.

The family : an Australian focus.
3rd ed. Longman Cheshire, 1994
ISBN 0582802423 [306.850994]

This text is designed to achieve awareness of diversity in family structure and in the techniques used to study it. Teachers who have used previous editions will appreciate several improvements: its comprehensive approach to the changing dimensions of the Australian family, inclusion of the latest data from government research, and case-studies of families of a range of types. Chapters on socialisation, family types,



poverty, ageing, housing and support networks make the book relevant to a number of senior curriculum areas. Review questions and the lively style make the text approachable for most students, and the illustrations, though sparse, are strikingly apt and thought-provoking. H. Gordon

LEV: Middle secondary Upper secondary
KLA: HSIE; PD/H/PE
AVAIL: Paper \$20.95 SCIS 806934

WEBBER, Ruth

Living in a stepfamily.
2nd ed. ACER, 1994
ISBN 0864311451 [306.874]

This Australian production utilises local research in presenting a comprehensive range of stepfamily issues. Material is directed at both children and adults and is helpfully arranged in chapters by various headings and subheadings. It is peppered with anecdotal real-life examples from the research, and the humorous cartoon-style illustrations provide additional support and relief. Apart from generalised information, issues addressed include: relationship and communication with former partner; the couple; relationships with children; ghosts from the past; step-parent role; adolescent step-children. The *Things to think about* pointers at the end of each chapter are helpful though there is room for more in the solutions arena. Two good bibliographies—for children, and for adults—are included. This book is very readable and does much to improve understanding. It could provide self-help for students and parents. C. Foley

AUD: Professional
AVAIL: Paper \$16.95 step-parent handbook; \$32.00 leader's manual; \$110.00 kit
KLA: HSIE; PD/H/PE
EVAL: Highly recommended SCIS 807493

JAENSCH, Dean

Parliament, parties & people : Australian politics today.
2nd ed. Longman Cheshire, 1994
ISBN 0582802504 [320.994]

Jaensch has published frequently on Australian politics and this updated edition offers a sensible, readable and thought-provoking introduction to the subject. Apart from what the title suggests, topics covered include elections and electoral systems, interest groups, the public service and federalism as well as succinct discussions on more abstract issues like the Westminster system or responsible government. Neutral and analytical, if understandably ironic at times, the text is supported by graphs and some only slightly illuminating photographs and diagrams. Each chapter ends with several pages of well-chosen, short documents and pertinent discussion questions, so that the book works well as both text and reference. G. Spindler

AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$22.95
KLA: HSIE SCIS 813185

CORCORAN, Robert
The Collins Australian dictionary of political terms.

Collins Dove, 1994 [320.99403]
 ISBN 1863713301

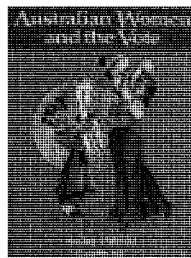
One would expect this dictionary to define political terms and it does so particularly well, with a brief definition and an explanatory comment cross-referenced to other entries. However, its greatest value lies in the explanation of jargon and terms in current use which are often difficult to define, e.g. slush fund, sunset clause, boat people, Wets and Dries, letterboxing, rank and file. Acronyms (such as CHOGM, GATT, QUANGO, ACOSS, DOGS) are also included. Another valuable addition is a brief and readable description of the Australian Constitution. D. Collins

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$19.95
 KLA: HSIE
 EVAL: Highly recommended SCIS 801996

OLDFIELD, Audrey
Australian women and the vote.

Cambridge University, 1994 [324.6]
 ISBN 0521448638

Gaining the right to vote was a symbolic moment in the recognition of the rights of women, even though full equality remains unattained. Nothing illustrates more the dismissive attitudes towards women which were so prevalent than the turn-of-the-century cartoons included here. The issues and events in the Australian story are brought succinctly together, from the late nineteenth century and the foundation of suffrage movements, through to the first women representatives to finally make it into Australian parliaments. Supported by excellent illustrations, short biographies, accessibly brief documents, activities and bibliography, it is a resource which students will use easily and meaningfully. G. Spindler



LEV: Lower secondary Middle secondary
 Upper secondary
 AVAIL: Paper \$21.95
 KLA: HSIE SCIS 816581

Money with Paul Clitheroe

/ adapted from the television series by Belinda Gibbon.
 Penguin, 1994 [332.024]
 ISBN 014023831X

Based on the popular television series of the same name, the focus of this book is on the financial concerns of the general public. Appropriately, in a practical guide on how to manage money, the first chapter examines budgeting and includes a handy budget planner. As the author states, "Ninety-nine percent of people just can't save that extra cash. It just slips through their fingers." How true! Topics range from the author's top ten financial tips, shopping and cutting expenses, investment income, handy tax tips, superannuation and how to obtain cash. Included at the conclusion of most chapters are addresses and phone numbers for further information. D. Dawson

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$12.95
 KLA: HSIE SCIS 797610

The financial system in Australia.

Open Training and Education Network, 1994 [332.0994]
 [videorecording] (50 min.)

This video provides a complete analysis of the Australian financial system. In order to assist students to visualise the system, it is presented as a sporting event with components being compared to the sports field, players, referee and supporters. These sport related divisions are independently examined in great detail and could be used to develop individual lessons and worksheets. One exception to this is the segment on the Reserve bank which is brief when presented in isolation. Because of the many roles and functions of the Reserve Bank, explanations tend to be interspersed throughout the video. Important activities such as market operations which affect interest rates or the exchange rate are outlined in other segments. The degree of detail provided in each section is very comprehensive and would require a review of the terminology so that students could fully understand the valuable information being presented. Current and relevant visual and factual material make this video essential viewing for economics students and a very useful teaching aid. M. Brown

LEV: Upper Secondary
 AVAIL: \$65.00
 KLA: HSIE SCIS 797681

Does anybody hear?

Iain McCallum, 1994 [333.73]
 [videorecording] (20 min.)

This 20 minute Australian computer animation looks at issues and dangers related to deforestation within Australia and world rainforests. In its earnest and ecologically committed way it offers possible, if idealistic, solutions. But the message delivered by media is not always what is intended. Here, despite the issues, student reaction may be stronger to the video's computer-drawn animations where intended realism is often contradicted by the jerky movement and generally amateurish voice-overs. But for a few frames, it's hard to see why computer animation was used—documentary footage would have had more impact. In all, the content of this video is important, almost impressive but the presentation is ultimately disappointing. G. Spindler

LEV: Upper primary Lower secondary
 AVAIL: I. McCallum, 560 Moorem Rd, New Italy via Woodburn NSW 2472
 KLA: HSIE SCIS 820562

PENNY, Malcom

Food and farming in hot and cold places.
 Wayland, 1994 (Hot and cold places) [338.1]
 ISBN 0750208082

For young students first studying food and agriculture places ranging from the Antarctic to Kenya are covered with brief descriptions of numerous indigenous people; the slash and burn method of rainforest dwellers, reindeer herding by the Lapps, and hunting with the Kalahari bushmen. Clear photographs and large print make it tempting to the readers; a glossary and index make research possible for the beginner. M. Williams

LEV: Middle primary Upper primary

AVAIL: \$26.95
 KLA: HSIE SCIS 805331

Other titles in the series are:

Animals in hot and cold places SCIS 805335
Clothes in hot and cold places SCIS 798130
Homes in hot and cold places SCIS 798107

Rules and laws

Classroom Video, 1994 [340]
 [videorecording] (14 min.)

This lively approach to social control should have strong appeal for students. Dramatised by children, it explores society's need for rules through familiar contexts—tennis and roller blading—and addresses the issues of privilege and democracy in law-making. Conventions, customs and fashions are examined, again through everyday situations, and the roles of government, police and lawyers are illustrated. A strong streak of humour keeps this potentially unpopular subject matter entertaining and relevant to the intended audience. The videocassette is accompanied by teacher's notes which include a summary, discussion plans, and two activity master-sheets. H. Gordon

LEV: Upper primary Lower secondary
 AVAIL: \$65.00
 KLA: HSIE; PD/H/PE SCIS 808003

SHORT, Geoffrey

Fair go.
 Heinemann, 1994 [349.94]
 ISBN 0858597187

While written to meet the requirements for VCE Study Design Units 3 and 4, this text could be helpful for NSW Legal Studies students and teachers. The thematic areas impacting on the whole text are: conflict and co-operation, participation by the individual, and rights and responsibilities. While localised examples are Victorian, there are also Federal examples and general information. Each chapter includes an initial glossary, background information under helpful headings, case studies, exercises and summary. Format is friendly with tables, cartoons and line drawings. Issues covered include Mabo, women/gender, marijuana (legalisation), changing law, constitution, criminal sanctions and the jury system. C. Foley

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$37.95
 KLA: HSIE SCIS 815257

BARWOOD, Bryan

Getting it right, now! higher education.
 CollinsDove, 1994 [378.1]
 ISBN 186371409X

This is not an overwhelming array of alternatives but a user-friendly guide for senior students considering tertiary education. Brief comments, ideas in point form, checklists, self-tests and accounts of others' experiences make it simple to read and use. Students can assess their interests in areas of study and then consider appropriate careers, courses and institutions. The information is not specific to particular institutions or courses, but offers referrals for more detailed information. Practical matters such as costs, HECS, student life, transferring and deferring courses, career planning and job-seeking



are also dealt with. This provides a logical process for making decisions about post-school study for those students prepared to put in a little time. G. Spindler

LEV: Upper secondary
 AVAIL: Paper \$15.95 SCIS 807405

BARLOW, Robert
International business.

Nelson, 1994 (How business works) [382.0994]
 ISBN 0170089061

Designed for the three unit Business Studies course in NSW this provides a detailed account of all aspects of international business practice as well as the economic context in which it operates. Chapters covering balance of payments problems, exchange rates, government influences on international business and the features of multinational corporations are ideally suited to the economics course. When this is combined with the specialised chapters on how to conduct international business which make up the bulk of the book, the reader has access to a very comprehensive analysis of this topic. Each chapter commences with learning goals which could easily be related to the syllabus. The book is clearly written and contains a useful range of exercises, review questions and essays as well as a glossary which lists all of the essential terms and concepts related to this topic. M. Brown

LEV: Upper secondary
 AVAIL: Paper \$12.50
 KLA: HSIE SCIS 780220

BRYANT-MOLE, Karen

Clothes.
 Wayland Hove, 1994 (History from objects) [391.009]
 ISBN 0750210192

Part of a series that investigates how everyday objects have changed in the last 100 years or so, this book provides an overview of the history of clothes and fashion. Designed for young students, the format and the text are simple and appropriate for the targeted audience while introducing the concept of changing lifestyles and history. The explanations are clear and concise and the drawings and photographs highlight the topics discussed. A simple glossary and index make it an excellent resource for young students and emerging readers. J. Anderson

LEV: Lower primary Middle primary
 AVAIL: \$26.95
 KLA: HSIE SCIS 813007

Other titles in the series are:

At school SCIS 798114
In the street SCIS 813015
Toys SCIS 798098

COTE, Pamela
My big dictionary.

Houghton Mifflin, 1994 [423]
 ISBN 0395663776

This big book provides an introduction to letters, words and alphabetical order by introducing 170 words matched with simple, easy to recognise, colourful illustrations. As well as the 29 alphabet pages there are ten activity pages which target a letter and stimulate discussion through the busy illustrations. An index at the back lists the words on the alphabet pages as well as those to be found on the activity pages. Suggested activities for parents and teachers using the book are given at

the front making it a valuable resource for a variety of language activities. Its only drawback is the non-Foundation script. J. Anderson

LEV: Preschool Lower primary
AVAIL: \$32.95
KLA: English SCIS 817620

TAYLOR, Barbara
I wonder why soap makes bubbles and other questions about science.

Kingfisher, 1994 (I wonder why)
ISBN 1856972283 [500]

Why are water droplets round? Why do cakes rise? Why do shadows happen? These are some of a number of questions about the natural world posed and answered in this attractively presented resource. The questions cover many phenomena likely to have been observed by young children. The concepts of science, energy, light and heat, sound, colour, air, and friction are introduced. The question and answer format is designed to facilitate browsing. The easily read text is supported and extended by numerous colour illustrations. This well presented resource is likely to stimulate many more questions. J. Buckley

LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$9.95
KLA: Science SCIS 814117

GLOVER, David
The super science book of sound.

Wayland, 1994 (Super science)
ISBN 0750206373 [534]

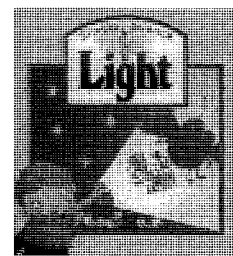
Scientific principles are introduced in a simple way through the analysis of everyday sounds. Targeted at younger students the book is non-technical in its approach and presents small blocks of information as captions for the illustrations. Photographs and the use of numerous pastel coloured, textured drawings give the book a picture book feel although it provides a broad general overview and informative presentation of the topic. Clearly set out with a topic on each page the addition of a glossary, index and bibliography adds to its usefulness as a research tool. J. Anderson

LEV: Middle primary Upper primary
AVAIL: \$26.95
KLA: ST SCIS 798122

GORDON, Maria
Light.

Wayland, 1994 (Simple science)
ISBN 0750212896 [535]

Simple, to the point and charmingly illustrated with cartoon-like pictures, some relatively difficult concepts about light are explained in easy to understand terms. There are lots of simple experiments to support the text; almost all the necessary equipment would be readily available in any classroom. It would be quite easy to turn many



of the ideas covered in this work into an integrated unit or use elements of it to support other units. There are suggestions for activities to complement or extend the learning at the back of the book plus other recommended readings. R. Dobson

LEV: Lower primary Middle primary
AVAIL: \$24.95
KLA: ST SCIS 809021

VAN ROSE, Susanna
The Collins earth atlas.

HarperCollins, 1994
ISBN 0732249872 [550]

Superb illustrations clearly assist in explaining how the earth looks. Each chapter is presented on a double page and includes photographs, diagrams and maps depicting the variety of the earth's landscapes and how they were created. The uniqueness of planet Earth is revealed in the various sections including: the history of the earth; its crust; volcanoes; the development of mountains and the ocean floor. Attention to detail and a useful index make it a worthwhile resource. D. Dawson

LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$29.95
KLA: ST; Science SCIS 807742

Muttaborrasaurus.

Film Australia, 1994
[videorecording] (10 min.) [567.9]

Are you or your students fascinated by dinosaurs? Then you'll enjoy this ten minute animation about a day in the life of a young muttaburrasaurus in Australia ten million years ago. The storyline is simple but captivating as the adventures and fears of this little dinosaur unfold before she eventually finds her mother again. The quality of sound and life-like animation is excellent. The simple, supportive narration is not intrusive though subtitles to highlight spellings of difficult words would have been helpful. The re-creation of contemporary animal life (birds such as terrasaurs, other dinosaurs etc.) and vegetation is realistic, informative and integral to the story of the dangers and threats little muttaburrasaurus faces. This is great support for a dinosaurs unit though not essential if you have other multimedia material available. C. Foley

LEV: Lower primary Middle primary Upper primary
AVAIL: \$79.95
KLA: HSIE; ST; CPA SCIS 818831

JAMES, Diane
Growing up.

Two-Can, 1994
(Play & discover / A jump! starts book)
ISBN 1854342312 [574.3]

This book looks at the changes occurring from babies to teenagers, and briefly discusses animals and plants. It features large photographs and drawings, plus several craft ideas such as a mobile for a baby, a height chart and the collecting and displaying of family photos. Text is minimal. The photos and illustrations would be useful for group discussion. F. Broomham

LEV: Preschool Lower primary
AVAIL: Paper \$7.95

KLA: HSIE; ST SCIS 805399

RICHARDS, Michael
Urban ecosystem.

Gulliver Film, 1994 (Living landscape / Australian ecosystems)
[videorecording] (16 min.) [574.5]

This excellent video presents the city as a 'peculiar ecosystem' dominated by one species. This theme runs throughout the video and provides an interesting perspective on urban studies. All the components of an urban ecosystem are identified and then the ways that they are modified are shown. A clear explanation of an ecosystem has been provided but it is the alteration, alienation and exploitation of the natural ecosystems that provide the interest and focus for viewers. The concepts of an 'ecosystem out of balance' and 'ecological sustainability' are thoroughly developed using excellent images and logical contrasts. The negative portrayal of a city as a place that replaces or suffocates the natural environment may be uncomfortable for some. However this is balanced by a concluding segment that identifies the positive ways in which humans are facing the challenge of improving cities. A summary and sample questions are provided. M. Brown

LEV: Middle secondary Upper secondary
AVAIL: \$69.00
KLA: HSIE SCIS 814539

RUSHBY, Pam

Mangroves and wetlands.

Gulliver Film, 1994 (Living landscape / Australian ecosystems)
[videorecording] (17 min.) [574.5]

This is a thorough and well constructed treatment of the knowledge and concepts essential to an understanding of mangroves and estuarine wetlands. The information is presented in a visually interesting way and the images shown are exactly what a teacher would want to show students. Some of the most relevant terminology is referred to in the introduction and it would be advisable to present this as a preview or to review it so these important facts are not missed. Maps and diagrams are clearly presented and show where mangroves are located, the interaction between marshes mangroves and sea grasses, and nutrient recycling. The detailed treatment of issues such as the importance of mangroves and the impact of humans on these important ecosystems will give a solid foundation for an understanding of why they should be respected. A written summary and sample questions are provided but teachers will find much to enable the production of excellent worksheets. M. Brown

LEV: Middle secondary Upper secondary
AVAIL: \$69.00
KLA: HSIE; Science
EVAL: Highly recommended SCIS 814536

KITCHEN, Bert

When hunger calls.

Walker, 1994
ISBN 074452816X [591.53]

The potential for gore is avoided here as beautiful artwork introduces readers to the sight of a variety of animals hunting or eating their prey. It is a wonderful introduction to ecology, as simple as a picture book to read, yet introducing complex aspects of animal anatomy. From the killer whale pursuing its prey on land, to the rock python able to disengage its jaw to swallow a large

gazelle, there is much to fascinate the young naturalist. Large and brief print accompanies full-page illustrations of twelve different animals found in various corners of the globe. M. Williams

LEV: Middle primary
Lower secondary
AVAIL: \$19.95
KLA: Science; HSIE SCIS 804813

MALCOLM, Penny
Animals in hot and cold places.

Wayland, 1994 (Hot and cold places)
ISBN 0750208090 [591.54]

The course of evolution has seen creatures adapt to the extremes of Earth's climate particularly at the poles and in the tropics. Without great detail this work brings a wide range of information to the reader in a well presented format. A clear delineation between hot and cold climate dwellers may have been helpful but the presentation of information is adequate. This relatively slim volume of 32 pages has some delightful photography which would have enhanced the work for this reviewer had a few of them been full-page glossies. R. Dobson

LEV: Lower primary Middle primary
AVAIL: \$26.95
KLA: ST SCIS 805335

ATKINSON, Kathie

A is for Australian animals.

Omnibus, 1994
ISBN 186291205X [591.994]

Why does a work with such fine photography and concise informative text use alphabetic arrangement? Is it the most appropriate way to structure this information? I wonder whether an arrangement of the creatures by habitat or species would produce a more interesting resource. This book seems aimed at primary readers long familiar with the alphabet. It is designed for browsing rather than easy information retrieval; lacking an index, contents, glossary or subheadings. Kathie Atkinson's beautifully composed and detailed colour photography gives great impact to this work. The text covers aspects of behaviour, appearance and diet. It is easy to read and varied. J. Buckley

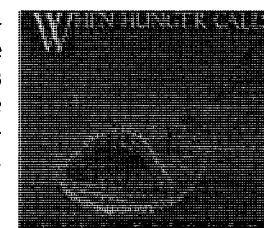
LEV: Middle primary Upper primary
AVAIL: Paper \$9.95
KLA: ST SCIS 816280

REID, Straun

The Usborne book of inventors.

Usborne, 1994
ISBN 0746007051 [609.2]

It's great to see another book where the format shows evidence of expertise in, and thoughtful use of, visual clues and provides some of the excitement in presentation that we've become used to with video and computer graphics. There are great double-page spreads on a range of areas of invention (e.g. measuring instruments, construction, manufacturing, calculators, medicine, transport, the office etc.) While not greatly detailed for individual inventors, there is excellent information that fills some gaps. The majority of inventors mentioned are male and there is some sexist language, which is disappointing. The index and key dates spread is helpful but also



reflects some American bias in contents and approach. Overall, an exciting, attractive and informative book. C. Foley

LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$10.95
KLA: HSIE; Mathematics; Science; ST; TAS
 SCIS 805169

AVISON, Brigid

I wonder why my tummy rumbles and other questions about my body.

Kingfisher, 1994 (I wonder why)
 ISBN 1856971031

[612]

This work is visually stimulating with a mixture of large illustrations and supporting cartoons adding useful emphasis to the short but appropriate text. Each double page covers one or two questions about the body, ranging from "What is inside my head?" to "Why do I have to sleep?" Most of the questions children like to ask are included and the answers given are easy to understand. R. Dobson

LEV: Lower primary Middle primary
AVAIL: Paper \$9.95
KLA: ST; PD/H/PE
 SCIS 808319

PARKER, Steve

Human body.

HarperCollins, 1994 (Eyewitness explorers)
 ISBN 0732250420

[612]

A brief overview of systems of the human body is presented in this pocket sized format. Each double page spread features a different aspect with clear and simple explanations supported by colourful well labelled diagrams and photographs. At times the presentation of facts is humorous. Although there is little depth or structure to the information provided it is suitable for the targeted age group and individual topics can be accessed from the index. J. Anderson

LEV: Lower primary Middle primary
AVAIL: \$14.95
KLA: ST
 SCIS 794038

BRYANT-MOLE, Karen

We're talking about AIDS.

Wayland, 1994
 ISBN 0750207388

[616.97]

With simplicity yet depth, this resource explains AIDS and HIV. It attempts to build the atmosphere of an informed discussion where children raise concerns which are addressed by the narrative voice present in the simply written text. The work focuses on individuals, using first names and emphasising the positive. The distinction between AIDS and HIV, the operation of viruses in the body, and the role of the immune system are well covered. The text is assisted by clear colour diagrams. The treatment of transmission of the disease covers transfusions, blood contamination and heterosexual intercourse. Information on protection is clearly presented, with good use made of colour photographs. The thoughtful approach of the work renders it suitable as a discussion starter. J. Buckley



LEV: Upper primary

AVAIL: \$24.95
KLA: PD/H/PE
 SCIS 798102

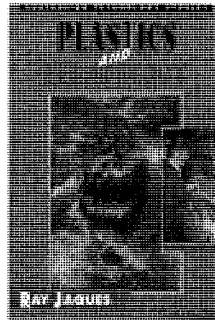
JAQUES, Ray

Plastics and technology.

Cambridge University Press, 1994 (Australian technology studies)
 ISBN 0521438861

[620.1]

This is a comprehensive overview of plastics technology in both theory and practice for the senior student. It outlines the history of the development of plastics and then examines the origin, manufacture, use and environmental problems of specific types of plastics. Half the book concentrates on ideas and techniques for practical work from a design brief approach. The readable text, extensive use of diagrams, photos and research questions, index and glossary ensure the value of this resource book, despite its lack of colour. D. Collins



LEV: Upper secondary
AVAIL: Paper \$14.95
KLA: TAS
 SCIS 795767

Other titles in the series are:

Materials, design and technology SCIS 724586
Metals and technology SCIS 788167
Textiles and technology SCIS 804577
Wood and technology SCIS 788163

YOUNG, Leonie and JANKS, Avril

I wish I'd gone to the moon with Neil Armstrong.

Weldon, 1994
 ISBN 1863023674

[629.45]

Much information about Neil Armstrong's journey to the moon is easily conveyed in this picture book. It is a straightforward narration of aspects of Armstrong's career, preparation undertaken by the astronauts, the rocket, blast off and the journey. The excitement felt by many people as they witnessed the landing on the moon is also described. Colour illustrations by Astri Baker contribute warmth and child orientation to the story. The final focus of the book back on the small, natural treasures of planet Earth, reasserts this as a child centred work. A poster depicts the space vehicles and the detail of the trip. This adventure tale, honed to the basics of heroic figure, scientific undertaking and risk, is told in a warm and approachable manner. J. Buckley

LEV: Middle primary Upper primary
AVAIL: Paper \$9.95
 SCIS 805303

STEWART, Robin E

New faces: the complete book of alternative pets.

Agmedia, 1993
 ISBN 0730629473

[636.08]

The introduction to this book talks about how to choose a pet and the basic principles of looking after them, as well as suggesting which types would be best for people with allergies. Among some of the more unusual of these pets are ferrets, ducks, yabbies, land hermit crabs and garden snails. Each pet is introduced in a table with information such as class, order, life span, size, pregnancy length, age to buy etc. This is followed by more detailed information about the pet, all of which is very

clearly set out using bold sub-headings in the margin, bullet points and boxes containing adjectives describing the pets as well as foods they like to eat etc. An interesting feature of the book is that it is interspersed with poems and anecdotes written by people remembering their pets, which means that it is not only an excellent resource for research, but also has implications for English as well. J. Eade

LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$29.95
KLA: ST; Science; HSIE; English
 SCIS 807316

CHESTER, Jonathan

Huskies: Polar sledge dogs.

Margaret Hamilton, 1994
 ISBN 0947241639

[636.7]

Not just an account of the lives and history of huskies, this book also gives a vivid description of the history of both the Arctic and the Antarctic regions. Stunning photographs enhance the informative text and make this book a worthwhile resource on Polar regions. Chapters on the discovery and history of the North and South poles are significant. Huskies were phased out of Antarctica in 1994 as a result of an international agreement banning introduced species, thereby making this book a significant historical record of the huskies contribution to life and work in Antarctica in particular. D. Dawson

LEV: Upper primary Lower secondary
AVAIL: \$24.95
KLA: Science; HSIE
 SCIS 816557

ABDULLA, Ian

Tucker.

Omnibus, 1994
 ISBN 1862912068

[641.3]

Ian Abdulla is well known for his naive-style paintings which express the simple joys of his childhood in South Australia, as a member of an Aboriginal family living along the River Murray. This picture book, illustrated with his glowing paintings, largely featuring the river, tells of fishing and hunting with his brothers, of cooking delicacies such as yabbies, pilaki [callop], kalta [blue tongue lizard] and sheep's heads; and other memories of a happy childhood spent by the river in the 1960s. These were hard times for Aboriginal people, when government policy was at best benevolent, at worst, discriminatory. None of this detracted from a joyous childhood, where the prevailing values were community and sharing. L. FitzGerald

LEV: Middle primary Upper primary
AVAIL: \$22.95
KLA: English; HSIE
 SCIS 807798

ROZ, Denny

A taste of China.

Wayland Hove, 1994 (Food around the world)
 ISBN 0750207981

[641.3]

Beginning with a brief overview of the history and lifestyle of the Chinese people, the book looks at the different food regions of China and the styles and patterns of Chinese cooking and eating. It is an excellent resource for younger students as it is clearly set out and the language is simple. Coloured photographs add realism to the topic and detailed directions and diagrams make the recipes of popular Chinese dishes included easy to fol-

low. A glossary, index and bibliography ensure its usefulness as a resource for primary students. J. Anderson

LEV: Lower primary Middle primary Upper primary
AVAIL: \$26.95
KLA: HSIE
 SCIS 801242

WOOLFITT, Gabrielle

What's cooking? a fun guide to food science, healthy eating and recipes from around the world.

Wayland Hove, 1994
 ISBN 0750209844

[641.3]

A simple, hands-on activity approach to the science of food technology is provided in this attractively presented overview of foods we should eat to keep us healthy. Simple activities are designed to highlight why food goes off, how to keep it fresh and the effects of different temperatures on food. Step by step directions and simple text appropriate for a range of ability levels ensure the recipes included from around the world are easy to follow. Excellent use of coloured photography and diagrams and an index, glossary and bibliography will ensure its appeal to younger students. J. Anderson

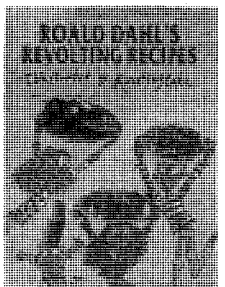
LEV: Lower primary Middle primary Upper primary
AVAIL: \$26.95
KLA: ST; HSIE
 SCIS 809019

Roald Dahl's revolting recipes.

compiled by Josie Fison and Felicity Dahl
 Cape, 1994
 ISBN 0224039784

[641.5]

Dahl fans will enjoy browsing through these amazing recipes. All the culinary delights which feature in the novels are interpreted with edible and probably tasty results. Photographs are cleverly combined with Quentin Blake's illustrations. It is Blake's irresistible illustrative humour which gives the book its life. The recipes are straightforward in their presentation but bizarre: snozzcumbers, frobscottle, Mr Twit's beard food, stickjaw for talkative parents, peach juice etc. Many would require a confident adult in the kitchen. Dahl's fondness for toffee in various imaginative guises also necessitates adult supervision. This is lots of fun. J. Buckley



LEV: Middle primary Upper primary
AVAIL: \$19.95
KLA: CPA
 SCIS 810233

ELLIS, Jacqueline

Food 1 materials & technology: a workbook for students VCE units 1 & 2.

Jacaranda, 1994
 ISBN 0701632259

[664.0076]

Written for VCE, this text has applications for Years 9 and 10 Food Technology in the NSW system. It is full of exercises and proformas which relate to three areas (work requirements): production, materials testing and evaluation, and investigation. Clear, concise background information is given prior to logbook entry, production planner and materials testing proformas. Examples, including activities, are plentiful. Issues/topics covered include:

restaurant investigation, health and safety, domestic food processing, food characteristics and food manufacturing. There is a helpful appendix on metal, plastic and glass, but no index though the table of contents is reasonably comprehensive. This workbook would be useful for year 9 and 10 students and would be a good teacher reference for the NSW system. It also has some support material relevant to HSC Life Management students. C. Foley

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$19.95
 KLA: TAS SCIS 810933

BAULCH, Kate
Textiles and technology.

Cambridge University Press, 1994 (Australian technology studies)
 ISBN 0521437849 [677]

Informative and user friendly, this book has relevance as a text, support or information resource. Aspects covered include textiles (clothing, fibres, fibre to fabric), market and social factors, brief history, comprehensive detail on wool (production, growing, manufacturing, current CSIRO developments), projects, design, product evaluation and investigations including legal and advertising issues. Some information is very brief. For example, tie dying and printing rate a paragraph each yet a wind-cheater project is a complete how-to-do-it. Presentation has variety and layout provides good accessibility via visual clues. There are student activities in each section, a good mini-dictionary and a brief though useful index. Overall, this is a helpful book which could aid in filling those emerging gaps in current user needs. C. Foley

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Paper \$14.95
 KLA: CA; TAS SCIS 804577

McHUGH, Christopher
Faces.

Wayland, 1994 (Discovering art)
 ISBN 075021337X [704.9]

A face is probably the first thing a human recognises. It is therefore significant that this historical and artistically diverse representation of faces has been published for the young art student. The faces presented in this book have been taken from various media including paintings, sculpture, carvings and drawings. The illustrations are of a high quality. Each work of art is accompanied by an informative text detailing the historical, economic and religious background. There is a short biography of each artist represented. A simple glossary and index are included. D. Dawson

LEV: Middle primary Upper primary
 AVAIL: Paper \$12.95
 KLA: CPA SCIS 810513

POWELL, Jillian
Ancient art.

Wayland Hove, 1994 (Art and artists)
 ISBN 0750209739 [709]

The first in a series of art throughout history, this book provides an introduction to the art of ancient peoples from different cultures and civilizations around the world beginning with the Old Stone Age. Numerous coloured and black and white photographs of ancient artefacts and structures provide a focus for the text and highlight the variety in the art forms of different cultures. Although

the information is brief the language is simple and non-technical and together with the clear presentation make it a fascinating text for the casual browser. Its value as a research tool is also enhanced by a time line, glossary and index. J. Anderson

LEV: Middle primary Upper primary Lower secondary
 AVAIL: \$29.95
 KLA: CPA SCIS 813013

BIESTY, Stephen
Stephen Biesty's cross-sections : castle.

Viking, 1994 (A Dorling Kindersley book)
 ISBN 0670849774 [728.8]

One (or more!) for every library, and every Biesty, Handford and Oliver aficionado! Following his previously successful *Cross sections*, and *Man-o-war* titles, Biesty now gives us minute details on the life inside and outside a mediaeval castle. Students who enjoy *Where's Wally*, and *Usborne puzzle adventures*, will pour over the intricate colour-drawings of life in the dungeon, great hall, and stables, and delight in seeking the cloaked spy on each double-page spread. A glossary and index return readers to the exotic vocabulary of the times — portcullis, oubliette and troubadour. For reluctant readers, there are brief illustrations of catapulting severed heads and animals! For talented students of history, there are explanations of the medieval taxation system. The large A3 format makes it a wonderful treat to share in a small group. There is as little, or as much, as each reader is ready for in this publication. Wonderful! M. Williams

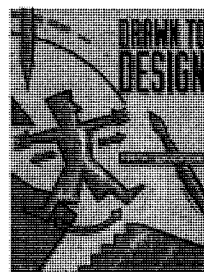
LEV: Middle primary Lower secondary Middle secondary
 AVAIL: \$24.95
 KLA: HSIE
 EVAL: Highly recommended SCIS 808338

McCUTCHAN, Robyn
Drawn to design.

Jacaranda, 1994
 ISBN 0701631872 [741.6]

Visual communication is the subject explained and exemplified in this book. There are some very effective graphic summaries of communication means, including tools, techniques and conventions. Presented mainly in black, white and blue, the most appropriate visual elements expand and elucidate the text. Numerous practical exercises are listed throughout each chapter. There is a section of colour illustrative plates. There are proforma and examples of design briefs, time plans and evaluations. Seven biographical profiles of working designers and illustrators are aimed at assisting students to relate school assignments to working practice. It is a stimulating, comprehensive, basic text and resource book for secondary school students and teachers. M. Hamlyn

LEV: Lower secondary
 AVAIL: Paper \$25.95
 KLA: TAS SCIS 807982



HOOG, Michael
Cezanne : the first modern painter.

Thames & Hudson, 1994 (New Horizons series)
 ISBN 0500300372 [759.4 CEZ]

Headlined with the present tense characteristically used by the French for lectures and by the English for serialised comics, the magazine style of this little book may at first mislead Australian students into thinking it trivial, which it is not. It is an erudite French art lecturer's digest presentation of Cezanne's life and works for students. Readable, easy to learn from, and as absorbing as a film, it contains extracts from Cezanne's own diaries and those of his most famous friends, illustrated with appropriate examples of Cezanne's work. Source documents from the late 19th century, and critical opinions from 19th and 20th centuries follow the illustrated life and encourage further reading. H. Gordon

LEV: Upper secondary
 AVAIL: Paper \$19.95
 KLA: CA SCIS 800302

McKENZIE, Janet
Arthur Boyd at Bundanon.

Academy Editions, 1994
 ISBN 1854903381 [759.994]

As the title suggests, this book presents some paintings of Arthur Boyd executed when he resided at the property of Bundanon on the Shoalhaven River in NSW from 1970 to 1994. The works are allegory and landscape, significantly influenced by the magnificent South Coast setting. There are over 100 works illustrated in high quality colour reproduction. The text is explicit about both the works and the varied influences upon the artist. The book also commemorates Arthur Boyd's gift to the nation of Bundanon celebrated in an introductory essay by Paul Keating. M. Hamlyn

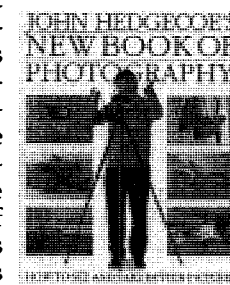
LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Paper \$49.95
 KLA: CA SCIS 811132

HEDGECOE, John
John Hedgecoe's new book of photography.

Viking, 1994 (A Dorling-Kindersley book)
 ISBN 0670858285 [771]

Dorling-Kindersley books present information enticingly with a visual and verbal balance. This one is an attractively clear, comprehensive book for novice photographers. Informative sections on the technical data to computer manipulation and a glossary encourage the reader to take better pictures of all types from still life to sports action. Three innovative aspects make this book unique and essential; there are shots of the photographer in situ with explanations of the most effective set-up to get the best results, a chapter on how to visualise better pictures and many superb examples of photographs in each category. M. Hamlyn

LEV: Middle secondary Upper secondary
 AVAIL: \$45.00
 KLA: CA; TAS SCIS 811810



MALONE, Peter
Worth watching : thirty film reviewers on review.

Spectrum, 1994
 ISBN 0867863307 [791.43]

An interestingly different publication, this incorporates a vast range of film reviews by various reviewers. Not only does each reviewer offer one brief and one long review but also valuable comments on criteria for reviewing. Films selected on the basis of their relevance to the English and Media Studies curricula include *Black robe*, *Cry freedom*, *Dances with wolves*, *Dead poets society*, *Edward Scissorhands* and *The killing fields*. The educational merit of this book lies not only in the film commentaries but also in the use of comparative styles and provision of tips on how to review. C. Sly

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$15.00
 KLA: English SCIS 791600

PARRY, Glyn
Stoked! Real life, real surf.

Allen & Unwin, 1994 (True stories/A Little Ark book)
 ISBN 1863737111 [797.32]

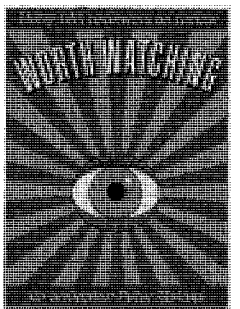
As an old surfer from way back, this reviewer knows what stoked means! If you don't, then the glossary in this surfing devotee's manual will help you. It also has a reading and viewing guide ("to keep you stoked when the surf's flat"). Written in surf-ese to appeal to all grommets, this tells the history of surfing from its beginnings in the stone-age. Fascinating insights into its early practitioners (eg. Mark Twain, Jack London), development in Hawaii, USA and Australia, and the stories of well known surfers are presented alongside good advice, such as what to do in a wipe-out. A central section of photographs of famous surfers, and great cartoons throughout, complete a thoroughly enjoyable feast of surfing knowledge. L. FitzGerald

LEV: Upper primary Lower secondary Middle secondary
 AVAIL: Paper \$9.95
 KLA: HSIE; PD/H/PE SCIS 810559

Geoffrey Dutton : out in the open.

University of Queensland Press, 1994
 ISBN 0702226815 [821.3]

From being born into a house of books, Geoffrey Dutton takes the reader through nearly 70 years of an Australian cultural cavalcade. From his more than privileged upbringing, his wartime exploits as an RAAF pilot and his years at Oxford University, to the many years spent as poet, author, editor, publisher and committee member on national literary councils, Dutton provides a detailed account of his life. Not a page goes by without the mention of some significant literary, artistic or academic personality, both national and international, all of whom are recognised as acquaintances or friends. Patrick White figures pre-



dominantly in this autobiography; he was godfather to one of Dutton's children and, until a falling out, spent much time with the Duttons. Through this account the reader is given another perspective on White's troubled nature. This book is a must for the student of Australian history and literature. D. Dawson

AUD: Professional
LEV: Upper secondary
AVAIL: \$39.95
KLA: English SCIS 813203

GLEITZMAN, Christine McCaul and WATERS, Mark

The Morris Gleitzman video.

Insight Profile, 1994
[videorecording] (27 min.) [823]

In this first video in a series of writer profiles, Gleitzman answers many of the frequently asked questions about his life and work. It is bright, humorous and interesting with simple explanations of not just the writer's craft but fun personal trivia as well. It covers such areas as inspiration, how characters develop, the mechanics of writing, the importance of research and the publishing process. Gleitzman speaks of his childhood, the importance of reading and his career in television, and he stresses the significance of neatness, stationery and chocolate to his writing. This will be an appealing and informative video for Gleitzman fans. W. Muskin.

LEV: Upper primary Lower Secondary
AVAIL: \$68.00
KLA: English SCIS 807932

TAYLOR, D. J.

After the war : the novel and England since 1945.

HarperCollins, 1994
ISBN 0006547532 [823]

The evolution of the novel in England since the war provides the focus of this informative book. Significant social changes have inevitably imposed themselves on both the content and the style of modern fiction. While this author mourns the passing of multitudes of the wonderfully graphic characters of Victorian novels, recognition is given to the unique post-war anti-heroes, that spring from the pens of such writers as Evelyn Waugh, Anthony Powell, John Fowles and Kingsley Amis. Students of the modern novel are likely to find this a useful reference. C. Sly

LEV: Upper secondary
AVAIL: Paper \$16.95
KLA: English SCIS 813009

ADAM-SMITH, Patsy

Goodbye girlie.

Viking, 1994
ISBN 067085395X [828]

The enigmatic character of Patsy Adam-Smith fills the pages of this autobiography. Although this free spirit, who begins her story discussing the Dancing Years, would appear to have danced through life, her story begins and ends with talk of World War II. To young Patsy, World War II was the "greatest escape route for young women in history". It provided an alternative to being a housewife. The list of her achievements and adventures is monumental, all of which are reflected in the many stories for which she is famous. A highly spirited personality, she overcame tremendous difficulties

and hardships. She is best remembered for her epic accounts of the Anzacs, Australian women at war, Outback heroes and her latest book **Prisoners of war**. However great her involvement with war, either working as an army nurse or writing accounts of the prisoners of war, she views war as 'the ultimate obscenity'. D. Dawson

AUD: Professional
LEV: Upper secondary
AVAIL: \$29.95
KLA: HSIE SCIS 818025

New World and Pacific civilizations : cultures of America, Asia and the Pacific.

University of Queensland Press, 1994
(The illustrated history of human kind)
ISBN 0702226793 [909]

Ancient civilizations of the Americas, Japan and the Pacific Islands prior to the European "discovery" of these regions are briefly summarised and lavishly illustrated in this book. Coffee table in size, production and quality, the book offers an exciting visual panorama of these early cultures, and impresses with the academic level of its text, which gives the archaeological background of the sites and artefacts shown. Although only twenty or so pages are devoted to each of the cultures described (Zapotec, Maya, Aztec, Andean, Inca, Japanese, Polynesian and South Pacific) the analysis is such that a clear understanding of lifestyle and ethos can be acquired. Timelines and illustrations make the text approachable for senior students as well as teachers. H. Gordon

LEV: Upper secondary Professional
AVAIL: \$49.95
KLA: HSIE SCIS 809173

Other titles in this series are:

People of the Stone Age : hunter-gatherers and early farmers SCIS 797723

Old world civilisations : the rise of cities and states SCIS 809179

Traditional peoples today : continuity and change in the modern world SCIS 823324

LYE, Keith

The complete atlas of the world.

Five Mile Press, 1994 (People and places)
ISBN 0867888156 [912]

More than an atlas, this general reference book overviews the world under specific headings such as habitats, climate, environmental issues, population and many more. Divided into two sections, the first consists of world maps with each specific heading as a focus, while the second spotlights different regions and highlights the specific headings as they relate to each particular region. This is a valuable and informative resource which requires competency in language skills and an ability in students to extract information from charts, graphs and maps. The large format and strong graphic design together with a detailed gazetteer, index and glossary make it a resource which pro-

vides students with a wealth of current up-to-date information about the world in which they live. J. Anderson

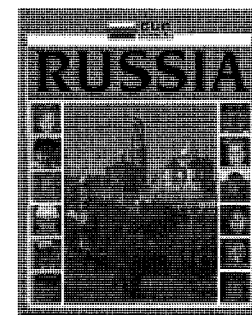
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$29.95
KLA: HSIE SCIS 819024

CUMMING, David

Russia.

Wayland Hove, 1994 (Our Country)
ISBN 0750208899 [914.7]

This book provides a personal and realistic overview of life in Russia. Although the format divides the book into general headings such as weather, farming, industry and jobs etc., its strength lies in the personal anecdotes of twelve children from different parts of Russia which bring the general information presented in the topics to life. Wonderful photographs accompany the easy to read text and, although no depth of information is provided, the profiles of the children add a reality which allows for comparison of life styles. This is an excellent resource for primary students. J. Anderson



LEV: Lower primary Middle primary Upper primary
AVAIL: \$26.95
KLA: HSIE SCIS 813014

The Cambridge biographical encyclopedia.

/ edited by David Crystal.
Cambridge University Press, 1994
ISBN 0521434211 [920.02]

Ambitious but impressive, the 1,300 pages include not only 15,000 brief biographies but almost 300 pages of timelines, thematic treatments of exploration, history, ideas, arts, science and technology (cross referenced with the main listing), and an exhausting list of political leaders and rulers, saints, prize and sports winners. The purpose of the additional listings is to place the alphabetically separated biographies back into contexts of time and field of endeavour. As well as doing this, the references are valuable in themselves. The biographies are wide-ranging with women well represented, and if the selection is disproportionately UK, US and Commonwealth, Australians are unlikely to complain about their extensive representation. G. Spindler

LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: \$75.00 SCIS 807780

WATERLOW, Julia

The ancient Chinese.

Wayland, 1994 (Look into the past)
ISBN 0750210672 [931]

Well designed and presented information encompasses 7,000 years of Chinese history with a particular emphasis on the 1,000 years either side of the birth of Christ. Julia Waterlow has compiled a thoughtful blend of large photographs and maps, supported perfectly by short, relevant text. Pupils with a wide range of abilities will find little difficulty accessing the information required. A short glossary, list of important dates, pronunciation

guide and further readings have been included in the book. R. Dobson

LEV: Middle primary Upper primary Lower secondary
AVAIL: \$26.95
KLA: HSIE SCIS 798119

MAN, John

The Penguin atlas of D-Day and the Normandy campaign.

Penguin, 1994
ISBN 014023859X [940.54]

Sixty excellent colour maps track the little rectangles and arrows that tell the story of the 1944 Normandy campaign from the build-up to the mayhem of the Falaise Gap. On most occasions, the use of military style campaign maps almost inevitably signals a boringly incomprehensible accompanying text and blurred photographs, but not here. The illustrations are graphic and pertinent and the text manages a good balance between the sort of detail and personal accounts of particular events which bring reality home and a brief, clear narrative of the overall campaign. G. Spindler

LEV: Middle secondary Upper secondary
AVAIL: Paper \$19.95
KLA: HSIE SCIS 814106

MARGESON, Susan M.

Viking.

HarperCollins, 1994 (Collins eyewitness guides/A Dorling-Kindersley book)
ISBN 0732250463 [948]

Detailed information in typical Eyewitness fashion on the lifestyle of the Vikings is accompanied by photographs of artefacts and re-creations. Each photograph has a paragraph of accompanying information, as well as being labelled with additional information. Chapters begin with a one paragraph summary on topics such as Viking warships, weapons, forts, trading, meal time, farming and games, music and stories. There are also maps, diagrams and line drawings, as well as a detailed index. It would be suitable for research by competent readers. F. Broomham

LEV: Upper primary Lower secondary
AVAIL: \$24.95
KLA: HSIE SCIS 796271

CUMMING, David

The Ganges delta and its people.

Wayland Hove, 1994 (People and places)
ISBN 0750211466 [954.1]

Overviews of the history and lifestyle of the inhabitants of Bangladesh and West Bengal are given, and the effects on their fragile economies of the devastating cycle where months of too much water are followed by months of too little. The destruction caused by monsoonal rains is investigated as are ways of controlling the damage and improving the lifestyle of the people in the region. This sensitive portrayal is supported by black and white and coloured photographs together with diagrams, maps and drawings which enhance understanding of the text. Special topics such as cholera and Bengal tigers are featured. The information is attractively presented and well organised with the inclusion of an index, glossary and bibli-

ography making it a valuable resource for competent readers. J. Anderson

LEV: Upper primary Lower secondary
 AVAIL: \$29.95
 KLA: HSIE SCIS 805347

GILKES, Patrick
Conflict in Somalia and Ethiopia.

Wayland, 1994 (Conflicts)
 ISBN 0750211792 [963.07]

This is one in a series that will assist many new courses requiring up-to-date information on international issues. This title covers the colonial history of East Africa, Eritrea, Somalia, and Emperor Haile Selassie, recent guerilla leaders, refugees and United Nations involvement in famine relief. Clear maps, photographs and/or small blocks of information appear on each page to simplify this complex topic. A clear index takes us from Addis Ababa to Mogadishu and Zimbabwe and much in between. The glossary describes terms from AK47 weapons to the names of liberation fronts like WSLF. M. Williams

LEV: Middle secondary
 AVAIL: \$26.95
 KLA: HSIE SCIS 795678

MARGOLIES, Barbara A.
Olbalbal : a day in Maasailand.

Four Winds, 1994
 ISBN 0027622843 [967.62]

From the striking cover which features a young Maasai girl in brilliantly coloured beaded collar and headgear this photoessay will fascinate the reader. Exploring a typical day in the Maasai village of Olbalbal, Tanzania, it provides a warm and revealing portrait of the traditional lifestyle and culture of perhaps the best-known group among the peoples of East Africa. Although unstructured in presentation, which perhaps limits its value as a reference tool, it is a must for all library collections. This would be wonderful to read aloud with the beautiful photographs adding a warmth and realism to the text. J. Anderson



LEV: Lower primary Middle primary Upper primary
 AVAIL: \$19.95
 KLA: HSIE
 EVAL: Highly recommended SCIS 808306

WATERLOW, Julia
The explorer through history.

Wayland, 1994 (Journey through history)
 ISBN 0750209704 [910.92]

Accounts of life as an explorer are given using individuals from the Phoenicians, the Vikings, Europeans, the American frontier, the North Pole and the moon landing. Photographs of artefacts, drawings, diagrams, maps and quotations give details on the achievements of the explorers. The contents are ordered in time periods, and an index, glossary, ideas for further reading and a detailed time line are included. Attention is also given to the reasons for exploration, and the available knowledge and resources of each time period. F. Broomham

LEV: Middle primary Upper primary
 AVAIL: \$26.95
 KLA: HSIE SCIS 798136

The Cambridge encyclopedia of Australia
 /edited by Susan Bambrick.

Cambridge University, 1994
 ISBN 0521365112 [994.003]

This impressive single volume work isn't the usual A to Z, isolated topics approach, but is instead a series of authoritative essays from 91 mainly academic contributors. Together, they survey the physical continent, Aboriginal heritage, history, government, the economy, society, science and technology and culture and the arts. Issues are dealt with comprehensively and the facts are there en masse, but in context, which is both more satisfying and more challenging. There is an excellent index, but student users seeking potted biographies or quick grabs of isolated information will probably be less enthused than adults. This is a production of quality, with copious and excellent illustrations, in a satisfying layout fine-tuned to each topic area. G. Spindler

LEV: Upper secondary Professional
 AVAIL: \$75.00
 KLA: HSIE SCIS 814348

ATTWOOD, Bain
A life together, a life apart : a history of relations between Europeans and Aborigines.

Melbourne University, 1994
 ISBN 0522845363 [994.4]

The sub-title could mislead. This interesting book is based on the oral recollections of the Burrage children whose parents taught at or managed Aboriginal reserves in NSW between WWI and WWII. Academic, Bain Attwood, has placed an unfashionably positive account of the Aboriginal "protection" policy in the context of more expected accounts, while also discussing the nature of oral, biographical and other history. As such it offers something on several levels, some of it between the lines. The subject under view is controversial and significant for current Australian society; but at the same time we can consider the value and treatment that should be accorded biographical recollection in trying to understand our past. G. Spindler



LEV: Upper primary Lower secondary Middle secondary Upper secondary
 AVAIL: Paper \$24.95
 KLA: HSIE SCIS 809155

KINGSTON, Daphne
Hawkesbury sketchbook.

Kangaroo Press, 1994
 ISBN 0864176147 [999.4]

This is a fascinating pictorial guide to the rich history of the Hawkesbury region of NSW. Eighty historical buildings, churches, farm houses, barns and cottages, all of which can be viewed from the street, are beautifully depicted in drawings. All the sketches are taken from Governor Macquarie's five towns of Richmond, Windsor, Pitt Town, Wilberforce, Castlereagh. The Hawkesbury region is steeped in history and these sketches high-

light some of the areas most significant buildings such as the Macquarie schoolhouse of 1820, John Tebbut's house and Observatory to be found on the \$100 note, and the Windsor Toll House built in 1835. These nineteenth century buildings are reminders of the Georgian, Colonial and Victorian architecture of early Australia. D. Dawson

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: \$17.95
 KLA: CA; HSIE SCIS 818996

NIALL, Brenda
Georgiana : a biography of Georgiana McCrae, painter, diarist, pioneer.

Melbourne University Press, 1994
 ISBN 0522845134 [994.503092]

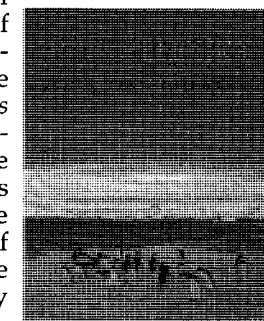
Georgiana McCrae was a witty, perceptive diarist and gifted portraitist. Illegitimate daughter of the Duke of Gordon, Georgiana grew up in Regency England and came to live in Australia in 1841. Brenda Niall has produced a meticulously researched biography that gives an insight into the plight of women in the fledgling colony. Excerpts from Georgiana's diaries and letters as well as some examples of the quality of her paintings bring to life the dark ages of Australian colonial history. Georgiana McCrae had all the qualities of independence and self reliance that were necessary to survive in this new colony. Detailed notes accompany the numerous illustrations that are black and white as well as colour and an extensive index is included. D. Dawson

CAUD: Professional
 LEV: Upper secondary
 AVAIL: \$39.95
 KLA: HSIE; CA SCIS 818043

CHESTER, Jonathan
A for Antarctica.

Margaret Hamilton, 1994
 ISBN 0947241507 [998]

Superb colour photographs of the Antarctic are the focus of this informative book by a well-known Antarctic explorer. The book starts with *A for albatross* and moves through the alphabet to *Z for Zooplankton*. The alphabet book presentation is curious, as most of the topics are beyond the comprehension of those who normally would use such a book. Access is only by browsing through the resource, (which is fascinating) as many of the topics are not the ones which would spring to mind when investigating Antarctica e.g. *zipper* and *X marks the spot*, while others such as *Icicles* and *Nunatak* probably are. L. FitzGerald



LEV: Middle primary Upper primary
 AVAIL: \$19.95
 KLA: HSIE SCIS 801298



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- *How do teachers and librarians deal with its unsuitable material?*
- *What is the current status in NSW schools?*

Schools
and
THE INTERNET

July 19, 1995

\$165

Further Information: Maureen Henninger
 Tel (02) 385-3589 Fax (02) 385-3430
 Email: M.Henninger@unsw.edu.au

Professional reading

Resources are in Dewey order.

NIMON, Maureen and FOSTER, John A path to peace : violence in literature for young people.

ALIA/Thorpe, 1994
ISBN 1875589627

[011.62]

This invaluable work annotates 132 books for young people aged twelve to eighteen years. Books have been chosen according to literary merit and the treatment of violence; to extend the reader's understanding of its causes and/or the individual's responsibility for it. With one page per novel, it is easy to access the very clear expositions. There are many relatively recent favourites here. The cross-referencing subject index makes this an excellent tool for teacher-librarians guiding students and staff. (It may be helpful for deciding subject headings, too!) Teachers and students will also find it a useful reference or reading guide. M. Hamlyn

AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$30.00
KLA: English; HSIE

SCIS 812690

Families in Australia : a resource guide to the issues of the 90s.

/ compiled by Michael Osuch.
Thorpe, 1994

ISBN 187558949X

[016.3068]

Developed for the International Year of the Family, this directory provides a survey of bibliographic and reference material in the following areas: divorce, fertility, surrogacy and adoption, family violence, one-parent families, rural families, NESB families, homelessness, homosexuality and employment. Sources include newspapers, periodicals and key organizations. Other useful extras are a glossary, a chronology from 1840 and very brief biographies of 120 significant people. This is a valuable resource for the secondary school for a wide range of subject areas such as Contemporary English, General Studies, Legal Studies, and Home Economics. D. Collins

AUD: Professional
LEV: Upper secondary
AVAIL: Paper \$25.00
KLA: English; TAS; HSIE

SCIS 787111

BRYANT, Moira L. The Australian guide to consumer health information : books and services for those who need them.

3rd ed. ALIA, 1994
ISBN 0868045063

[016.613]

Compiled with the assistance of Westmead Hospital staff, this is an excellent guide to health publications and organisations. It is aimed at patients, relatives and med-

ical staff who may be seeking information on topics ranging from *Anorexia* to *Women's health*. Its lists of addresses and resources will be of considerable help for PIP's, IRP's and other research work. In a well indexed bibliography with large print and dark typesetting, the references include titles appropriate to lay persons and those who read aloud to younger children. The second half of the publication is a mammoth effort, listing organisations and support groups across Australia; for example, there are seven state entries for *Asthma* and 39 for *Disabled*. The publishers have set a high standard in this publication which is also available on floppy disk. Students and teachers interested in health issues, and teacher's aides dealing with children's ill health in schools will find this of great use for staff development. M. Williams

AUD: Parents Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$9.95 (or \$60 on disk)
KLA: PD/H/PE; TAS; HSIE
EVAL: Highly recommended

SCIS 809772

DOIG, Brian Conceptual understanding in social education.

ACER, 1994

ISBN 0864311508

[300.71]

This publication outlines a study undertaken to ascertain students' understanding of some key concepts of social education. It covers five specific areas including economic, geographic, cultural, historical and political. Test groups were drawn from Year 5 and Year 9 students and results have been compared between the two age groups. Hypothetical situations provide the stimulus for questions eliciting awareness of important concepts in each area. Activities could be adapted for classroom units of work with results indicating directions for modification of curriculum focus. This study is well worth consideration by teachers in the HSIE key learning area. C. Sly

AUD: Professional
LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper \$19.95
KLA: HSIE

SCIS 811915

DURKIN, Lisa Lyons Multicultural poster program.

Addison-Wesley, 1994

ISBN 0201818906

[306.407]

Designed for the early childhood 5-8 year old target group, this supplementary program provides a cross curriculum approach to multicultural themes. Consisting of four full colour posters and a teachers' guide, the program aims to develop an appreciation of cultural diversity and stimulate discussion on related issues. The guide contains activities, projects, recipes, songs, stories, related literature and reference material for teachers. It is divided into four sections which correlate with the posters and is complete with black and white drawings and 26 black line masters of drawings from the posters. This is a must for all classrooms in the lower primary area who want to enhance multicultural education among their students. J. Anderson

AUD: Professional
LEV: Preschool Lower primary
AVAIL: \$39.95

SCIS 800389

RUDDUCK, Jean Developing a gender policy in secondary schools, individuals and institutions.

Open University Press, 1994
ISBN 0335191525

[370.19]

Trying to develop a gender equity approach within a whole school is as contentious now as it has ever been. Jean Rudduck researches the experience of several English schools attempting to move in this direction. She explores the ideas and feelings of the teachers involved and then presents a three year case study on one comprehensive school. Obviously, the Australian context is different but Rudduck's research provides some valuable insights and practical strategies e.g. for maintaining educational leadership and fostering commitment between different faculties. D. Collins

AUD: Professional
AVAIL: Paper \$29.95

SCIS 795515

MAKIN, Laurie One childhood many languages : guidelines for early childhood education in Australia.

HarperEducational, 1995

ISBN 0063121506

[401]

Written for lecturers, preservice students, teachers, parents and caregivers, this book focuses specifically upon language learning for children who attend the wide range of programs under the term early childhood education in Australia. It outlines six key principles which can guide practice in early childhood educational programs and focuses on the practical implications of implementing the six principles. Each chapter begins with an overview and concludes with a summary, reader activities and a bibliography. This is a valuable addition to professional collections because of its focus on the Australian educational scene and its overview of Australian government policy statements on language and literacy. J. Anderson

AUD: Professional
AVAIL: Paper \$34.95

SCIS 814139

WINCH, Gordon and BLAXELL, Gregory The primary grammar handbook: traditional and functional grammar punctuation and usage.

Martin Education, 1994

ISBN 0725312181

[428.2]

This handbook on grammar deals with parts of speech, sentences, phrases and clauses, punctuation, and correct usage, ending with a separate section on functional grammar. Each new term is systematically defined and exemplified, including notes about rules, conventions and exceptions. The writers constantly try to cross-reference and draw parallels between traditional and functional grammar which becomes very confusing as the two grammars describe language from completely different perspectives. The treatment of functional grammar is oversimplified and provides a misleading representation of this model of language. It would have limited use for primary students but would be a useful reference for teachers not familiar with traditional grammar. Too much variation in the typeface used to highlight headings, different sections, examples, notes etc. makes the text difficult to follow. L. Droga

LEV: Upper primary, Lower secondary
AVAIL: Paper \$9.95
KLA: English

SCIS 793497

WINCH, Gordon and BLAXELL, Gregory Write well 1-6 : practical activities in traditional and functional grammar punctuation and usage.

Martin Education, 1994

[428.2]

This series of six graded workbooks is nothing more than a modern *Let's make English live*. With an emphasis on "the essential skills of accurate spoken and written language", the numbered exercises are contrived purely to teach some point of grammar, be it traditional or functional. Teachers are given no guidance as to how the workbooks are to be used. The focus on individual words and sentences in isolation is not consistent with a functional mode of language as it is described in the NSW *English K-6 syllabus and support document*. The marked exercises will not provide useful information about student progress. L. Droga

LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$5.95 Books 1-2; \$7.95 Books 3-6
KLA: English
EVAL: Not recommended

SCIS 819765, 819766, 801204

812559, 812560, 807369

KEYTE, Brian Films : a resource book for studying film as text.

Longman Cheshire, 1994
ISBN 0582801214

[791.43076]

This is a rich resource book for the study of film as text. The approach is based on audience response with the purpose of developing discrimination. Chapter themes such as laughter, romance, dreams, nightmares, young people and adult society coincide with genres. Each contains at least two focal points, a review, extracts, an example of script, a brief outline of one of the film creators and suggested activities appropriate to the themes. Australian films are included. It is well set out with numerous guides and outlines and would be useful for teachers choosing segments either as a text or resource book. M. Hamlyn

AUD: Professional
AVAIL: Paper \$19.95
KLA: English

SCIS 807595

BATES, Dianne Revise, edit and rewrite : a guide to improving children's writing.

Ashton Scholastic, 1994
ISBN 1863881735

[808]

This resource sent me back to tighten up my reviews! I was impressed by the clarity of its messages. Bates provides simple suggestions for teaching students the editing process. They are practical ideas for helping students turn initial drafts into polished and focused pieces. The emphasis is on clear information for the teacher and short, varied exercises for students. Whole class, group and individual learning strategies are suggested. The positive, common sense approach of the resource puts the feelings and needs of the young writer first. Clear page layout and attractive design enhance the book. J. Buckley



AUD: Professional
 AVAIL: Paper \$16.95
 KLA: English SCIS 814522

Creative connections : writing illustrating and publishing children's books in Australia :

papers of the Children's Book Council of Australia, ACT Branch, seminars 1987-1993 / edited by Belle Alderman and Peter Clayton. Thorpe, 1994
 ISBN 1875589600 [808.06]

The 23 papers in this collection reflect all aspects of children's book production in Australia from the creativity of author and illustrator to the business of publishing. Popular authors and illustrators such as Paul Jennings, Donna Rawlins, Libby Hathorn and Alan Baillie talk about how and why they create their books, with publishers represented by well-known figures such as Mark Macleod and Walter McVitty. This is a resource which offers insights and background for teachers and librarians, both into how writers and illustrators work, and into their individual works. M. Lobban

AUD: Professional
 AVAIL: Paper \$35.00 SCIS 808210

PYNE, Michael and CHARTERIS, Sue

Novel workshop. 3.

Longman Cheshire, 1994
 ISBN 0582874955 [809.3]

The fourth in a series of English textbooks, this one is designed to be used for Years 6-10. Eleven of the titles examined are by Australian authors such as Gary Crew, John Marsden and Melina Marchetta as well as the *Henry Sugar* short stories by Roald Dahl. Each title is analysed under headings: exploring the novel, characters, language, close study, themes and ideas, extended writing and extension tasks. Each heading has practical activities, designed to be "dipped into" rather than followed systematically. Pyne and Charteris have produced a conservative practical manual that nevertheless provides a good working tool. W. Muskin

AUD: Professional
 LEV: Upper primary Lower secondary Middle secondary
 AVAIL: Paper \$16.95 SCIS 811476
 KLA: English

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
 Rosemary Bodlay, Telopea Primary
 Frank Broomham, Hanwood Primary
 Milton Brown, teacher, Balgowlah Boys High
 Jill Buckley, ex *Scan* editor
 Diana Collins, Peakhurst High
 Darelyn Dawson, Pennant Hills High
 Rodney Dobson, Heron's Creek Primary
 Louise Droga, Language education lecturer, Wollongong University
 Jan Eade, primary teacher-librarian on leave
 Lee FitzGerald, *Scan* editor
 Colleen Foley, Cranebrook High
 Fay Gardiner, Katoomba North Primary
 Helen Gordon, Maitland Grossman High
 Marion Hamlyn, Wollongong High
 Marjorie Lobban, Peter Board High
 Ian Maclean, Punchbowl Primary
 Wendy Muskin, Newcastle High
 Geoff Krestensen, Nigel Paull, Judy Preston, South Grafton Primary
 Ian Reid, computer coordinator, Balgowlah Boys High
 Cathy Sly, English teacher, Barrenjoey High
 Graham Spindler, Parliament House Education Officer
 Margaret Steinberger, Irrawang High
 Maryanne Williams, Moss Vale High ■

COLUMNS

The 1995 national poetry competition for schools

In commemoration of the centenary of *Waltzing Matilda*, the twelfth national Dorothea Mackellar memorial poetry competition for schools will be conducted on the theme *Camped by a billabong*.

Students from all over Australia and beyond are invited to look back to the time when the song was written and imagine the hardships on which a young nation was built; to compare those early years with the present—and wonder whether the "ghost of the jolly swagman" will still be heard in the next century.

Last year 1,050 schools entered 7,000 poems, but growing interest in this very Australian topic may well lead to more schools encouraging their students to put pen to paper and express their views.

Entry forms may be obtained from Australia Day Councils, or by sending a stamped, business-sized, self-addressed envelope to:

National Poetry Competition
 PO Box 113
 Gunnedah NSW 2380.

The John Hirst Award

This award is given to a person who has contributed outstanding service to teacher-librarianship and/or school libraries in New South Wales. It commemorates John Hirst, an outstanding teacher-librarian who was instrumental in the establishment of the Australian School Library Association. Previous recipients of the John Hirst award are Jack McCann and Jean Hart in 1992; Peg Craddock in 1993; and the Nutcote Trust in 1994.

Nomination forms are available from:

Secretary/Executive Officer
 SLANSW Inc
 PO Box 1336
 Parramatta NSW 2150
 Closing date: 31st October

IASL-LINK—New bulletin board for members of International Association of School Librarianship

Calling members of the International Association of School Librarianship (IASL)!

IASL-LINK is a new Internet listserv for members of IASL throughout the world. It was established to provide a means of communication between members of the Association, and for the distribution of announcements, discussion papers, articles, news, information about projects, and information from IASL conferences and meetings.

IASL-LINK is based on a computer at the University of Iceland, and managed by Dr Anne Clyde, an Australian who teaches at the University of Iceland. The listserv was established on 31st March 1995, and so membership is still small. However, listserv participants already include people from Australia, Canada, Iceland, Japan, Papua New Guinea, Singapore, South Africa, the United Kingdom, and the United States. If you are a member of IASL, and you would like to join IASL-LINK, then send an electronic mail message to Anne, with your email address, and you will be added to the list of subscribers. Anne's email address is: anne@rhi.hi.is.

Free demonstrations of Ozyrom CD-ROM products

Due to the popularity of their CD-ROM demonstrations at schools during 1994, *Ozyrom* will be continuing with this service in 1995. What this means is that any school or library wishing to view *Ozyrom*'s titles can simply phone and book a free demonstration. Demonstrations can be either on the school or library computers or on *Ozyrom*'s hardware as necessary. *Ozyrom* staff welcome the opportunity of attending any cluster group meetings, conferences, development days etc.

Contact: Tim Rose
 Ph: (02) 743 5064
 Fax: (02) 743 5024

PROFESSIONAL DEVELOPMENT

ALIA (School Libraries Section) events

Professional development day:
 "Information skills—where to in 1995 and beyond?"

Date: 24th June, 8.45am-3.15pm.
 Venue: Marist Sisters College
 66A Woolwich Road
 Woolwich NSW 2110

Contact: Anne Plowman, St. Thomas Boys High School
 Ph: (02) 569 7155
 Fax: (02) 564 1083

Cost: \$55 for ALIA members; \$80 for non members

Professional development day, Sydney

Speaker is Dr Delia Neuman of University of Maryland in Washington DC, and research editor for *School library media quarterly*. More details as they come to hand.

Date: 19th August
 Contact: Ross Todd, School of Information Studies, University of Technology, Sydney

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.

Ph: (02) 330 2722
Fax: (02) 330 2723

Professional development day, Western Region

Speaker is Dr. Delia Neuman.

Contact: Maureen Nicol, Dubbo School of Distance Education
Ph.: (068) 85 9607
Fax: (068) 85 9614

Professional development day: Literature focus

Location and agenda still to be finalised.

Contact: Andrew Barber, Newtown High School of the Performing Arts
Ph: (02) 519 1544
Fax: (02) 519 1657

Professional development day, Coffs Harbour

Preceding the Fifth Catholic secondary teacher-librarians conference, the day will be taken by Dr Mike Eisenberg, probably the world's leading expert on information literacy, information technology and the Internet in the school arena. Dr. Eisenberg is also the keynote speaker at the ASLA conference in Fremantle. More details as they come to hand.

Date: 14th October
Contact: Ross Todd (see above for contact details)

Professional development day, Sydney: With Dr. Mike Eisenberg

Date: 4th November
Contact: Ross Todd (see above for contact details)

Fifth Catholic secondary teacher-librarians' conference:

Meeting change—making it work.

Dates: 15th–16th October, 1995
Venue: Pelican Beach Resort, Coffs Harbour
Contact: Sandra White
Ph: (066) 622 255 school
Fax: (066) 625 297

Catholic primary teacher-librarians' conference: Looking forward professionally.

Dates: 25th–26th May, 1995
Venue: Hotel Lawson, Ultimo, Sydney
Contact: Avril Llewellyn
Ph: (02) 834 3212

ITEC conference: The information highway and the nation's schools.

This conference is designed to help Australia's schools make the best educational use of the rapidly developing information highway. Organised by ITEC Pty Ltd, there is a special strand throughout the conference which is directed at the teacher-librarian, in view of the

immense implications for the teacher-librarian of the information highway.

Dates: 9th–10th June 1995
Venue: Sydney Airport Sheraton
Cost: Individual—\$590
Groups of 3+—\$395 each
Contact: Nadia Rasin
Ph: (06) 241 1325
Fax: (06) 241 1975

FROM THE REGIONS

Hunter

Annual regional conference: *Libraries—light-houses for literacy and learning.*

Brian Caswell is one of the speakers, and there will be multiple workshops on, for example:

- new fiction
- mind-mapping
- information technology
- control therapy as a discipline model.

Dates: 4th–5th August
Venue: Western Suburbs Leagues Club
Hobart Street
Lambton NSW 2305
Cost: \$95, all meals included
Contacts: Wendy Muskin, Newcastle High School
Ph: (049) 693 177
Fax: (049) 612 912
Kerry Wellham, Wallsend Primary School
Ph: (049) 559 415
Fax: (049) 558 298

North coast

Regional professional development: *Evaluating and writing your school library policy and procedures.*

Date: 25th October, 9am–3pm
Venue: Coffs Harbour High School library
Cost: \$20
Contact: Kathy McDowell, Toormina High School
Ph: (066) 533 077
Fax: (066) 582 310

North west

Regional professional development: *Censorship and copyright issues.*

Date: 5th September
Venue: Tamworth ERC
Contact: Wendy Smith, Tamworth Primary School
Ph: (067) 662 016
Fax: (067) 662 438

Riverina

1995 Rivpat annual general meeting and conference: *Libraries at the centre of learning* focused on learning styles and information skills and school wide information networks. For enquiries about conference proceedings, contact: Sandra Lucas, Wagga South Primary School
Ph: (069) 212 947
Fax: (069) 218 746

South coast

S.H.E.L.T.A (Southern Highlands educators, librarians and teachers association) meets once a term within school time.

Contact: Robyn Karakasch
Mittagong Primary School
Ph: (048) 711 020
Fax: (048) 721 460

Western

The Western Region teacher-librarians' conference. Guest speakers will include Dr. Delia Neuman and Andrew White.

Dates: 25th–26th August

Venue: Western Plains Zoo
Cost: 2 days : \$100
1 day: \$60
Conference dinner: \$25
Contact: Maureen Nicol
Ph: (068) 859 666
Fax: (068) 859 614

CAPA (Creative and Performing Arts) in conjunction with the Western Region Library Task Force: *Repeat of the outstanding Literature in action: Children's literature and the creative arts.*

Date: 17th June
Venue: Mulyan Primary School
Cost: \$50
Contact: Edna Rollings
Ph: (063) 422 531
Fax: (063) 411 254

Metropolitan north region

Metropolitan North regional library committee is focusing at present on developing a mission statement and strategic plan, and on targeting primary principals with information on the optimum role of the primary teacher-librarian. ■

INDEX: RESOURCES 14/2: TITLE

- | | | |
|--|---|---|
| After the war : the novel and England since 1945. 78 | education. 82 | answers & finding miracles. 62 |
| All the places to love. 55 | Conflict in Somalia and Ethiopia. 80 | Geoffrey Dutton : out in the open. 77 |
| An extraordinary egg. 55 | Creative connections : writing illustrating and publishing children's books in Australia : 84 | Georgiana : a biography of Georgiana McCrae, painter, diarist, pioneer. 81 |
| Ancient art. 76 | Crime and punishment [sound recording]. 63 | Getting it right, now! higher education. 71 |
| ancient Chinese. The 79 | crossing log. The 61 | Go away, war! 53 |
| Animals in hot and cold places. 73 | currency lad. The 65 | Goodbye girlie. 78 |
| Anno hominis : the age of humanity. 62 | Daughters of the sun : short stories from Western Australia. 62 | greatest show off earth. The 60 |
| Anthony Browne's King Kong 52 | deliverance of dancing bears. The 57 | Greek myths for young children. 66 |
| Arthur Boyd at Bundanon. 77 | Developing a gender policy in secondary schools, individuals and institutions. 83 | Growing up. 72 |
| Australian guide to consumer health information : books and services for those who need them. The 82 | Does anybody hear? 70 | Guess how much I love you. 56 |
| Australian popular culture. 69 | Dolphin song. 66 | Handa's surprise. 52 |
| Australian women and the vote. 70 | Drawn to design. 76 | Hawkesbury sketchbook. 80 |
| Back by midnight. 67 | Duck for cover. 54 | Hector the rat. 61 |
| Bamboozled. 54 | Eagle. 52 | Hippopotamus hunt. 56 |
| Beyond the river. 63 | East o' the sun and west o' the moon. 53 | How rabbit stole the fire : a North American Indian folk tale. 57 |
| big, big sea. The 57 | explorer through history. The 80 | Human body. 74 |
| Brat cat. 54 | Face at the window. 64 | hunger. The 65 |
| Brocky's bananagram. 60 | Faces. 76 | Huskies : Polar sledge dogs. 75 |
| Bunyip and the night. The 67 | Fair go. 71 | I want to be. 57 |
| burnt stick. The 60 | Families in Australia : a resource guide to the issues of the 90s 82 | I wish I'd gone to the moon with Neil Armstrong. 74 |
| Cambridge biographical encyclopedia / edited by David Crystal. The 79 | family : an Australian focus. The 69 | I wonder why my tummy rumbles and other questions about my body. 74 |
| Cambridge encyclopedia of Australia / edited by Susan Bambrick. The 80 | Films : a resource book for studying film as text. 83 | I wonder why soap makes bubbles and other questions about science. 72 |
| case of the getaway gold. The 58 | Final cut. 62 | ice palace. The 56 |
| Cat & kit. 54 | financial system in Australia [videorecording]. The 70 | Indian migrations. 68 |
| cat that scratched. The 55 | flying damper. The 58 | inside seaside. The 57 |
| Cezanne : the first modern painter. 77 | Food 1 materials & technology : a workbook for students VCE units 1 & 2. 75 | International business. 71 |
| Cherie. 62 | Food and farming in hot and cold places. 70 | is for Australian animals. A 73 |
| Christina Stead : selected fiction and nonfiction. 63 | for Antarctica. A 81 | John Hedgecoe's new book of photography. 77 |
| Clothes. 71 | Fracture Zone. 63 | Judy and the volcano. 53 |
| Collins Australian dictionary of political terms. The 69 | Frog Princess. The 53 | Koori dancing to Dreaming stories [videorecording]. 68 |
| Collins earth atlas. The 72 | frozen waterfall. The 63 | koroua and the mauri stone. The 54 |
| complete atlas of the world. The 78 | Ganges delta and its people. The 79 | life together, a life apart : a history of relations between Europeans and Aborigines. A 80 |
| Conceptual understanding in social | Gardens from the sand : a story about looking for | Light. 72 |

little drop of Wayne. A 61
 Living in a stepfamily. 69
 Lucy and the whale. 59
 magnificent mummy maker. The 61
 Mango. 59
 Mangroves and wetlands [videorecording]. 73
 matter of cats. A 60
 Mennymys in the wilderness. 61
 Meteorite spoon. 61
 Mike's bulldozer and the big flood. 52
 Mind blowing! 64
 Money with Paul Clitheroe 70
 Moonshadow fox. 58
 Morris Gleitzman video [videorecording] (27 min.) The 78
 Mr Hornbeam's treasure hunt. 59
 Mr. Enigmatic. 64
 Multicultural poster program. 82
 Muttaborrasaurus [videorecording]. 72
 My big dictionary. 71
 New faces: the complete book of alternative pets. 74
 New ways into poetry. 67
 New World and Pacific civilizations: cultures of America, Asia and the Pacific. 78
 Newspapers. 68
 Night of the gargoyles. 52
 night Tolkien died. The 65
 Not again, Dad! 59
 Novel workshop. 3. 84
 Odyssey The 67
 Olbalbal: a day in Maasailand. 80
 One childhood many languages: guidelines for early childhood education in Australia. 83
 Our excursion. 57
 Pagan in Exile. 64
 Parkland. 64

Parliament, parties & people:
 Australian politics today. 69
 Pass it, Polly. 53
 path to peace: violence in literature for young people. A 82
 patternmaker: nine science fiction stories The 65
 Penguin atlas of D-Day and the Normandy campaign. The 79
 Personal choice and responsibility [videorecording]. 68
 Plastics and technology. 74
 Plowie: a story from the prairie. 54
 Power and glory. 56
 primary grammar handbook: traditional and functional grammar punctuation and usage. The 83
 Princess Grandma. 56
 Puppy fat. 59
 Revise, edit and rewrite: a guide to improving children's writing. 83
 Riot. 62
 Roald Dahl's revolting recipes. 75
 Rosalee and the great fire of London. 52
 Rules and laws 71
 Russia. 79
 Sanctuary. 67
 sea of gold. The 55
 Secrets of the Way. 60
 Shadows of time. 66
 snow leopard. The 56
 Stephen Biesty's cross-sections: castle. 76
 Stoked! Real life, real surf. 77
 story of Robin Hood. The 67
 Strike! 60
 super science book of sound. The 72
 taste of China. A 75
 technological trolley. The 55

Textiles and technology. 76
 Thriller and me. 64
 tiger in his pocket. The 58
 Time trek. 65
 trick of the dark. A 64
 Trouble at Minimal Farm. 58
 Tucker. 75
 Urban ecosystem [videorecording]. 73
 Usborne book of inventors. The 73
 ventriloquist. The 59
 Viking. 79
 Wallflowers and witches: women and culture in Australia 1910-1945 / edited by Maryanne Dever. 68
 watertower. The 53
 We're talking about AIDS. 74
 What's cooking? a fun guide to food science, healthy eating and recipes from around the world. 75
 When Frank was four. 55
 When hunger calls. 73
 wild sweet flowers:
 Alvie Skerritt stories. The 63
 wind garden. The 55
 Winnie Whistlebritches. 58
 wish of distinction: colonial gentility and femininity. A 69
 wishing moon. The 65
 Worldwarp. 62
 Worth watching: thirty film reviewers on review. 77
 Write well 1-6: practical activities in traditional and functional grammar punctuation and usage. 83
 Writing from Australia 66
 Writing from Canada 66
 You be the witch. 54

INDEX RESOURCES 14/2 AUTHOR

Abdulla, Ian 75
 Adam-Smith, Patsy 78
 Allen, Judy 52
 Aspin, Lois J. 69
 Atkinson, Kathie 73
 Attwood, Bain 80
 Avison, Bridget 74
 Bailey, Anne 62
 Ball, Duncan 58
 Barlow, Robert 71
 Barwood, Bryan 71
 Bates, Dianne 83
 Baulch, Kate 76
 Beere, Peter 62
 Belbin, David 62
 Bennett, Bruce 62
 Biesty, Stephen 76
 Blaxell, Gregory 83
 Blaxell, Gregory 83
 Bodsworth, Nan 52
 Brian, Janeen 58
 Brighton, Catherine 52
 Brown, Eileen 52
 Browne, Anthony 52
 Bryant, Moira L. 82
 Bryant-Mole, Karen 71, 74
 Bunting, Eve 52
 Butler, John 56
 Carmichael, Claire 58, 62
 Cavicchio, Dan 62
 Cecil, Laura 53
 Chapman, Jean 58
 Charteris, Sue 84
 Chester, Jonathan 75, 81
 Chittleborough, Lyall 62
 Clayton, Sandra 58
 Corcoran, Robert 69

Cote, Pamela 71
 Cowley, Joy 63
 Cox, David 57
 Crew, Gary 53
 Cumming, David 79
 Denton, Terry 54
 Doig, Brian 82
 Dostoyevsky, Fyodor 63
 Durkin, Lisa Lyons 82
 Eachus, Jennifer 57
 Eldridge, Marian 63
 Elliott, Louise 59
 Ellis, Jacqueline 75
 Elzbieta 53
 Fletcher, Claire 55
 Foster, John 82
 Fowler, Thurley 59
 Garland, Sarah 53
 Gilkes, Patrick 80
 Gleitzman, Morris 59
 Gleitzman, Christine Mccaual 78
 Glover, David 72
 Gordon, Maria 72
 Greenwood, Ted 54, 59
 Harten, Jonathan 59, 63
 Harris, Wayne 53
 Harris, Christine 60
 Hedgecoe, John 77
 Hicilymaz, Gaye 63
 Hill, Anthony 60
 Homer 67
 Hoog, Michael 77
 Hutchins, Elizabeth 54, 60
 Ireland, Julie 64
 Jaensch, Dean 69
 James, Diane 72

Janks, Avril 74
 Jaques, Ray 74
 Jennings, Paul 54
 Jeram, Anita 56
 Jinks, Catherine 64
 Jones, Francis Firebrace 68
 Kahukiwa, Robyn 54
 Kelleher, Victor 64
 Kelly, Geoff 56
 Kennett, David 55
 Keyte, Brian 83
 Kingston, Daphne 80
 Kirkpatrick, Joey 54
 Kirkpatrick, Patricia 54
 Kitchen, Bert 73
 Koralek, Jenny 54
 Korky, Paul 55
 Kroll, Jeri 54
 Leeson, Robert 67
 Legge, David 54
 Lester, Alison 55
 Lewis, Naomi C. 56
 Lillington, Kenneth 64
 Lionni, Leo 55
 Lock, Kath 55
 Logan, Carolyn F. 60
 Long, Johnathan 55
 Lye, Keith 78
 Maclachlan, Patricia 55
 Maguire, Cynthia 55
 Mahy, Margaret 60
 Makin, Laurie 83
 Malcolm, Penny 73
 Malone, Peter 77
 Man, John 79
 Manning, Mary 67
 Margeson, Susan M. 79

Margolies, Barbara A. 80
 Mcallister, Angela 55, 60
 Mcbratney, Sam 56
 Mccarthy, Patricia 54
 Mccutchan, Robyn 76
 Mchugh, Christopher 76
 Mckenzie, Janet 77
 Mcrobbie, David 61
 Metzenthon, David 60
 Mole, John 67
 Moss, Merrilee 64
 Most, Bernard 56
 Niall, Brenda 81
 Nimon, Maureen 82
 O'Neill, Jennifer 67
 Oldfield, Audrey 70
 Orr, Wendy 64
 Overend, Jenni 56
 Parker, Steve 74
 Parry, Glyn 77
 Pausacker, Jenny 64
 Penny, Malcom 70
 Perry, Philippa 68
 Powell, Jillian 76
 Power, Margaret 54
 Pyne, Michael 84
 Radcliffe, Theresa 56
 Reid, Straun 73
 Richards, Michael 73
 Ridley, Philip 61
 Rodda, Emily 56
 Ross, Tony 57
 Roz, Denny 75
 Rudduck, Jean 83
 Rushby, Pam 73
 Russell, Penny 69
 Scott, Bill 65

Scott, Eric 65
 Short, Geoffrey 71
 Sofilas, Mark 60
 Stanley, Elizabeth 57
 Stewart, Alison 65
 Stewart, Robin E 74
 Sumner, M C 65
 Svendsen, Mark Nestor 67
 Tarlton, John 55
 Taylor, Mavis 57
 Taylor, Barbara 72
 Taylor, D. J. 78
 Troughton, Joanna 57
 Van Rose, Susanna 72
 Waddell, Martin 57
 Walker, Kate 57
 Warner, Rachel 68
 Waterlow, Julia 79, 80
 Waters, Mark 78
 Waugh, Sylvia 61
 Webber, Ruth 69
 Wheatley, Nadia 65
 Whitehead, Ann 61
 Wiesner, David 52
 Wilkinson, Tony 61
 Williams, Marcia 66
 Williamson, David 67
 Winch, Gordon 83
 Winer, Yvonne 58
 Wolfer, Dianne 66
 Woodruff, Elvira 61
 Woolfitt, Gabrielle 75
 Woolman, Steven 53
 Wrightson, Patricia 66
 Young, Leonie 74

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<input type="checkbox"/>	34. A Man's World? (Feb.)
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