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By the time this issue of *Scan* reaches schools, Beth McLaren, Senior Curriculum Adviser—Library and information literacy, will have begun her secondment as Manager (Associate Librarian), Sydney Institute of Technology. I would like to thank her for the indefatigable energy with which she works for the advancement of information literacy and of the interests of teacher-librarians in New South Wales government schools. I would like to thank her personally for teaching me so much since I've been editor of *Scan*, about the Department and about the art of editing. She demonstrates daily the values of lateral thinking and attention to detail. She is a determined thinker, monumental worker, and born teacher. Thank you, Beth.

The ITEC conference, *The information highway and the nation's schools*, raised many questions for teacher-librarians, two of which were **equity of access**, and **uses of the Internet**. Ann Morrow, Chair, Schools Council, National Board of Employment, Education and Training pointed out huge differentials which exist between schools as far as equipment and the place of technology in the curriculum are concerned; and between teachers and their levels of expertise on the Internet, which lead to inequities for those students whose teachers are technophobic. She spoke of the pressing need for funds for schools to acquire, operate and maintain equipment; for government action in negotiating bulk rates from providers; and for provision of professional development for teachers. She spoke of the frantic feeling in schools that they must be "on it" or "in it" (Internet), no matter what, which led her to the important point that there is a need for a clear rationale for the educational applications of the new technology.

Schools with varying levels of access to the Internet showed how schools are defining the uses of the Internet—including John Paul College, Brisbane; Scotch College, Adelaide; The Armidale School; Menai High School; North Sydney Demonstration School; Cherrybrook Technology High School and Hoppers Crossing Secondary College. Many questions about the uses of Internet were raised—focusing on defining its curriculum relevance; the importance of mastery of the necessary information skills for students, teachers and teacher-librarians alike; and issues of maintaining currency and cost control.

I hope to be able to persuade some of those who gave papers to share their ideas with *Scan* readers; and we will continue to address developments on the Internet in *Scan*. This issue, for example, carries an article by Anne Clyde which points to how the Internet is changing the way people locate and use information, and lists resources and services on the Internet that might be used to locate curriculum-related information or to promote information literacy in students. An article by Jenny Griffiths looks at her experience with LM_NET, and directions are given for accessing BIGSIX, both bulletin boards for teacher-librarians.

This issue has a strong literature content:

- Kerry White, retiring New South Wales judge for the CBC awards, gives her opinions on the awards, and notable books for 1995;
- a *Scan* panel of experts toss their hats into the ring to predict this year's winners of the awards; and
- ...my favourite! Catherine Frew of Tumbarumba High School surveys Year 11 reading habits and preferences.

Special thanks to Cath for so generously organising and conducting the reading program in the school. Thanks to her students for their time—so precious in Year 11—and for the honesty of their responses.

Hope you enjoy this issue.

Lee FitzGerald



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

The Information Highway and the Nation's Schools

Darelyn Dawson, teacher-librarian at Pennant Hills High School was one of the participants at this conference held in Sydney on 9th and 10th June. She reports that there were a number of messages from the conference pertinent to the work of teacher-librarians whose role as gatekeepers and change agents in relation to information technology and its impact on the KLAs was obvious.

"Good teaching must drive the technology, technology should not drive teaching" was one of the most important points made by the Hon. Simon Crean, Minister for Employment Education and Training in his opening address.

Teacher-librarians must be central to active student learning that incorporates information technology and telecommunications. Technology has allowed a paradigm shift for teachers as they move towards more individualised instruction and as their role becomes more that of the facilitator of learning rather than the instructor.

The education community must develop a critical mass of people who understand information technology. Teacher-librarians have a key role in achieving this.

The Internet has the potential to develop the global classroom, to allow students to build relationships with students from other countries. The Internet could unlock the creativity of teachers and students, allowing them to become participants in a truly international learning community. However competency in the information skills process will be one of the essential skills for those who embark on this exciting venture.

EdNA

In his opening address at the conference Simon Crean referred to the recent announcement of the provision of seed funding for the development of an Educational Network Australia (EdNA). This service will link for the first time all schools, TAFE Colleges, universities and other education and training providers across Australia as

well as internationally through a service network and modern technology for interactive communication.

One of the guiding principles in the establishment of EdNA is that institutions and individuals should be able to access EdNA at affordable rates regardless of location.

The birth of EdNA is yet another clear signal of the perceived importance of electronic information in the world of the future (or has it now become the world of the present?).

Schools will be calling on the professional information management skills of teacher-librarians to facilitate the search for relevant information held in these new formats. In addition teacher-librarians have a responsibility to develop student's information skills in a curriculum context, working with teachers to design information tasks using the new technologies. Be confident about your skills in these areas and do not let unfamiliarity with the computer equipment needed to use new information services deter you from what promises to be both a challenge and an opportunity.

Au revoir

This will be the last *Currents* from me for this year. As Lee has mentioned in her *Word from the Editor*, I have accepted a secondment to manage the Sydney Institute of Technology Library for six months. The experience at TAFE will be most valuable given the closer ties between secondary education and TAFE. I will miss working with the Library and Information Literacy Team: Maggie Roche, SCIS Review Coordinator, Lee FitzGerald, *Scan* editor and Anne Dowling, SCIS Divisional Librarian and her team of cataloguers. Their professionalism, hard work and willingness to be creative, lateral thinkers are evident in the more than 100% increase achieved in the number of records New South Wales now adds to SCIS annually, by the standard of reviewing and by the positive reception *Scan* receives from its readers. Perhaps even more importantly they are fun to work with. I shall miss too my contact with so many creative, dedicated practising teacher-librarians—I look forward to returning early in 1996. ■



The 1995 Children's Book Council short-list

Four writers give their opinions on the books short-listed for this year's Children's Book Council awards and predict a winner for each of the categories—Older readers, Younger readers, Picture books and Information books. Firstly, Fay Gardiner, former *Scan* editor and current teacher-librarian and reviewer, looks at

The Older readers category



Publication of the short-list has been a bonus for those of us who, to quote Marjorie Lobban from a *Scan* article from yesteryear, find talking about books a great pleasure. The short-list gives us the content and a structure for much discussion as opposed to the time-honoured educational practice of deconstructing books in isolation.

Individual tastes as to what constitutes a quality book can be worlds apart. **The white guinea pig** could provide the material for much discussion: ever since my review last year referred to it as "a rather silly story, degenerating at the end into what I consider very bad taste symbolism, told in language that is terribly self conscious and far beyond the level of the audience", it has won award after award! The accolades have not swayed me; Ursula Dubosarsky has done much better work than this.

Victor Kelleher's novels almost always make the short-list and provide an excellent example of difference of opinion. Apart from the splendid **Del-Del**, which others didn't like much, I haven't been enamoured of them and **Parkland** is no exception. Short-list judges however, along with many upper primary and lower secondary students enjoy them enormously. **Parkland** is contemporary in its concerns and the pace is quick enough to engage impatient young readers, but I found the plot flawed and I experienced a certain déjà vu about the futuristic theme.

The biggest disappointment was **The night Tolkien died**. I'd regarded it eagerly—a new Nadia Wheatley novel inside a very inviting cover—but hadn't found time to read it until this article beckoned. I saved it up till last because I was sure it was going to be the best—and then discovered it was short stories, and worse, not, for me, very special short stories. This may be my disappointment speaking but the style, the theme and the plot were somehow out of sync., as if they were really for adults but the teenage audience had intervened.

Continuing the story of **Dougy** and his family, the similarly eponymous **Gracey** is what seems to a white person a mirror on contemporary Aboriginal life: witnessing racism and its destructiveness on both the recipient and the perpetrator; the difficulties of establishing an identity; death in custody; the fragility of family life damaged by 200 years of white domi-

nance; the overhanging conflict between cultures. The subtlety of the book is its great strength: blame is not apportioned; instead most of the characters are treated with a generosity of spirit which sees us all as flawed humans, some perhaps a bit more flawed than others. Gracey and Dougy narrate alternately, with short quotes from a young policeman from Cunningham, the Queensland country town setting; the skill with which Moloney moves from one to the other is admirable. For me the only flaw is the cover, which is a photograph of a young girl; don't book designers understand that a fictional character who blossoms in our imagination cannot be represented by a real person? Cover aside, **Gracey** deserves to be an Honour Book.

The two remaining novels fight a neck and neck contest. Judith Clarke's ability to portray with humour the anguish of teenage boys, so well honed in the **Al Capsella** series, is repeated in **Friend of my heart**, but with some refinements of style. The first few chapters have the delicacy and structure of a fugue with one character introduced, this leading in turn to another, and another, until eventually we have all of our protagonists who proceed to weave their own way through the work. The central characters are William and Daz, the opposite-in-personality brother and sister: awkward, poetry-writing, complex-ridden William who is totally nonplussed by his erratic, hyperactive, confident older sister. The assortment of minor teenage characters suffer from complexes about their appearance, the awful pangs of teenage love and the sad lack of wisdom that accompanies so little of life having been lived. In contrast are the elderly people, in particular William and Daz's grandmother, who may have done a bit too much living, and now remember only bits and pieces of it. Judith Clarke links the two disparate age groups beautifully. I suspect that the author might share my theory that teenagers suffer from a sort of dementia of their own. It is the warmth of her writing, her love for her characters that makes Clarke's work so special.

It is very thrilling to have another novel by the Gillian Rubinstein who gave us **Beyond the labyrinth**. From the opening sentence, no, before that—no unimaginative photograph on

the cover of this book—**Foxspell** snares its reader with a story that is original, exciting, contemporary, relevant to the lives of its teenage readers, and which tackles the magic realism genre with great panache. Rubinstein has a superb ability to draw real, non-stereotypical characters who edge their way into and enrich the lives of the reader, even if they, the characters, are not always wholly virtuous. The skill with which this novel is written and the integrity with which it is imbued would have made it my clear cut winner were it not for the ending. While this is not a novel that can be tied up neatly, (such endings can be pretty awful anyhow) I needed to know just a little bit more.

These are two very different books and will appeal to different audiences: although Judith Clarke draws her teenage boys so well, I don't think this novel will appeal to them: if you were a teenage boy would you want to look in the mirror? **Foxspell** on the other hand should have universal appeal.

So in the end I have to forgive Gillian Rubinstein her ending, nominate **Friend of my heart** as Honour book and choose **Foxspell** as my Book of The Year for Older Readers.

Jill McGilvray is manager of The Children's Bookshop, Beecroft. Her task was to comment on the short-list for, and choose a winner for

The Younger readers' category



Of all the categories in the CBC short-list, the most controversial is often the **Younger readers**. Just what constitutes a book for younger readers is a subject often debated, and this year some surprising choices have been made. It seems to be a consequence of the **Older readers** category becoming more and more a Young Adult list that longer books which a few years ago might have been in that list are now put into the **Younger readers** group. So this year we have books for younger readers which are about teenage characters, as in **Brocky's bananagram**, or are long novels

which take quite a lot of reading such as **Somewhere around the corner**. This seems to me a pity, not that they are short-listed, but that their inclusion in the **Younger readers** list precludes other wonderful books for newly confident readers, or for early to middle primary children, from being short-listed.

The question of the criteria for inclusion in the short-list needs discussion too. It appears to me, this year, that the **Older readers** category is, on the whole, more literary than the **Younger readers** category. Perhaps that is bound to be the case, given the readers' increased sophistication, but when there are wonderful books that are of more literary merit than the ones chosen, it does make me wonder. Of course, it is easy to sit on the outside and question, and when anyone looks at a list they can see the holes where their favourite books should be, but I am a little disappointed in this year's choices as a whole.

The burnt stick by Anthony Hill, illustrated by Mark Sofilas, is the story of the government policy of forcibly taking Aboriginal children from their parents, and is a part of our history that must not be forgotten. In this moving account, John Jagamarra's mother almost succeeds in keeping her five-year old son by rubbing him with a burnt stick to make his skin darker and thus make him less interesting to the authorities. With simple, spare text and moving line drawings by Mark Sofilas this is an important book that is accessible to quite young children. I would choose this one to win the Book of the Year for Younger Readers award.

I'm a bit of a fan of David Metzenthen, having really enjoyed **Lee Spain** a few years ago. In his latest offering, **Brocky's bananagram**, Matt Brock and his mate, Thorny, write messages on the bananas they're packing at Brocky's dad's banana plantation. They might meet some girls that way! They do, and it leads to lots of complications with some comments being made about prejudice and hardship along the way. A problem I have with this book is its cover, which depicts kids much younger than its Year 7 characters. I'm also not sure that it belongs in the **Younger readers** category.

Duck for cover by Paul Jennings, Ted Greenwood and Terry Denton is not just a joke book. This wacky piece of publishing fun uses flaps,

fold out pages, pull-tabs and more to create an extravaganza of language games, puns, riddles and visual jokes. Cheeky and funny, it is certain to be a hit with kids, but I'm not sure would make the grade on a literary merit criterion.

Not again, Dad! by Thurley Fowler, illustrated by Craig Smith has as it hallmarks laboured humour, stilted dialogue and an extremely dated premise. Mum has gone to a conference and she is really out of her depth, ringing every night to be told how to cope by Dad and the kids. After all, she is usually at home polishing the shoes and making the kids' beds. Dad has graciously offered to take three weeks off his holiday to look after the children and incidentally teach them how to be independent and run the house the way it really should be run. After all, he's a Manager. Haven't we moved on from this kind of old-fashioned farce? With wonderful books like Libby Gleeson's **Skating on sand** not short-listed, I just can't see how this one made it!

Ark in the park by Wendy Orr, illustrated by Kerry Millard is a real novel for younger readers, with simple text, gentle but strong plot and a combination of whimsy and genuine warmth. Now this is more like it! Kerry Millard's wonderful line drawings are a seamless part of the story. The Ark in the park is a wondrous pet shop, run by (who else?) Mr and Mrs Noah who have everything they need except grandchildren. Sophie is a little girl from a high rise apartment who can see the Ark from her window. Most of all she wants—yes! grandparents. How they find each other is the central part of this delightful book. I'd make this one an Honour Book.

Somewhere around the corner by Jackie French is a novel which uses a time-slip device to take Barbara, a modern street kid back in time to the 1930's and a susso (sustenance) camp in southern NSW. The strength of this book is the portrait painted of life in the Depression, peopled by believable characters whose lives I was really made to care about. This is a long and complicated book to be in this category, but one that stayed with me for a long time after reading it.

June Brennan is librarian at Willoughby Municipal Library. She comments here on books short-listed and makes her choices of winner and honour book for

Picture book of the year



Gone are the days when you had a comfortable feeling you knew exactly what you were in for when you opened a picture book, and it was often little animals dressed in silly clothes. Now, good picture books often challenge and extend the boundaries in all sorts of ways and the 1995 short-list reflects this welcome trend.

In **Bamboozled** by David Legge, we read "*last week when I arrived [at Grandpa's] something seemed odd*". What an understatement by our young narrator—as we move from room to room and out into the garden there are oddities everywhere! Visual jokes for the young include a washing line of crockery and, for the more mature, a Greek statue in which the figure is still sculpting the lower part of his anatomy. Ultimately, the little girl and her Grandad laugh uproariously when they spot a mistake we would consider commonplace. **Bamboozled** provides lots of fun for sharing and re-reading. The colourful illustrations have a photographic precision which emphasises the puzzles. My only reservation is that the text is pedestrian and some jokes do not work for me (such as planting light bulbs in garden beds).

The watertower in Gary Crew's book of the same name "*casts a long, dark shadow*" over the people and the parched landscape of Preston. Yet Spike and his timid friend Bubba are irresistibly drawn to it. The reader is taken on the same journey, following the swirl of steps or symbols from the blistering heat of the top down into the deep green, eddying waters below as the eye follows the patterns created by Steven Woolman's illustrations. We have to speculate about what happened to Bubba up there alone, but he is stronger as a result, as Spike jealously senses. Even when no-one was up at the watertower, the town is under surveillance from the tower, which at times resem-

bles a UFO. The text is spare, the illustrations hint at more and the book itself manipulates us—to read it, we have to turn it this way and that, as perspectives change. Brilliant.

In **Power and glory**, by Emily Rodda, our goggle-eyed unisex narrator receives the wanted birthday present. However, family life keeps getting in the way as each perilous climax of the video game (fighting the witch/goblins/ogre) is interrupted by the demands of Mum, little brother, Dad—Or does it? Geoff Kelly's illustrations suggest a blurring of fantasy and reality as Mum seems to have the witch's broom, little brother's hobby horse has a touch of the goblin and Dad's beard is remarkably like the ogre's, although he is holding an innocent golf club and not a lethal weapon. Persistence is rewarded—like the game player, the reader has to keep repeating the steps until finally with the family smiling in the background, the ogre is vanquished—only to have to start on Level 2. The book, through text and illustration, cleverly and humorously mirrors the video game format and children will enjoy it.

Elizabeth Stanley's passion for her subject is powerfully transmitted in the text and illustration of **The deliverance of dancing bears**, and, as a result, the reader is emotionally involved in the plight of the bears and feels joy at their liberation. Sometimes the poetic narrative conjures up an image and the illustration elaborates—on the first page, the text enables us to visualise the bear's dream but physically we see the poor captive bear harnessed and caged. Sometimes illustration alone is used: a double page spread shows us bears fishing in icy foaming waters—no words are needed to tell us that this is how they should be: free and wild. Either way, the fable is clear and ultimately maybe even the cruel Halek will understand "*it was the dreaming and not the bread and water he left each evening that kept the bear living, year after year*", and will be glad Usef had achieved at least some freedom for both bears. The illustrations are luminous—the blue toning and texture of the bears' coats are especially effective.

Rebel! is an ironic and powerful title: whoever threw the thong was a rebel, and the school children and villagers do rebel against the General. Yet the strong message is that it is peaceful resistance and the gentle, human

response of laughter that overcomes tyranny and violence. The text shows the General does all the acting and shouting, but the illustrations show us more effective forms of communication—the streets and school ground are empty when the tanks roll in, the children and villagers “look straight past the General”, when he threatens, and the rows of bare feet silently cover for the rebel who would only have one thong. It is a hopeful sign when “someone somewhere began to giggle”, for it could be one of the “hard-faced soldiers”. The soft pastel drawing by Di Wu on pages with pink frames suggest this should be a harmonious community left in peace. Based on a real incident, this is a moving story.

The cover of **Our excursion** by Kate Walker is a tram ticket, obviously one of the souvenirs collected by the narrator whose project faithfully records every aspect of Grade 2M's trip with Miss Mobbs. This eye for detail is a characteristic of the narrator who spares us nothing. We know exactly what happened to Carmel's lunch box, just as we know all about every toilet encountered on the trip. David Cox's cartoon style illustrations capture the spirit of this as we can identify 13 children, a dog and a teacher from page one and can chart exactly what happened to each all day, even when the narrator is looking elsewhere. Teachers reading this are likely to relive certain nightmares, whilst children will revel in all the sordid and funny details. An example of how text and illustration can be woven together and result in a story that just has to be read over and over.

Selecting the short-list from a range of quality picture books is subjective and **Light the lamps** by Margaret Wild and Dee Huxley, and **Fly** by Nigel Gray would probably be on mine. However, this CBC short-list is interesting because the books repay careful study of the illustrations in particular. I would nominate **The deliverance of dancing bears** as the winner, because the book offers such a strong emotional experience, and it is a liberating and hopeful story magnificently illustrated. **The watertower** is my choice for an Honour book because it is challenging in its use of the picture book format. It is not comfortable or fully resolved, but author and illustrator are both masterful in creating a haunting, intriguing storyline.

Bernadette Coffey is Head Teacher—English at Fairfield High School. She comments here on the books short-listed for

The Eve Pownall award for information books



One of my clearest childhood memories is of an old set of Cassell's **Books of knowledge**. For years I browsed, revisiting them to read and learn.

Both children and adults rarely read information books from cover to cover. Because these texts are used for a variety of purposes, methods for accessing information are varied. The most common method of using an information text is to skim and scan, dipping into different sections where necessary and desirable.

In reading the six nominated information books, I kept firmly in mind the *browsing* factor along with: *cover design; use of colour; page layout; illustrations; photographs and other graphics; the information itself and language style.*

A good third of John Nicholson's **Gold** describes the diggings in Victoria in the 1850s. The table of contents is clear as are the separate chapter sections. Nicholson's attractive illustrations in muted tones of green, rust, and yellow clarify his explanations of equipment and procedures. Besides recounting **Gold** in language suitable for young readers, Nicholson also describes how underground mining replaced surface mining. We learn why underground mining companies were set up, about water, fire and ventilation problems and mines across Australia. The author presents information so that one can browse readily: an extensive glossary, maps, labelled illustrations, are provided. A textual indication of annotated words would be useful, but on the whole Nicholson's book is an accessible and interesting text for young readers and researchers.

I wondered at first if Cameron Miller and Dominique Falla's **Woodlore** should be “read” as a picture book. Miller, a crafts person and Falla, the writer, present information on the history and characteristics of different timbers.

Each double page consists of a rhyming couplet and an illustration of wood uses. Embellishment is provided by beautifully constructed, photographed frames. It is unusual to find the main text of an information book written as poetry; the integration of the aesthetically pleasing art of both text and illustrations works as the feeling for wood is combined with accurate information. Prose notes at the end of the book describe the various timbers.

Woodlore is a wonderful creation to be revisited by adult and child alike. Many would enjoy a frieze reproduction. Poetry makes it a good “read-aloud” book and an engaging text. I would nominate this book as Honour book for this category for 1995.

Paul Greenaway states in the Introduction to **Tucker**, by Ian Abdulla: “If “tucker” is food, then this new book is tucker for the mind, the heart and the soul”. Born on the Murray River in 1947, Abdulla lived at Swan Reach with his family until 1956. **Tucker** describes methods of catching and cooking fish, lizards, kangaroos and other bush tucker. The food sounds delicious. Abdulla's naive-style paintings beautifully illustrate the text. Strong blues and greens attract readers to examine the detail. Despite material hardship, traditional Aboriginal ways of using the bounty of nature are shown as contributing to happy memories of childhood. A glossary and map at the conclusion of the text provide additional information.

New faces: the complete book of alternative pets by Robin Stewart abounds with astonishing and useful information. Do you know why you should refrigerate ants? that snails have thousands of tiny teeth? that you could bathe with a ferret? “All children need a pet; something to nurture, an “ear” in which to whisper” is Stewart's belief. The cover (with colour photographs) bordered in black with a white background is striking. There are no photographs in

the text; black and white illustrations contribute effectively to the design. Text is organised carefully and the scientific language is accessible to young readers. I found this book fascinating and will browse again, if not to purchase a pet (sorry, Bronwyn) but certainly to astonish my friends with information on differences between male and female crickets or how to “imprint” ducklings!

In **Too many Captain Cooks**, Alan Tucker describes well-researched encounters between black and white people in Australia from early contact of the Dutch captain, Willem Jansz, to known meetings and events in Australian history. Tucker's naive-style and annotated paintings support the text admirably. References to journals of the times record European impressions; sometimes there are Aboriginal impressions of Europeans. Tucker emphasises that black and white contact cannot be categorised in simple right and wrong. His intention is to explore race relations. He succeeds in stimulating, and informing. The book provides extensive additional material in the bibliography, notes on the paintings and a glossary. **Too many Captain Cooks** is highly recommended for students in upper primary and junior secondary.

I was enthralled with Natalie Jane Prior's **Bog bodies: mummies and curious corpses!** The cover, with its startling photograph and *true stories* has immediate appeal. **Bog bodies** is “tops” because of the range of information, clear layout, variety of illustrations and photographs. Additional activities include making your own sarcophagus, Egyptian funerary bread and styling hair like “bog women”. The author has combined imaginative recreation with historical recount. She includes a glossary and suggestions for further reading. The book is easy to handle and could be purchased in class sets or in multiple copies for the library. I predict this book as the winner for 1995.

Our predictions for the 1995 Children's Book of the year awards

Older readers' category:

Predicted by Fay Gardiner
Book of the year: **Foxspell**
Honour book: **Friend of my heart**

Picture books:

Predicted by June Brennan
Book of the year: **The deliverance of dancing bears**
Honour book: **The watertower**

Younger readers' category:

Predicted by Jill McGilvray
Book of the year: **The burnt stick**
Honour book: **Ark in the park**

Eve Pownall award for information books:

Predicted by Bernadette Coffey
Book of the year: **Bog bodies: mummies and curious corpses**
Honour book: **Woodlore** ■

Some anniversary reflections

on The Children's Book Council of Australia and the Australian Children's Book of the Year Awards, 1995

*Kerry White is a freelance writer and bibliographer. She is probably best known for her two publications—**Australian children's books: a bibliography 1973–1988** and **Australian children's fiction: the subject guide**. She is currently working with Informit to produce a CD-ROM on children's poetry collections. She has been the Children's Book Council Awards judge for New South Wales for 1994 and 1995.*

Sections of this article are taken from the NSW Judge's Talk presented at Harold Park Hotel, 29th April, 1995.

Happy 50th birthday to the Children's Book Council! Would the people from the first days of the CBC be pleased with the profile of their organisation today? Would they be astounded at the number of entries in this anniversary year's award?

Eve Pownall's compilation, **The Children's Book Council in Australia 1945–1980** is recommended reading for this year, recalling past successes, failures and old battles as well as reminding us of the many people who have contributed to the promotion of children's books in Australia. Just two examples from a mass of detail show that while everything changes, nothing changes! On **finances**: "in 1963, Treasurer Maurice Cadsky [NSW Branch] reported the bank balance was £17. To provide the Council with some ready cash, Walter Cunningham designed a Christmas card...". Or **controversy**: "Good use was made of the banning of **The rabbits' wedding** from the open shelves of Alabama (U.S.A.) public libraries in publicity for the 1959 exhibition [SA Branch]. The book became a feature display and many people came to see for themselves why a book intended for 5 to 7 year-olds should be the cause of heated controversy".

Fifty years have seen many changes, not least the extent of publishing for children in Australia. I don't know how many books were submitted for the 1946 award but in 1958 there were 17 entries. This year 270 books were

entered. Queensland judge Kevin Steinberger, who has a special talent for such things, has provided some remarkable statistics. In reading every book once, each judge read 24 721 pages of text as well as 2 160 reports from 19th July 1994 until sometime in February 1995. As all eight judges read a selection of the books a number of times, pages read would be well over 30 000. The Melbourne bookseller Albert Ullin sells a t-shirt printed with the message, "So many books, so little time", a very apt motto for a Children's Book Council judge!

Are there likely to be many suitably qualified people willing to undergo such an extensive (voluntary) chore in the future? Keep in mind that reading the books and writing reports is only part of the job (the entire process might be the subject of another article). And what about the other strains of knowing you are judging the most influential Australian book award in terms of sales? I read the following comments after the short-list announcement last year, "The Children's Book of the Year Awards can make or break authors" (**Sydney Morning Herald**). And from **The Age**, "Anyone who doubts the big business attributes of children's literature would have had any misgivings quashed if they'd seen the publishing house stampede to push the reprint buttons when the CBC Book of the Year short-lists were announced recently. As one such exec. said, "a shortlisting is worth 10,000 copies, minimum", and the wait for the announcement in some firms is now

akin to Oscar-award excitement, with success cause for copious corks a'popping."

My term as judge is all but finished. I have some articles to write, several more talks to give and the excitement of Book Week to look forward to. Despite some difficulties, the experience of being a CBC judge has been almost entirely positive. Critical skills are honed and knowledge broadened. The judges' meeting is a stimulating, never-to-be-repeated chance to sit down with seven others who have all read and thought about the same 270 books (last year 255) and just talk and argue and debate. I am full of admiration for the wide-ranging literary knowledge and experience of the other judges and we were fortunate to have two with extensive artistic knowledge as well. In mid July the new NSW judge, Beverley Richardson, a **Scan** reviewer, will start reading entries in the 1996 awards. The world turns, the awards machine rolls on!

Difficulties are often unexpected. Last year in one of my talks I made the following comment, "It is the nature of the judging that the books short-listed are the ones nearly all the judges like rather than the ones that provoke the most debate, that divide opinion and shake us up a bit. To my mind this is a pity, as I would prefer a short-list that reflects books on the cutting edge, that will get everyone talking and arguing. Nevertheless I think a few on the short-lists will stir the pot a bit, I certainly hope so! Awards need debate and controversy to stay alive." I meant controversy about literary qualities and style! Who would have thought that the print fundamentalists would target **Honey sandwich** and **The Paw**! I will not even attempt to predict what books might encourage bishops or police officers to write to the CBC this year. I was fortunate in that no one actually phoned or wrote to me. This happened to some of the other judges, but I did appreciate the supportive letters and articles written by others and printed in various journals, pointing to the positive aspects of books criticised. It is sad that authors and publishers may have suffered from these attacks and I remain bewildered by the heat generated by children's books when there is so much else to worry about in this world.

These statistics and quotes aren't offered in an attempt to draw sympathy but to underline

some problems with the awards that the CBC will need to address, sooner rather than later. The CBC in the past has shown a willingness to change aspects of the awards in line with changes in publishing and I think the time for further revision is approaching. Heather Scutter has recently made some interesting, even provocative, comments about the influence and structure of the awards in the May issue of **Magpies**. Along with a number of measures, she offers some suggestions for reducing the number of entries by accepting recommendations from "librarians and practising professionals" rather than publishers. My own concern is chiefly with the **Younger readers** category and the extraordinary influence of the short-list.

The **Younger readers** category is stretched to cover almost the entire independent reading life of a child, from the beginning reader to the advanced primary-aged reader. Like Gillian Rubinstein, I think that anyone above the age of fourteen isn't a child at all, but another creature entirely, whose reading will range across everything and anything available. The judging criteria reads very well—for **Older readers**, "awards will be made to outstanding books which generally require sufficient maturity to appreciate the topics, themes and scope of emotional involvement". And for **Younger readers**, "awards will be made to books for readers who have developed independent reading skills but are still developing in literary awareness". In practice there are a number of books that seem a little too old for the **Younger readers** category but fall in the low ranges of the **Older readers** category and for various reasons miss out on short-listing. They fall between two stools. I have no solutions except to point out books aren't written to suit CBC award categories.

This year a short-list of ten could have been easily filled in the **Older readers** or **Picture book** categories and I would like to suggest that with the steep rise in quality entrants, increasing the short-lists in future to a maximum of eight books be discussed. The alternative is to abandon the short-lists altogether and go back to having a winner and commended titles only for each category. A **Notable books** list could still come out after the judge's meeting (late May), spreading attention across an extended range of

titles and increasing anticipation of the award announcement in Book Week.

In general too, I feel anti-CBC feeling is growing. My grizzle-meter tells me that disaffection and mutterings have increased. This seems a very Australian reaction to a body that has grown and, seemingly, prospered. It is also predictable that the CBC, organised along similar lines to our Federal system, might reflect some of those ancient and ongoing antagonisms. It is important that eyes, our own and that of the wider public, are turned to the main game, the fostering of children's books and reading throughout the country.

Some trends and themes

The variety of Aboriginal experience, new perspectives on history, notions of power and control, strength through community action, and relationships between animals and people are the stand-out themes from the 1994 Australian publishing year. There were many, many sequels this year (sometimes superior to the original), and a marked increase in genre fiction—a challenge to the dominance of overseas genre fiction. The psychological thriller made an impressive debut with **Spider mansion, Flesh and blood**, and **Monster man**. There are a number of fine short story collections and one of these, **The night Tolkien died**, also stands as an example of outstanding book production, noted across the categories.

Australia is still the preferred setting in our children's fiction but there were outstanding books with foreign settings (**The deliverance of dancing bears, Rebel!, Winter in France, Pagan in exile**), and, back home, there were a number of books with multicultural intent, but many more where Australia's culturally diverse population is taken for granted—just depicted as part of the landscape.

In illustration, Kerry Millard's black and white drawings dance and sparkle, new illustrator David Legge astounds and Steve Woolman's star is rising rapidly. Woolman's talents in **The watertower** are undisputed but take a close look too at **Peter and the polar bear**. Craig Smith was the most prolific illustrator—seek out Nigel Gray's **Fly** and enjoy Smith's exuberance running riot! There seem fewer picture

books for the very young. **Clippity clop, snap!, Hairy Charlie and the pumpkin** and **Daisy drew an elephant** were outstanding.

Overall this has been the Year of the Pet (**Ark in the park, New faces, The white guinea pig, How to speak cat, How to talk dog**). This is a more positive theme than last year's dead parents, although one judge has suggested it is the year of the coma (**Shadowdancers, Dangerous redheads, Dreamslip, Kid brother**).

Authors have used animal-human relationships, our reactions to and treatment of animals, to explore notions of power, control, colonisation and freedom. **The deliverance of dancing bears, Parkland, The white guinea pig, Foxspell, Mind blowing, Peter and the polar bear, Birdman, The fisherman and the theefyspray, Pet problem** and **Switch cat** are some of the titles, but there are more. The pet manual, **New faces**, is rather more straightforward in its approach but even that raises questions about our attitude to animals we keep, supposedly for our own pleasure. This theme is almost inevitably linked to environmental concerns—most notably in **Birdman, Parkland, The fisherman and the theefyspray, A matter of cats** and **Foxspell**. **Rowan and the travellers** puts an interesting spin on the environmental theme with feral flesh-eating plants.

Colonisation features too in some innovative historical texts. There is a move away from the shores of New South Wales and the arrival of Captain Cook to look at Australian history from a new perspective, with a focus on Australia's north in **Songman, Too many Captain Cooks**, and **Gulliver in the south seas**. Wrightson's **Shadows of time** is set in better known territory, but is unlike any previous children's historical novel—a "must read". Aboriginal experience is part of all these books (except **Gulliver**) and there are **The burnt stick, Tucker** and **Gracey**. The latter has a contemporary setting but history and the reading of history is its subject.

Homeless children were the subject of seven books, **The way home, Feral kid, Spider and the king, Journey to bright water, Jake, Living with Leanne** and **Somewhere around the corner**. Somewhat allied to this is a whole clutch of books about adults failing children, especially due to poor communication between parents

and their children, leaving young people to fret about situations they can't understand. (**The white guinea pig, The belonging of Emmaline Harris** are just two). There were exceptional stories about a young child's rite of passage, **Skating on sand** and **Rockhopper** (the latter showing too the impact of the Vietnam war on an Australian family, a rare topic here in a children's book). Another is **The willow tree's daughter**, a book with all the expected fairytale elements but with vivid characterisation, and featuring a girl who must find her own way and who has to stand firm against convention.

Explorations of community show both the good that can be achieved when people band together (**Rebel!, Somewhere around the corner**) and also the harm (**A property of the clan, Schnorky the wave puncher**).

Many of the books mentioned here are not short-listed but are in **Notable Australian children's books 1995**, due out late May. This is a bumper issue with over one hundred entries reflecting the high standard in the **Picture book** and **Older readers** lists this year. See this publication (available from the CBC) for annotations on all the short-listed titles as well as entries for other noteworthy books.

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Report from the National Document Delivery and Interlending Summit

Beth McLaren, Senior Curriculum Adviser—Library and Information Literacy, represents the school library sector on the NSW ACLIS Inter-library loan committee, and as a consequence, received an invitation to this summit.

The issues

Issues associated with inter-library lending and document delivery have been the subject of spirited debate in a number of sectors of the library profession. This debate has not entered the literature of school libraries to the same extent but can be expected to do so in the future.

Resource sharing in school libraries has been largely limited to local networks which are often dependent on personal connection. Lending both between a number of school libraries, and between school libraries and libraries from other sectors has been restricted because of a number of factors. These include:

- lack of access to relevant indexes
- no central information as to the holdings of other school libraries
- either an inability or a reluctance to pay the charges associated with interlibrary loan.

However schools are not immune from the pressures faced by all libraries: the increase in the amount of information available; the escalating costs of published information; the need to consider diverting part of the budget to providing access to online information; and the increasing pressure to do more with the same, or less, funding. At the same time the growth in information technology has meant that libraries are able to obtain information from sources other than their own collections very quickly.

Many libraries have responded to these forces by deciding to adopt a "just in time" philosophy to collection development rather than continu-

ing the more traditional establishment and maintenance of a comprehensive collection of materials which, it is anticipated, will meet the majority of the information needs for a majority of users. This has been dubbed the "just in case" method of collection development. Collections based on "just in time" policies do not include materials which it is believed can be obtained from other sources and delivered to the client in time to meet the information need. The number of libraries moving in some measure to "just in time" collection development is increasing the demand for document delivery from other sources.

Further pressures on the inter-library loan system have been the emphasis on resource based learning, the growth in open learning and the growth in distance education. Curriculum demands in all education sectors (including school education) are putting increasing pressure on information services.

Libraries with strong collections are receiving a greater volume of requests and are finding the cost of meeting these is impacting on their ability to provide services to primary clients.

Libraries which are unable to meet client needs from their own collections argue that free access to information is a fundamental right in a democracy and that systems should facilitate document sharing.

Authors and publishers have a different perspective. Under Sections 49 and 50 of the Copyright Act, libraries and individuals may legally copy certain materials for specific pur-

poses. The increasingly high volume of copying under these sections and access to electronic information are impacting on the publishing industry. Both the industry and scholars are concerned when university libraries cancel their subscriptions to large numbers of specialist journals which, as a consequence, are not published because they are no longer economically viable.

A Summit

The Australian Council of Libraries and Information Services (ACLIS) responded to this debate by hosting a national Interlending and Document Delivery Summit in Canberra on the 18th and 19th of May. One hundred and thirty invited delegates from across Australia heard a series of papers over two days exploring trends and issues. There were opportunities for discussion throughout the Summit and by the final session some thirty four resolutions had been formulated by delegates. The majority of these were passed, with a small number lost or withdrawn.

Some views from the Summit

Judith Greenaway, Document Delivery Project Manager, Monash University Library, in an overview of current interlending practice pointed out that there was strong support for maintaining standard charges but that there was some indication that the rates may have to rise. She stressed the need to maintain accepted standards when making requests because if the request is not clear staff waste time trying to locate the document required. Smaller libraries (perhaps including school libraries) often do not have the expertise, nor the bibliographic tools, to verify interlibrary loan requests and this in turn makes it difficult for other libraries to assist them. Judith pointed out that the variety of request forms was a trap for the uninitiated and an impediment to efficiency.

Judith identified the following effects of the introduction of new and emerging technologies:

- faxing requests and documents makes document delivery faster but adds to the amount of paperwork

- electronic scanning and transmission are effective tools for making information available but their use adds to the expense of meeting interlibrary loan requests
- the Internet opens up a world of resources but adds to the complexity of document delivery
- commercial suppliers are entering the market and this too adds to the complexity. (There are several suppliers currently offering a document supply service to schools).

Neil McLean, Acting University Librarian, Macquarie University, in considering current trends and issues, raised the dilemma in which we provide clients with access to databases identifying relevant information which in turn creates a huge demand which libraries find difficult to meet. Schools subscribing to databases such as **Austrom** and **Sage** will be aware of this problem.

Neil was one of a number of speakers who raised the issue of transferring some of the costs of document delivery from outside sources to the user. This touches on fundamental principles of equity and the library profession is to some extent divided on the matter of charging for some services.

Libraries no longer have to be the intermediary between those seeking information and those delivering it. It is now possible to deliver documents electronically directly to a workstation. Requests could be initiated and received by the end user.

One of the most provocative papers was given by Phillip Griffith, Associate Professor, School of Law, University of Technology, Sydney. Titled **Intellectual property issues**, the paper suggested that the copyright scene is likely to experience fundamental change. The library profession will need to be very clear about its role in contributing to the nation's cultural heritage if it is going to argue convincingly that there is a vital need to maintain the sort of exclusions in the revised Copyright Act which libraries have enjoyed under the terms of the current Act.

ACLIS plans to publish all the papers from the Summit so that they will be more widely available.

The resolutions

The resolutions at the Summit included three which were of specific relevance to school libraries. These were:

- That ACLIS acknowledge the emerging needs of schools for interlibrary loan and document delivery and that ACLIS sponsor a working party to explore the means of satisfying this demand. (Responsibility for action: ACLIS)
- That the National Library negotiate with the Curriculum Corporation with a view to giving users of NDIS, NEXUS and SCIS one stop access to all systems. (Responsibility for action: National Library of Australia)
- That ACLIS approach the Board of the Curriculum Corporation, managers of the School Catalogue and Information Service (SCIS) database to explore the feasibility of:

- uploading holdings information from local school systems onto SCIS
- making this holdings information available online and on CD ROM to facilitate effective resource sharing between schools. (Responsibility for action: ACLIS)

Where to now?

ACLIS has been given responsibility for implementing many of the resolutions. However ACLIS is only as strong as the support given to it by the profession and change will only occur if all sectors of the library industry are prepared to address the issues raised.

Perhaps the Summit's greatest success was in identifying the issues rather than in proposing solutions. That must follow and school libraries should participate in the debate—our students and teachers will benefit if we become participating members of the wider information network. ■

Part 3 of our series on well-known teacher-librarians highlights

Yvonne Louie

of Chatswood Primary School



When were you first appointed as a teacher-librarian?

My first appointment was in 1977 to Boronia Park Primary School for six months, while its teacher-librarian was on long service leave. I was a casual teacher with a very young family at that time, and had no knowledge of libraries, but the Principal assured me that I'd cotton on in no time! I had no intention of making a

career of this branch of the profession, but became fascinated by teaching information skills and literacy learning.

Provide some details about interesting projects you have been involved with during your career.

This is where it gets tough! In almost two decades in school libraries no two days have been the same. Every week brings some

enlightenment or teaching buzz but I'll try to focus on the outstanding.

My four years at the Correspondence School from 1986–1989, in William Street, were great fun. The challenge of bringing a reader the right book at the right time, at a distance, was a big one. Our trips to meet some of our isolated students at their homes or at Mini Schools expanded my own horizons enormously. It was whilst at the Correspondence School that I became involved with K.O.A.L.A. (Kids Own Australian Literature Award) and like other special school events, we made videos of the Award ceremonies at Taronga Zoo and Martin Plaza to enable our isolated students to meet Graeme Base, Libby Gleeson, Duncan Ball, and Paul Jennings, to name just a few.

In 1990 I was appointed to my present school and I can't tell you how much I enjoyed interacting with students again on a daily basis. I had missed Kindergarten playing with my shoes!

As part of my Master of Arts (Education and Work) Degree I devised and trialed an **Instruction design sequence of information skills**. The sequence was based on Gwen Gawith's notion of the student in the driver's seat and consisted of a circuit, based on pit stops, built around that year's Sydney Morning Herald Gould League topic of *endangered animals*.

I learnt a great deal that year. The first thing was to set more realistic tasks, in future. The experience also heightened the need for team work with colleagues, —a difficult task if the teacher-librarian provides RFF and is solely involved. The experience also showed me that to be most effective, information literacy should be embedded in the classroom curriculum.

Most importantly, like Anna said to the King of Siam, "By your pupils you'll be taught", and I was. Once the students believed that I was trying to learn from them, and that this was a dual learning process in which I was a real partner in the learning, some made the switch and became my mentors.

This brings me to my other passion as a starting point or culmination of research or literature study, namely educational drama. There is, for me, no more exciting way to teach and learn.

To be "in role" as part of an archaeology convention presided over by 11-year-old archaeologists and to discuss the origins of the artefacts found in a tomb, where each is an expert, is always a mind-expanding experience.

What do you see as the main change in teacher-librarianship during your career?

The most pronounced change I see is the dexterity with which younger children are learning to demystify information gathering. At the beginning of my years as a teacher-librarian, it was a battle to get students to locate and retrieve information about a given topic. Technology has made the locating process easier and there is now no Dewey "block". Infants children learn, at the point of need, that if one can type "cat", the enquiry terminal gives you a number, you look for that number on the shelves and Presto! The first few times I saw these very small library users striding purposefully amongst the shelves I was amazed. The triumphant look on their faces as they located the very book they wanted was a sight to behold. (It even won over a few sceptical classroom teachers, about the value of a computerised library).

What are the issues confronting primary teacher-librarians and how have you dealt with them?

RFF (release from face to face teaching) is an issue in primary schools. The provision of a LOTE (languages other than English) teacher has reduced the amount of RFF allocated to the teacher-librarian at our school this year.

The K–6 English syllabus has provided a much needed opportunity to revitalise the status of information skills across all key learning areas. It has long been practice at Chatswood Primary School to make information skills a 20% component of English assessment. It is in the area of assessment and evaluation that we can provide a vital and educative service. Teacher-librarians sometimes see evidence of the "Ah ha!" syndrome when students suddenly take control of their learning or achieve mastery at a surprising degree of difficulty. The case for collaboration with classroom teachers in the relevant teaching of information skills, and promotion of our role as contributors to assessment, is strong.

In many schools KLA committees are in charge of large budgets. It is important that the teacher-librarian, with expertise in resource management, take an active role in these committees. There is a potential for duplication, so ideally the library should be consulted or directly involved. At Chatswood Primary, the demands on library time have increased enormously so to help us to cope with ordering and KLA data entry, each KLA committee budgets a proportion of funds for resource management. Clerical time, covering and materials is calculated at our school as four minutes and \$1.40 per item. (Whilst this may not be an adequate figure, it helps in terms of pricing our service.)

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

One challenge that still faces us is the one pertaining to identity. What are we and what is our purpose in the education of students? If the answer to the first question is teacher first and librarian second, then the answer to the second question is that our purpose is to facilitate learning (as opposed to "teaching" which implies a different philosophy). We must be clear about that ourselves, before we can successfully convince others of our indispensability.

With the heavy emphasis on technology, it is our responsibility to continue to take the lead in equipping our students with the skills to be not only adept at *Defining* and *Locating*, but also to be much more discerning about *Selecting* and *Organising*. These are the steps that are our specialty and those that will be needed increasingly in the future. The questions "Who said?", "What are this person's credentials?", and "When and where was this stated?" should be part of even the youngest students' information gathering. *Presenting* information now tends to be of a standard not seen a decade ago. The often forgotten *Assessing* step should be a thread woven through all parts of the process with a greater emphasis on student self assessment. Back to the student in the driver's seat!

The challenge for the teacher-librarian is not to be out positioned by the computer brigade who have knowledge of all the whiz bang technology without the necessary balance—an understanding of the principles of information management—to use it as the tool it is. There is

definitely a case for joining rather than trying to beat them! The combination of technological know-how and our specialist skills in the uses of information is one to be sought.

What professional development opportunities have been helpful for you?

The "Dreams and Dynamics" ASLA XIII/IASL conference held in Adelaide in September 1993, was a great experience. Inspiring and uplifting, it nourished me through a somewhat sombre 1994. At it I met my guru Gwen Gawith and teacher-librarians from around the world. What a network!

Speaking of networks, the Metropolitan North Regional Teacher-librarian's Conference in September 1994 at Taronga Zoo, proved to be a most helpful boost for profile-raising in most unlikely quarters. It was a day at which KLA consultants and Ray Kavenagh from the NSW Teachers Federation had a chance to share with us some achievements and concerns. There was a great feeling of renewed hope for the future.

I also thrived on the SLANSW State Library extravaganza in February of this year when *The information highway met the yellow brick road*.

What has been the most satisfying aspect of your career?

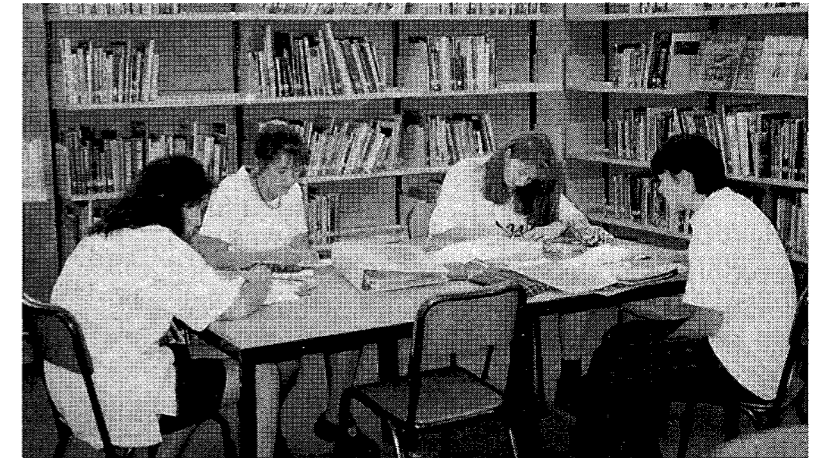
The most satisfying aspect of my career, I would say, is its constant variety. This has been fuelled and guided, I guess, by my studies at different tertiary institutions over the last decade. I am most grateful that I stumbled into this path and it comes as a real surprise that I've been at it for such a long time now.

I love the role of "aunt" that being a teacher-librarian affords, as we have a slightly removed but constant place in a child's school life. The library provides a place of temporary refuge, when the going gets tough in the playground, and a place of revelation and enjoyment.

Famous last words:

I am passionate about lifelong learning. The library equips students of all ages with the tools to embark on this journey. It provides learners with opportunities to seek solace, knowledge, pleasure, answers and all the wisdom gathered by different cultures through the ages. Could there be a better place to learn? ■

Year 11 reading survey at Tumbarumba High School



Catherine Frew is teacher-librarian at Tumbarumba High School, a small country high school in the foothills of the Snowy Mountains in south-western NSW.

Engrossed in reading—Year 11 students at Tumbarumba High School

In November last year, I received a phone call from Lee FitzGerald of *Scan* who was looking for a willing teacher-librarian and a cooperative group of Year 11 students to carry out a survey of the reading preferences of senior students in Term 1 1995.

Perhaps I was feeling especially agreeable (being then on long service leave) and prepared to volunteer this year's group of students for the task. Perhaps I was also influenced by the fact that Lee confessed she had been unable to convince any of the other teacher-librarians she had approached to take part in the survey, because "Year 11 students don't have time" or more alarmingly, "Year 11 students don't read".

Why did I believe I could convince our 35 pupils—with all the new demands of senior study—that they should not only take part in such a survey but enjoy it?

Tumbarumba High has a well established reading culture and deliberately fosters an environment in which it can flourish. Reading for pleasure is supported and practised by the Principal and all of the staff; a 15 minute DEAR (*Drop everything and read*) session every morning has been part of the school curriculum for many years.

Year 7 enjoy activities in BART (*Books are really trendy*) including regular listening to stories. RANDOM (*Read and do maths*), a mathematics literacy scheme which also incorporates picture book study in a team teaching situation, is currently being trialled in Year 8. Regular time-tabled reading-based sessions are incorporated into the science curriculum. Wide reading themes are included in English program and every opportunity is taken to promote contemporary young adult fiction to all students, staff and parents of the school.

So I agreed on Year 11's behalf to Lee's proposal and decisions were made about the selection of books and a loose structure for the project.

I used reviews from *Scan*, *Viewpoint* and *Magpies* to supplement our existing collection and approaches were made to publishers. (A list of books generously supplied is appended).

My criteria for selection included a need to cater for a wide range of reading abilities, contemporary themes and some evidence of style. I kept in mind also that many mature readers regularly travel back and forth across that imaginary line between adolescent and adult fiction, enjoying writers such as Roddy Doyle, Bryce Courtenay, Margaret Foster, Danielle Steel, Sidney Sheldon. Indeed Melina Marchetta's very popular *Looking for Alibrandi* is now marketed to deliberately straddle this divide.

And what of the survey?

It was decided that a tick-a-box format was not appropriate as we were not really interested in how many books students read but rather the nature and quality of their response.

"The pleasures and benefits of reading can be retained if the emphasis is always on the reading and if literature is shared through discussion and responses that are spontaneous, imaginative and creative rather than routine and mechanical." (Agnes Nieuwenhuizen, *Good books for teenagers*)

I kept this in mind, along with the practical advice given by Aidan Chambers in *Booktalk* and later works that *"the more we did the more we became convinced of the essential part talk plays in even the most sophisticated reader's reading life"*. Even though I devised a short review sheet to enable students to keep track of their ideas and a set of brief notes linking personal response with the writer's craft in a practical way, *"talking"* was to be paramount. The only written requirement was the completion of a review suitable for inclusion in *Scan*; a model for this was discussed with students.

An invitation was also extended to parents to take part by reading some of the novels and six parents responded enthusiastically.

The main way I gauged student response to their reading was through discussion with them—informally whenever the chance arose

and more formally in two sessions in the library with the year divided into two groups. My initial concern was that this might turn into a teacher-dominated lesson rather than a real discussion. However I was surprised by the students' spontaneous response, by how perceptive and articulate they were. The point was reinforced strongly for me that we, as teacher-librarians and teachers, don't give students enough opportunities to talk about how they connect with the books they enjoy—not just with those they are required to read.

So what was it that helped **establish a connection** with some of the books—and not with others?

- Feelings and situations they could relate to, as in *Laverick High inc.*, *The spying game*, *Flour babies*
- an honest voice through which the story is told and realistic characters developed, as in the novels of John Marsden. *Tomorrow, when the war began* and its sequel *The dead of the night* did not disappoint his fans.

Not surprisingly *Looking for Alibrandi* and Maureen McCarthy's *Cross my heart* remain favourites because of the relevant issues confronted and the sense of a story *"going somewhere"*. Berlie Doherty's Carnegie Medal winning *Dear nobody* is also a sensitive examination of teenage relationships.

Students appreciated unexpected yet realistic endings especially those consistent with the world created in the book, but leaving room for reflecting on what might have been and, probably more significantly, what could yet be.

Some compared Swindell's *Stone cold* with Hathorn's *Feral kid*. The former they found engrossing, recognising and reflecting on the author's strong commitment to his subject. One student commented that he felt *"like he'd been on a journey with the main character"*.

Feral kid was judged to be *"too easy"* with a disappointing, somewhat glib resolution. A girl who chose the book because she is interested in homeless kids was *"surprised about its message"* which conveyed to her that *"if you're not happy it's okay to run away from problems"*. She found it *"totally unrealistic"*.

Although Berlie Doherty's *Street child* is on a related theme, it elicited the surprising response that the paragraphs were *"too short"* and the characters *"not developed enough"*. (To be fair however, the book is intended for a younger audience although the second criticism could still stand.)

Bryce Courtenay's novels made a powerful emotional impact. *April Fool's day* was a *"modern tragedy"* where *"the writer seems to be talking to you"*. Others had already enjoyed *The power of one* and *Tandia*.

While sporting biographies were not as appealing as I had anticipated, other personal stories were popular. One girl found *From strength to strength* so engrossing that she said she'd like to read it again and is waiting for the purchase of its sequel. When pressed to explain its appeal, she answered *"because you can really get into it and feel like you're actually talking with Sara Henderson"*. Another found the informal style of *Local heroes* to be an attraction; *Real cops*, tackled by a self-confessed reluctant reader was endorsed by him for people *"who have trouble concentrating on a long novel"*.

Collections of short stories like *Fearful lovers and other stories* and *My cousin Clarette and other stories* brought a good response from a few (although it has been my experience that most students prefer novels).

One girl responded to Westall's *A place for me* by commenting that it was *"a scary spy story full of dark corners to explore"*—an apt metaphor for a setting of antique shops and a theme of the consequences of government whistle-blowing.

The gathering by Isobelle Carmody stimulated a lot of discussion. The book *"gave me a feeling—a smell of death—I found myself wanting to sniff the air"*, said one who continued, *"I was always thinking about it, even waking up in the night"*. Such was the obvious sincerity of her response that other students were anxious to borrow it immediately.

I was also interested in **what influenced students' initial choice of a title**.

Recommendations by friends or teachers were significant. Sometimes the blurb gave an idea of themes, issues or an exciting plot, and, of course, covers could have instant appeal. Or not, as seemed to be the case with Harcourt

Brace & Co. publications *Shadow of the dragon*, *I had seen castles* and *Memoirs of a bookbat*. Their slim, hardcover format with a stylised, almost 1950's look did not appeal. One student found the first of these, with its theme of prejudice against Vietnamese refugees in America, to be *"authentic and enjoyable"*. She also thought it to be *"educational"* while I found it to be overly didactic at the expense of character development.

I had seen castles had little appeal to teenagers because of the age of the narrator and the nature of his recollections. *Memoirs of a bookbat* with themes of censorship, religious mania and children's rights was appreciated by the adults who read it but not taken up by Year 11.

Other books with something to offer both adolescent and adult readers included *The serpentine belt*, *A dozen eggs*, *Fracture zone*, *Wyrnd* and *Dreamslip*.

The whole examination of Year 11 reading habits and preferences was valuable and, even though the survey is finished, these books and others will continue to be read, discussed and enjoyed. Students undertook their reading with good humour and a sensitivity of response that was often instinctive rather than analytical. My conviction was reinforced that the way to encourage students to read is to be a reader yourself, to value what they read and share as fully as possible in the experience with them. (I am also convinced that even Year 11 students will write more willingly about their reading if bribed with a mini Mars Bar!)

Thanks to the following students at Tumbarumba High School:

Michelle Bergin, Rebecca Blair, Rosemarie Boshuizen, Linden Bramich, Lisa Bramich, Martin Butchers, Brad Cheney, Selina Davey, Sonia Doyle, James Fisher, Ailsa Frew, Mandi Gadd, Simon Gay, Lisa Harvey, Susan Hubbert, Cindy Hulm, Lee-Anne Hunt, Natalie Jervois, Carlie Livingstone, Adam McGrath, Jenni Morris, Matthew Nagle, Andrew Nash, Stephen Nicholls, Andrea Pearce, Nathan Potter, Bernadette Putland, Cheryl Rogers, Jade Schofield, Lindsay Seymour, Damian Shore, Tnudie Taplin, Jodie Welch, Heidi White, Kelly Wilson and Duane Wooden.

Reviews

Caswell, Brian
Dreamslip

University of Queensland Press, 1994
ISBN 0702226416

The book is about twins, Rebecca and Martin, who have a special power—of being able to dream about things that have happened in their family's history. The setting of the story is that Rebecca is in a dreamslip, but can't get back out of it. Martin searches many dreamslips to find her in a war-torn city. Rebecca has been caught up in a riot and saved by a young man called Duvan who looks after her and becomes her boyfriend. In this city, Martin has to fight for his life every day by stealing food and clothes and hiding from the gangs that go around killing and hurting people. He also has to find a way to trigger a dreamslip to get Rebecca and himself home. I thought the book was a bit slow to start off, but it turned out to be a really good story towards the middle and end.

Andrew Nash, Year 11 Tumbarumba High
SCIS 809170

Courtenay, Bryce
April Fool's Day.

William Heinemann, 1993
ISBN 085561479X

A book like no other, full of feelings and compassion between many different people, showing what human beings can really do, especially with love. It tells a true story of an illness that most people know exists (HIV) and presents to the reader the many feelings of the carrier, relatives and friends. You will feel you know the author, his family and Damon's girlfriend, Celeste, when you enter into **April Fool's Day**.

Susan Hubbert, Year 11 Tumbarumba High
SCIS 760784

Fine, Anne.
Flour babies.

Penguin, 1992
ISBN 0140361472

Flour babies is an interesting story in which a boy named Simon finds out about the pressures and strains of being a parent when the students of science class 4C are each given a "sweet little six-pound bag of flour" to look after. To Simon the idea is stupid, but as he becomes used to the rules of the challenge he grows fond of his "flour baby". This novel tells you of some of the things children find out when they are asked to assume adult responsibilities. This book would be suited to teenagers and I recommend it to anyone who likes to laugh at childhood adventure.

Selina Davey, Year 11 Tumbarumba High
SCIS 805734

Marchetta, Melina
Looking for Alibrandi.

Penguin, 1992
ISBN 0140360468

This is a very emotional book about a 17-year-old girl growing up with an Italian background in an Australian society. Josephine is at a very vulnerable stage in her life. She is studying, her father enters her life and one of her closest friends kills himself. As well she has relationship troubles with her estranged boyfriend which causes conflict all around her. **Looking for Alibrandi** shows how influential families can be on young people's lives and also how much pressure the HSC can exert. It is very easy to relate to because it is written from Josie's point of view.

Cindy Hulm, Year 11 Tumbarumba High
SCIS 726895

Marsden, John
The dead of the night.

Macmillan, 1994
ISBN 0732908035

The sequel to **Tomorrow when the war began** continues the story of a group of teenagers on a camping trip who return to find that the whole country has been invaded. Because the first book was so great everyone was expecting the sequel to be just as good. John Marsden didn't let anyone down. It is probably enjoyed by teenagers because it is written about young people who are experiencing something that they would never expect to happen but could. It makes you stop and think about what you would do in a similar situation. I am gladly awaiting the third book in the trilogy.

Sonia Doyle, Year 11 Tumbarumba High
SCIS 812673

Oddie, Catherine
Enkop ai my country my life with the Maasai.

Simon & Schuster, 1994
ISBN 0731804201

Enkop ai is an autobiographical account of one woman's life with the Maasai. It follows the dramatic changes in her life as she goes from being a tourist to being a Maasai wife. It is a story of determination and love for a culture so different from her own. The book enlightens the reader about many different aspects of Maasai life including history, language, day to day experiences and tradition. I found it to be thoroughly enjoyable.

Ailsa Frew, Year 11 Tumbarumba High
SCIS 818161

Parker, Michael
Laverick High inc.

Longman Cheshire, 1993
ISBN 0582800978

Laverick High inc. is a novel about a group of school kids and the changes that go on in their school. It is an interest-capturing story and is very easy to relate to. I found the novel was easy to get into because it was about things that I experience just about every day. I found I could relate to the characters and the language they used was similar to what real school kids use, so it was easy to understand. I found the ending to the story to be really disappointing because nothing was really resolved. The kids in the story didn't achieve what they had set out to.

Nathan Potter, Year 11 Tumbarumba High
SCIS 756454

Stevens, Brett
Real cops.
Bantam Books, 1994
ISBN 1863592598

Real cops is a collection of true stories from the NSW Police Service and other branches such as the SWAT team, highway patrol, police rescue, vice and drug squads. The stories, sometimes humorous and sometimes startling, are easy to read which is an advantage for a student who likes reading but has a heavy workload at school. Some of the stories are hard to believe because the events they describe seem unrealistic. I enjoyed **Real cops** because it gave me lots of information about situations people in the Police Service must endure as part of their everyday job. I would recommend this book to people interested in the Police Service and those who have trouble concentrating on a long novel.

James Fisher, Year 11 Tumbarumba High
SCIS 807803

Swindells, Robert
Stone cold.

Hamish Hamilton, 1993
ISBN 0241134943

Stone cold is the story of a young boy who tries to start a new life in the city. He is full of hopes and dreams yet ends up cluttering the street like so many others before him. This realistic insight into homelessness and people's attitude towards it is mixed with a fictional tale of murder and mystery in which a man is playing God with the lives of homeless children. I strongly recommend this chilling book to any person with even a vague interest in the subject matter.

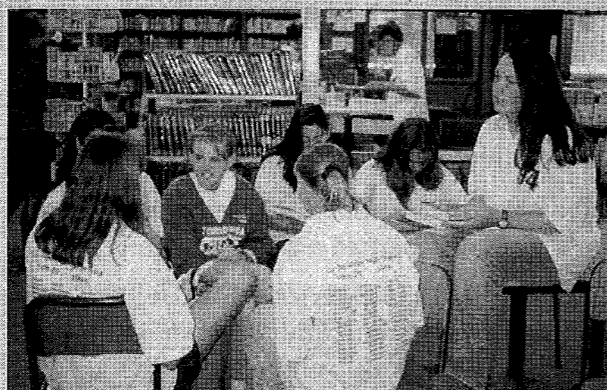
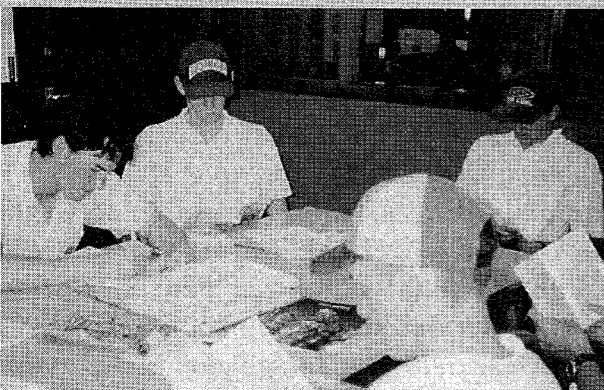
Linden Bramich, Year 11 Tumbarumba High
SCIS 820961

Westall, Robert
The scarecrows.

Penguin, 1983
ISBN 0140314652

A sensitive, imaginative teenager tries to cope with the loss of his father and the difficulties of accepting a new one. A mother is driven to distraction with her son's reluctance to accept her new husband. A story of friendship and the lasting importance of good parental advice—facing problems head-on rather than believing they will go away if you ignore them (or making yourself insufferable because they won't!). A good read.

Angela Nash, Parent Tumbarumba High
SCIS 145467



Year 11 reads at Tumbarumba High School

Appendix 2

Catherine Frew and Year 11 at Tumbarumba High School; and Scan wish to thank publishers for supplying the following books for this reading survey.

- Board, Richard **Netherworld season**. Mammoth, 1994 SCIS 787818
- Burke, Janine **Journey to bright water**. Mammoth, 1994 SCIS 795940
- Carmody, Isobelle **The gathering**. Penguin, 1993 (Puffin books) SCIS 757242
- Caswell, Brian **Dreamslip**. University of Qld. Press, 1994 (UQP young adult fiction) SCIS 809170
- Chaim, Potok **I am the clay**. Penguin, 1993 SCIS 778971
- Chrystides, Helen **Local heroes**. CollinsDove, 1993 SCIS 772245
- Courtenay, Bryce **Tandia**. Mandarin, 1992 SCIS 712214
- Courtenay, Bryce **The power of one**. Mandarin, 1992 SCIS 806192
- Doherty, Berlie **Dear nobody**. Lions, 1992 (Tracks) SCIS 751450
- Doherty, Berlie **Street child**. Lions, 1994 SCIS 803370
- Doyle, Brian **Angel square**. Groundwood, 1984, SCIS 727652
- Fenech, Mario **Personal best**. Sun Australia, 1993 SCIS 773068
- Fine, Anne **Flour babies**. Puffin, 1994 SCIS 805734
- Fisk, Pauline **Telling the sea**. Lion, 1993 SCIS 752854
- Flanagan, Penny **Changing the sky**. Hodder Headline, 1994 (Starlight) SCIS 799684
- Garland, Sherry **Shadow of the dragon**. Harcourt Brace, 1993 SCIS 777386
- Gough, Sue **Wyrd**. University of Qld. Press, 1993 (UQP young adult fiction) SCIS 769763
- Harlen, Jonathan **Fracture zone**. Omnibus, 1994 SCIS 806129
- Hathorn, Libby **Feral kid**. Hodder Headline, 1994 (Starlight) SCIS 799681
- Henderson, Sara **From strength to strength**. Sun Australia, 1993 SCIS 753949
- Horniman, Joanne **The serpentine belt**. Omnibus, 1994 SCIS 791188
- Hughes, Merv **Merv and me on tour**. Ironbark, 1993 SCIS 817223
- Janes, Phil **The galaxy game**. Millennium, 1994 SCIS 819498
- Jolley, Elizabeth **The George's wife**. Viking, 1993 SCIS 817721
- Kelleher, Victor **Parkland**. Viking, 1994 SCIS 814566
- Kelleher, Victor **Where the whales sing** / illustrations by Vivienne Goodman. Viking, 1994 SCIS 798299
- Kleinbaum, N.H. **Dead poets society: a novel by N.H. Kleinbaum**. New York, 1989 SCIS 611944
- Lasky, Kathryn **Memoirs of a bookbat**. Harcourt Brace, 1994 (Not on SCIS)
- Logan, Carolyn **Secrets of the way**. Fremantle Arts Centre, 1994 SCIS 781833
- Macdonald, Caroline **Secret lives**. Omnibus, 1993 SCIS 767668
- Marchetta, Melina **Looking for Alibrandi**. Penguin, 1993 SCIS 810496
- Marsden, John **The dead of the night**. Pan MacMillan Children's, 1994 SCIS 812673
- Marsden, John **Tomorrow, when the war began**. Pan MacMillan Australia, 1994 SCIS 791578
- McCarthy, Maureen **Cross my heart**. Penguin, 1993 SCIS 751115
- Moloney, James **Dougy**. University of Qld., 1993 (UQP young adult fiction) SCIS 746033
- Moloney, James **Gracey**. University of Qld., 1994 (UQP young adult fiction) SCIS 791945
- Moon, Pat **The spying game**. Orchard, 1993 (Orchard originals) SCIS 787440
- Myers, Dean **Somewhere in the darkness**. Scholastic, 1992 SCIS 790070
- Nolan, Han **If I should die before I wake**. Harcourt Brace, 1994 SCIS 791701
- Oddie, Catherine **Enkop ai my country my life with the Maasai**. Simon & Schuster, 1994 SCIS 818161
- Parker, Michael **Laverick High Inc**. Longman Cheshire, 1993 (Clipper fiction) SCIS 756454
- Pausacker, Jenny **Mr. Enigmatic**. Mammoth, 1994 SCIS 814107
- Porter, Dorothy **The witch number**. Queensland University Press, 1993 SCIS 735963
- Rish, David A **dozen eggs**. Angus & Robertson, 1993 (Bluegum) SCIS 759641
- Rubinstein, Gillian **Foxspell**. Hyland, 1994 (Hylander) SCIS 807403
- Ryland, Cynthia **I had seen castles**. Harcourt Brace Jovanovich, 1993 SCIS 777662
- Stevens, Brett **Real cops**. Bantam, 1994, SCIS 807803
- Swindells, Robert **Stone cold**. Hamilton, 1993 SCIS 820961
- Tamar, Erika **The things I did last summer**. Harcourt Brace Jovanovich, 1994 SCIS 791695
- Tennant, Ivo **Imran Khan**. Witherby, 1994 SCIS 818297
- Ure, Jean **Plague**. Harcourt Brace, 1989 SCIS 817473
- Westall, Robert **A place for me**. Pan MacMillan Children's, 1993 (Pan piper) SCIS 818201
- Westall, Robert **Fearful lovers and other stories**. Pan MacMillan Children's, 1993 (Pan piper) SCIS 769801
- Wilson, Budge **My cousin Clarette and other stories**. University of Qld. Press, 1993 (UQP young adult fiction) SCIS 787344
- Wrede, Patricia C. **Dragonsbane**. Scholastic, 1993, SCIS 786434
- Zwi, Rose **Safe houses**. Spinifex, 1993 SCIS 780570 ■

The information literate school community: exploring a fuzzy concept



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We all have our favourite writers—and thankfully we have a variety of tastes. In the teacher-librarianship literature one of my favourites is Norman Beswick. One sentence from him could be better value than a large book from some others. Take for example his assertion that:

Fingertip access to the contents of the world's libraries may not benefit a child who has difficulty reading one book. (Beswick 1986: 8)

This powerful statement about information literacy serves to remind us that walking precedes running and not all that glitters is gold.

We have been writing and talking about information literacy for some time now. Teacher-librarians believe that they are major stakeholders in this debate and their influence in the future may depend upon how the debate is conducted and upon its results. The recent publication *Learning for the future* (1993:4) provides powerful support for the key role of the teacher-librarian.

The richness of the school's library resource services will influence and may even determine whether or not teachers and students are empowered to be independent learners both today and for the rest of their lives. Likewise, the offering of quality library resource services will assist schools in the process of addressing issues of social justice and equity in a meaningful way.

There is no doubt that the value of information literacy has been recognised and articulated in a slate of Australian and overseas publications and government reports. But old habits die hard and the teaching and learning programs that we see in schools may provide mere lip service to its pursuit.

While we may have broad agreement about the meaning and characteristics of information literacy, I don't believe that we have better than a fuzzy concept of what characterises an information literate school community. If we don't have an ideal type in our mind how can we be sure that our 'information literacy seeking' actions are consistent and powerful?

What do we know that might be helpful?

- Just because information literacy is one of the central competencies of lifelong learning doesn't mean that schools are being turned upside down to achieve it.
- The Principal and the executive teachers as leaders in the school learning community lead the forces for change within the school.
- Teacher inaction and discouragement are road blocks to change.
- Teachers are likely to support change when they are convinced that the introduction of an innovation is likely to benefit students, it can be resourced, there is a dissatisfaction with the way things are, and their comfort levels are not overly compromised.
- Those teachers who control the assessment of students will have the most influence over students.
- Much of what is regarded as knowledge dates rapidly. Information literate people are able to replenish their knowledge base.

What might be some of the signs that a school is taking information literacy seriously?

- The school has an information policy in place.
- The school has adopted an information technology plan.
- The school has benchmarked information competencies that are expected of students at key points in their school career.
- Students build a portfolio of evidence of their level of information literacy.
- A significant percentage of school funds are budgeted for the provision of information services.
- The school understands and defends the role of the teacher-librarian, as articulated in policy documents.
- The school requires that the teacher in charge of information services be a qualified teacher-librarian.
- The school supports the professional development of staff with respect to information literacy.
- Students are able to recognise that their teachers are learning as well as teaching.

- Information skills are taught/learned across the curriculum and in context.
- The process of learning from information—of constructing knowledge—is always paramount.
- Learning contexts are varied and involve students in the meaningful use of a wide range of information resources.
- Teachers talk, dream, plan and teach as a team rather than as a group of individuals.
- Reporting on student achievement focuses on how the student is maturing as a learner.
- When assessing students, teachers are as interested in drafts and other working documents as they are in the final piece of work. (Teachers seek evidence that students are constructing their own meaning).
- Teachers encourage student collaboration in many aspects of their learning.
- Information tasks are negotiated with the stakeholders—teacher-librarian, class teachers, students, special teachers.
- The school monitors the information work demands that are placed on each student. Special attention is given to 'out of school demands'.
- When students are required to undertake homework that involves a step(s) in the information process, teachers consider issues of social justice, equity, and the domestic demands placed on students.
- Students are encouraged to provide constructive feedback to teachers with respect to information based learning tasks.
- Students maintain logs or other records of their learning—the successes and challenges—and are involved in self assessment.
- The Principal expects the teacher-librarian to provide timely information for corporate decision making and provides the resources to make this possible.

How might the teacher-librarian act as a catalyst for change?

- Initiate discussion about the effect an information policy might have on teaching and learning.
- Encourage the involvement of all staff in the formulation of an information policy,

- considering how such a policy might affect them and their teaching programs.
- Provide teachers with strategies to implement/integrate information skills /strategies into their teaching programs.
- Educate teachers/students about such issues as copyright, privacy, intellectual property rights, and Freedom of Information.
- Ensure that the school is up-to-date about current information services/sources and the ways that these can be used to support/resource the curriculum.
- Ensure that the school is aware of the educational potential of available information technologies, that information technology needs are prioritised and that appropriate funding is sought/allocated.
- Argue for the integration of information technology into all teaching programs.
- Arrange for the demonstration of information technology sources, services and products.
- Map the information resources in the school so that these can be matched against curriculum requirements. Identify unmet information needs.
- Use program budgeting to ensure adequate funding is allocated to support resource based learning and the provision of information services.
- Provide a significant contribution to the development of whole school information literacy programs.
- Identify skills-based learning goals from curriculum documents and develop levels of performance indicators for the identification of information literacy. Encourage the use of assessment techniques that demonstrate the acquisition of information-based competencies.
- Encourage teachers to call upon our expertise.
- Participate in the professional development of other teacher-librarians.
- Participate in lobby groups such as NSW Teachers Federation in support of such matters as the development of union policies on working conditions, responsibilities, rights, etc.
- Become a subscriber and contributor to a range of magazines. Minimise preaching to the converted.
- Model life-long learning by testing and trialing information skills/strategies.
- Collaborate with teachers to integrate information skills/strategies into teaching programs.
- Seek funding from outside school sources to support school-based information literacy initiatives.
- Fight vigorously for an unscheduled library timetable and maintain an open door policy for information seekers.
- Ensure that teachers are efficient library users and are able to supervise in your absence. Argue that the library is a duty area and that all staff should be scheduled there throughout the year.
- Ensure maximum patronage of the library through extended opening and eventually through electronic access.
- Involve yourself in the development /revision of homework policy/practice. Argue that students should not be involved in information seeking tasks out of school but could use home time to manipulate information.
- Reinforce the desirability of student self assessment and the use of metacognition, thinking/learning logs etc. Students should identify the information skills/strategies that they need to practice.
- Read widely in such areas as information technology, educational administration, librarianship, and education.
- Be informed about current issues in education through the use of information services such as AUSTROM and ERIC.
- Disseminate professional reading to colleagues.

How much influence can you have, as teacher-librarian?

No matter how information-literate your school community might be, there are improvements to be made and all journeys begin with a single step. The more informed you are and the more passionate your attitude in support of effective learning; the more likely it is that you will gain

support from the key movers and shakers in the school. One person can make a difference (hold onto that) but you will be much more powerful if you form key alliances.

Make certain that you are professionally credible. If your qualifications are dated, consider undertaking a higher degree. Concentrate on the main agenda (that is, the way you can shape the teaching and learning program) and don't allow yourself to be sidetracked by interesting but unproductive gloss.

Take note of the powerful twin forces behind the Total Quality Management (TQM) movement, namely: a search for continuous improvement, and a singleminded focus on client needs. Believe the powerful claim that:

'information literacy is synonymous with knowing how to learn. This means that the ability to process and use information effectively is more than a basic tool for the empowerment of school students: it is in fact the basic survival skill for those who wish to be successful in the 1990s and beyond.'

(Learning for the future 1993:1)

Be prepared to accept nothing less than a key role in the designing of a school community that is able to deliver that future.

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Learning for the future developing information services in schools. Curriculum Corporation, 1993 SCIS 768072

The author wishes to thank colleague Lyn Hay for her contribution to the development of this paper. ■

Sources of current information for senior students

The Schools' Research Service

As mentioned in *Currents* of the first issue of *Scan* this year, the Schools Research Service (SRS) has been piloted in 20 departmental schools, and 10 schools each from the Catholic Education Office and the Association of Independent Schools. Bulli High School has been one of the pilot schools.

The participating government schools were selected from across the state and their response to an evaluation of the project has been largely positive. There was general agreement that it was often difficult to interest staff in the material. Some teacher-librarians ordered articles without extensive consultation as part of their collection development activities; others like Kerry promoted the service to students and found this more effective.

One school entered the information from the first topic list into OASIS with all the subject headings and added "See Librarian" in the notes field. This proved an effective way of promoting the services and alerting the teacher-librarian to the most relevant materials to order.

June Wall reports that the Catholic Education Office pilot schools from the Archdiocese of Sydney had a range of student populations and curriculum needs. They also promoted the SRS in a variety of ways. Level of use of the service was affected by the method of selection from the topic list that is:

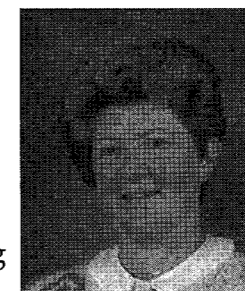
- student and/or teacher-librarian selection—then use was high
- teacher selection—then use was limited.

Those schools that have involved the students in selection have gained the most from the service.

The quality of service associated with document delivery from the State Library, has been noted as extremely high with a fast "turn-around time" and the presentation of articles /kits has been of high quality. The most used method of access within the school library has been through a vertical file system with one school utilising closed reserve access. These have been extremely effective.

All schools found the SRS extremely useful to their senior students and with the expectation of a growth in topic areas, would all subscribe to the service on a regular basis—this would in many cases be dependant on the costing structure. An interesting point was one school looking at saving on subscription costs to periodicals through using the SRS, while another considered the SRS useful because the school library already held a number of the journals!

In this article, teacher-librarian Kerry Bennett reports on the impact of the SRS in her school.



The flyer for the SRS pilot project arrived at school at the end of 1994 advertising trial access to the State Library of New South Wales resources. Schools wishing to be considered as one of the two pilot schools for South Coast Region were to apply to their regional office. I first thought of the advantages of increased access to resources to supplement our already extensive collection and then of the possibility of on-line access. (I do have a reputation for jumping to the latest technology for any solutions.) The application was despatched forthwith!

We were accepted as one of the 20 pilot government schools in the state. An invitation to an induction day on Saturday, 16th November 1994 was sent to the teacher-librarian and other

interested teachers. Three teachers from science, art and history were eager to attend this day and subsequently use the service.

At the induction day, the overview and scope of the project was explained. Students living near the State Library were already accessing the resources and placing great demand on staff at the library. Country students did not have that same access. The State Library staff approached the NSW Department of School Education, Catholic Education Office and Association of Independent Schools with the concept of establishing a service that would reach all students across the entire state of NSW, providing access through the school libraries and targeting the senior students in particular, rather than the teachers. The SRS is designed to meet senior students' need for recent material relevant to the HSC assessment requirements. It is required to be self-funding and relevant to senior students in NSW schools. The SRS needed to be provided at a reasonable cost to schools and have a fast turn around. (We all know how students and teachers require resources immediately if not sooner.) The pilot program promised to provide an extensive list of articles from a wide variety of recent sources covering many topics, to have this list updated every term and provide articles to the schools within 48 hours of receipt of their order. A tall order for any service!

The afternoon session focused on topics the pilot schools would like to be covered. The subject list that had been given out to participants was added to considerably—four whiteboards full of tightly written subject headings as suggestions for future (not too distant) reference.

Copyright was discussed as a separate issue. The State Library and the Copyright Agency Ltd. have reached an agreement which allows the State Library to provide copies of copyright materials to schools as part of the service. In many cases, copyright is actually owned by the State Library. Costs are therefore kept to a minimum.

At the beginning of 1995 our first package arrived from the State Library containing examples of the types and quality of materials that would be available, along with the first topic list, order forms, suggestion forms for new topics and promotional material. The topic list

was very well cross-referenced with all articles given subject headings. The articles were then indexed by the subject heading as well as by syllabus area. Articles are put in accession (numerical) order. The citation gives the source of the article, volume, date and pages, along with the title of the article, author, number of pages and an excellent annotation.

Initially my priority was to demonstrate this resource service to all staff and then show it to students. Faculty meetings were organised to demonstrate the SRS. The response was not very profitable. Teachers felt it was more of an information overload, and while seeing it as a worthwhile project, did not feel they would use it extensively.

I felt disappointed with this response, but the main thrust of the SRS was towards the students. With this in mind, meetings with our senior students were organised. Before the meetings started, those students in classes needing information for their Independent Research Projects were introduced to the SRS. The response was enormous and very gratifying. Students saw the value of the service immediately and word spread through the senior students faster than I could arrange any formal presentations. The meetings with students were abandoned while I worked informally with seniors. Orders were filled out by students, their names written on the back of the order form to allow the library staff to notify them when the articles arrived, and faxed to the SRS. When the articles arrived they were given a book pocket and book card and lent to students using a dummy barcode system.

Processing them this way took minimal time. A pleasing spin-off to the students' usage of the SRS has been the number of teachers who are now using these articles and referring other students to them as well.

As the number of articles increase, the subject headings are added to our local OASIS catalogue. This service is allowing me now to rationalise both the periodicals subscribed to and the very time intensive vertical file. I also know that, when an article is stolen from the library, a replacement is easily purchased.

The yearly subscription to the SRS is expected to be \$75.00. Articles are expected to cost between \$1.00–\$12.00, images and ephemera

copies between \$3.00–\$6.00 and kits \$30.00 each. All material is of a very high quality. The cost of the SRS (about \$250 in a term and a half) is easily justified in subscription savings and time savings, as well as user satisfaction. The service should become available to all schools in the second half of 1995. Contact Wilma Norris, Anne Doherty, or Jane Little at :

Schools Research Service
Education Service, Level 8
State Library of New South Wales
Macquarie Street, Sydney NSW 2000
Enquiries: (02) 230 1519
Orders: (02) 230 1603
Fax: (02) 223 8709

NOTE: Membership fee of \$75.00 provides:

- an annotated topic list which is cumulative, indexed by subject and has a syllabus area guide—quarterly by term.
- promotional material
- order and suggestion forms
- discounted prices for professional development programs and specified State Library of New South Wales products.

Prices of items will be reviewed before the service is made widely available but are expected to be similar to the pilot project costs.

In this article, Pat Lyndon, teacher-librarian at Sydney Grammar School, answers the question



Current information—Where do you get it??

Meeting the current information needs of your users is an obvious priority of every school library. At Sydney Grammar School we use a variety of sources to cope with the demand: periodical indexes and the required periodicals; a vertical file with newspaper clippings and pamphlet material; CD-ROM programs for example—**The Sydney morning herald quarterly on CD-ROM** and **Social issues research service (SIRS)**; database computer programs; and online databases such as **AAP news**, **NASA news**, and **SAGE**, available through NEXUS.

We presently subscribe to three periodical indexes in book form; **Guidelines**, **APAIS** and **Issues**. In addition, we use **Austguide (Guidelines)** and **Austrom (APAIS)** on CD-ROM. The students and staff find the CD-ROM format easier to use than the book editions because of keyword searching in the "Cross Search" area. Finding the requested articles is the next step. We subscribe to 170 periodicals many of which are indexed in **Guidelines** and we have a stack area to keep back copies. Independent Schools affiliated with the Association of Independent Schools (AIS) have formed a Union List of periodical titles held by member schools. If we do not subscribe to a particular title, we request the holding school to fax the required article. This system works well particularly if requests are spread around so that some schools are not overburdened. A Union List also encourages schools to cooperatively plan their subscriptions to help reduce the cost. Requesting magazine articles on inter-library loan from other libraries can be very expensive—up to \$12 an article.

Maintaining a vertical file is time-consuming but is very useful considering the wealth of information available from government departments, utilities, embassies and the daily newspapers. Now that newspapers such as the **SMH** are available on CD-ROM, the need to clip newspapers is not so great. We find students of general studies, economics and geography require this type of current, Australian information.

The **Sydney Morning Herald quarterly on CD-ROM** has been most useful since its publication last September. Keyword and Boolean searches are simple. **SIRS** CD-ROM contains full text periodical articles related to social issues; scientific developments and issues; and global events. The articles are selected from over 800 U.S. and international newspapers and magazines. You can search for information using keyword searches, title browsing or subject headings. Our students have found both programs very useful as they can print or save the information to a floppy disk.

Database programs such as **PC globe maps and facts** and **World atlas** CD-ROM are extremely useful for current maps and statistics for geog-

raphy, economics, Asian studies and modern languages.

We have been using the NEXUS online information service for some years. It provides access to a range of databases and special subject bulletin boards. A teacher-librarian conducts the search on NEXUS on behalf of the students who are asked to be present during the search to suggest keywords and articles which may be useful.

The advent of the Internet is opening up a new dimension to online information. Rather than calling Internet a "information superhighway" we could call it an "information landfill" where you search for nuggets among all the trash. It is time-consuming to find worthwhile information and you must rely on books, magazines, bulletin boards, personal contacts and browsing to find the addresses of useful databases. Determining the level of access to give students is difficult as many really want to use it for e-mail rather than to find information. We are still deciding the direction we will take.

Promoting all the sources of current information and training the teaching staff and students in the complexities of their use is the most demanding task. Convincing teachers of the value and the potential of current information sources is really the first step as they will pass the word to the students. The library staff advertise the use of periodical indexes, vertical files, CD-ROMs, databases and NEXUS at every available opportunity. Through cooperative planning we integrate the use of these sources in as many subject-based assignments as possible. We produce brochures which describe the sources available. We have special displays for staff and students. That this is time-consuming cannot be denied. However it is worth the effort when you hand a student a fax of an article he has requested and he replies "Cool—just what I needed—thanks a lot".

Resources

AUSTGUIDE. RMIT, 1991—SCIS 714558

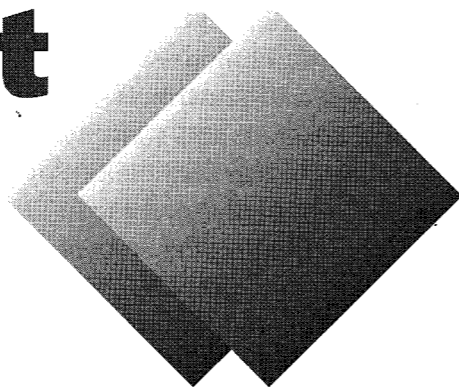
AUSTROM. RMIT, 1991—SCIS 692582

PC globe. Broderbund, 1992 SCIS 796900

The Sydney morning herald quarterly on CD-ROM. Fairfax, 1994—SCIS 806202

World atlas. Software Toolworks, 1994 SCIS 836870 ■

The Internet and school libraries



Dr. Anne Clyde is Associate Professor, Faculty of Social Science, University of Iceland, Reykjavik.

Even in the last six months, the development of the Internet has been so rapid that it is hard to keep track of new services and applications. Worldwide, the number of new Internet users is estimated to have increased by almost one hundred per cent in the first four months of 1995 alone. Australian Prime Minister Paul Keating has talked about the importance of the so-called information superhighway to Australia, and to underline this, his government's new cultural policy statement, **Creative nation**, was published on the Internet as well as in book form. The Tasmanian Department of the Premier and Cabinet has established a multimedia information server that provides information about that state in an attractive format, with colour pictures and graphics as well as text. Meanwhile, in Sydney and Melbourne, coffee shops joined the Internet, enabling their patrons to make contact with the world while sipping their cappuccino. In December 1994, the first issue of a new magazine, **Internet Australasia**, appeared; in January, the **Sydney Morning Herald** announced that readers could contribute letters to the Editor via Internet electronic mail; and Melbourne's **Age** newspaper began to publish selected articles via the Internet.

It is obvious that the Internet is becoming the place to be, and more and more people are getting themselves connected. In an article entitled *The information highway and Australia's schools* in the October 1994 issue of **Scan**, Mal Lee of ITEC noted that "It is estimated there are

currently around 20 million users of the Internet, with the number doubling annually" (p.37). By February 1995, estimates were in the range of 35 to 40 million users. Per capita, the number of users in Australia is much higher than in the United States, and some estimates suggest that in proportion to total population, there are more Internet users in Australia than in any other country (Harrington, 1995, p.37).

However, the Internet is not just something that people use to do what they have always done in a different way. Nicholas Negroponte, author of **Being digital**, has described it as bringing "a fundamental cultural change". Being digital, he says, "is not just being a geek or an Internet surfer or a mathematically savvy child, it's actually a way of living and it is going to have an impact on absolutely everything—the way you work, the way you study, the way you amuse yourself, the way you communicate with friends" (Mehegan, 1995). Certainly it is changing the way in which many people locate and use information, and it has profound implications for the teaching of information skills.

Given all this, what has been the response of schools? The NEXUS online service for Australian schools, operated by the South Australian Department of Education's Angle Park Computing Centre, is used by many schools for communication and Internet access. The Keylink electronic mail service has been used by some schools in New South Wales since the 1980s for communications projects. A pilot project in the Australian Capital Territory is connecting schools to the Internet via World Wide Web pages and electronic mail. In Victoria, schools are taking part in I*EARN (International Education and Resource Network) curriculum projects with schools in

30 countries. A few schools, such as City Beach Senior High School in Western Australia and Methodist Ladies College (Kew) in Victoria, have become information providers on the Internet by establishing their own World Wide Web "home pages". The inclusion of topics related to computer usage in the New South Wales English course of study has provided a basis for creative writing projects and process writing activities carried out via electronic mail.

While this record of Internet use does not represent the majority of schools, clearly there is considerable interest in using the Internet. In terms of school libraries, though, the response has been less clear. In 1994, the readers of the Australian school library journal **Access** responded to a questionnaire survey that investigated the use of computers in school libraries. Of the 335 school libraries represented by respondents, only 24 (7.2%) reported access to the Internet, whereas 91% reported having an automated library system and 46.6% had access to online information services. The interesting thing is that, though the percentage reporting Internet access was very small, some 103 schools (30.7%) had access to NEXUS, a service that provides Internet access for its subscribers (Clyde, 1995). A distinction has to be made, then, between physical or technical access to the Internet, which many school libraries have (sometimes without being aware of it), and the knowledge and skills that are necessary to take advantage of that access.

One of the problems associated with using the Internet is coming to terms with its size and variety. Different information services and sources on the Internet are accessed in different ways. The skills needed for using the multimedia World Wide Web to locate current information or the text of a magazine are very different from the skills needed to take part in an electronic discussion group, for instance, and different software is often needed for these different activities. Most people who use the Internet use only a relatively small number of services or information sources, depending on the software that they have, the kind of access that they have to the Internet, their skills, their purposes in using it, and the amount of time that they have available for exploration.

The rest of this article will be devoted to a listing of resources and services on the Internet that might be used to locate curriculum-related information or to promote aspects of information literacy in students. They have been selected for their potential usefulness in the school library setting or in classroom activities where information and/or communication skills are being highlighted. They are categorised by type of service, and hence by the software needed to use them. Only three types of service are included:

- gopher
- electronic mail based listservs and
- World Wide Web pages.

There are many others!

Readers are cautioned that the Internet is a rapidly-growing and volatile environment. While these resources were checked for availability and content just before this article was written, this is no guarantee that they will be either available or as described by the time this issue of **Scan** is published.

Gopher

Gopher provides a menu-based interface to the Internet, so that users can move around from computer to computer by selecting from the menus that appear on their own computer screen. Through gopher, users can search the Internet, and locate documents such as articles, magazines, and even books, as well as information services and databases. To access the gopher system on the Internet, gopher software such as TurboGopher (Macintosh) or WSGopher (PC/Windows) is needed. The gopher address (or "bookmark") is given for each of the gophers listed below. When you use the address, leave out the beginning and end markers, < and >.

The KIDLINK gopher provides information about KIDLINK and its various projects worldwide; anyone interested can use the gopher. KIDLINK is an international email network for young people aged ten to fifteen. It is based on a series of projects, all of which are intended to get young people involved "in a global dialogue" so that "by hearing a range of opinions and developing familiarity with different ideas, we hope to overcome some communications barriers and increase co-operation, and help people to take a

global and more long-term perspective on current issues". The gopher has samples of projects, newsletters and curriculum guides for teachers.

Address: <kids.ccit.duq.edu>.
Alternatively, use telnet to
<kids.ccit.duq.edu>
and login as gopher.

AskERIC

This is the gopher of the ERIC service of the United States federal education agency. It contains a wide range of material of interest to teachers and teacher-librarians, including a collection of thousands of lesson plans in most subject areas, access to ERIC resources and databases, the archives of electronic magazines and newsletters in the field of education, information about Internet resources for use in the classroom, and links to other education gophers.

Address: <ericir.syr.edu>.
AskERIC has recently established a World Wide Web site at
<http://ericir.syr.edu>

World Wide Web

The World Wide Web is a way of providing information on the Internet, and a browsing facility, based on hypertext. This sounds difficult, but what it means is that on any World Wide Web "page" of information, you can select any highlighted word or picture to move to related information. You can also print out any documents or images that you find. Using "the Web" is easy and fun. Web pages can incorporate graphics, colour, still and moving pictures, and sound, as well as text. To access the multimedia features of the World Wide Web, browsing software such as Mosaic or Netscape is needed. The URL (Uniform Resource Locator or Internet address) is given for each of the services listed below. When you use the address, leave out the beginning and end markers, < and >.

Yahoo

Yahoo is a subject guide or index to the World Wide Web. While it doesn't provide access to all the sites on the Web, it does provide links to more than 40,000 of them. This is a good place to begin a search for material in a broad subject

area, such as tourism or conservation or women's rights.

Address: <http://www.yahoo.com/>

Mount Wilson observatory

The Web pages of this United States observatory contain historical information, astronomical images, a virtual tour of the observatory, and information from the "Telescopes in education" project which allows schools to have remote access to a 24 inch telescope.

Address: <http://www.mtwilson.edu/>

City Beach Senior High School, Perth, Western Australia

The Web server of this school has lots of information about how students and teachers are using the Internet. It also has links to resources of interest to students, such as electronic magazines and discussion groups.

Address: <http://www.citybeach.wa.edu.au/>

Web66

Web66 is the World Wide Web server of a project based in Minnesota. It provides a listing of schools with Web servers (with links to the schools), including some Australian schools. It also provides information about creating your own World Wide Web page, and links to educational resources on the Internet.

Address: <http://web66.coled.umn.edu/>

The New South Polar Times

This is a World Wide Web-based bi-weekly illustrated newsletter produced by the staff at the Amundsen-Scott South Pole Station, Antarctica. One of the aims is to provide information for teachers and students around the world "about Antarctica as a continent and about the people who are doing research there". It is attractive and readable, and the information about daily life at the Pole is fascinating.

Address: aa<http://www.deakin.edu.au/edu/MSEE/GENII/NSPT/NSPThomePage.html>

Children's picture books

Two Canadian publishers have collaborated to publish children's colour picture books on the

Internet (with printed versions being published simultaneously). There are several titles, including **I live on a raft** (JerzyHarasymowicz and Sharon Katz) and **Waking in Jerusalem** (Sharon Katz).

Address: <http://www.digimark.net/iatech/books/>

KidsCom

This is "a communications playground for children ages 8-12", where they can "find keypals, get help with Internet questions from an Internet guru, talk about what they'd like to be when they grow up, explore links to other children's sites etc."

Address: <http://www.spectracom.com/kidscom/>

Listservs

Listservs are discussion groups based on electronic mail. There are many professional listservs, such as LM_NET for teacher-librarians, and there are listservs covering almost any imaginable subject area. Some listservs have been created specifically for children and young people.

EKIDS

This is an Australian based listserv for school-children of all ages. It may be used as part of classroom work, or individual kids may join from home. Teachers and parents are also "welcome to join, but the mail discussion should not be dominated by adult talk". Postings cover all topics in which children are interested, whether educational or recreational. There are guidelines for postings, to help children to use the listserv effectively. To subscribe, send an electronic mail message to the listserv at **majordomo@citybeach.wa.edu.au** with nothing in the subject line and with the words "subscribe ekids" in the body of the message.

LM_NET

This is the listserv for "school library media people" on the Internet. It is a resource for teacher-librarians, a place where they can talk to colleagues around the world, collect information, test ideas, and solve problems, all in a supportive professional environment. LM_NET has almost 5000 members, the majority of whom are in the United States, but there are also peo-

ple from Canada, Australia, and other countries. To join, send an electronic mail message to **listserv@listserv.syr.edu** with nothing in the subject line, and with the words "subscribe LM_NET" and your own name in the body of the message.

BookBraG

This is another listserv for teachers and teacher-librarians; it is sponsored by the Scholastic Network. It incorporates a monthly electronic newsletter, and covers "the best new children's books and the brightest ideas for using them in your classroom". There are reviews of books, an "Author talk" feature (interviews with children's book authors), plus input from teachers who can share their ideas with "colleagues around the world". The electronic mail subscription address is **BookBraG-request@scholastic.com** (put nothing in the subject line and in the body of the message type the words "subscribe bookbrag" and your own name).

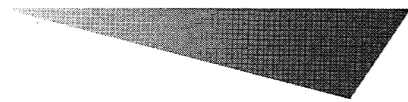
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- Crawford, Frank *Children fast making the Internet their own*, **The Australian**. 14 February, 1995, p.41.
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- Harrington, Paul *Cyber surfers enjoy anarchy*, **The Australian**. 11 April, 1995, p.37
- Krueger, Karin *The hard disk caf*, **The Sydney Morning Herald**. 20 December, 1994, p.18
- Lee, Mal *The information highway and Australia's schools*, **Scan**. 13(4), October, 1994, pp.36-39
- Mehegan, David, *An outspoken preacher of an online gospel*, **The Age**. 14 March, 1995, available through **Cybersurfing**, the Internet World Wide Web pages of **The Computer Age**

Useful books

- Ellsworth, Jill **Education on the Internet**. SAMS Publishing, 1994.
- Joseph, Linda C **An Internet guide for educators, parents and students**. Greyden Press, 1995
- Miller, Elizabeth B **The Internet resources directory for K-12 teachers and librarians**. Libraries Unlimited, 1994 ■

SURFING LM_NET



Jenny Griffiths is teacher-librarian at Arthur Phillip High School, Parramatta. In this article, Jenny reports on the LM_NET bulletin board for teacher-librarians, and on its use for her in meeting colleagues on a recent visit to USA and in investigating the stage of technology reached by the schools she visited.

Do you feel alone and professionally isolated in your library? Do you look forward avidly to the next teacher-librarians' cluster meeting? Do you wonder if you're the only one in the whole world wading through the technology mire? Well, a solution to your frustrations is at hand and is on the Internet.

Everyone is now talking about the Internet—that global superhighway of information with which teacher-librarians are becoming familiar. The Internet provides access to vast amounts of information on world databases but it also provides, through e-mail (electronic mail), connections between individuals around the world. I have just discovered a new world of colleagues and here's how I did it!

In Term 4 of 1994, a modem and a software package which enabled connection to a public Internet access provider called Oz-Email, was installed in the library. Oz-Email was chosen because of an arrangement offered by Heinemann called Ednet. Ednet provides access to Oz-Email on a special discounted charging basis to schools.

Discovering LM_NET

While wondering how I would even begin to understand how to use the Internet, let alone give students access to it, the ALIA School Libraries Section Newsletter arrived. A heading **Surfing the net** caught my eye. It led into a short article by Ross Todd explaining how to

access LM_NET, a specialist forum for teacher-librarians.

LM_NET is an e-mail discussion group on the Internet. Technically it is called a Listserv or Listserver, which is like a robot that automatically copies every message that is sent to it and resends it to all the names on a list. LM_NET was set up in the USA in 1992 by Mike Eisenberg, of the School of Information Studies at Syracuse University, New York and Peter Milbury, librarian at Pleasant Valley High School, Chico, California, for school library media specialists (teacher-librarians in Australia). (Mike Eisenberg is to be the ALIA Schools Section special visitor later this year—ed.) Now there are over 3000 subscribers, with about 90% in the USA.

The term subscriber means anyone who is on the listserv's list. There is no subscription fee. In order to subscribe, or register, I followed a few simple instructions, which I'll outline below. Some useful information on how to use LM_NET was downloaded and I was ready to read some mail.

What I read really amazed and excited me. There was a wide range of comments, questions and answers from professional or technological dilemmas to requests for reading lists. And the truly amazing part was that my school library world suddenly seemed larger. I discovered that my colleagues in the US had similar interests and concerns to myself.

As it happened my husband and I were going to America during the Christmas holidays and I thought it would be a great opportunity to visit some school libraries. Virtual reality could become reality! I typed out a message, introducing myself and indicating where I would be travelling, and posted it on LM_NET. All subscribers on the list would receive my message the next time they read their e-mail.

The next morning there were about six replies, including one each from Iceland and Canada, the rest from the US and more were to follow. I sent my thanks to everyone who replied. There were four librarians whose locations were on our itinerary, so I arranged visits. As I had indicated that I was a high school librarian, the libraries I visited were high schools (Years 9 to 12) and one middle school (Years 5 to 8). The

visits were fairly brief and informal and I was primarily interested in the stage of technological development they had reached.

Las Vegas, Nevada

The first librarian I met was in Las Vegas, Nevada. As my visit was during the one week Christmas break, I did not see the school. Eldorado High School has 2300 students with one librarian and one clerical assistant. The library is big enough to accommodate two classes and a CD-ROM network was installed last September. The library has a CD-ROM periodicals guide in full text but no encyclopaedias yet because the network fees were too expensive.

Salt Lake City, Utah

In Salt Lake City, Utah, I visited the librarian at East High School, an old school that was currently being rebuilt to bring it up to earthquake standards. This high school has about 1800 students, one librarian and two clerical assistants. The present library is in a converted auditorium so it is very large and has an extensive mezzanine area. This mezzanine area, which houses an extensive periodicals collection, is the justification for the second clerical assistant. The library in the new building will be much smaller and the librarian is concerned that the collection would not fit. That's progress for you!

Presently the library has standalone CD-ROM stations that operate on DOS. The main use is as a periodical index. The librarian has ensured that staff and students can find relevant articles by having all periodicals not for loan. One free copy of an article is provided. It is felt that the cost of this is justified by the lack of theft. The catalogue and circulation system are on four terminals connected to a Unix server, thus precluding the ability to network with a CD-ROM server. The students have access to the Internet via a dedicated data line to the University of Utah, at no cost to the school.

Aspen, Colorado

In Aspen, Colorado, I met the district/high school librarian, whose time is divided equally between the two roles. Her district is in fact the three schools in an education complex at the

foot of the mountains. While doing her district librarian's duties, a para-professional librarian staffs the library. There is no clerical assistance. There are a couple of standalone CD-ROM workstations. The circular shaped library is a good size for the 320 high school students. The library catalogue is networked on a system called *Marmot* to other school and public libraries in Colorado.

The librarian in the middle school (about 350 students) has a standalone CD-ROM workstation and a number of titles such as **Encarta** and **Musical instruments**. Interesting technology, funded by a project grant with a class teacher, is software and a colour scanner so that students' assignments could be put onto the Mac computer. Her latest purchase is a video recorder, PC to video interface, video capture card and software which can capture the video to make multi-media assignment presentations! The multi-media presentations are then transferred onto video tape so that the students can take them home to show their parents. The emphasis here is very much on making the library a media centre.

As yet the students do not have access to the Internet. The Sun Computer Corporation has just established a branch office in Aspen and is offering to help the school establish its own Home Page on the World Wide Web (WWW). The WWW is a development on the Internet which allows browsing or searching for information using pages with graphics and hypertext links. With its own Home Page the school can provide students (and anyone else on the Internet) with access to general school information as well as showcasing students' assignments.

The three libraries in the complex are in close proximity but there are no funds to network the CD-ROM resources at this stage.

Orange County, California

The Huntington Beach Union High School District (HBUHSD) librarian in Orange County (Los Angeles), California, took me to visit three of the six high schools in the district. A recently formed Technology Committee has devised a comprehensive strategic plan called **Educational technology for the 21st century** to over-

come the problem of uncoordinated local decisions and to pursue networking in the schools. Unfortunately the plans have been put on hold as Orange County is presently bankrupt and all funding has been frozen.

For the six high schools of about 2000 students each, there are three librarians who divide their time between two schools each. Each of the three schools I visited had stand alone CD-ROMs, mainly supplying periodical indexes and full text resources. At Fountain Valley High the nearby computer room has a selection of CD-ROM encyclopaedias. There is no networking to the library yet.

The HBUHSD has two full time computer coordinator/technicians who are responsible for supporting all of the computer facilities in the six high schools. Orange County has a bus that is equipped as a mobile computer lab called the Telemation Training Unit which is available to the school (at a cost of \$US 2450 per day!). The Telemation Unit has all the latest computer and telecommunications equipment, including its own satellite dish. This was used recently for conducting a district-wide staff technology day for awareness of both subject area and interdisciplinary technology integration.

The librarians were all keen to show me their libraries and to compare them with our situation in NSW. I have to admit that this small random sample of government, middle class high schools left me a little surprised as I had assumed a greater degree of technological development in the USA. In all cases the librarians were keen to embrace new technology but were held back by workload, funding and in some cases difficult administrations. All the schools had automated library systems and security systems. All had CD-ROM facilities, and the next stage of development—networking and increasing CD-ROM titles—was on the wish list. From my reading of e-mail on LM_NET, however, there are many other schools in the USA with CD-ROM networks.

The working conditions of librarians, funding and level of technology varies greatly in the USA but everyone has a common purpose. The LM_NET has allowed far reaching dialogue to be made both across America and the world.

So for me, joining the LM_NET has not only broadened my communication with colleagues but it also enabled me to break the ice and meet some of those colleagues while travelling. Great professional development, which ever way you look at it!

How to join LM_NET

Obviously before subscribing to LM_NET, you need the appropriate hardware, software and a connection to the Internet. The hardware you need is a PC (386 or better) or a Macintosh, a modem (at least 14400 BPS) and a direct phone line. One provider of the necessary software is Heinemanns (Ph: 1800 810 372), who supply access to LM_NET as part of the Ednet product. Other commercial Internet software could be used.

For a connection to the Internet you can use Ednet, as mentioned above, or you can get an account with one of many public access Internet providers such as Oz-Email (Ph: 02 437 5500), Geko (Ph: 02 968 433), Magnadata (Ph: 02 264 7326) or Pegasus (Ph: 1800 812 812). Ednet/Oz-Email charges on a \$5.00 per hour basis for connect time with no monthly minimum or monthly fee. Some of the other providers charge a monthly fee but include various allocations of 'free' connect time. It may be worth shopping around for the one that offers the best deal for your requirements and has a local access number in your area.

Once you have your Internet connection, all you have to do is send an e-mail message to LM_NET asking to be added to the list. The LM_NET (like all list servs) has two e-mail addresses. The first is for sending requests or commands to the list server and the second is for sending (posting) messages that will be distributed to all the list subscribers. So to subscribe, send a message to the list server at listserv@listserv.syr.edu with no message in the subject line, followed in the next line by a single line message that says "**subscribe LM_NET firstname lastname**" (no quotes in the actual message).

For example:

To: listserv@listserv.syr.edu
Subject: (leave blank)
Message: subscribe LM_NET Jenny Griffiths

Within a few minutes the listserv will acknowledge your request and ask you to send it a confirmation message to ensure that it has your return address correct (and to prevent someone else subscribing on your behalf). From then on you will receive messages as they are posted on the net. Beware—this can become a time consuming interest. As with all e-mail it is important that you read your mail at least daily. In the period that I have been on the net there have been between 40 to 60 messages per day.

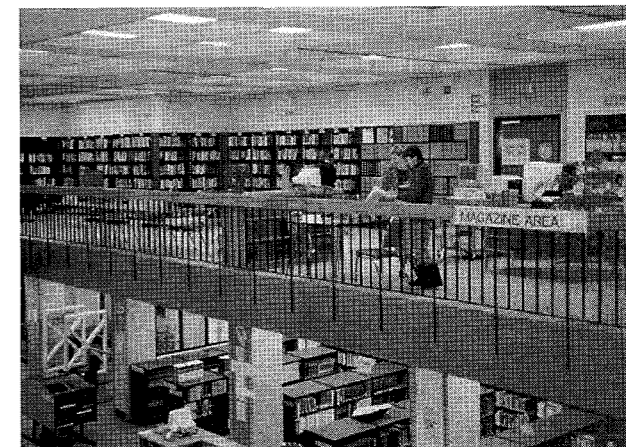
Editorial comment:

Another way of accessing LM_NET is by browsing an archival collection of the LM_NET messages through NEXUS. Instead type in LM_NET at the main NEXUS menu (making sure that you use the shift-hyphen keys for the `_`) and you will find you have reached LM_NET. Using LM_NET via NEXUS does not provide a personal subscription, so that the download of information on the bulletin board Jenny mentions above will not come to you, but otherwise the access is the same. The search commands available on NEXUS allow for a free form text search, whereas a personal suscription may not allow this. The same charges apply as for any NEXUS connections.

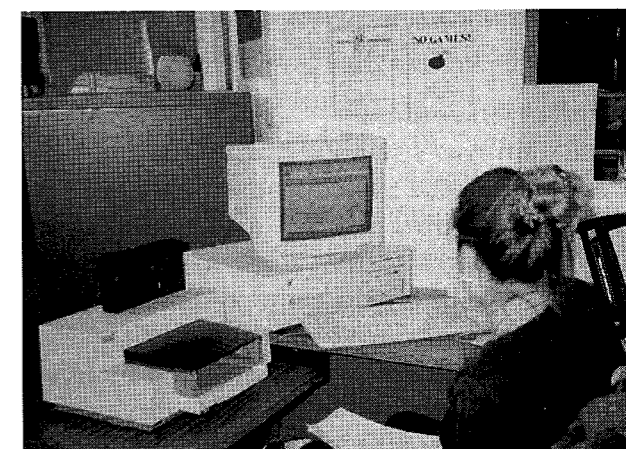
Another bulletin board of interest to teacher-librarians is **BIGSIX**—a "roll up your sleeves and let's get working list", originating from Mike Eisenberg, Bob Berkowitz and Barbara Jansen of Syracuse University. A subscription can be taken out by sending an e-mail message as follows:

To: listserv@listserv.syr.edu
Subject: (leave blank)
Message: Subscribe BIGSIX firstname lastname (This needs to be a personal name).

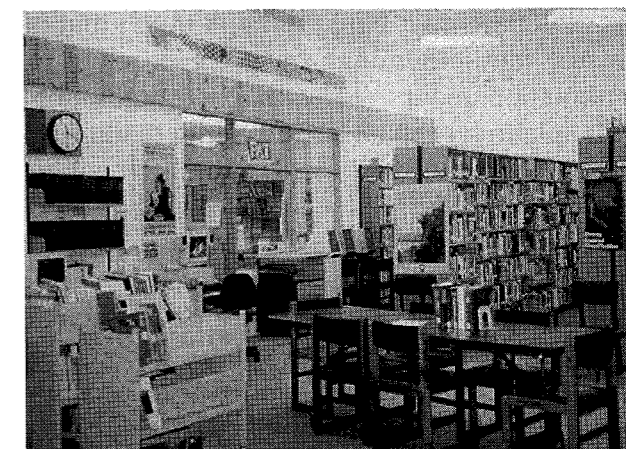
At the time of writing, it is not possible to browse this bulletin board via NEXUS ■



East High School library, Salt Lake City

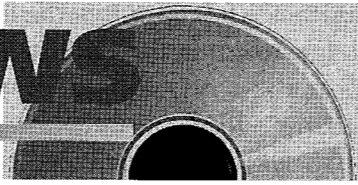


Student at work—Aspen High School library, Colorado



Aspen High School library, Colorado

CD-ROM REVIEWS



The encyclopaedia of Aboriginal Australia.

Aboriginal Studies Press, 1994 ISBN 0855752610 [1994]

There are some 2000 entries with 1000 photos, 250 sound items and 50 videos on this CD-ROM as well as maps offering a range of information on Aboriginal people and their culture from ancient through to contemporary times.

Minimum requirements

Macintosh: 5MB RAM, 14" screen, system 7

Installation and use

Installation was straightforward. The presence of **At ease** on the system causes problem, not solved by turning it off. I also experienced problems returning from screensaver and was subsequently informed some system software may cause minor clashes or reactions.

Presentation

Visually, there are significant similarities between the hard copy encyclopaedia and the CD-ROM. It's worth noting the encyclopaedia text was used as a base. There is much that is visually pleasing though there are extremes in presentation quality: many images (photos, portraits, pictures) are black and white (including some videos) but there are also brilliant colour images and backdrops. There is plenty of food for thought in the visual and sound (lots of music!) backdrops—these in themselves are part of the invaluable experience of Aboriginal culture provided by the CD-ROM. Videos are small, lack clarity, have a tendency to be jerky and at times dialogue is not synchronised. Some entries, surprisingly, have no visuals but general layout remains attractive and accessible.

Content and scope

Coverage of information is comprehensive. The average length of individual entries is 200-250 words. *See also* and bibliographic reference applications are available for most entries. The four main sections (homebase menu) of the program are: **Map of Australia**, **Timeline**, **Main subjects** and **Type and search** (which can be accessed at any time). The disk has extensive curriculum relevance across all KLA's K-12.

Arrangement and navigability

The key sections are helpfully subdivided to varying degrees. For regions within the map, information for **People** and **Places** is offered. The timeline is broadly divided into ancient and recent history with further subdivisions. Main subjects gives us **Culture**, **History**, **Issues** and **Society** again with further subheadings such as **People**, **Places** and special relevant facets. The potential for browsing is enormous and this becomes almost an essential search strategy for full use. There are some limitations in keyword searching: which may require you to perform the search again. The *go back* function is problematic at times, skipping back more than one screen and necessitating the re-entering and re-scrolling of a menu area to continue a search. Overall, the program is user friendly with helpful guidance via the bottom bar text direction and the shield icon

Overall evaluation

Despite the limitations, this remains a fascinating and valuable resource though it tends to be slow. Auditory learners will love the integrated use of sound and music—the music section itself is wonderful, though some expected artists are absent. A disappointment in the art category is the absence of images of artworks. No printing is available in the program. Assistance would be required by users in primary years and those at less sophisticated information skill levels. C. Foley

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

AVAIL: \$200 (multiple user packs available at \$100 per extra user to four then \$50 per extra user over five; Mac edition not networkable but the coming IBM version should be)

KLA: CA; CPA; English; HSIE,
Science; ST; TAS SCIS 811925

Microsoft Explorapedia: the world of nature.

Microsoft, 1994 (Microsoft Home) [574.5]

Aimed at the younger primary user and based on the Dorling-Kindersley **Children's encyclopaedia**, this CD-ROM contains information on sixteen different types of environment focusing on more than two hundred plants and animals.

Minimum requirements

Windows 3.1; 486SX; 4MB RAM (8MB recommended); 8MB free hard disk space; SVGA 256 colour; mouse; sound card; speakers or headphones. Installation was standard.

Scope and content

Animals and plants are treated from the following environments: rainforests, grasslands, mountains, lakes, savannas, polar regions, deserts, deciduous forests, coral reefs, seashores, oceans, country, rivers, evergreen forests, wetlands and ultimately, the universe. Within these broad topics are also sub-topics such as endangered species and how fossils form. Investigating the Australian content I found quite extensive entries on kangaroos and koalas and less on opossums, wombats, platypuses, frill-necked lizards, and echidnas, although information was presented in some different sections such as eucalyptus trees, marsupials and monotremes. As well as video clips, animation and narrated text, there are also nine original songs, puzzles and related items. It is also possible to print or copy each screen or transfer information to your favourite writing or paint program.

Navigability

This is a strong feature of the program, with beautifully designed colourful habitat screens for easy point and click access, a cute-looking animated character called *Tad* as a guide from the opening screen and narrated help whenever you needed. There is a comprehensive index and a powerful search option, as well.

Arrangement

After logging on, a colourful opening screen designed as the interior of a space-ship is presented. From here it is possible to visit one of the sixteen environments previously men-

tioned, watch videos, listen to songs, search for a particular word, topic, animation, video or scene, start the **Wise crackers** exploration game or access a creative project.

When an environment is chosen, a scene is displayed from which it is possible to click on a creature or plant to find out about it, click on a signpost to go to another scene or return to the ship. *Tad* is also present to help if you wish to access any of the things previously mentioned in the introductory spaceship screen.

If a creature or plant is selected a topic screen is presented. The information on each topic is brief and simple, and clearly presented. To avoid younger children having to scroll through the text, the information is presented in a number of points, each of which leads to a new screen.

Interactivity is high in this program with coloured hot keys leading directly to other topics; underlined words leading to dictionary definitions; pictures leading to more specific information; and an eyeball giving access to a list of related topics. All of the text is narrated by children which would be very useful for beginning readers, but can be turned off if it is not needed.

Overall evaluation

Microsoft states that by using this program, reading and language development skills, creative thinking, writing skills and research techniques will all be increased. With its clearly designed, narrated text, breathtaking graphics and animation, and informative videos, puzzles and project starters, I feel that not only will children have achieved those aims, but that they will thoroughly enjoy using it as well. J. Eade

LEV: Lower primary Middle primary
AVAIL: \$89
KLA: ST; HSIE; English
EVAL: Highly recommended SCIS 833209

SOURCES OF REVIEWS FOR COMPUTER SOFTWARE

Jan Eade recently compared journals which include reviews of CD-ROMs.

In just two years the amount of multi-media CD-ROM material being produced has increased remarkably. Whilst this is of great benefit to those of us in the educational field, giving us more to choose from, and bigger and better programs, it is also creating problems in selection.

As Ross Todd pointed out in *Scan* Issue 14/1; *Multimedia and the three wise monkeys*, while there are a considerable number of excellent programs, there are "some poor quality multimedia products available" as well. With limited budgets and most programs costing from \$89, how then are schools to decide which programs are useful and which fall into the latter category? Just as teacher-librarians have for years been using selection aids such as recommendations from colleagues and a variety of review journals for suitable reading materials, so too should we be looking at different types of selection aids to assist in our choice of multimedia programs.

The best selection aid is the review. The purpose of this article is, therefore, to look at some of the journals which contain reviews. Whilst I was able to find more reviews for IBM compatible CD-ROMs than Macintosh, I think it is worth pointing out that programs are often available in both formats. Of the journals I have

reviewed, all but one are Australian. The reason for this is that although overseas journals may review newly-released programs unavailable as yet in Australia, sometimes these are modified or debugged before they reach us and even packaging contents may be different. More importantly, reviewers in overseas journals aren't considering Australian educational curricula. Additionally, different conventions may be used e.g. spelling and imperial measurements. With the slowly emerging presence of purely Australian multimedia CDs, these are also better and more appropriately reviewed in Australian journals.

Although *Scan* is the first place I would recommend looking for educational reviews, it must be remembered that this is only one part of the journal and only a small selection can be reviewed each issue. Therefore, the reading of *Scan* and one or two other journals would not only provide more selection, but also allow for differing opinions and viewpoints.

Following is a selection of journals, which are all readily available at newsagents, with comments and recommendations as to their usefulness to schools. This is by no means a fully comprehensive list of all selection aids available and *Scan* would welcome comments about others.

Computer living

Publisher IDG Communications Pty Ltd
Country Australia
Frequency 12 issues per year
Subscription Computer living, PO Box 33, St. Leonards, NSW 2065
 Tel: (02) 439 5133; (1800) 636 116
 Fax: (02) 906 3232
Cost \$39 (or \$3.95 an issue)
ISSN 1322-9338

Scope: This is a totally new magazine which began in December '94. Monthly issues have continued with the same excellent standard. The difference between this and most other computer magazines is that it is aimed solely at the home/education market rather than the business end and articles written for beginning users are devoid of the usual computer jargon which can be so confusing to the novice user. There was even an article in the preview issue



about how to "read between the lines" in computer advertisements to make them more understandable. Each issue contains such items as **Smart shopping**, **Entertainment** (which reviews games, both IBM and Mac) and **Edutain me** which reviews such programs as interactive encyclopaedias, CD-ROMs from the Board of Studies and other new CDs, particularly those produced in Australia. There is also a **Creative kids** section which contains easy activities for children using everyday programs, reviews of software by children and articles about innovative computing practices in schools. Other sections include **Home office**, letters to the editor, puzzles and competitions.

Evaluation: Overall, this is an extremely useful magazine which would not only be an invaluable addition to any school for its reviews and articles, but also could provide a suitable venue for publishing any interesting computer activities taking place.

Highly recommended

Your computer

Publisher Federal Publishing Company
Country Australia
Frequency 12 issues per year
Subscription Federal Publishing, Subscriptions Department, Free post No 3, PO Box 199, Alexandria, NSW 2015
 Tel: (02) 353 9992
 Fax: (02) 353 0967
Cost \$53 (or \$4.95 an issue)
ISSN 0725-3931

Scope: This monthly computer magazine deals with all aspects of computer usage, including business, entertainment and education. It contains such topics as **Industry updates** which can look at all sorts of new things from fast drive interfaces to the new "Comfy Keyboard" for children, **Letters to the editor**, reviews of various hardware such as portable computers, software reviews e.g. music software bundles, **Release updates** for both hardware and software, **Compuserve**, **Geoworld**, **OS2** (IBM's new interface system), **Tech tips**, **That's entertainment** which reviews new games and **Educational software**.

Reviews have included such items as **Graphic hyperstack**, **Ednet** and **Powernet**, Keylink's **Oz Projects** and **Personal tutor** programs as well as the usual educational CD-ROMs and games suitable from preschool to secondary (IBM and some Mac).

Evaluation: The **Educational software** section is a strength of this magazine as the reviewer, Anne Glover, is a teacher, and reviews the software very well from an educational perspective. Although many items such as business software and specific operating systems are not used by schools and the jargon on the whole is fairly technical, there are reasons why this could be a viable magazine for some schools. It could be useful in helping with the purchase of a particular piece of hardware or software with its excellent comparisons of different types and value for money, as well as the previously mentioned excellent educational section.

Recommended

Australian PC review

Publisher Storm Front Studios
Country Australia
Frequency 12 issues per year
Subscription Storm Front Studios, PO Box 288, Gladesville, NSW 2111
 Tel: (02) 879 7455
 Fax: (02) 879 4236
Cost \$45 (for 14 months) (or \$4.50 an issue)

Scope: Clearly laid out in an easy-to-read format, this journal includes CD-ROM reviews, **Quickshots** (software reviews), **What's new**, **Windows**, **PD** and **Shareware**, **Geos**, **OS2**, **QBasic**, **Online**, **Dead**

easy DOS, and Letters to the editor. There are often articles which review and compare different types of hardware (such as choosing a PC) and software programs (such as word processing, fax software etc.). In March a comparison was made between **Infopedia**, **Encarta**, **Grolier** and **Compton's** encyclopaedias. There is also a classified section for buying and selling hardware and software and from time to time they have special disk offers.

Evaluation: This is an extremely well-organised magazine. The writing is fairly free of technical jargon and although there are some sections which would not be relevant to the educational scene, the reviews are extremely well done, often taking two pages for one review with striking black and white and colour screen images to illustrate them. Even though the reviews are not written purely from an educational point of view, they are very good for identifying technical faults and do allow an accurate overall impression of the program.

Recommended

Australian PC user

Publisher ACP Publishing Pty Ltd
Country Australia
Frequency 12 issues per year
Subscription Reply Paid 764, Australian PC user, GPO Box 5252, Sydney NSW 2001
 Tel: (02) 260 0061
 Fax: (02) 267 4363
Cost \$55 (or \$5.70 an issue)
ISSN 1039-2149

Scope: This is a monthly computer magazine which is very similar to **Your computer**, but, educationally, not quite as useful. Regular columns include **Columns** (quite business orientated), **Buyer's guide**, which includes such things as operating systems, multimedia (sometimes quite useful), spreadsheets, notebooks, Internet software, graphics, printers (looking at over 20 printers), best buys (quite useful), and updates. **That's entertainment** seeks to combine education and game CDs under the same heading although they are sub-titled **Games**, **Education** and **Hot disks** which are a combination of the latest games and education CDs just released. In May a comparison of encyclopaedias included **Compton's**, **Encarta**, **Grolier**, **Infopedia** and **Webster's**, with a mention of **Britannica**. The User's guide includes such items as **Communications**, **OS2**, **Windows**, **DOS**, **Designs**, **Spread-**

sheet, **Shareware** (reviews on new releases) and a diary of user groups. The magazine offers a mag-disk every month at a nominal cost which contains examples of the shareware reviewed. As well there is a **PC starter kit** section which has tips for beginners.

Evaluation: Although I don't find these reviews quite as educationally sound as those by Anne Glover in **Your computer**, nevertheless, they do provide an overview of the CD-ROMs reviewed, and another opinion, which may influence a decision.

Recommended

Australian PC world

Publisher IDG Communications Pty Ltd
Country Australia
Frequency 12 issues per year
Subscription IDG Communications Pty Ltd, PO Box 295, St Leonards, NSW 2065
 Tel: (02) 439 5133
 Fax: (02) 439 5512
Cost \$52 (or \$5.95 an issue)
ISSN 0813-1384

Scope: Containing sections titled **Product watch**, **Review** (mainly business software), **Feature** (featuring examples of similar types of software), **Internet access**, **Soho PC** (Small Office, Home office), **Business solutions**, **Multimedia world** (including CD-ROM reviews), **On-line**, **The help screen** (giving answers to readers' questions etc.), and **PC directory** (advertising hardware & software), this is essentially a computer magazine aimed at business.

Evaluation: Although well set out, apart from articles comparing different brands of hardware and the few programs and CD-ROM reviews, this is not a very useful magazine for educational purposes.

Not recommended

Australian personal computer

Publisher ACP Publishing Pty Ltd
Country Australia
Frequency 12 issues per year
Subscription Reply Paid 764, Australian Personal Computer, GPO Box 5252, Sydney NSW 2001
 Tel: (02) 260 0091
 Fax: (02) 267 4363

Cost \$70 (or \$6.20 an issue)
ISSN 4115

Scope: Published by the same publishers as **Australian PC user** this is very much the big brother magazine of the two. Although it contains some good hardware and software comparisons at times, this very thick magazine is not really aimed at the beginner as it is full of computer jargon. The most useful part of the magazine for educational purposes is the thin PC Supermarket magazine at the back which contains information on best buys, some CD-ROM reviews, helpline, a shoppers' guide and lots of advertisements. However, all of these are more thoroughly done in many of the magazines previously reviewed.

Evaluation: Aimed definitely at the top end of the business market, this magazine has very little to offer schools.

Not recommended

Australian Macuser

Publisher Niche Media Pty Ltd
Country Australia
Frequency 12 issues per year
Subscription Tel: (03) 525 5566
Cost \$49 (\$5.95 an issue)
ISSN 1322-9753

Scope: This journal is made up of sections such as **MacNews**, **Quickclicks** (containing articles and reviews of newly-released products), **Features** (with articles of interest to Mac. users) and **Reviews** (mainly of hardware). Other regular features include **Mailbox** (letters to the editor), **Help folder** (giving help to problems sent in), **Ad index** and **Off the net** (Internet news). There are not many CD-ROM reviews and only some are educationally relevant, however, these are quite well done with one review being written by Anne Glover (**Your Computer** writer).

Evaluation: Although I feel it would be of more use with more reviews, it is a well set-out magazine and could contain enough information of interest to Macintosh users in schools.

Recommended

Australian Macworld

Publisher IDG Communications Pty Ltd
Country Australia

Frequency 12 issues per year
Subscription MacWorld, PO Box 295, St Leonards, NSW 2065
 Tel: (02) 439 5133; (1800) 636 116
 Fax: (02) 906 3232

Cost \$48 (or \$5.95 an issue)
Scope: This magazine contains features much the same as the previous one with **News**, **Adventures on the Internet**, hardware reviews, fax networking, **Product update**, **Quick tips** (answers to questions sent in) and advertisements. The review section deals mainly with applications software.

Evaluation: There is very little in the way of CD-ROM reviews and I could find no educational CDs mentioned at all. For this reason I could not recommend this magazine for educational purposes.

Not recommended

Mac home journal

Publisher MacHome Journal
Country USA
Frequency 12 issues per year
Subscriptions Mac Home Journal, PO Box 469, Mt. Morris, IL. 61054 USA
Cost \$US 37.95 (or \$6.85 an issue)

Scope: The only magazine reviewed which is not Australian, this is included because of the large number of CD-ROM reviews it features. As well as the reviews it also contains **In the news**, **New product releases**, articles, hardware comparisons, **Desktop publishing**, **Smart buying**, **Hints and tips**, home products, on-line services, an educational section and advertisements.

Evaluation: Of the three Mac magazines I read, this is the only one which had separate education reviews as well as general reviews. Although they are well done, it must be remembered that some programs may contain inappropriate maths and spelling for Australian schools.

Recommended

Computer market

Publisher Just Magazines
Country Australia
Frequency 12 issues per year
Subscription Computer Market, PO Box 34, Geelong, Victoria 3220
 Tel: (052) 721 221
Cost \$50. (or \$2 an issue)

Scope: I have included this magazine not as a source of reviews, but because when you have made your program choice, this magazine advertises companies which sell CD-ROMs (mostly IBM) at greatly reduced prices. Most are Victorian, some are from Queensland and other states, but I tend to use those from NSW as their prices are quite competitive and it's not too far to get in touch. I have had no problem with any of the companies I have used so far and one difference with what you may buy in the shops is that the program doesn't come with all the bulky packaging. The other difference is in the price—newly released CDs usually start at about \$10 cheaper or even more, while after six months later they can be down to half price. Every month older programs decrease in price. As most are mail-order, though, check out the postage before ordering as this can vary from \$4-\$10. Cheap hardware is also advertised.

Evaluation: As well as these advertisements which are the bulk of the magazine, there are also reviews and news and a letter section containing helpful advice. For \$2 a month, this is a very useful magazine for those intending to buy software.

Recommended ■

SCIS REVIEWING PANEL INTERNET SITES

The current reviewing program which covers print, audio and video recordings, computer software and online services is extending to encompass Internet sites. Remuneration is at \$30 per review. Teaching staff who would like to be considered for inclusion on an eligibility list, are invited to submit a written expression of interest. The invitation will remain open, as it is envisaged that the number of teachers and teacher-librarians who are assessing the relevance of information locations and their contribution to teaching and learning programs will steadily increase.

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

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

SCIS Review Coordinator,
Private Bag 3 (3a Smalls Road), RYDE 2112.

Teacher-librarians: leaders and learners in the school learning community

Jenny Hill is Executive Development Consultant with the DSE. She was formerly a staff development consultant; executive assistant with the Professional Development Centre; a science teacher; and co-author of science textbooks.

"To create a climate of delight that invites children to enjoy reading and writing, you will want to fill your classroom with books, books and more books."

(Forester & Reinhard in Dryden and Vos' *The learning revolution*, 1993)

At a conference about a year ago, I had the opportunity to work with a group of teacher-librarians. On that occasion, I began by saying that I believe that the role of teacher-librarian has always been and is becoming increasingly more important. Both within their roles and by reconceptualising their roles, teacher-librarians have marvellous opportunities to lead the kind of changes that are needed to help young people shape their world. This is a world of information and technology; which requires us to sort through the information bombardment; which requires us to possess information skills; which requires us to integrate rather than fragment knowledge and to access and effectively use technology.

I went on to then ask each person to define his/her role by thinking about and completing the following sentence:

A teacher-librarian is (like).....because.....

While the activity was meant to have an element of fun, its main purpose was to develop a metaphor (or simile) for each person's perception of the role of teacher-librarian.

As expected, the responses indicated that people in the group perceived their roles quite differently. Some created images of juggling a multiplicity of tasks. Others used metaphors that created an image of isolation, while others felt that they provided a safe haven away from the busy-ness of day-to-day life in schools.

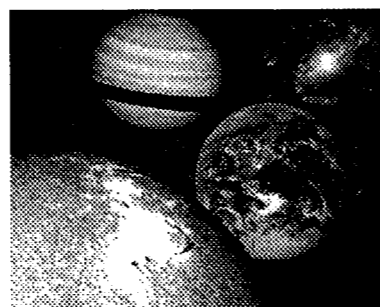
So why create a metaphor for the role of teacher-librarian?

- I believe that how we define things in our minds determines how we do things. How we define people determines how we work with them. How we define what we are doing in our schools will determine how we work, what we focus on and where we put our energies. For example, consider the differences implicit in teacher-librarians defining what they do as delivering a curriculum, coping with chaos, a celebration or a journey.
- The teacher-librarian's role can be particularly multifaceted and, unless each of us is



NEWEST RELEASES FOR 1995

Flour, Bread and Baking
Separating Mixtures
Our Solar System
Aboriginal History
Sydney Tower



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clear about what is important to us and to the school's core purpose and philosophy, we often fall into the trap of trying to be everything to everyone. Like sunshine we try to shine over everything. The trouble is eventually, our energies become diffused and dissipated. If we are not clear about what we will do, we will not be clear about what we will *not* do.

- In the past, schools were places where information was delivered to learners. Now, and increasingly in the future, with the volume of readily accessible information outside school, we need to re-examine our content, focus and values.

We must also ask a bigger question:

What special role are our schools playing among the multiplicity of educating influences that are available?

Where there is no clear sense of purpose and no shared meaning, we continue to tinker at the edges. What place is there for school, learning, teaching and leadership in a knowledge-based society? Drucker (1993) in describing the function of organisations in a post-capitalist, knowledge-based society, suggests that they serve to put knowledge to work. As such, they must be organised for constant change—for “*systematic abandonment of the established, the customary, the familiar, the comfortable, whether products, services and processes, human and social relationships, skills or organisations themselves. It is the nature of knowledge that it changes fast and that today's certainties become tomorrow's absurdities.*” (p51)

Assuming that we abandon some of the ‘*familiar*’, what might the role of teacher-librarian become?

In an information age, young people have access to information quite independently of the teacher. This does not diminish the importance of educators. What I believe it does is free teachers, to a large extent, from being conduits for information. They now have the potential to be catalysts for knowledge. **How** we learn is becoming just as important if not more important than what we learn.

Hargreaves (1994) argues that teachers need to be at the forefront of educational innovation. They need to be the educational theorists and must not leave that job up to the people who have not served in classrooms. Teachers themselves need to be doing research and writing

journal articles based on their own experiments in the classroom.

I believe that the roles of teachers and those who support them are changing. As a starting point to change, we need to make our own and other peoples' thinking visible. We need to be able to articulate what we do and why we do it. Metaphors help surface our beliefs. And, in order to reconceptualise the role of teacher-librarian, we may need to create new metaphors. However, there will be no one right answer and context is important. Teachers must make their own meanings and become their own professional persons.

I believe teacher-librarians are well-poised to both individually and collectively take up these challenges. Many already create the kinds of learning environments that model the way to help students learn how to learn, and to build the skills necessary for working with information and technology. To model the way requires teacher-librarians to become **learners** and **leaders**. It requires an on-going building of knowledge and skills, not only in teaching and learning but in areas that may in the past have been seen as the domain of those higher up in the ‘chain of command’. These areas include leadership; whole school change; building relationships, rapport and trust; and understanding organisational culture.

I believe that teacher-librarians now have great opportunities to break down boundaries. In the traditional model of schooling and particularly in high schools, the school is an aggregate of learning spaces. Boundaries exist between teacher and learner; between the spaces called classrooms; between grades and faculties; between teaching and non-teaching staff; and between school and communities. If teacher-librarians are to be learners and leaders, then they must create flexible and ‘*edgeless*’ space. The space I refer to is not only physical space, for professional conversation, for reflection and debate, but emotional and psychological space.

Information skills cut across boundaries. Learning how to learn cuts across boundaries. Teacher-librarians working collaboratively with others can breakdown the barriers between subjects and between people.

What kinds of knowledge and skills should teacher-librarians continue to foster?

(I urge you to consider the skills listed below as interrelated).

- Building your own knowledge base, and helping others to build their own knowledge base of pedagogy; learning; technology and telecommunications; the professional community; educational policy; society; and subject areas. Increasingly we know more about how people learn but we continue to struggle with what learning should focus on. What we don't fully know is how to achieve learning goals for all students (Fullan, 1993). As educators we must continually search for this knowledge. Look for ways to get beyond the fragmented learning of individuals and spread the learning throughout the organisation (Kim, 1993).
- Providing new structures that cluster students and team teachers; and links with parents and community. Participate in wider networks of learning—to create new forms of partnership and structures.
- Building more awareness, adeptness and acuity so you can **practise positive politics** inside and beyond your schools for the benefit of your students (Hargreaves in Fullan, 1995). Fullan provides an example of positive politics, as “*acting in politically legitimate ways to promote anti-racism, gender equity, cooperative learning and so on.*” (Fullan, 1995:12) He adds that teachers must build the capacity to “*explain themselves*” and build the expertise and confidence to participate in external forums and establish alliances.
- Developing your skills and understandings of productive change management and the management of the conflict that will and must inevitably arise.
- Building into your work, the time and space for **reflection, enquiry and professional conversation**.
- Building your skills in listening, communicating, and facilitating groups, because these are the talents that build strong relationships.

How you go about creating your work will depend on where you are right now in your learning journey and what you believe about education and the nature of the teaching-learning process.

“*Real learning gets to the heart of what it means to be human. Through learning we re-create ourselves. Through learning we re-perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life.*” (Senge, 1992)

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Beverley Richardson Children's Book of the Year Award judge

Beverley Richardson, whom readers will know as a regular **Scan** reviewer has accepted nomination as one of the judges for the Children's Book of the Year Awards for 1996 and 1997.

Beverley accepted the nomination because she wanted to make a contribution to something which she believes has had a significant impact on the standard of publishing for young readers.

Beverley is well aware of the commitment of time and effort involved in her acceptance of this honorary position. However, she believes that as well as providing enjoyment and entertainment, literature can give children an opportunity to observe and reflect on life and society and this can play an important role in shaping their beliefs, attitudes and values.

Sharing the books she reads in her role as a judge with as many children as possible is one of her goals. She hopes that she will be able to incorporate their responses into her thinking when it comes to making final decisions about the entries in the awards.

Congratulations, Beverley, and happy reading! ■

Managing CD-ROMs



Andrew Braybrook is Manager, Community Services, Great Lakes Council. When the Great Lakes Library Service opened in March 1989, it was one of three public libraries in NSW to offer CD-ROM computing for public use. Five years and several megatons of hardware later, some of the lessons learned along the way are shared by Andrew Braybrook. This article appeared in the March issue of *Public library news*, and is reprinted and edited with permission of the author. The principles Andrew outlines are relevant in the school library setting as well as the public library. In some cases Andrew's suggestions may need to be adapted to take account of school policies and procedures, for example considering the use of OASIS for a register of hardware and software.

Braybrook's three guiding principles of multimedia computing:

1. How hard can it be?

Remember Harrison Ford in the first of the Indiana Jones' movies? When faced with innumerable obstacles—fierce tribesmen, sheer cliff face, raging river, pit of snakes—he listed the problems, shrugged, and uttered that magnificent phrase, "How hard can it be?"

2. Eleven year olds can do this stuff.

True—they have no fear of the machine or of the software. But be bold, after all we information specialists are smarter than any eleven year old.

3. The rewards are great.

True—the image of the library gains a big hike in the perceptions of the clients when they can see and use new technologies. People will support the library service if they can see something in it for them.

The body of knowledge presented in this paper has come from practical experience. I feel that if you at least consider the facts listed here, there is a strong probability of your site having good karma, with the reverse corollary that poor planning encourages bad luck.

Planning

Spend some time at the beginning of the process to define some of the basic goals. Where is the focus going to be? The placement of the CD-ROM machines is of high importance to the success of attracting use. Is it your intention to build up a suite of multimedia machines grouped together, or to have a number of single locations spread through the building?

Location

Think about where the multimedia PC is to be located. Consider proximity to power points; visibility; signage; opportunities for promotion; compatibility with surrounding library usage;

and the noise factor with some of the popular applications.

Purchase

There are lots of factors to consider here. Think about these and then place in priority: Is it important to buy locally? Is technical support and long warranty period important? What software are you intending to run? Is it important to have a "brand name" machine?

Licences

Single user licences are always cheaper than network licences. Think hard about whether you need multi-user licences before making that commitment. Always keep the licence agreements. Always read them, or at least the crucial aspects of printing and capturing information. Always send off the registration forms when taking delivery of new software—sometimes this will result in the receipt of upgrade versions and patches free of charge. It will usually offer a reduced price upgrade in a year or two.

Training

Library staff

A combination of approaches works best—experts or mentors passing knowledge on to other staff; format courses; video tutorials; and a take home laptop to encourage practice by staff at home. I believe that every library service should have a long term goal of having sufficient expertise to be mainly independent in supporting general computing needs—have a go, get involved, and master the required skills.

Clients

Instructions should be available in written form and teaching/tutorial resources available for loan through the library collection. Actively purchase books and videos that assist in the learning process. Make personalised or small group instruction available on a regular basis.

Theft

Sad but true, if you do not secure it, it will go off. We "beeper" all equipment that just might walk through the front door and have taken

considerable trouble to keep vulnerable equipment out of the public reach. For the main bank of multimedia PCs, the CPUs have been placed on the other side of an internal wall and only the monitor and keyboards are accessible by the public. Equipment locks are also available from suppliers. Machines should have library ownership engraved or stencilled if there is risk of theft.

Data security

There are real dangers here. For a DOS system there are a number of good menu programs around that are easy to configure; can be password-protected to prevent access to the operating system; and are either shareware or under \$50. Life becomes considerably more complicated when the software runs under Windows, because the client has access to all sorts of settings. For the past three years we have been using the Direct access software package to provide a menu system that effectively protects Windows-based machines. For about \$79 it should be available through your local computer store.

Electrical problems

The most basic form of protection is to plug devices into a power board that is surge-protected. This is a \$15 cost that is well worth the effort.

Virus protection

Yes, this can happen to you. My best theory to date is the strategy of keeping clients away from the floppy drive of the host machine. We use floppy disk locks or secure the whole CPU out of sight. An anti-virus software program is a very good investment for all machines used by library staff. The Nortons and Central Point anti-virus programs have been reviewed well over a number of years.

Signage

I believe that it is vital that library clients can see that the machine is there for their use; whether there are any charges associated with that use; what conditions apply to that use; and what products are available. I have been to libraries with PCs out in public areas with no

signage whatsoever! Because I am a curious creature, I always have a go, but sometimes I have walked away still not quite sure what product I was using. What chance then the poor untrained library clients?

Instructions

These do not have to be comprehensive. However, people will be more willing to embark upon the adventure if they know which button on the mouse to click, or that the ESC key takes the program back a stage.

Hardware names

Life becomes much simpler if you allocate a number or a discrete name to each major piece of equipment. Enter that name in the hardware register and place a label on the machine. Another option is to use item barcode labels and enter the details into the library system. This works well for ancillary equipment in libraries such as barcode readers, terminals, etc. that need to be sent away for service. You can issue the item to the service company.

Hardware register

Even if you have only one PC in your empire, I strongly recommend that you establish a hardware register. This can be as simple as you like, ranging from an exercise book to a spreadsheet or database on PC. The key information should include: Name/ model, description, specifications, serial number(s), date purchased, supplier, price, warranty period, and comments. Without the benefit of the details contained in the hardware register, it is difficult to keep track of equipment over a period of time. That machine over there, how much RAM does it have? The keyboard has failed, it is still covered by warranty?

Software register

A close relative to the hardware register, this simple exercise in record keeping takes very little time if dealt with at the time of opening the box. Principal details should include: Title of software, version, serial number, date purchased, supplier, price, machine(s) installed onto, and comments.

Responsibility

This is well worth addressing early in the piece. There are two levels of responsibility that need to be established:

- Who is responsible for powering up and powering down machines on a daily basis, and
- Who 'owns the process'? The introduction of multimedia PC applications will run more smoothly if there is a staff member with overall responsibility for that process. This person should have the brief to consider all aspects listed in this paper. Otherwise there is a real danger that once the initial installation period has passed, there may be no continual improvement to the operation.

Library staff experience

It seems that quite often the "average" staff member will shy away from having anything to do with CD-ROMs if they are allowed to do so. There needs to be a period of staff familiarisation before new products are released, ideally with "hands on" time—about 30 minutes seems adequate for a new product. I do not believe that all staff need to be experts on the available software, merely able to enter and exit programs and perform basic functions. There should be more than one person on the staff with more thorough levels of knowledge to address more complex queries.

Trouble shooting

Most problems are very simple. This is a fact. If your toaster fails to work in the morning you would probably look for the cause. Do the same for a computer, start with the basics. Is there power to the machine? Are the cables connected properly? Push all of the connections in firmly. Is the monitor turned on, brightness turned up? Is there an error message on the screen? Does the machine beep when turned on? Did you know that the number and type of those beeps can indicate what the problem is? Find the manual for the PC and look in the troubleshooting section. If you are feeling confident or curious, turn off power to the device and disconnect the power leads. Take a screwdriver and undo the case and have a look inside. Look for loose connections, push the

boards to ensure that they are seated properly, look for any signs of scorching or burning. There will almost certainly be a time when having a brief look around inside the machine will lead you to turning it back on and everything functioning again. The sense of satisfaction will thrill you.

Technical support

Who will you turn to when things fail to work properly? (And fail they will!) Cultivate and form alliances with both of the following parties:

The supplier of the hardware

The best time to establish your cosy relationship is about a fortnight after the successful installation. Ring the dealer and say that you are pleased with the product, that you cleared the invoice for payment straight away and that you look forward to continued business. This call should achieve three things. It will please them for it is not a complaint, it will reassure that payment is on its way and enable you to receive the assurance that you should ring if you ever have any problems.

Software suppliers

These are difficult to bring into a partnership situation because they are usually major corporations. So plan B should be to buy from as few sources as possible, become a known customer. A local store is a good prospect if their prices are not too outrageous. This may enable you to ask questions about software gremlins or difficulties.

Spare parts and consumables

Buy all of the printing consumables by the batch if possible. There are significant savings in buying lots of 5 or 10 ribbons, toner kits, print heads, boxes of paper, etc. The mouse is vulnerable to damage, especially if it is one of the cheaper models. Buy a spare. Hint—try to standardise on a brand of mouse for use with all PCs. This means that at the first hint of trouble, whack a new mouse onto the machine and solve the problem at a time that is convenient. If the brand is the same, there is a very good chance that the mouse driver software will not

need to be adjusted. Cost of mouse units can be as low as \$20 or as high as \$200.

Too many people?

It may be necessary to establish a booking system or place time limitations upon machine use. My own view is that library staff have enough to do without becoming parking wardens or glorified timekeepers for computing equipment. I resist the concept of booking sheets where possible. If the problem is that bad we should be providing greater resources.

Recording client usage

It is always a good idea to be able to quantify the use of any library resources. Having said that, Great Lakes does not log client use of PCs, preferring the maximum usage approach over the keeping of exact records.

Access to machines

Consideration should be given to who is allowed to use the machines—adults, children, children under supervision, special interest groups. At Great Lakes Library Service, the machines are on all the time, so anyone can sit down and have a go. The positive value of this is that the barrier of having to register at the desk is removed, and people can have a bit of a fiddle. The negative aspect can be the toddler factor, where young children slip away from under the glazed stare of their parents and start in on the keyboard.

Pricing policy

Heresy? Not at all. Be realistic, the equipment probably costs between \$2,000 and \$3,000 and will be out of date in three years. There can be charges placed for print outs, sale of floppy disks, sale of paper, even a charge for use of machine (per hour of 30 minutes). Even if you ultimately elect to subsidise the service by offering all aspects free of charge, at least take 15 minutes to determine what the pricing policy should be.

And when things look bleak, remember Harrison Ford. ■

Desperate measures, etc.

Continuing our new feature—a handy hints page. Contributors are needed to keep this idea going. If you have any ideas or resources that have worked specially well for you; or you have any queries you'd like answered, please send them to **Scan**.

Anne Longworth of Hay War Memorial High School writes on

Uses for old catalogue drawers:

- storing audio cassettes
- storing craft materials in primary schools
- 4-drawer wooden variety look great sanded back and used as cassette or cutlery storage. Specially effective if there are brass fittings.
- 5/6-drawer wooden variety look good done up too.
- we are sending our more modern laminated drawers to a local caterer, who will use them for cutlery storage.

Diny Jones of St. Raphael's Central School, Cowra writes on

Big books/active books

Year 6 students produce a big book to be read to Kindergarten. They examine and discuss elements of various big and picture books: text, themes, illustrations, layout etc. The class is divided into mixed groups of 3–4 students. This unit is particularly useful for reluctant readers and writers. The use of simple words and storyline promotes confidence, particularly when the finished product is seen. Also great for budding illustrators and publishers!

Lastly, Ian McLean, teacher-librarian at Punchbowl Primary School and a regular contributor to **Scan**, firmly believes that Murphy's Law is alive and well

in our school libraries. Here are just a few tall but true tales from Punchbowl where....

Murphy meets Dewey

- You have an important morning tea for parents scheduled to take place in the library. The bulletin board displays are up and classes have been sending you mobiles for days. You've even cleaned out the fish tank; after all, the fish have been dead for months and the pump has been recycling blue-green algae ever since. The newly-cleaned tank looks beautiful. Overnight, the tank springs a leak, forming a 70 litre puddle of pH perfect water over the carpet. (Of course, that section of library floor also happens to be the ceiling of the Principal's office.) "Quick," some wag says, "mop it up before the water makes a clean spot." Smile... and be grateful that you could postpone the arrival of the donated goldfish.
- During the same morning tea, just as you're trying to wrangle a book donation out of the P & C treasurer, a child tugs on your sleeve. His class has just sent up the mobile they made for the display. The glue is still wet.
- You are still using a manual borrowing system, one that has been modified so that the children need only swap two cards rather than write on them. "Don't forget to put the orange card in your pocket," you remind the

class cheerfully. At least one child per lesson will attempt to leave the library with a borrowing card in his or her uniform pocket. Roll on, OASIS Circulation.

- You're trying to lose weight and feeling a little self-conscious. Even the OASIS file-server insists it has found a "Fat Error".
- One resource can't be located for barcoding when the SCIS download arrives. You save the sheet with the stray barcode and hang it from an alligator clip near the enquiry terminal. Several months later, the book turns up mysteriously on your typing chair. Triumphantly, you affix the lone barcode. But now your barcode wand refuses to acknowledge the sticker's presence. It seems the alligator clip has worn away several of the sticker's lines. Now where's that menu command for "Change Barcode"?

- You're browsing for bargains and see four hardcover picture books on special, but you only have enough petty cash to buy three. The one you leave behind makes the Children's Book Council shortlist. You pay full price for the reprint.
- Your trainee clerical assistant meets you at the door to the library; her face is a mask of horror. "We must have had an intruder at Recess," she says in a low voice, trying not to upset you more than necessary. "Nothing seems to be missing, but there is writing on the computer." "That's okay, we logged out before we left," you say, congratulating yourself for your consistency. "The most anyone could do is fill the screen with random letters..." you start to explain as you turn towards the circulation desk. As predicted, you see the monitor screen covered in random letters. You just hadn't expected them to be rendered in thick, black, indelible feltpen. ■

A word from SCIS

Anne Dowling is Divisional Librarian, NSW SCIS cataloguing team.

Three new subject headings were approved in June:

Custody of Children

- See also Children of divorced parents
- x Child custody; Children, Custody of
- XX Child Welfare; Children of divorced parents;
- Family—law and legislation

Eating disorders

- See also Food habits; obesity; weight control
- See also names of specific eating disorders, e.g. Anorexia Nervosa
- x Compulsive eating
- XX Psychology, pathological; food habits; obesity; weight control

Mentors

- See also Employees—training
- x Mentoring; Mentorship
- XX Counselling; employees—training ■

At Last! INSPIRATION for Young Writers and Reluctant Readers

Imagine the impact on young readers of high-quality books written by children! The new series of books from Starfish Publications ranges from quirky and fun to poignant and "arm-prickling". And there's *The Starfish Generation*, the new magazine which not only publishes aspiring young writers (with articles about writing from well-known authors), but is a great read, with its easy dip-in-and-out format. And photocopyable pages support busy teachers! Books and magazine are available through **The Starfish Club**.

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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.

ABERCROMBIE, Barbara and GRAHAM, Mark Charlie Anderson.

Penguin, 1994 (Picture Puffins)
ISBN 014054464X

Elizabeth and Sarah live in the country with their mother, but visit their father and stepmother in the city on weekends. In the tradition of Scallywag and Six Dinner Sid, Charlie the stray cat adopts the girls and stays indoors with them each evening, leaving every morning for a secret assignation beyond the woods. When he fails to show up one stormy night, the children go in search of their new pet. To their surprise, Charlie's lifestyle is revealed to be a mirror of their own. A warm tale, superbly illustrated, with a refreshingly positive slant on an important family issue. I. McLean

LEV: Lower primary Middle primary
AVAIL: Paper \$7.95 SCIS 822583

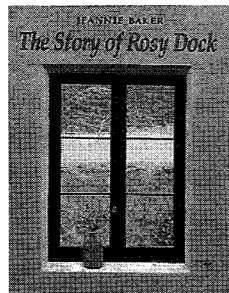
BAKER, Jeannie

The story of Rosy Dock.

Random House, Milsons Point, 1995
ISBN 0091828112

[508.94]

Set in the Finke River area of Central Australia, this picture book traces the spread of rosy dock from a single plant introduced by a settler who admired its beautiful red seed pods. Time, wind and floods followed by droughts, and the river itself, see the seed pods widely dispersed. The message is restrained. There is actually nothing in the story to indicate whether it is good or bad that rosy dock spreads—this appears in the afterword. Baker's illustrations are works of art, exquisite in their colour, texture and detail, creating a vivid impression of Central Australia's red ochre colours and palpable dryness. It is sad that the fragile beauty of the verdant scene after flood is gradually overtaken by the vigorous rosy dock, which strangles all in its path. L. FitzGerald



LEV: Middle primary Upper primary
Lower secondary

AVAIL: \$19.95
KLA: English; CPA; HSIE
EVAL: Highly recommended SCIS 831458

BARBER, Antonia and LYNCH, P. J.

Catkin.
Walker, 1994
ISBN 074452573X

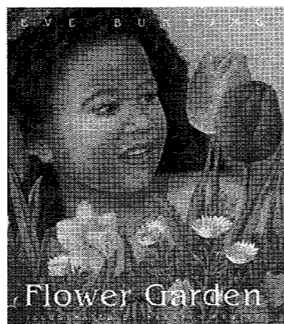
This picture book is a visual delight. P. J. Lynch's beautifully composed paintings convey much of the emotion and magic of Antonia Barber's traditional story. Catkin, small cat, is a well loved pet who becomes involved in the loss of a child to the mysterious small people of the underworld. Catkin is instrumental in the child's eventual deliverance. The strong, simply written story conveys a timeless world. The plot incorporates the time hallowed techniques of riddle answering and being tricked into disclosing one's true name. This is a well presented work which will weave its own spell over a receptive reader. J. Buckley

LEV: Lower primary Middle primary
Upper primary
AVAIL: \$19.95 SCIS 820233

BUNTING, Eve and HEWITT, Kathryn

Flower garden.
Harcourt Brace, 1994
ISBN 0152287760

A young girl and her father shop for the final, most important components needed to complete a window box flower garden. The project brightens the family's dingy New York tenement and their shared experiences bring similar glows to the people they meet. A surprise twist reveals the reason behind the venture. Each stage is described on a double-page via a simple rhyming couplet and a gorgeous, richly coloured painting. The illustrations also contain some exquisite details for discovering during subsequent readings, such as the tiny reflection of the girl on a bus (in its rear view mirror) and the realistic antics of her pet cat. I. McLean



LEV: Lower primary Middle primary
AVAIL: \$22.95
EVAL: Highly recommended SCIS 820065

CALLEY, Karin

Caden Walaa.
University of Queensland Press, 1994 (Jam roll)
ISBN 0702227048

Set in Hope Vale, an Aboriginal community in far Northern Queensland, this is the first picture book in a series written about the Pearson family, with whom the author spent many holidays. After a fight with his younger brother, Gleny, at Nanny Ivy's farm, Caden sulks and decides to go home. Night is falling and he is petrified of encountering the "yigi", creatures who come out at night in the bush and torment and perhaps eat people. His meeting with the "yigi" begins in fear and ends with him awaking next morning in Nanny's bed with Gleny beside him. Wonderful, boldly executed, coloured illustrations and a bi-lingual text (Guugu Yimithirr lan-

guage) make this a must for enhancing understanding of Aboriginal culture. J. Anderson

LEV: Lower primary Middle primary
Upper primary
AVAIL: \$19.95 SCIS 822591

CLEMENT, Rod
Just another ordinary day.
Angus & Robertson, 1995
ISBN 0207183635

Amanda's day reads like an ordinary, boring one—her alarm wakes her; she gets dressed, has breakfast, goes to school, has a science class, has lunch and talks to a new girl, etc. The step-by-step presentation of the text is similar to stories written by children, who tend to record every event chronologically. But Clement's wacky illustrations tell another story; Amanda's day is extraordinary. Her alarm clock is a genie; her breakfast is a dinosaur egg; her school is a castle with a moat; her science teacher is a giant ant; the school canteen is much better than Macdonalds; the new girl is an alien etc. The contrast between the deliberately restrained text and the highly imaginative illustrations works well in this engaging picture book. L. FitzGerald

LEV: Lower primary Middle primary
AVAIL: \$19.95 SCIS 828759

COERR, Eleanor and YOUNG, Ed
Sadako and the thousand paper cranes.
Margaret Hamilton, 1995
ISBN 0947241655

It is appropriate in the fiftieth anniversary of the bombing of Hiroshima that Eleanor Coerr's moving tale—known as "the crying book" in this reviewer's family—should reappear. Presented in abridged picture book form is the story of Sadako, who develops leukaemia in the aftermath of Hiroshima. She attempts to make one thousand paper cranes because legend has it that the gods will grant the maker's wish to be well again. Despite her brave and moving struggle, she dies, and her family and friends finish the cranes. Ed Young's soft pastel illustrations are inseparable from the text, weaving a luminous backdrop to this inspiring tale of courage. L. FitzGerald

LEV: Middle primary
AVAIL: \$19.95 SCIS 823425

COFFELT, Nancy

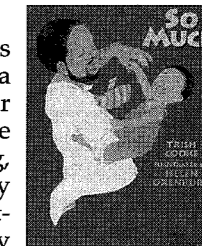
Tom's fish.
Gulliver, 1994
ISBN 0152005870

A unique style of illustration and an economical use of words are clever features of this story about Tom's perplexing birthday goldfish. Jesse the fish has a serious flotation problem, but nothing Tom tries has a positive consequence for his poor upside down pet. The ultimate solution is original and humorous, if not satisfying. Individuality becomes a theme for both the plot resolution and the art. The bold, colourful illustrations (oil pastels on black Canson paper, giving a crayon resist effect) represent a range of unusual perspectives, including the view of Tom's party from Jesse's fish bowl. I. McLean

LEV: Lower primary Middle primary
AVAIL: \$24.95 SCIS 825943

COOKE, Trish and OXENBURY, Helen
So much.
Walker, 1994
ISBN 074452220X

An irresistible energy flows from this large format picture book. It has a strong text which is well designed for reading aloud. The visitors to the house arrive; each one loving, kissing, squeezing, tickling and obviously adoring the baby. They are all waiting—for what? Suspense is nicely built until Daddy returns and the surprise is unveiled. Helen Oxenbury's illustrations depict a gloriously lively West African or Caribbean family where warmth and fun are freely provided. As ever, her beautifully composed illustrations communicate with the reader to enrich the text. Winner of the 1994 Smarties prize. J. Buckley



LEV: Preschool Lower primary
AVAIL: \$19.95 SCIS 819919

COSTAIN, Meredith and SMITH, Craig
Musical Harriet.
Ashton Scholastic, 1994
ISBN 1863882561

Harriet Finkelmeyer is a determined musician—determined to graduate from substitute instruments such as bottles and spoons, triangles and bells; and determined to wear a serious black dress and play in an orchestra. She hears Marvin play the trombone and determines to play that, only to find her arms are too short. Marvin comes to her rescue with an ingenious solution. Harriet gets to wear the ultimate in serious black dresses, has flowers thrown at her feet, and all ends well. The humorous illustrations add much to the atmosphere of gentle humour of this delightful picture book. L. FitzGerald

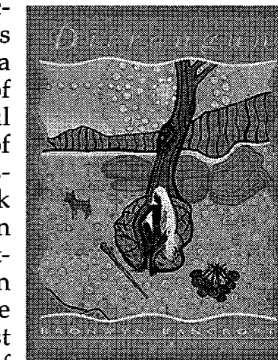
LEV: Lower primary Middle primary
AVAIL: \$19.95 SCIS 823240

Dirrangun.

/ illustrated by Bronwyn Bancroft
Angus & Robertson, 1994
ISBN 0207184828

[298]

This strikingly attractive picture book for older readers tells two stories of Dirrangun, a powerful woman in stories of the Bunjalung and Githavul people from the north coast of New South Wales. The illustrations and design of the book are characteristic of Bronwyn Bancroft's vibrant and arresting style. Art students will gain much from this example of the work of the renowned artist and book illustrator, herself from the Bunjalung people. The value to students of Aboriginal studies and HSIE is evident. It will also be ideal for reading aloud to classes, and for English classes investigating the oral tradition of storytelling. M. Steinberger



LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: \$19.95
KLA: English; HSIE; CA
EVAL: Highly recommended SCIS 817943

DUGAN, Michael and POWER, Margaret

Daisy drew an elephant.

Moonrake, 1994
ISBN 1863912282

Daisy doesn't want to draw the same things as everyone else in Kindergarten. Instead, she keeps drawing elephants, despite her teacher's requests. This picture book is interestingly illustrated with colourful sketches and original children's drawings and would be useful in discussions on individuality and school. F. Broomham

LEV: Preschool Lower primary

AVAIL: \$18.95

KLA: PD/H/PE

SCIS 809572

GRAHAM, Bob

Zoltan the magnificent.

Lothian, 1994
ISBN 0850916488

Jack is a little wary of his dad whose long daily absences at work coupled with a lean sense of humour make him a formidable figure—until they go on holiday and Dad's relaxed state allows him to behave very differently. Bob Graham has such a masterly capacity for the portrayal of the family, emanating from a wry but deeply affectionate perspective. Although the illustrations in this picture book don't tell a different tale from the text, they are filled with little Grahamesque details that add to the humour and develop character. F. Gardiner

LEV: Lower primary Middle primary

AVAIL: \$19.95

EVAL: Highly recommended

SCIS 820493

HISSEY, Jane

Ruff.

Hutchinson, 1994
ISBN 0091764874

This is a delightfully satisfying, read aloud picture book about a small homeless dog. He barks outside the door of Old Bear, Bramwell Brown and Little bear. When asked his name he poignantly asks "Does everyone have a name?" They call him Ruff because of his bark. He tells them he thinks he is seven and they ask why he doesn't count his birthdays? He explains he has never had a birthday. They invite him to stay a week to have seven birthdays, one each day. After seven happy days they ask Ruff to live with them, the best present of all. J. Bruce

LEV: Preschool Lower primary

AVAIL: \$19.95

SCIS 801243

KROLL, Virginia and KIUCHI, Tatsuro

The seasons and someone.

Harcourt Brace, 1994
ISBN 015271233X

The changing seasons in Alaska and the lifestyle and culture of the Eskimo people are highlighted in this beautiful picture book which tells the story about a young girl's love for wild berries. An ancient Eskimo belief that it is bad luck for a person to speak his or her name aloud means that she is called "Someone". Full-page illustrations often spread lavishly across both pages perfectly evoke the wide open landscapes of Alaska, while the soft muted colours subtly contribute to the atmosphere

evoked by the text. The tone is gentle and warm making the text wonderful for reading aloud. J. Anderson

LEV: Lower primary Middle primary
Upper primary

AVAIL: \$26.95

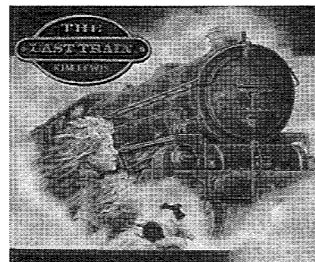
SCIS 825931

LEWIS, Kim

The last train.

Walker, 1994
ISBN 0744532191

Two children, playing by an abandoned railway line and cottage, imagine a steam train is coming. The hazy, watercolour illustrations add to the dreamlike effect of the story. This picture book would be useful for discussion on trains, dreams or imagination. F. Broomham



LEV: Preschool Lower primary

AVAIL: \$17.95

SCIS 814627

LOTTRIDGE, Celia Barker and ZWOLAK, Paul

Something might be hiding.

Douglas & McIntyre, 1994 (A Groundwood book)
ISBN 0888991762

Imaginative Jenny is sure that hiding in the dark and unfamiliar places in her new home are various fearsome creatures. But, each time she confides her feelings to a family member, her fears are dispelled. Finally settled and comfortable in her new room, Jenny hides a matchbox (found in the new house) beneath her pillow to safeguard the small fierce creature that she just knows lives inside. Textured acrylic illustrations are notable for their effective use of space, framing and wonderful interplay of light and dark. A comforting story, with strong visual appeal, worth sharing and discussing with young children. B. Richardson

LEV: Preschool Lower primary

AVAIL: Paper \$18.95

SCIS 827440

MAHY, Margaret and KELLOGG, Steven

The rattlebang picnic.

Hamilton, 1995
ISBN 0241134773

For entertainment, a family with seven children go on picnics with their granny, in their old rattlebang car, and unbelievable things happen. Illustrations are bright and full of detail. A picture book to enjoy, this would also be useful in discussions on families, cars, adventures, volcanoes and problem solving. F. Broomham

LEV: Lower primary

AVAIL: \$19.95

SCIS 820466

PACE, David

Shouting Sharon a riotous counting rhyme.

Hodder Children's Books, 1995
ISBN 0733600093

[513.2]

This simple counting rhyme shows Sharon creating chaos when she shouts after each number and disrupts each peaceful scene. The chaos increases until she faces a crisis at the end which she solves in an unexpected way. Colourful, vibrant illustrations work with the minimal text to provide strong visual humour which enhances the book's appeal. The lively illustrations are full of action

and detail which increase as the numbers get larger and contribute fun and life to the simple rhyme. This would have strong appeal with young students. J. Anderson

LEV: Lower primary

AVAIL: \$18.95

KLA: Mathematics

SCIS 828027

WAGNER, Jenny and ROENNFELDT, Robert

The werewolf knight.

Random, 1995 (A Mark Macleod book)
ISBN 0091825946

Feolf is a loyal knight, who happens to become a wolf on nights of the full moon. He confides in his fiancée Fioran, who consults the court magician. The magician decrees that Feolf's clothes are to be stolen, so he is doomed to stay a wolf forever. Feolf's suffering, eventual return to the castle and transformation make up the rest of the story. Well designed pages feature dramatic oil and pastel illustrations by Robert Roennfeldt. They contribute much to the dark and mysterious atmosphere of this attractive picture book. J. Buckley

LEV: Lower primary Middle primary
Upper primary

AVAIL: \$19.95

SCIS 819914

Also available:

The werewolf knight: notes for teachers.

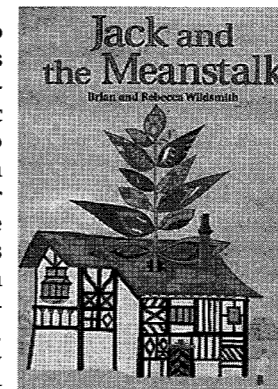
SCIS 822870

WILDSMITH, Brian and Rebecca

Jack and the meanstalk.

Oxford University Press, 1994
ISBN 0192798855

Professor Jack decides to speed up the growth of his plants with a chemical concoction that has catastrophic results. His plant grows into the sky, blocking out the sun and allowing a space monster access to the earth while the roots begin destroying towns and villages. Nothing can destroy the plant until the animals work out a solution. Multi-layered, yet simply told, the story has strong environmental messages which, combined with brilliant, double-page illustrations, will ensure its wide appeal. J. Anderson



LEV: Lower primary Middle primary
Upper primary

AVAIL: \$18.95

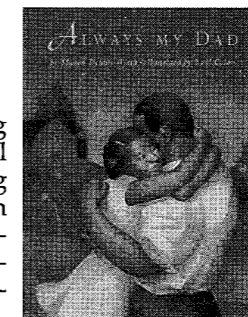
SCIS 805977

WINCH, John

The old man who loved to sing.

Ashton Scholastic, 1994
ISBN 1863882634

A celebration of the joy of singing is coupled with environmental awareness plus understanding and tolerance of ageing. A man lives an isolated life in the Australian bush. The delightful illustrations portray him as environ-



mentally conscious, self sufficient and minimalist. He loves to sing which initially upsets the large variety of native and farm animals. The animals adjust and enjoy his singing and company, but one day he forgets to sing. His valley becomes silent, so one by one the animals begin to sing and the valley reverberates with song. The old man remembers and joins the chorus. A worthwhile picture book for the illustrations alone. J. Bruce

LEV: Lower primary

AVAIL: Paper \$9.95

SCIS 825755

WYETH, Sharon Dennis and COLON, Raul

Always my Dad.

Random, 1995
ISBN 0091830141

With the job market uncertain and many families separated for varying reasons, this book presents a little girl whose Dad doesn't live at home but has to work wherever he can. His visits become special and everything they do together means a lot. The story, though thoughtful, leaves a lot unexplained and thus seems somewhat confusing. It's a topic gaining more relevance each day. This story is thought provoking and could open many areas of discussion especially in studies related to feelings. The illustrations appear sombre but hold happiness and activity within them. R. Bodlay

LEV: Lower primary Middle primary
Upper primary

AVAIL: \$19.95

KLA: PD/H/PE; CPA

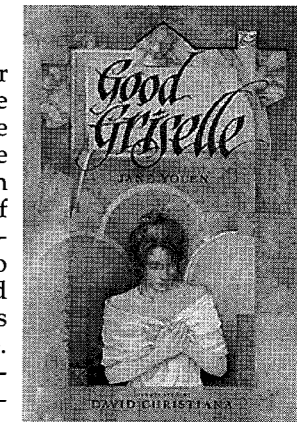
SCIS 819911

YOLEN, Jane

Good Griselle.

Harcourt Brace, 1994
ISBN 0152317015

Griselle's goodness and her praises, sung by the stone angels on the wall of the cathedral, irritate the stone gargoyles "who have been made in the ugly image of the devil himself". They propose a wager—Griselle is to be tested with an ugly and unlovable child. Because it is Christmas the angels agree. Griselle's test is however neither simple nor fair. Beautifully told, this detailed story will have greatest appeal to older students who will be able to understand the complexities of the plot and the language. Soft, muted, mostly sombre, watercolour illustrations add an almost ethereal quality to the text. A thoughtful picture book which explores a universal theme with depth and richness. J. Anderson



LEV: Middle primary Upper primary
Lower secondary

AVAIL: \$25.95

SCIS 822762

Fiction for younger readers

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

ABBOTT, Tony

Danger guys hit the beach.

HarperTrophy, 1995 (A trophy chapter book)
ISBN 0064405214

In this fast paced, highly improbable, action story, two boys, Zeek and Noodle, are at the beach longing for adventure. They accidentally take a motorboat and ride out to an offshore island. Here some very strange things happen and they are caught by a gang of treasure thieves who have located a sunken treasure ship. After escaping they meet a couple of famous underwater divers. Together they thwart the thieves, facing hair-raising adventures, narrow escapes and diabolical plots. The setting and language are quite American. Some minor happenings are unexplained but they are not crucial to the plot. J. Bruce

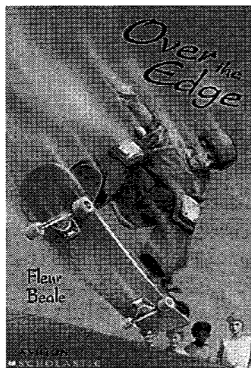
LEV: Lower primary Middle primary
AVAIL: Paper \$6.95 SCIS 829593

BEALE, Fleur

Over the edge.

Ashton Scholastic, 1994
ISBN 1869432142

Here is the perfect bridging novel for anyone who would rather be zooming along on a skateboard than visiting the library. Toby and his friends share the same aspiration: to outdo all others on the council's new "vert" (vertical ramp). Ultimately, they also want to master an extremely dangerous road known as The Hill. The author has researched her subject well, capturing just the right amount of hip terminology, youthful banter and peer pressure. Messages about the importance of safety gear and commonsense are neatly inserted into the plot. Martin Bailey's line drawings also manage to capture the fashions of the moment. I. McLean



LEV: Middle primary Upper primary
AVAIL: Paper \$6.95 SCIS 813069

CLARK, Margaret

The biggest boast.

Random House, 1995 (A Mark Macleod book)
ISBN 0091829054

An unusual friendship develops between Ben (a new boy at school) and Sally (who has no friends) based on being the best boaster. Delightful cartoon-like illustrations by David Cox enhance the story on each page and the text is very simply and clearly written. This book could be a great stimulus for children's writing as they could let their imaginations run wild in creating bigger and better boasts. There is also an underlying theme of coping with loss, as it is revealed that Sally's father has died recently, and Ben, who has learnt to live with the loss of his mother, is able to help Sally to cope. J. Eade

LEV: Lower primary Middle primary
AVAIL: \$7.95 SCIS 828236

DISHER, Garry

Ermyntrude takes charge.

Angus and Robertson, 1995 (Young bluegum)
ISBN 0207186936

When Nick and his family moved to the inner city from the country, of course Ermyntrude came too. Ermyntrude is their grand piano, who has a mind of her own. She is able to conjure up all sorts of noises such as swarms of bees, wolfhounds and sirens when she wishes to annoy the neighbours (one in particular). There are seven in the family altogether, including Nick's mother and six children, and all are trying to cope not only with the move to the city, but also with the death of their father. How they cope and eventually make friends with their new neighbours makes an amusing, though not overly-brilliant little story. J. Eade

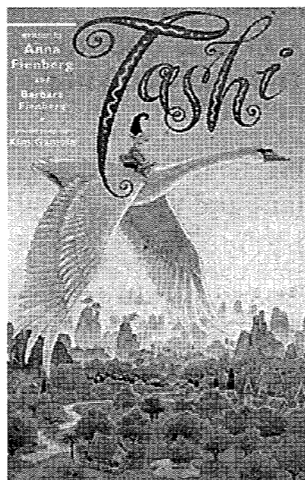
LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 829475

FIENBERG, Anna and FIENBERG, Barbara

Tashi.

Allen & Unwin, 1995 (A little ark book)
ISBN 1863738061

"Well, it was like this—": The elf-like Tashi came here on the back of a swan after his parents were forced to sell him to a fierce war lord. The brave little fellow has had many remarkable adventures, including finding a ring of invisibility, meeting a fairy and outwitting the last dragon of all. Tashi is also the imaginary friend of young Jack. Jack's family fondly accept their son's belief, even if Dad can't ever seem to ask the right questions. This is an affectionate, humorous story and a delight from beginning to end. A picture book in novel form, Kim Gamble's pencil sketches of Tashi's adventures are just as important as the text. I. McLean



LEV: Middle primary Upper primary
AVAIL: Paper \$8.95
EVAL: Highly recommended SCIS 826228

HARLEN, Jonathan

The yowie thief.

Omnibus, 1995 (Omnibus ripper)
ISBN 1862912483

This story about the morality of stealing is a good read. Can stealing be justified? Sam brings his yowie pencil sharpener to school. His family are wealthy while his best friend Morgan has a slightly hippie single mother. Morgan reasons he will look after the yowie better than Sam, so he steals it. He has second thoughts and hides it a long way away. From then on he is haunted by the ugly red yowie. He dreams about it, sees it in the clouds and it appears in his painting. Morgan retrieves and returns the sharpener. With his conscience clear the mystical yowie leaves his life. J. Bruce

LEV: Lower primary Middle primary
AVAIL: Paper \$7.95
KLA: English SCIS 829708

HINTON, Nigel

The finders.

Penguin, 1994
ISBN 0140362398

In the midst of everyday family life, Rosie suddenly finds herself the target of the evil djinn who are bent on making her one of their own. The finders are Ikbal and Sidri, the good powers who come to her assistance. Good versus evil is the old but evergreen theme, enunciated in plot and character both of which are pitched at exactly the right level for young readers. Winner of the Federation of Children's Books Award this is a splendid example of a novel written very simply but which nonetheless raises some interesting questions for its audience to ponder. F. Gardiner

LEV: Middle primary
AVAIL: Paper \$7.95 SCIS 819902

LEESON, Robert

Smart girls.

Walker, 1994
ISBN 0744531934

Redressing the balance—dashing, handsome, daring young man rescues helpless, passive young woman—the five smart girls in these folk tales rely on their brains not their brawn to surmount the obstacles in their way. Leeson's contemporary style coupled with Axel Scheffler's naïve line drawings add greatly to the attraction of this work which would provide excellent material for reading aloud. The five short chapters make it eminently suitable for young independent readers as well. F. Gardiner

LEV: Middle primary
AVAIL: Paper \$6.95 SCIS 815249

LUCKETT, Dave

The adventures of Addam.

Omnibus, 1995
ISBN 1862912424

Addam isn't rich but he knows that he would like to be so he jumps on his horse and goes in search of fortune. Unfortunately he isn't all that bright and is ultimately upstaged in his quest by his horse. Luckett has the enviable gift of being able to spin a yarn simply but effectively, a gift which the teacher can use second hand when in read aloud vein. The text which is enhanced very appropriately by Timothy Ide's line drawings is also sufficiently appealing for newly independent readers to cope with. F. Gardiner

LEV: Middle primary
AVAIL: Paper \$7.95 SCIS 823236

MARZOLLO, Jean

Slam dunk Saturday.

Random House, 1994 (A stepping stone book)
ISBN 0679823662

With basketball enjoying an incredible surge of popularity at present, this book is sure to attract much interest among younger readers. It also contains some pleasant concepts such as a happy, supportive family arrangement despite a divorce, a big buddy relationship and peer relationships. The story itself is quite interesting, though extremely American with con-



stant references to baseball and sports scouts watching games to offer college scholarships. Some expressions are also grammatically questionable such as "He had beat the best and tallest basketball player." However, overall, this is an appealing story which is sure to be a popular choice among middle primary children. J. Eade

LEV: Middle primary
AVAIL: Paper \$5.95 SCIS 813335

McFARLANE, Peter

Rebecca the wrecker.

Angus & Robertson, 1995 (Young bluegum)
ISBN 0207187045

Told by the book's main character, Rebecca, the entire story is set at Rebecca's house and revolves around a joke her father plays on her, because he calls Rebecca "the wrecker". The book relates to family and suburban life, and is highly exaggerated, which would make it appealing to children. Large type and black and white illustrations by Stephen Axelsen make it easy to read. Mechanical inventions are a side theme. F. Broomham

LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 822528

MONTEY, Sharon

Looking out for Ollie.

University of Queensland, 1995 (UQP storybridge)
ISBN 070222734X

Dad is scared of doctors, Mum is over-worked, three children wear hand-me-down clothes and no one ever goes on a holiday. All that changes when Alana's parents go on a cruise, one they cannot financially afford, yet strangely enough, one they cannot afford not to go on. Alana and her brothers fly to Brisbane to stay with her grandparents. Alana's youngest brother, Ollie, needs a lot of supervising, as they quickly discover. Easy to read, humorous names for pets (a cat called Dog-Bait), a brother who is always into mischief, and alternate style grandparents, give this story a heart-warming quality. The ending is quite a surprise. Great to read aloud, the story is about a family that will endear itself to readers. R. Dobson

LEV: Lower primary Middle primary
AVAIL: Paper \$9.95 SCIS 822587

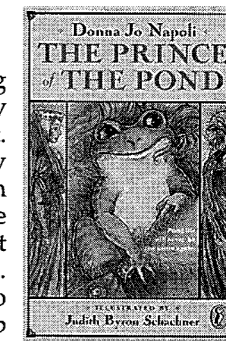
NAPOLI, Donna Jo

The prince of the pond otherwise known as De Fawg Pin.

Penguin, 1994
ISBN 0140371516

Based on the folktale "The Frog Prince" this satirical animal fantasy is written with humour and insight. Changed into a large, green frog by an old hag, the prince has to learn a whole new way of living. He talks with a speech impediment and calls himself "De Fawg Pin". A female frog teaches him how to survive as a frog and a courtship takes place between them. Cleverly constructed, this novel interpretation of the folktale parodies human emotions and relationships and is charmingly illustrated with black and white illustrations. J. Anderson

LEV: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 822630



OVEREND, Jenni

Richard the Elder.

Omnibus, 1995 (Omnibus dipper)
ISBN 1862912475

Richard's mum is baby crazy, so clucky that she embarrasses him by gushing over all babies. Baby Ruby is born and Richard develops sibling jealousy. He resents the time his parents spend with Ruby. Feeling unloved and unwanted, he moves to his grandfather's but he misses Ruby. Arriving home, he realises she is a developing person he can play with and accept. BUT, to his dismay, Mum starts looking at babies AGAIN! This funny, perceptive look at feelings about new arrivals is amusingly illustrated by Craig Smith. An excellent read for those who have graduated to their first novels. J. Bruce

LEV: Lower primary Middle primary
AVAIL: Paper \$7.95 SCIS 829702

PLÜSS, Nicole

Kindred.

Angus & Robertson, 1995 (Bluegum)
ISBN 0207186502

The five short stories in this collection make compelling, thought provoking and at times intriguing reading. *The lifesaver*, *Eleanor's locket*, and *Fire with fire* cross the borders between reality and fantasy teasing the reader with unanswered questions: Just who or what saves Jeremy from sure drowning? Who are the outcasts? Why are they hunted? *Divine intervention* and *The other side* are firmly rooted in reality: the first an off-beat, perceptive story of a girl's disastrous overnight stay with a school friend; the second a moving story of compassion in wartime. The first person prose narrative style allows the reader to become intimately involved in the action and emotion. B. Richardson

LEV: Middle primary Upper primary
AVAIL: Paper \$9.95 SCIS 829474

de SAINT-EXUPERY, Antoine and FOREMAN, Michael

The little prince.

Pavilion, 1995
ISBN 1857932889

A new dimension is added to Antoine de Saint Exupery's classic tale in this translation by Alan Wakeman. Gone is the slightly patronising tone of the last translation and in its place is a beautifully presented, moving story of the stranded pilot's meeting with a star child in the Sahara desert. Perhaps its greatest appeal however, lies in Michael Foreman's illustrations whose vivid, clear colours add life to the unusual tale. They ensure that the story is more accessible to young children through a sensitive integration of illustrations and text. This beautifully constructed edition will possibly have greater relevance today in a more environmentally conscious world. J. Anderson

LEV: Middle primary Upper primary
AVAIL: \$24.95 SCIS 822641

STEPHENS, Michael

Ghost train.

Allen & Unwin, 1995 (A little ark book)
ISBN 1863738096

An imaginative fantasy about a boy whose parents spend their lives putting him down. He is lured onto a ghost train by a talking umbrella. The train is hi-jacked in space

and Harry and a girl, Anita, are captured and taken by space pirates to the planet Vega Four where they become trapped slaves at a space resort. It is a safe, secure, luxurious cage. The children meet the resistance movement and plan their escape. They face peril, unknown dangers and uncertainty but they have their freedom. They eventually return to earth but the ending is unpredictable. J. Bruce

LEV: Middle primary Upper primary
AVAIL: Paper \$9.95 SCIS 827808

THIELE, Colin

Brahminy : the story of a boy and a sea eagle.

McVitty, 1995
ISBN 0949183938

Unaccustomed isolation in Arnhem Land gives Luke a new perspective on everything—wildlife, family, his father's work as a ranger—but particularly wildlife. He raises a rejected Brahminy chick to maturity, and after its release rejoices in the bird's voluntary visits. A gentle reminder of the interdependence of species is given when boy and bird are able to save each other from the dangers posed by their environment, and other conservation messages, including the child's growth in understanding, are painted into the story's wilderness landscape. Wholesome, enjoyable, thought-provoking reading for future Australian adults. H. Gordon

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 829903

Fiction for older readers

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

BOOCK, Paula

Sasscat.
Hyland House, 1995
ISBN 1875657509

The recipient of many glowing plaudits (including the Esther Glenn Medal, 1994), this realistic novel for young adults does not disappoint. Readers will readily identify with fifteen-year-old, Sass (Sasha), as she grapples with changes and challenges in her life. Her beloved sister goes overseas, she suffers a traumatic sexual encounter, her best friend lets her down and her mother suffers a cardiac arrest. Surprisingly it is the new boy next door and his mother, a practising witch, who provide necessary support and understanding. Boock writes with an assured, authentic voice, few holds barred; story and characters are human and believable. A compulsive read. The artist for the cover was Felicity Marshall. B. Richardson

LEV: Middle secondary Upper secondary
AVAIL: Paper \$9.95
KLA: PD/H/PE
EVAL: Highly recommended SCIS 829603



BRADLEY, Marion Zimmer

The forest house.

Penguin, 1995
ISBN 0140177213

Eilan, a Druid's daughter, is destined to be a priestess. She saves the life of Gawen (Gaius), a Celtic/Roman boy, who will serve in his father's legion. Their love is beset by the clash of cultures. Romance and political intrigue are part of this gripping tale. For those who are interested in Roman Britain and/or the Druids the well researched background to this story adds an extra dimension. The characters, Roman, British and half-castes, are sympathetic and well-rounded, their varying attitudes to these turbulent times credibly developed. The seeds are sown for the Arthurian legend. M. Hamlyn

LEV: Middle secondary Upper secondary
AVAIL: Paper \$12.95 SCIS 821510

BURKE, John Muk Muk

Bridge of triangles.

University of Queensland Press, 1994
ISBN 0702226394

Haunting and evocative, this book explores the loss of and longing for Aboriginal connections. Chris (born of a Wiradjuri mother and white father) struggles to understand his need to cross the bridge to his Aboriginal heritage during his life of poverty and heartache. The depth of metaphor, the landscape intrinsic throughout, is for the more sensitive and mature reader. One experiences Chris' yearnings, searching and desolation as an exile in his own land. We see a complex, often frightening world of strangers and lost people through the eyes of an Aboriginal child growing up. Not a book for the heartless, this has much to teach us. C. Foley

LEV: Upper secondary
AVAIL: Paper \$14.95 SCIS 808325

CARMODY, Isobelle

Ashling.

Viking Ringwood, 1995 (Obernewtyn chronicles)
ISBN 0670853577

The depth and power of this third book reflects outstanding quality. It can be read in isolation but inevitably draws the reader forward to the fourth book and hoped-for fulfilment of Elspeth's secret destiny, clues to which are given in her current quests. In the future world narrated by the gifted Misfit, Elspeth, courage, fear, hope and the forces of good and evil intertwine in the struggle for a freer just world where all life is respected. The book has much to offer in satirising social organisation, global and local politics, treatment of animals and people who are different, and environmental concerns. It's a post-nuclear holocaust novel with a difference in offering incredible insight and an empowering perspective for those who dare. It could also be read simply as a brilliant fantasy. It's a gripping read filled with tense adventure in seeking a universal human truth. C. Foley

LEV: Middle secondary Upper secondary
AVAIL: Paper \$19.95
EVAL: Highly recommended SCIS 827874

CREECH, Sharon

Walk two moons.

Pan Macmillan, 1994 (A Piper original)
ISBN 0330330004

Salamanca Hiddle (Sal), unable to accept that her mother will never return, retraces her last journey in the company of wise, loving, and very individualistic grandparents. At the same time the highly imaginative Phoebe, Sal's new friend, is trying to cope with the problem of her own mother's disappearance. Although the characters and setting are American, the concerns and themes—coping with loss and change, growth and individualism, stirrings of first love—are universal, and the characters with their very human foibles are believable. The story is told with considerable warmth, insight and understanding. Light humour is used to good effect so that the story avoids sentimentality and the sadness and sorrow are not all pervading. B. Richardson

LEV: Upper primary Lower secondary
AVAIL: Paper \$7.95
KLA: PD/H/PE SCIS 822990



DIGGLE, Giles

Badgerman and bogwitch.

Faber, 1994
ISBN 0571171656

Fourteen-year-old Stephen Armstrong becomes involved in unsolved murders and mysteries, a pattern of events that has been repeated in the village of Ramswold for over 150 years. There's an archetypal struggle between good and evil taking place, a struggle that is reflected in both upheavals in the civilised world and abnormalities in the natural world. Many characteristics of high fantasy are evident in the plot—a repeated chant, elemental ancient magic, a talisman. This is no *Dark is rising* and Steve is no Will Stanton but the action is fast-paced, the story well told—a satisfying read for fantasy fans. W. Muskin

LEV: Lower secondary Middle secondary
AVAIL: Paper \$8.95 SCIS 820276

DISHER, Garry

Restless : stories of flight and fear.

Angus and Robertson, 1995 (Bluegum)
ISBN 0207186928

Featuring characters in their late teens, these six stories are full of suspense and supernatural occurrences which make them truly fascinating reading. Disher's style is absorbing, and the stories, though at times bizarre, contain elements which are quite believable. Interesting insights into young people and their first experiences with jobs, love and setting out on their own are all revealed and are easy to relate to. Each story is equally enjoyable, but uniquely different and this is sure to be a popular choice among teenage readers. J. Eade

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: Paper \$9.95 SCIS 824570

DUBOSARSKY, Ursula

The first book of Samuel.

Viking, 1995
ISBN 0670855723

The reasons for, and thus clues to, Samuel Cass's disappearance on his twelfth birthday are there in the past. Just as Theodora, Samuel's half sister, discovers patterns in her meticulous recordings of family happenings, so too is the reader encouraged to make connections as the life events and complex interplay of relationships in Sam's close and extended Jewish family are revealed. Past infidelity, a holiday in the tropics, the holocaust, a chance meeting at the supermarket and a mischievous remark are all contributing factors. Dubosarsky skilfully weaves a gripping family story with elements of intrigue. The reader is enticed into total involvement through the effective use of imagery and allusion and convincing characterisation. The novel works on different levels thus should appeal to a wide reading audience. B. Richardson

LEV: Upper primary Lower secondary
Middle secondary

AVAIL: Paper \$14.95

EVAL: Highly recommended SCIS 828050

ELLIOTT, Louise

Lone bandits.

UQP, 1995 (UQP young adult fiction)
ISBN 0702227064

"Once upon a time—" so begins the story of Ricco Desperado, a displaced child shipped off to his Australian Great Aunt Rosa (laconic, mysterious) and cousin Dilys (dotty, fey). He blunders into a long-standing feud and undertakes a quest to find lost "Lone Albert" Philpot. The overtones of fairytale continue—the quest is simultaneously adventure and metaphysical. A parable of white settlement and its effects on the land and its Old People; this engrossing, magical tale has a happy ending—the feud is resolved, romance enters lonely lives, Rosa reveals Ricco's spiritual heritage and he finds his home. A whimsical delight. W. Muskin

LEV: Upper primary Lower secondary
Middle secondary

AVAIL: Paper \$12.95

SCIS 822623

GERAS, Adele

A lane to the land of the dead and other stories of the supernatural.

Hamilton, 1994
ISBN 0241002141

The stories of the supernatural contained in this book are all quite short and easily read. All the main protagonists are adolescents, mostly in their mid-teens. Junior secondary readers should readily find points of identification in the stories. A strength of Geras' writing is her ability with conversation; she shows a sure grasp of the teenage idiom. Large type and good clear presentation will aid the book's acceptance amongst readers. One tale told from several different points of view helps give variety to the stories at a point where a certain sameness of style was becoming quite obvious and irritating. M. Steinberger

LEV: Lower secondary Middle secondary
Upper secondary

AVAIL: \$22.95

SCIS 818029

GERVAY, Susanne

Next stop the moon.

Angus & Robertson, 1995 (Bluegum)
ISBN 0207185913

Told by Rosie, this heart warming, gentle story is about growing up as the daughter of Hungarian migrants (wartime survivors) in the '60s. Initially, the simplicity of language is off-putting though it reflects the language style of an ESL user and does show some increasing complexity as Rosie gets older. We follow the intricacies of Rosie dealing with and accepting with pride being a "wog" kid with "wog" parents and a close traditional family, school life and friends (including an anorexic), her first boyfriends and confused awakening to sexual feelings, her yearnings to know and understand her Jewish background and significant political events of the era. It's an intensely personal story which both ends too soon and seems never to end. C. Foley

LEV: Lower secondary Middle secondary

AVAIL: Paper \$12.95

SCIS 821015

HARLEN, Jonathan

Fracture zone.

Omnibus, 1994
ISBN 1862912254

A novel with considerable depth of characterisation and theme by this young and talented writer, this story conveys the immediacy of its inner-city Sydney setting. Mid-teenage Andrejs is unwillingly involved in the robbery of the flat of a locally known and despised bag-lady. In attempting to make some form of reparation on the quiet, he becomes caught up in events which threaten his relationships with his family, school friends and his would-be girlfriend. The book has a lot to say about establishing one's identity as an independent being and assessing what is worth fighting for, without a hint of heavy-handed preaching. M. Steinberger

LEV: Lower secondary Middle secondary
Upper secondary

AVAIL: Paper \$14.95

SCIS 806129

HARVEY, Tracey

Dear Mum, I'm on the telly!

McPhee Gribble, 1994
ISBN 0869143077

A fun book which will give a great deal of enjoyment to readers, this would be especially good to give to drama students, particularly those studying female comedians. It will give relaxation and variety, as well as a good picture of the industry, in a painless manner. The letter form and fictional approach makes for very easy reading. The design, including plenty of space, type broken up with handwriting, full-page graphic illustrations etc, makes this just the thing for the reluctant reader. A glossary, list of youth theatre groups around Australia and two pages of factual information about becoming an actor add to the value of the book. M. Steinberger

LEV: Lower secondary Middle secondary
Upper secondary

AVAIL: \$14.95

SCIS 818382



IRELAND, Julie

A kind of dreaming.

Angus & Robertson, 1995 (Bluegum)
ISBN 0207186480

Not long after her arrival in Adelaide from Brighton England, Christie Steyning, a promising young pianist, auditions for a place at a performance high school. Here she meets Alex Miller, a violinist, and the two become friends. Together they investigate the disappearance of Christie's Great Aunt Charlotte, who had journeyed to Australia in 1851, and they uncover an amazing connection between their two families. The story treads a fine line between reality and fantasy as Christie experiences insightful visions of the past in daydreams. Incidental issues include coping with asthma, parental hopes and expectations, first romance, multiculturalism and the single parent family. An enjoyable read despite its slightly contrived plot line. B. Richardson

LEV: Upper primary Lower secondary
Middle secondary

AVAIL: Paper \$9.95

SCIS 824909

MERSON, John

Jigsaw Bay.

Random House, 1995 (Mark Macleod books)
ISBN 0091829488

Three youngsters, Danny, Sam and Yoko, discover the source of toxic pollution that is killing the fish in the bay of their seaside fishing town. Together with their environmentally conscious science teacher they become targets for a group of ruthless people involved in an ugly criminal conspiracy to force a Japanese company to close its operations. The reader is carried along by a pace which seldom flags, Merson unfolding his plot in a direct, straightforward style. His characters, though slightly drawn, are credible and the issues raised—environmental pollution, conservation, recycling, racism and corruption in police and local government, are important and topical. B. Richardson

LEV: Upper primary Lower secondary
Middle secondary

AVAIL: Paper \$9.95

SCIS 829600

SCOTT, Hugh

The place between.

Walker Books, 1994 (A Walker paperback original)
ISBN 0744524709

Students in their mid-teens who enjoy spooky stories will like this novel. Trees appear, people disappear, buildings burn and other strange happenings occur. A letter to the Queen brings an incognito investigator and a link with the early 17th century is discovered. Questions arise about the fourth dimension and time, or is there a fifth dimension? The novel relies on conversation to convey the flavour of contemporary teenage life. Modern day family life is represented in the gender reversals, as Mum is a former model who pumps iron and solidly defends the family from attack. The large print will help some people. The odd partnering of the supernatural themes and younger-style presentation of the book with teenage sexual interest makes one question the intended target audience. M. Steinberger

LEV: Middle secondary Upper secondary

AVAIL: Paper \$11.95

SCIS 814721

SHEAHAN, Robyn

Nightmares in paradise.

University of Queensland Press, 1995
ISBN 0702227056

This impressive collection, varied in subject and style, explores paradoxical ideas of paradise, both personal and geographic, often highlighting the dark side in unexpected ways. Themes include explorations of sexuality—compare Gary Crew's opening story in letter form with the pert and witty *A recipe for disaster* or the sharp poignancy of Nick Earl's *Juliet*. Others capture the vernacular of street kids in a seedy view of Brisbane, or the shame of childhood memories which have soured adult life. The *Munta-gutta* by Herb Wharton captures the easy flowing manner of oral tradition while *Wastelands* by Laurie Keim is a chilling, sinister episode set in a nightmarish, future Australia. C. Frew

LEV: Upper secondary

AVAIL: Paper \$10.95

EVAL: Highly recommended

SCIS 822632

STEWART, Maureen

Dear Gran.

Penguin, 1994 (Puffin original)
ISBN 014037017X

Letters to and from 13-year-old Tara in Melbourne and her Gran, now moved to Byron Bay, make up the text of this novel. They exchange views on grammar, cooking, religion and the monarchy. Tara's voice betrays the arrogance of youth, and all-knowing attitude that often leads to unintentional humour. Gran's gentle replies help Tara through a year of ups and downs with friends and family. Tara, a bubbly and energetic character, contrasts with Gran, an Anzac biscuit-and-lamington sort of grandmother, their dialogues exemplifying the special friendship between different generations that may be absent from many readers' lives. W. Muskin

LEV: Upper primary Lower secondary

AVAIL: Paper \$8.95

SCIS 822510

STEWART, Maureen

Out of it.

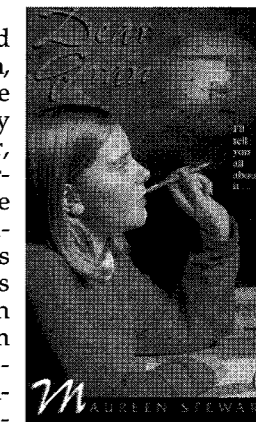
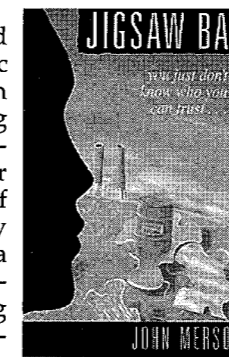
Penguin, 1995 (Puffin books)
ISBN 0140372172

In this powerfully woven story Clay falls in love with Carrie who takes and deals drugs despite appearing the sweet girl-next-door type. Portrayal of the partying in-crowd, and comparisons with their peers who aren't necessarily aware of their lifestyle and implications, is realistic and sensitive. Will Clay experiment or will he take his mate's advice and stay clear? Will he be prepared for near disaster? What related drug habits do their parents have? This is a cleverly developed and resolved, moving account of young people, peer and family relations, and drug-related issues. C. Foley

LEV: Middle secondary Upper secondary

AVAIL: Paper \$8.95

SCIS 828122



STEWART, Maureen

Vicki's habit.

Puffin Ringwood, 1994
ISBN 0140370536

Somewhat reminiscent of *Go ask Alice*, this story about adolescents and alcohol is powerful. It's also a little disappointing in that no resolution is achieved—though this is probably where the lesson lies. Told by Vicki (who refuses to recognise she has a problem) in the form of letters to the school counsellor, this gives a depressing teenage perspective of the world. It would certainly be reality for a significant group. The scattered counsellor comments add to the sense of despondency and have a tendency to be trite. Though it becomes repetitive, there is a strong message here. C. Foley

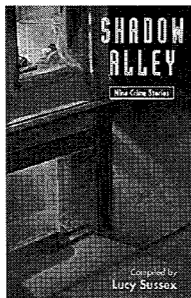
LEV: Middle secondary Upper secondary
AVAIL: Paper \$8.95 SCIS 807836

SUSSEX, Lucy

Shadow alley : nine crime stories.

Omnibus, 1995
ISBN 1862912408

This anthology gives a new and deliberate twist to the tradition of Australian crime fiction. Each offering either creates a young detective or sends an established one back to his or her youth. The first sees Greenwood's Phryne Fisher caught up in an odd mix of snobbery and war-time intrigue in a girls' boarding school, and somehow managing to sound much like her older tongue-in-cheek self, while Rowe's Verity Birdwood is involved in a retelling of her first case. Settings and plots vary. Themes explore a range of contemporary issues like shoplifting, hit and run accidents and homelessness as well as "conventional" criminal activities. The writing is often fast paced and the resolutions sometimes unexpected. A worthwhile collection for entertainment or study of the genre. C. Frew



LEV: Upper secondary
AVAIL: Paper \$9.95 SCIS 823250

VOIGT, Cynthia

When she hollers.

Lions Tracks, 1994
ISBN 0006750591

Tish is being sexually abused by her stepfather, Tonnie. She confronts him with her survival knife and tells him to stay away from her, while her mother refuses to face up to the situation. This confronting story follows Tish through one decisive day at school at the end of which Tish's defences break down, and she screams her frustration. Through her distressed state, Tish registers the help of her friend, Chrissie, and somehow finds the courage to visit Chrissie's father, a lawyer. Here she manages to put into words the appalling thing that is happening to her. Voigt has written a haunting story of courage and of the strong instinct for survival overcoming the damage to self image caused by sexual abuse. It is harrowing—but ultimately positive. It would help a reader who was suffering the same humiliation—and it may help others, friends, teachers and other adults recognise the symptoms of sexual abuse. L. FitzGerald

LEV: Middle secondary Upper secondary
Parents Professional

AVAIL: Paper \$8.95
KLA: English; PD/H/PE SCIS 825671

WARBURTON, Nick

To trust a soldier.

Walker, 1994
ISBN 0744524490

There are momentous issues for young minds to consider in this superficially simple story—the colour of right and wrong, the pointlessness of war versus patriotic fervour, the harmless rural life uprooted by the squabbles of distant anonymous power-mongers. For the non-philosophical child the simple story is beautifully written and concerns Mary, a teenage servant-girl discovered in her abandoned farm home by five wandering soldiers. Seconded to guide them to the battlefield she finds that their trusted Sergeant plans to lead his four novice volunteers away from battle to save them from death by military inexperience. Developing trust and affection between Mary and one soldier accentuate the pathos of the soldiers' loss of faith in their leader. H. Gordon

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: \$16.95
EVAL: Highly recommended SCIS 827769

Poetry and drama

Resources are in Dewey order.

Breaking free : an anthology of human rights poetry.

/ selected by Robert Hull
Wayland, 1994
ISBN 0750210311 [808.81]

This powerful collection of poetry focuses attention on the subject of human rights. Authors well-known to most readers like Blake, Dickinson, Auden and Dawe rub shoulders with lesser-known poets from China, Russia, South Africa and Palestine. Striking presentation adds to the value of the work, with many evocative photographs and illustrations. Shorter poems, a couple only two lines long, are sandwiched between longer works, but all are readable and suitable for classroom teaching, in both length and content. This would be a most valuable addition to any secondary library collection. M. Steinberger

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: \$26.95
KLA: English; HSIE
EVAL: Highly recommended SCIS 816746

Young playwrights : eleven new plays.

/ edited by Errol Bray
Currency, 1994
ISBN 0868194158 [808.82]

Young people comment on society in this collection of plays from around the world. The ability and perception of these 16–25 year olds is outstanding. Various cultural backgrounds become the contexts of these dramas. The eleven plays presented here were selected from many young writers who attended the Fourth International Festival of Young Playwrights in Townsville, in 1994.

Each piece is unique, yet all display a qualitative use of the dramatic form. It is an enjoyable and informative insight into writers of the younger generation. C. Sly

LEV: Middle secondary Upper secondary
AVAIL: Paper \$14.95
KLA: English; CPA SCIS 818113

'Til all the stars have fallen.

/ selected by David Booth
Puffin, 1994
ISBN 0140344381 [811.008]

This collection of poetry has an emphasis on the sound and imagery created by poetry. There is a short introduction on Booth's ideas on poetry. While the topics of poems are varied, this is not a book in which you would find a poem about summer or a storm. Rather if you were exploring the moods or the images expressed or created by poetry, then this book is for you. An American publication, there are a number of poems relating to American indigenous peoples. It includes a combined author/title index and is illustrated by Kady Macdonald. F. Broomham.

LEV: Middle primary Upper primary
Lower secondary
AVAIL: Paper \$7.95
KLA: English SCIS 812139

COATS, Lucy

First rhymes : a day of rhymes, games and songs.

Orchard, 1994
ISBN 1852137061 [821]

The focus here is the young child who will enjoy the sense of fun which permeates this collection of new rhymes, games and songs together with new variations of traditional rhymes. Divided into three sections—mornings, afternoons, evenings and after dark, the collection is copiously illustrated with exuberant, colourful illustrations which enhance the humour of the rhymes. New, fun retellings of *The Three Little Pigs* and *Jack and the Beanstalk* are included, adding to a collection which will provide much enjoyment and entertainment and satisfy a variety of tastes. J. Anderson

LEV: Lower primary
AVAIL: \$22.95
KLA: English SCIS 819848

FATCHEN, Max and THIELE, Colin

Tea for three.
Moondrake, 1994
ISBN 1863912436 [821]

Talents are combined in this poetry book to make it a very worthwhile addition to any school library. It begins with a humorous poem by Max Fatchen called *A publisher's plight* and is then followed by publisher's notes identifying the similarities of the two authors and telling how this book brings together their best poems, chosen by each other. Next the two write about each other, so that by the time you read the first poem you already have a warm, friendly feeling about the book. Many of the poems come from already popular editions such as Max Fatchen's *A paddock of poems* and Colin Thiele's *Selected verse* and these, along with Craig Smith's brilliant illus-

trations, make this a very special Australian poetry book. J. Eade

LEV: Lower primary Middle primary
Upper primary
AVAIL: \$10.95
KLA: English SCIS 791619

GILBERT, Kevin

Black from the edge.

Hyland, 1994
ISBN 1875657223 [821]

Both serious and more casual readers of poetry should find this book a delight. A collection of Kevin Gilbert's thought provoking poems is complemented by a selection of vivid colour photographs by Eleanor Williams. While the emotive lyrics offer a clearer understanding of the culture of Aboriginal Australians, the photography captures glimpses of a unique landscape in a country of many forms and textures. Its aesthetically pleasing presentation makes this far more than just another collection of poems. C. Sly

LEV: Middle secondary Upper secondary
AVAIL: \$24.95
KLA: English SCIS 785531

KOMNINOS

Komninos by the kupful.
University of Queensland Press, 1994
ISBN 0702226300 [821]

A collection of immediately readable poetry, accessible through contemporary themes, language and rhythms. The images are bold, the people and places recognisable and the art of the poet gives the familiar a new face. There is social and political comment from the city and the country. There are short and pithy gems and longer ballads. All are told with a racy style and an obvious pleasure in playing with language. If you need cheering up or want to put some life into high school poetry lessons or students' creative writing this is the volume for you! C. Frew

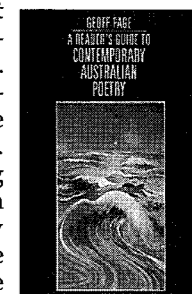
LEV: Middle secondary Upper secondary
AVAIL: Paper \$12.95
KLA: English; CA SCIS 820406

PAGE, Geoff

A reader's guide to contemporary Australian poetry.
University of Queensland Press, 1995
ISBN 0702227005 [821]

This A-Z arrangement of prominent contemporary Australian poets provides a valuable reference for students. Brief biographical notes, critical commentaries and publication details are presented on each of 100 modern poets. Citing the late 1960s as the turning point, the author argues that Australian poetic form then changed significantly from the past. Several factors at the time had a "loosening effect" on these modern writers. This informative book offers a springboard to the understanding of Australian poetry over the last three decades. C. Sly

LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.95
KLA: English SCIS 825792



STASKO, Nicolette

Black night with windows.

Angus & Robertson, 1994
ISBN 0207186596

[821]

This anthology opens delightful windows on the continual challenge to balance, accept or reflect on life's ages, stages and experiences. "Remember this?" Stasko asks (*Keepers*) whilst providing the reader with a wonderful array of opportunities to do so. Concise simplicity of expression in sparse yet succinct and rich imagery produces a delightful mix of nostalgia and reality. Poems such as *First lies* juxtapose the miracle and beauty of children with their first transgression; others depict a sharp appreciation of Australian wildlife. Truly refreshing poetry. E. Maxwell

LEV: Middle secondary Upper secondary

AVAIL: Paper \$16.95

KLA: English

SCIS 809503

STEVENSON, Robert Louis

A child's garden of verses.

Margaret Hamilton, 1994
ISBN 0947241698

[821]

Thirteen of Stevenson's well known and much loved poems such as *The wind*, *My shadow* and *The swing* are contained in this new collection. The poems are accompanied by full page illustrations by Annette Lodge with images that reflect the spirit of Samoa (so loved by Stevenson) and thus are very different from the style that we are accustomed to seeing illustrate his work. The result is a book that is colourful, exotic and somewhat whimsical, with a childlike innocence and joyfulness that is refreshingly different. It is unfortunate that the paste-down on the back cover has not been left free as it is often obscured by covering or library stationery. B. Richardson

LEV: Lower primary Middle primary
Upper primary

AVAIL: \$14.95

KLA: English

SCIS 823307

TAYLOR, Andrew

Sandstone.

University of Queensland Press, 1995
ISBN 070222779X

[821]

Arranged in four sections, these poems deal with universal themes and questions through images developed from personal emotions or situations. The conversational tone of *Letter* for example is poignant and well matched with *Phonecall*—both exploring the emotions of old age and family relationships. The third section contains some unexpected images such as those in *Hydrotherapy*—perhaps an interesting comparison with Dawe's *Life cycle*. The longer, segmented last section contains the reflective poem from which this collection takes its title. C. Frew

LEV: Upper secondary Professional

AVAIL: Paper \$16.95

KLA: English

SCIS 825830

MARSDEN, John

So much to tell you : the play : a performance version.

McVitty, 1994
ISBN 0949183911

[822]

John Marsden's own dramatisation of his popular award-winning novel was originally planned as a film-script, and surprisingly makes a compelling play. The diary format is continued using two actors for Marina the school-girl and Marina the diarist. Marsden's introduction gives useful performance suggestions, and points out that its use of an all-female cast (one teacher can be either male or female) makes it particularly valuable, given the dearth of short plays written for female casts. Flashbacks to before the accident, and short scenes with constant inter-cutting, give the play considerable pace. M. Steinberger

LEV: Lower secondary Middle secondary
Upper secondary

AVAIL: Paper \$8.95

KLA: English

EVAL: Highly recommended SCIS 813522

WOOD, David

Meg and Mog : four plays for children.

Penguin, 1994 (Puffin books)
ISBN 0140369171

[822]

The Meg and Mog stories, which are very popular with beginning readers, have been re-written as amusing plays for young children. The uncomplicated storylines about witches and their cats by Helen Nicholl and Jan Pienkowski make excellent creative drama. They could be used in the classroom as readers theatre or for an audience. The plays require numerous costumes and backdrops but suggestions are offered for presentation with simplified masks and hats. J. Bruce

LEV: Lower primary

AVAIL: Paper \$9.95

KLA: English

SCIS 822637

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

COLLIN, Simon

The way multimedia works.

Microsoft, 1994
ISBN 1556156510

[006.6]

What you see on the page is what you get on the screen; this is the concept behind the production of this book; an expert introduction on how multimedia operates. Basic information on computers is presented, using everyday language. It is the type of information sought after by computing studies students. The high quality of textual layout, sophisticated use of colour and the vivid photographs and graphics make this a valuable support resource. The whole range of multimedia is examined as well as instructions on how to put together your own multimedia presentations. Importantly, the reference section answers many of the hardware and software questions that users face. In addition there is an explanation of copyright issues together with an index and glossary. D. Dawson

LEV: Lower secondary Middle secondary

AVAIL: \$34.95

KLA: TAS

SCIS 824467

Our great Australians.

Kingfisher, 1994

ISBN 0646201824

[080]

Thirty six famous Australians relate their own success story, explaining how they achieved their goals, and what motivated and inspired them. This aims to assist ordinary people, especially young Australians, overcome heartbreak, setbacks and discouragement so they can reach their full creative potential. The accounts are briefly told on a double-page spread with black and white photographs and summary quotations which provide thought provoking, homespun wisdom and truisms about life's vicissitudes and ways of overcoming trials. Idealistic inspirational messages are from people like Trevor Hendy, Evonne Goolagong Cawley, Rolf Harris and Angry Anderson. J. Bruce



LEV: Upper primary Lower secondary
Middle secondary

AVAIL: Paper \$24.95

KLA: PD/H/PE

SCIS 823599

LOWE, Barry

Media mythologies.

University of NSW Press, 1995
ISBN 0868400068

[302.23]

This book attempts to debunk some of the myths that surround the media, while at the same time raising questions about the media and their functions in Australian society. Media people are very good at creating their own reality and what the listener or reader usually gets is a filtered version of the real picture. Barry Lowe lucidly presents his arguments and is well placed to expound upon his views. He has operated in most fields related to the media in the broadest sense, and more recently as a lecturer in communication. This book should be read by all interested in the communication of information. It is a valuable support document for students of Media Studies. D. Dawson

LEV: Upper secondary Professional

AVAIL: Paper \$24.95

KLA: HSIE; English

SCIS 823306

RUSHKOFF, Douglas

Media virus! hidden agendas in popular culture.

Random House, 1994
ISBN 0091830680

[302.23]

This provocative book will provide many a challenge to the thoughtful reader. Rushkoff examines the messages that are carried by the media, and the ever-burgeoning modes of transmission of those messages. How do the media manipulate, and how are they in turn manipulated by the power-brokers? Using specific examples of well-known shows and real events, attention is given to children's television, presidential campaigning and music videos. It's an entertaining and thought-provoking book, supported by considerable research, and one certain to stimulate much speculation and argument. M. Steinberger

LEV: Upper secondary

AVAIL: Paper \$19.95

KLA: English

SCIS 817677

CUNNINGHAM, Stuart

Contemporary Australian television.

University of NSW Press, 1994 (Communication and culture)

ISBN 0868403970

[302.33]

In an age increasingly dominated by television, a critical appraisal and understanding of this medium is of utmost importance. This book provides an extensive coverage of the various genres of modern television programming in Australia. It informs, assesses and makes predictions about future directions. Knowledge and demystification of this medium can make its audience active rather than merely passive receivers and this is surely an important aspect in the education of students in today's society. For teachers of English, media studies or general studies, this book provides a concise overview. C. Sly

LEV: Middle secondary Upper secondary

AVAIL: Paper \$24.95

KLA: English; HSIE

SCIS 807622

RUTTER, Jill

Jewish migrations.

Wayland, 1994 (Migration)
ISBN 0750212284

[304.80956]

This series looks at the reasons for people moving and their experiences in and contributions to their new countries. This particular title focuses on the migration of Jewish people over the past 3 500 years and their settlement around the globe. It provides information on historical periods of mass migration, the Jewish language, religion and culture, the persecution of Jews by the Nazis and the founding of the State of Israel. An accessible text is supported by interesting, relevant photographs, maps and graphs and the book includes contents, glossary, index and bibliographies. A readable and well-presented sociological text. B. Richardson



LEV: Upper primary Lower secondary

AVAIL: \$26.95

KLA: HSIE

SCIS 829587

RICE, Chris

How children lived.Angus & Robertson, 1995 (First book of history)
ISBN 020718416X [305.23]

Too often history books forget the children. What was it like to live in Ancient Greece, Viking Norway or a Spanish castle? This focus on children provides an historical account of what life might have been like for the young in major historical periods. Vitalinus from Germany 1,900 years ago, Bilal from Africa 600 years ago and Ichiro from Japan 350 years ago are three of the sixteen children represented from different countries and different times in history. Each child "relates" how they played, what their home was like, the tasks they were given, and what activities took place in their town. This provides the reader with wonderful opportunities to compare life with past eras, as well as discovering more about significant historical periods. Each chapter covers a double page and the information is interspersed with bold colourful illustrations. A timeline, glossary, index and guide to pronunciation are included. D. Dawson

LEV: Middle primary

AVAIL: \$24.95

KLA: HSIE SCIS 832361

O'SULLIVAN, Kerry

Understanding ways : communicating between cultures.Hale & Iremonger, 1994
ISBN 0868065374 [305.8]

Language is not the only barrier between cultures. Understanding of traditions, taboos and even gestures can allow a more meaningful communication between races. This book presents a good deal of interesting information and suggestions. With increased inter cultural contact students, travellers and business people need to become much more aware of the diversity of signals and codes of other cultures. There is no doubt a broad range of uses for this type of publication, particularly in the areas of language studies and social sciences. C. Sly

LEV: Middle secondary Upper secondary

AVAIL: Paper \$35.00

KLA: HSIE SCIS 813387

LEES, Kirsten

Votes for women : the Australian story.Allen & Unwin, 1995
ISBN 1863736301 [324.60994]

User-friendly in style, this is a challenging and thoroughly interesting balancing resource. It unravels the myth of Australian women being "given" the vote, providing fascinating detail on the remarkable struggle it was and how Australian women were world leaders and clever strategists whose methods were duplicated by politicians and other movements. There's a general overview, and for each state, the Commonwealth, and Aboriginal women, the story is followed by detailed accounts for a number of the key women eg Louisa Lawson ("who helped her son become famous") and Faith Bandler. Scattered black and white source material is stimulating though some is difficult or impossible to read. It is a well-referenced book with chronologies and a bibliography contributing to its excellent value. C. Foley

LEV: Middle secondary Upper secondary

AVAIL: Paper \$24.95

KLA: HSIE

EVAL: Highly recommended SCIS 826211

VAN DER WAGEN, Lynn

Hospitality careers : planning and preparing for a career in the hospitality industry.2nd ed. Hospitality, 1995
ISBN 1862504512 [331.7]

This text offers reasonably comprehensive coverage of career options and related skills in the hospitality industry. A full range of issues is included: job choices, the workplace, sample jobs and specifications, applications, interview skills, health and safety. Information is clear and direct, helpfully organised via chapters and headings and supported by relevant tables, flow charts and examples. Some aspects (legal and industrial relations legislation) on conditions of employment are not fully up-to-date. Nevertheless, this is worthwhile and relevant for JST and Pathways course support as well as careers. C. Foley

LEV: Middle secondary Upper secondary

AVAIL: Paper \$22.95

KLA: HSIE; TAS SCIS 826310

The pocket environment dictionary : an introduction to common environment terms./ compiled by Jim Howes
Five Mile, 1995
ISBN 0867888776 [333.703]

Similar in size and price to other environmental dictionaries, this new publication contains brief definitions of all the terminology one would expect including the most recent. It is distinguished by another feature—a simple, effective system of cross-referencing: terms in the text which are themselves the subject of entries are printed in bold, indicating the availability of further explanation if required by the user. Minor inconsistencies in the application of this system do not affect its usefulness, but the incomplete definition of disarmament as applying only to nuclear weapons was a little disturbing. A basic contact list of Australian environmental organizations is also included. H. Gordon

LEV: Lower secondary Middle secondary
Upper secondary

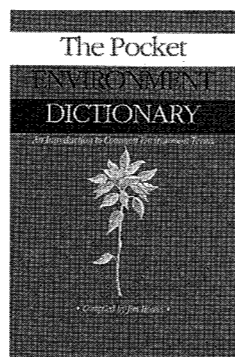
AVAIL: Paper \$17.95

KLA: HSIE SCIS 821951

RUSSELL, Geoff

The objectives of criminal punishment.[videorecording]
Video Classroom, 1995 (Crime, justice and the law)
ISBN none [345.94]

Well-structured and paced, this 25 minute video is a stimulating resource. Key questions are asked on four major issues: community protection, retribution, deterrence and rehabilitation, with good use of text at intervals. Brief interviews with actual prisoners, judges, community groups etc are effective with a range of viewpoints being presented. Reference is made to discrimination against Aboriginal people and the poor, and the role of the media. The accompanying teacher notes are brief, offering little more than a brief outline of the video with some



of the key questions repeated. Visual quality is satisfactory though there are occasional minor distortions. This is a worthwhile resource, well-presented on the whole. C. Foley

LEV: Middle secondary Upper secondary

AVAIL: \$79.00

KLA: HSIE SCIS 827529

SIMEON, Lorraine and CLIFFORD, Rowan

Stop that! an anti-bullying rap.Penguin, 1994 (Blackie children's books)
ISBN 0216941059 [362.88]

Numerous picture books and novels have tackled the timeless subject of bullying in schools, but here is a picture book with a less subtle message. The catchy verse is highly suited for a group (or individual) "rap" performance of the text. The illustrations reflect a multicultural classroom, with several scenes depicting counter-sexist elements. One picture features three appropriate protective behaviours (numbered five to seven) on a chalkboard, which opens up the subject for class discussion to extrapolate a complete list. The sturdy binding fails to complement the book's layout, however, as important parts of the internal artwork are partly obscured. I. McLean

LEV: Lower primary Middle primary

AVAIL: \$14.95

KLA: PD/H/PE SCIS 826472

SOLOMON, Yvette

Dealing with bullying.Wayland, 1994 (Dealing with)
ISBN 0750212276 [362.88]

Aimed at student self-help, this is a thoroughly readable and helpful book. It is also adaptable for strategies and policy development at the professional level, providing some useful ideas. As such, it's a good complementary resource for those interested in peaceable schools programs and related gender equity and harassing behaviour issues. It deals with teasing, how it becomes bullying and its relationships with discrimination, and provides practical ideas for esteem building. While there are some worthwhile illustrations and limited use of typeface, format could have been improved to assist accessibility and practicality (eg by point-form solutions/situation description aids). On the whole, this is a helpful book with valuable content. C. Foley

LEV: Lower secondary Middle secondary

AVAIL: \$26.95

KLA: HSIE; PD/H/PE SCIS 829588

Other titles in this series include:

Dealing with eating disorders SCIS 829544**Dealing with relationships** SCIS 833462**Dealing with substance abuse** SCIS 833491

CUE, Kerry

Here's looking at you kid! everything a secondary school student needs to know about image.HarperCollins, 1995
ISBN 1863714456 [371.4]

If humour is the way to an adolescent's heart and mind, then this will achieve much in empowering adolescents to deal positively with peer pressure, self-image, individuality, conformity, human and family relations, and

more. Text presentation is visually pleasing and enticing with relevant, lively information and comments readily accessible and varied in style. Issues of urgent interest to adolescents are addressed: being too short, tall, fat or thin; growth spurts; pubic hair; personal image; hairstyle; fashion; zits; sexual awareness; teasing etc. Male and female stereotypes are addressed though much that's stereotypical also remains. The occasional low-key swear-word or colloquialism is used. The central message, while recognising the many pressures, is for young adults to accept and be themselves. C. Foley

LEV: Lower secondary Middle secondary

AVAIL: Paper \$12.95

KLA: PD/H/PE; English SCIS 826275

THOMSON, Ruth

Christmas.Watts, 1994 (Changing times)
ISBN 0749618833 [394.2]

One of a series written for the British history curriculum, this looks at celebration of Christmas through the eyes of four generations of the one family. It combines memories from the family members with coloured and black and white photographs of people and artefacts from each period to highlight the continuity of some customs and the changes that have occurred in others. Simple text is provided by captions for the numerous photographs and illustrations and is sufficiently detailed to enable young students to gain an historical perspective. Its British orientation in no way detracts from its usefulness as a valuable resource to generate discussion. J. Anderson

LEV: Lower primary Middle primary

AVAIL: Paper \$12.95

KLA: HSIE SCIS 828477

Other titles in this series (including reprints) include:

Cars SCIS 831914**School** SCIS 826365**The seaside** SCIS 828484**Shopping for food** SCIS 828478**Toys and games** SCIS 828490

PETERS, Pam

The Cambridge Australian English style guide.Cambridge University Press, 1995
ISBN 0521434017 [428]

This is just the book to settle those questions of grammar and expression that arise in the class or staffroom, and to assist in writing all those letters, essays and articles that teachers are heir to. Is it different from, different to or different than? What is meant by those commonly used phrases *cui bono*, *sui generis*, *passim* and *quid pro quo*? What is the spelling and origin of the borrowed Aboriginal words *waddy* and *quondong*? Likewise the culinary terms *felafel*, *crudité* and *cuisine minceur*? Lewis Carroll used the term *portmanteau* for his words *brillig* and *slithy*. They haven't gained currency, but others have, like *breathalyser*, *brunch*, *motel* and *electrocute*. Truly a book for the scholar and the lover of language. There is surprise, a delight or a correction on every page. M. Steinberger

LEV: Lower secondary Middle secondary
Upper secondary Professional

AVAIL: \$75.00

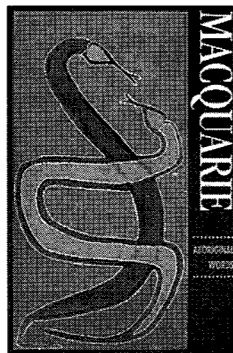
KLA: English
EVAL: Highly recommended SCIS 816564

Macquarie Aboriginal words : a dictionary of words from Australian Aboriginal and Torres Strait Islander languages.

Macquarie Library, 1994
ISBN 0949757799

[499]

Many Australians probably believe that there is one language spoken by Aboriginal people. However there are approximately 250 distinct languages. This long awaited dictionary gives the meanings of words for 17 Aboriginal languages. The languages are divided by States, beginning with NSW, and within each State several languages are examined. A history of each language is followed by an explanation of the various dialects, then a word list which has 25 categories gives the word in the Aboriginal language and its English meaning. Under each of the categories the most common words have been chosen. The last section of the dictionary is the English index where the English word is in bold followed by its equivalent term in the different Aboriginal languages. This dictionary is a significant contribution to the maintenance of Aboriginal culture and supports the richness of indigenous language in Australia. D. Dawson



LEV: Lower secondary Middle secondary
Upper secondary

AVAIL: Paper \$19.95 from Gary Allen P/L,
9 Cooper Street, Smithfield 2164

KLA: English; HSIE SCIS 817725

PHILLIPS, Graham

The missing universe and other cosmic riddles.

Penguin, 1994
ISBN 014023019X

[500]

It's exciting to read these philosophical essays on science. The latest theories are expounded in laymen's terms, including the conundrum of spontaneous human combustion, black holes and ESP. "Free will" is discussed in the context of these theories. All hypotheses are expressed and explained in very clear English. What a wonderful book for the questing mind and those who like a good argument: debaters, gifted and talented students, creative writers and lovers of science fiction as well as scientists (students or staff). M. Hamlyn

LEV: Upper secondary Professional

AVAIL: Paper \$14.95

KLA: Science SCIS 818296

MARKHAM, Lois

Discoveries that changed science.

Raintree Steck-Vaughn, 1995
ISBN 081144936X

[509]

From Copernican theory to plate tectonics, here is an historical and scientific account of 20 major discoveries that have influenced life on this planet. Cause and effect of each discovery is presented on a double-page along with photographs, diagrams and tables. The often difficult to locate periodic table is here as well as the different types of anaesthetics and their uses, the theory of evolution explained in less than 800 words and the wonderful story of the Austrian monk, who, while gardening, founded

the science of genetics. The theory of relativity and discovery of penicillin and insulin as well as polio vaccine, DNA and radioactivity are included. An extensive glossary and index are included. D. Dawson

LEV: Upper primary Lower secondary

AVAIL: \$24.95

KLA: ST; Science; HSIE SCIS 828391

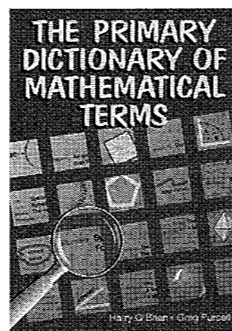
O'BRIEN, Harry

The primary dictionary of mathematical terms.

Martin Education, 1994
ISBN 0725313285

[510.3]

This dictionary provides mathematical terms and meanings, with examples or diagrams to highlight definitions. With large print and simple definitions, information is easily accessible. Parents would also benefit from this publication, keeping up-to-date with modern mathematical terms. R. Dobson



LEV: Middle primary

Upper primary

Professional Parents

AVAIL: Paper \$4.95

KLA: Mathematics SCIS 822904

TURNER, Gwenda

Counting cats and dogs.

Penguin, 1994 (Picture Puffins)
ISBN 0140545182

[513.2]

The author counts the number of dogs or cats kept as pets in the various old fashioned houses of her street. The simple text introduces ten numerals, as well as ten colour names, in repetitive language which is delightfully predictable. Coded picture sentences under each full page illustration reinterpret the content, offering additional discussion points, especially for non readers. The final page even totals up the numbers for budding mathematicians. Curiously, none of the owners have both cats and dogs. Turner's pet portraits are worthy of framing and capture the many moods of popular canine and feline breeds. I. McLean

LEV: Lower primary

AVAIL: Paper \$8.95

SCIS 822640

MORGAN, Sally

The world of shapes. [series]

Wayland Hove, 1994

[516.15]

This series provides an innovative and colourful introductory approach to shape and is very attractively designed with the descriptive text scattered across the pages in small segments. On each page the well-written explanatory text has an introduction followed by scattered captions next to the photographs and clear diagrams. There is a glossary of unfamiliar words. The photographs show interesting and exciting application of the particular shape including animals, action sports, buildings and everyday objects. Included are some simple trace and cut-out activities. J. Bruce

LEV: Lower primary Middle primary

AVAIL: \$26.95

KLA: Mathematics

Titles in this series are:

Spirals SCIS 829578
Triangles and pyramids SCIS 829579
Squares and cubes SCIS 822801
Circles and spheres SCIS 822805

MORGAN, Sally

Using sound.

Evans London, 1994 (Designs in science)
ISBN 0237512629

[534]

Did you know whales suffer from noise pollution? Scientists and musicians will benefit from this interesting and inviting book. As with the other titles in this series, use of beautifully coloured diagrams and illustrations, italicized questions and fascinating facts, boxed keywords and experiments make this resource visually appealing and challenging. Other content includes using sound (eg ultrasound in medicine, musical instruments, sonic weapons), sound waves and their collection (hearing, microphones), recording and reproduction. This is a great resource with an excellent range of information written in a clear, readable style. C. Foley

LEV: Lower secondary Middle secondary

AVAIL: \$26.95

KLA: CA; Science SCIS 794106

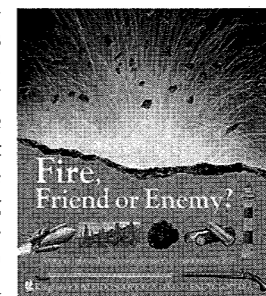
CHALLONER, Jack

Fire, friend or enemy?

Kingfisher, 1994 (Kingfisher kaleidoscopes)
ISBN 185697278X

[536]

Not just a book but an interactive experience, this series extends the learning experience. The origins of fire and the many ways in which humans have harnessed fire for their benefit are explored in the use of fire for heating, cooking, making earthenware and glass is simply and clearly explained. Flip down pages, pull out and unfold, transparent layovers, booklets within pages are just some of the ingredients that will make information exciting for readers. Spiral bound, heavy duty, high gloss pages with superb illustrations and clear print provide a fine example of the use of technology in the book publishing industry. D. Dawson



LEV: Middle primary Upper primary

AVAIL: \$34.95

KLA: ST SCIS 823228

Other titles in the series are

The art of painting SCIS 829133
From the big bang to electricity SCIS 830617
The living forests SCIS 830563
Making music SCIS 830571
Reaching for the stars SCIS 827526
The story of theatre SCIS 830600
The secrets of sculpture SCIS 830587

Coastal marine ecology of temperate Australia.

/ edited by A. J. Underwood
UNSW Press, 1995
ISBN 0868401587

[574.0994]

The editors' aim in preparing this book is to explain for the novice the processes of marine ecology in temperate Australia, the methods used by scientists in investigating them, and the impact of human activities on delicate habitats. Nineteen experts have contributed to the text; fourteen chapters outline and explain the work done in a particular environment by scientists, and the consequent growth of knowledge. Three chapters deal with human impacts on those environments—environmental disturbances, fisheries, and waste disposal, and the final chapter explains the procedures involved in measuring and detecting impacts. Both introduction and conclusion are outstandingly informative, explaining and simplifying the procedures of research and scientific method. H. Gordon

LEV: Middle secondary

Upper secondary Professional

AVAIL: Paper \$39.95

KLA: Science; HSIE SCIS 825798

BRUCE, Jill B.

The Australian seashore.

Kangaroo, 1995
ISBN 0864176635

[574.994]

Stunning underwater photography by Neil Vincent reveals the abundance of life around Australia's coastline. The effect of humans on the sea, and the sad story of our polluted waters, highlight the urgency to protect our sea life through education. One way of achieving this is through books such as this; simple explanations about organisms that abound in the oceans, the magnificence of our coral reefs and some of the strange and unusual creatures, all of which are dependent on healthy seas, are discussed in this worthwhile book. A glossary and index accompany the text. D. Dawson

LEV: Middle primary Upper primary

AVAIL: Paper \$9.95

KLA: ST; HSIE SCIS 832280

BENNETT, Paul

Changing shape.

Wayland, 1994 (Nature's secrets)
ISBN 0750210621

[591.3]

Stunning photographs are a feature of this excellent resource on metamorphosis: acknowledgments read like a "Who's who?" of naturalist photographers. The reader is introduced to many familiar creatures that must change their shape to become adults; creatures such as flies, butterflies, moths, ladybirds, honey-bees, dragonflies, frogs and toads, lobsters, crabs and fish. Each stage in the process of metamorphosis is explained clearly through pared text and graphic, sequenced images. Page design is clean and attractive; format comfortably sized for individual or shared reading. Included are contents, glossary, related Wayland titles, notes for parents and teachers and a simple index. Put this one on your "must buy" list. B. Richardson

LEV: Preschool Lower primary Middle primary

AVAIL: \$26.95

KLA: ST SCIS 798134

Other titles in this series are:

Catching a meal SCIS 822951
Escaping from enemies SCIS 832195
Hibernation SCIS 822862
Keeping clean SCIS 832196

**Making a nest
Migration
Pollinating a flower**

SCIS 798131
SCIS 822866
SCIS 831671

JOHNSON, Jinny

Skeletons : an inside look at animals.

RD, 1994
ISBN 0864386907

[591.4]

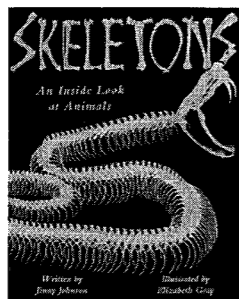
Skeletons stop animals being shapeless bags of flesh. In this beautiful work eighteen different vertebrate skeletons are graphically presented against a black background. Each animal has a double-page spread showing the detailed skeleton, a visual size comparison next to a human and a picture of the living animal in full colour. The highly informative, well written text is scattered over the page in small parcels next to the body part being discussed. The glossary and comprehensive index contribute to the books accessibility and usefulness. A visually stunning, fascinating book that is hard to put down. J. Bruce

LEV: Lower primary Middle primary
Upper primary

AVAIL: \$22.95

KLA: PD/H/PE;ST

SCIS 816777



GREEN, Ken

**Wildlife of the Australian snow-country :
a comprehensive guide to alpine fauna.**

Reed, 1994
ISBN 0730104613

[591.520994]

Mammals, birds, reptiles, fish, insects and frogs are all part of the fauna of the snow country. This detailed guide thoroughly examines the environment of Australian alpine regions, treating identification, distribution, breeding, food and habits of the many different species that survive in these harsh climates. The authors of this book provided the stunning photographs which are the result of many years spent researching cold climate biology. Scientific as well as common names are used making this book useful to the naturalist as well as the general reader. An extensive glossary and index are provided. D. Dawson

LEV: Middle secondary Upper secondary

AVAIL: \$39.95

KLA: Science

SCIS 822967

SIMON-BRUNET, Bert

**The silken web : a natural history of
Australian spiders.**

Reed, 1994
ISBN 073010401X

[595.4]

Arachnophobia appears to be widespread, however after reading this book, the reader cannot help but gain a deep appreciation of, and fascination with, spiders. Indian ink drawings and incredible photographs detail the amazing life of spiders. Thoroughly researched, the book is divided into two parts. Part one deals with the life of spiders, their habitats, their anatomy and how they reproduce. The second part concentrates on the different species found in Australia and gives description, toxicity, habitat and distribution for hundreds of species. Unfortunately they are usually referred to in the nega-

tive, however it is these creatures that are nature's best pest controller. Probably most intriguing are the descriptions and photographs of the webs. These can only be described as incredible feats of engineering skill, as they are the perfect design for snaring spiders' prey. The mathematical precision of the wheel web, made by the common garden spider and found in parks, gardens and homes, is something to marvel at. A detailed glossary and index are included. D. Dawson

LEV: Middle secondary Upper secondary

AVAIL: \$39.95

KLA: Science

SCIS 829041

BROWNLIE, Betty

The life cycle of the grasshopper.

Ashton Scholastic, 1994 (Read by reading)

ISBN 1869432010

[595.7]

Children will find this book an excellent source of general information on many aspects of the grasshopper species. The simply written but informative text is organised as follows: general appearance and body parts—head, mouth, eyes, antennae, ears, legs and feet, wings; habitat; life cycle including courting, mating, eggs, hatching, moulting; food; migration; enemies; defence. Accompanying the text are clear, very detailed pencil drawings and water-colour pictures with appropriate labelling and explanation. Included is a basic index and bibliography. Some words and phrases in the text are printed in bold to aid quick referencing although a glossary is not included. B. Richardson

LEV: Middle primary Upper primary

AVAIL: Paper \$8.95

KLA: ST

SCIS 823027

BROWNLIE, Betty

The life cycle of the praying mantis.

Ashton Scholastic, 1994 (Read by reading)

ISBN 1869431995

[595.7]

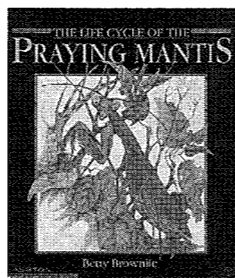
What do they look like? Where do they live? How do they reproduce? What do they eat? Who are their enemies? How do they defend themselves? Children will find the answers to these commonly asked questions as well as learning other incredibly fascinating facts about the praying mantis in this resource. The information is clearly set out in chapters targeting the above questions, and is illustrated with finely executed drawings and paintings. The apparently simple approach and format is, however, deceptive. Some of the language is quite difficult and assumes prior knowledge. The addition of a glossary and more labelled diagrams would be helpful. B. Richardson

LEV: Middle primary Upper primary

AVAIL: Paper \$22.95

KLA: ST

SCIS 828249



CORBETT, Laurie

The Dingo in Australia and Asia.

University of NSW Press, 1995 (Australian natural history)

ISBN 0868402303

[599.74]

This is a very comprehensive scientific treatise on the ecological role of the dingo, which is a wolf subspecies common in Asia. Described in this book are their origins,

spread, behaviour, habitat, and social structure. Those in Australia are not indigenous having arrived after Aboriginal people and before white settlers. They have an important role as a predator on other feral species, especially rabbits and pigs. Information at a less intensely scientific level is usefully presented in boxed summaries making it easily accessible. The book is illustrated with some colour photos as well as numerous tables and graphs. M. Hamlyn

LEV: Upper secondary Professional

AVAIL: Paper \$24.95

KLA: Science; HSIE

SCIS 821064

OXLADE, Chris

Inventions.

Penguin, 1994 (Puffin factfinders)

ISBN 0140370854

[609]

A fascinating and accessible guide to the world's inventions, from prehistoric times to the modern day. The objects are categorised according to usage: transport, timekeeping, manufacturing, communication and so on. Sources of power, important dates and famous inventors are included, as are some of history's "weird and wonderful" achievements. Many of the illustrations are supported by captions, cross sections and magnified insets. The table of contents and chapter headings are identified by icons and all highlighted terms in the text appear in the index. Dr John Becklake, of the London Science Museum, acted as a consultant for the book. I. McLean

LEV: Middle primary Upper primary

AVAIL: Paper \$9.95

KLA: HSIE; ST

SCIS 826416

WILKINSON, Phillip

**Scrolls to computers : arts and
communications.**

Dragon's World Children's, 1994 (Ideas and inventions)

ISBN 185028282X

[609]

A range of fascinating information is presented in this book. The significant amount of text is written simply, making it relevant to better readers from eight years, with a balance between general and detailed information. Sequence and organisation within chapters is logical, providing excellent overviews of chronological developments eg first art, metal, letters and signs, recording sound and thinking machines. Plates are often re-creations (drawn by Robert Ingpen), giving a range of relevant and interesting though not vibrant illustrations. The information in the book is impressive and format is fairly standard but accessible. C. Foley

LEV: Upper primary Lower secondary

AVAIL: \$19.95

KLA: HSIE; TAS

SCIS 827716

Other titles in this series are:

**Caves to cathedrals : the early
breakthroughs**

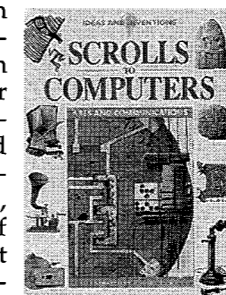
SCIS 827719

**Science and power : innovations
in technology**

SCIS 827727

**Wheels to rockets : innovations
in transport**

SCIS 827722



MORRIS-SUZUKI, Tessa

**The technological transformation of Japan :
from the seventeenth to the twenty-first
century.**

Cambridge University Press, 1994

ISBN 0521424925

[609.52]

The change from the feudal system of the Tokugawa period, when women could not learn the secrets of family rural technology lest they reveal them to their husbands, and seafaring ships could not be built lest they carry away Japan's age-old skills, to the automated innovative production of modern high-tech Japan, has taken only a little over a century. This fascinating descriptive analysis of Japan's rapid technological development is also a political and economic history of uncommon insight. A clear understanding of Japan's cultural past, its industrial present and the thinkers who brought about the change can be derived from reading it. H. Gordon

LEV: Upper secondary

AVAIL: Paper \$27.95

KLA: HSIE; TAS

EVAL: Highly recommended

SCIS 821010

MILLER, Cathy

Fitness for life. [videorecording]

Classroom Video, 1995

ISBN none

[613.7]

Many young people will readily identify with the role models presented and find some inspiration for fitness in this video. The range of sports and healthy activities presented, the balance in representing females and males, and the "down-to-earth" commentary and interviews make this a pertinent and effective production. Content is logical and flows well: why be fit?; exercise and weight control; testing your fitness; making exercise a part of your life. The use of Home and away stars Melissa George and Dieter Brummer will ensure appeal and provides excellent role models who won't make young people feel a healthy lifestyle is out of reach. Film quality is high. Accompanying teacher notes are comprehensive and practical, providing activities and proformas. This is an extremely positive and encouraging video. C. Foley

LEV: Lower secondary Middle secondary

AVAIL: \$50.00

KLA: PE/H/PD

EVAL: Highly recommended

SCIS 827551

RUSSELL, Geoff

Hepatitis. [videorecording]

Video Classroom, 1995

ISBN none

[616.3]

This documentary-style 25 minute video utilises interviews, mostly with professionals, some with victims, in a comprehensive presentation. It moves from brief background, through four key areas: what a virus is, including types of hepatitis; who is at risk; prevention and options. An excellent summary provides the conclusion. Sociological perspectives, the particular relevance for teenagers, comparisons with AIDS, related diseases, and vibrantly coloured models are included. Scientific information is generally sound and clearly presented though aspects of risk factors on two occasions could be misleading eg emphasis focused on homosexual men rather than unsafe/at risk sexual practices could reinforce adolescent perceptions of invincibility. Content is sound overall and visual quality is high. The advertised 3-D

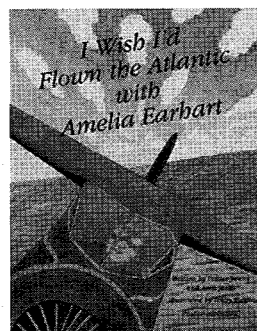
model and teacher notes were not available for comment. C. Foley

LEV: Middle secondary Upper secondary
AVAIL: \$85.00
KLA: HSIE SCIS 826687

YOUNG, Leonie and JANKS, Avril
I wish I'd flown the Atlantic with Amelia Earhart.

Weldon Kids, 1994 (Been there done that)
 ISBN 1863023666 [629.13092]

Following other successful titles in the series such as Captain Cook, Neil Armstrong and Marco Polo, this is the first famous woman to be featured. The book is written as a story, beginning with Amelia's early life as an adventurous child through to her solo Atlantic crossing in 1932. The problems she encountered in that crossing are simply told and colourfully illustrated. The last page makes an interesting comparison with the fact that Amelia's crossing took her fourteen hours and fifty-six minutes, while today it would only take six hours, showing how much flight has developed. Although the information is not detailed, it would be a good beginning point for research and an excellent resource for a book study. There is also an interesting poster included with the book. J. Eade



LEV: Middle primary Upper primary
AVAIL: \$16.95
KLA: HSIE; ST SCIS 823000

LIPSCOMBE, Nick
Look inside cross-sections. [series]
 Penguin, 1994

Looking at first glance similar to the Stephen Biesty cross-sections books, these are less detailed and lack the humour of the Biesty books. Like the Biesty books they would arouse curiosity and stimulate reluctant readers. Even those without a mechanical bent would clearly understand how things work with information presented through captions. Each double-page spread presents large colourful cut-away diagrams. However they are mostly not so much cross-sections, but "pull-aparts". There is an informative table of contents, clear glossary and useful index. J. Bruce

LEV: Lower primary Middle primary
AVAIL: Paper \$12.95
KLA: CPA

Titles in this series are:

- Cars** SCIS 827266
- Planes** SCIS 816603
- Ships** SCIS 817370
- Space** SCIS 827262

MAYNARD, Christopher

The space shuttle.
 Kingfisher, 1994 (Fold out, find out)
 ISBN 1856972011 [629.44]

This unusual format will have great appeal to younger students as it operates as both a story and an information book. The book tells the story of a rescue mission by

the space shuttle to retrieve a broken satellite and bring it back to earth. On each right hand page a side flap opens giving factual information about the topic which adds interest to the basic story line. Although simply told with language that is accessible to younger students the book is informative and is enhanced by the bright double-page illustrations. J. Anderson

LEV: Lower primary Middle primary
AVAIL: \$17.95
KLA: ST SCIS 814350

HAMILTON, Fiona

Wheat.
 Kondinin Group, 1994 (The workboot series)
 ISBN 0646184881 [633.1]

Blunnie the Workboot, a cute cartoon character, adds a touch of whimsy to this beautifully designed and informative volume which details the story of wheat on Australian farms. Secondary industry, the consumer and environmental aspects are not neglected. Fact boxes, flow charts, labelled diagrams, recipes, maps and pie charts support a variety of text types and extend the book's suitability to a broad range of ability levels. The contents page, highlighted words and glossary are all colour coded. There is a generous supply of colour photographs and a comprehensive index. Other titles in the series, as well as teaching kits, are planned. I. McLean

LEV: Middle primary Upper primary
 Lower secondary
AVAIL: \$18.95
KLA: HSIE; ST; TAS
EVAL: Highly recommended SCIS 824804

KELLY, Andrew and YAMAZAKI, Tetsu

How to speak cat.
 Mammoth, 1994
 ISBN 1863303855 [636.8]

Short and to the point, this book quickly reveals important information children want to know about their cat. It helps children to understand what a cat is trying to communicate, whether it be hunger, fright, love or anger (watch out!). Photographs provide strong examples of how cats communicate in this cute and useful book. R. Dobson

LEV: Preschool Lower primary
AVAIL: Paper \$6.95 SCIS 820954
KLA: ST

Other titles in the series are:

How to talk dog SCIS 820953

SANTICH, Barbara
The original Mediterranean cuisine : medieval recipes for today.

Wakefield, 1995
 ISBN 1862543313 [641.59]

The spine-tingling sense of continuity which draws students to the pyramids is a factor in this book's fascination; here are vivid descriptions of medieval Italian and French kitchens and their equipment, and translations of domestic recipes used before Spain discovered the potato. The authentic instructions for preparing exotic ingredients which we now take for granted, such as ginger, and the medieval chef's sympathetic tolerance of those who might prefer not to use the new sugar instead of honey, create a strong urge to taste the past. Truly

delectable cuisine, and a very stimulating teaching/learning resource. H. Gordon

LEV: Upper secondary Professional
AVAIL: Paper \$24.95
KLA: HSIE; TAS SCIS 829614

MORGAN, Sally
Technology in action.

Evans London, 1994 (Designs in science)
 ISBN 0237512637 [660.6]

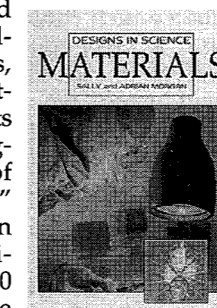
This fascinating insight into technology, both natural and manipulated, is attractively presented. Text is clear and readable yet has a degree of detail making it useful for less literate seniors. There are boxed, brilliantly coloured diagrams and keyword definitions scattered throughout and a number of experiments to perform. Areas covered include: design and evolution, artificial selection (plant, animal, genetic engineering), biotechnology, defence mechanisms, control systems (eg computers, artificial intelligence). Text is balanced with an environmental perspective eg the importance of rainforests for survival, natural and synthetic antibiotics, bacteria for fighting pollution including radioactive waste. The brief index and glossary are helpful. Some additional visual clues in the text itself would be beneficial. Overall, an excellent and accessible resource. C. Foley

LEV: Lower secondary Middle secondary
 Upper secondary
AVAIL: \$26.95
KLA: HSIE; Science; TAS SCIS 813928

MORGAN, Sally

Materials.
 Evans London, 1994 (Designs in science)
 ISBN 0237512939 [670]

This attractive resource has good detail in text balanced by some brilliant colour photos and diagrams, and an interesting array of fascinating facts, questions and experiments presented invitingly and challengingly. Some aspects to beware of are: repeated use of "man-made" and similar descriptors rather than non-sexist terms; lack of an environmental perspective; that 40,000 litres of water is required to make one tonne of paper italicised as fascinating fact without further discussion; statement that little wood is wasted in manufacturing and it's a renewable source; use of chemicals in processing accepted without comment. Scientific links to chemistry and matter are good. Content including natural and manufactured fibres and building materials is also relevant to the updated TAS syllabus. This is an attractive and useful resource but requires a critical approach. C. Foley



LEV: Lower secondary Middle secondary
 Upper secondary
AVAIL: \$26.95
KLA: Science; TAS SCIS 794101

Logos and labels : Australian textiles and technology. [videorecording]

Video Classroom, 1995
 ISBN none [687]
 Excellent teacher notes provide information on the program; an overview, application, content, suggestions for

use, a bibliography and related videos. The video examines why Australian youth demand clothing and accessories decorated with logos and labels and concentrates on local designers and manufacturers such as Mambo, Quiksilver, RipCurl and Konka Funkessentials. The three main sections of this branded clothing market are skate-wear, surf-wear and street-wear. Teenagers in the street are interviewed and a visit is made to the Konka Funkessentials design house explaining how Konka gathers information, its sources for designing new clothing, graphic techniques and marketing. The program concludes with a discussion on selling brand clothing and the fact that it is not just confined to teenagers, followed by an excellent summary. Educationally, this is a useful and stimulating program. J. Eade

LEV: Lower secondary Middle secondary
 Upper secondary
AVAIL: \$85.00
KLA: TAS; CA; Science SCIS 826589

POWELL, Jillian
Art in the nineteenth century.

Wayland, 1994
 ISBN 0750209763 [709.03]

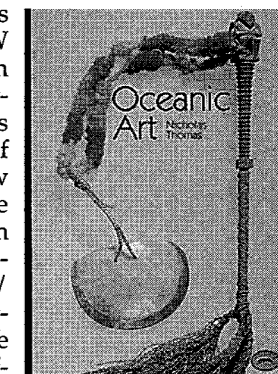
In the nineteenth century, the exceptional development of communication and transport paralleled the rise of the middle class, so art not only had a greater choice of media (example, photography) but also a wider audience. Against the industrial and revolutionary background of that age "nature", especially in landscape, as a welcome escape or a confirmation of values, became a popular subject. In ten succinct chapters, and with a selection of representative colour reproductions, this book canvases the wide variety of art styles from neoclassicism to impressionism with mention of French, American and Japanese developments. M. Hamlyn

LEV: Lower secondary Middle secondary
 Upper secondary
AVAIL: \$26.95
KLA: CA; HSIE SCIS 822873

THOMAS, Nicholas

Oceanic art.
 Thames & Hudson, 1995 (World of art)
 ISBN 0500202818 [709.96]

The content of this work is directly relevant to the NSW 7-10 art curriculum, although the level of the text may be a little advanced for many students in that age group. The art of peoples indigenous to New Guinea, New Zealand and the Pacific Islands is discussed in thematic chapters; war decoration, body decoration, male/female symbolism, power, legend, and racial identity. There are also chapters on the specific themes of Maori architecture and Sepik art. Masks, decorative carving, woven art and textile decoration are well represented, making this a useful library reference to a number of sought-after areas. H. Gordon



LEV: Middle secondary
AVAIL: Paper \$22.95
KLA: CA SCIS 828282

McALISTER, Trevor

Sydney tower : designing and maintaining Australia's tallest tower. [kit]

Classroom Video, 1995
ISBN none

[725]

Most schools within 300 km of Sydney will have taken excursions to Sydney Tower, to support learning in a range of curriculum areas. This kit, (a videotape, loose-leaf reproducible notes and four transparencies) could follow or replace such visits for design and technology students, and has relevance for commerce and business studies. The video shows the purposes behind the construction of the tower, the requirements submitted by the developers to the designers, the sequence of processes undertaken from design to completion, and the maintenance, management and business activities involved in operating the tower. Despite some minor production flaws (poor management of the introductory soundtrack, hesitant reading of the commentary and some blurry indoor photography) the video is stimulating, informative and worthwhile. The kit provides a global perspective of the project, covering resources, materials, tools, skills, environmental effects, classroom/ workshop and universal applications, and a wide range of scenario activities. In a field where teachers constantly confront the new, this looks an impressive and stress-reducing resource. H. Gordon

LEV: Lower secondary Middle secondary
AVAIL: Kit \$99.00 Video \$75.00
KLA: TAS; HSIE

SCIS 826100

CHATANI, Masahiro

Pop-up geometric origami : origamic architecture.

Ondorisha, 1994 (Pop-up paper craft)
ISBN 0870409433

[736]

Origami aficionados and others with keen minds, sharp eyes, nimble fingers and a creative urge should not be disappointed with this seventh volume in the series. Clear, concise step-by-step instructions are provided through a combination of text and illustration for the construction of many marvellous three dimensional creations incorporating cut, folded and pasted geometric shapes such as triangles, squares, hemispheres, diamonds, rectangles, cubes. These can be used for decorative purposes as hangings, small sculptural pieces, or as decorations on greeting cards and parcel wrappings. Younger children will need close supervision for the cutting tasks. Recommended. B. Richardson

LEV: Lower secondary Middle secondary
Upper secondary Parent Professional

AVAIL: Paper \$24.95

KLA: CA; Mathematics

SCIS 820366

McNIVEN, Helen

First arts and crafts. [series]

Wayland, 1994

The aim of this series is to introduce children to a wide range of media approaches by encouraging them to observe and appreciate cross-cultural art and art forms—past and present, both naturally occurring and hand-made—then to experiment with a variety of techniques to produce imaginative and creative works of their own. This aim is admirably achieved through provision of a collection of books notable for their excellent design and attractive presentation. Useful information and imaginative, creative ideas are well communicated through

child-oriented text supported by superb photography by Chris Fairclough. Print is well sized (an important consideration if children are working directly from the book), instructions are clearly expressed and each project is accompanied by a boxed ready-reference chart of materials required. Each book contains contents, glossary, index and useful notes for parents and teachers. These valuable and useful resources deserve a place in every classroom and library. B. Richardson

LEV: Middle primary Upper primary

AVAIL: \$26.95 each

KLA: CPA

EVAL: Highly recommended

Titles in this series are:

Masks	SCIS 822859
Models	SCIS 829581
Puppets	SCIS 822863
Toys and games	SCIS 829580
Drawing by Sue Stokes	SCIS 822726
Printing by Sue Stokes	SCIS 822864

O'REILLY, Susie

Arts and crafts. [series]

Wayland, 1994

An attractive series which makes good use of photography accompanied by easy to follow step-by-step instructions. Each book contains contents, index, glossary and further information, containing books on the topic for children and adults (mainly UK) and places to visit in different countries. Another interesting feature found in each book is *The gallery* which contains photographs of real objects in nature as inspiration. As well as showing the basic steps involved in each process, there is also a section on different projects which can be undertaken using a variety of techniques. An extremely useful and practical series. J. Eade

LEV: Middle primary Upper primary
Lower secondary

AVAIL: Paper \$14.95

KLA: CPA; CA

Titles in this series are:

Batik and tie-dye.	SCIS 829513
Stencils and screens	SCIS 829518
Block printing	SCIS 829514
Weaving	SCIS 829512
Paper making	SCIS 829517
Modelling	SCIS 829515

MICKLETHWAIT, Lucy

I spy : animals in art.

HarperCollins, 1994

ISBN 0006644074

[750.1]

Art historian and parent, Lucy Micklethwait, has cleverly linked the popular game of "I Spy" with animal identification and great paintings. Printed large on glossy white paper are twenty works by artists as diverse as Renoir, Titian, Chagall, Holbien, Picasso. Opposite each painting is a challenge to find a particular animal—a dog, horse, rabbit, squirrel and so on. Readers, while responding to the author's challenges, (and hopefully setting



others for themselves and their reading companions), are of course, focusing on the detail in each picture. This is a novel and pleasurable way to introduce children to great art. B. Richardson

LEV: Preschool Lower primary Middle primary

AVAIL: Paper \$14.95

KLA: CPA

SCIS 806539

LAMOND, Margrete

Going for it! success stories of women in sport.

Allen & Unwin, 1995 (True stories / A little ark book)
ISBN 1863738126

[796.082]

This is the sort of book that gives you a taste of fascinating information and makes you crave more. Aimed at upper primary students, it would be equally enjoyable and intriguing for older readers (and adults like me!). It holds interest well, moving quickly between tantalising historical perspectives and examples, modern women heroes and role models, and significant issues. Occasionally this is frustrating because one wants more detail before moving on to the next item. The photo of Cathy Freeman on the cover is great. The text is extremely readable with some effective layout techniques and variations in style. The book's full of wonderful information that is good for any woman's spirit and the general understanding of humanity. C. Foley

LEV: Upper primary Lower secondary

AVAIL: Paper \$ 9.95

KLA: HSIE; PD/H/PE

EVAL: Highly recommended

SCIS 828285

BEBBINGTON, Jim

Aussie allsports.

Penguin, 1995 (Puffin)

ISBN 0140349715

[796.0994]

This fascinating collection of information about 40 sports popular in Australia will be difficult to put down, especially as the paperback format makes for easy carrying. As well as an overview of the game and its rules it provides profiles of top players, humorous anecdotes, facts and trivia. The section on each sport concludes with a brief quiz while many humorous black and white sketches enhance the book's readability. An informative, appealing and user friendly resource, this would be great for casual browsing. J. Anderson

LEV: Middle primary Upper primary
Lower secondary

AVAIL: Paper \$9.95

KLA: PD/H/PE

SCIS 828052

Sport in Australia : a social history.

Cambridge University Press, 1994

ISBN 0521435137

[796.0994]

This work certainly reflects ongoing gender bias in Australian sporting culture. Despite some interesting reflections on sport as a male cultural domain, and how the stereotypes could be addressed, in the introduction, this remains a book essentially for and about white Australian males. Women are mentioned or discussed on 47 of the 283 pages. For example, the chapter on cricket gives one and a half of its nineteen pages to women and two to Aboriginal people despite the significant role both have played in Australian cricket. No women are mentioned in the section on great cricketers. Other major chapters deal with football, boxing, golf, horseracing, rugby, soc-

cer, swimming and surfing, and track and field. In the broader text, there is some discussion of ethnicity and migrants and passing reference to disabled sports (though no entries for the latter exist in the index). It's a fairly weighty work with only a scattering of black and white illustrations but the style is readable overall. It's disappointing to see such a recent work, though well-researched and referenced in what it does cover, offering only tokenistic reference to women. C. Foley

LEV: Middle secondary Upper secondary

AVAIL: \$49.95

KLA: HSIE; PD/H/PE

SCIS 816782

MARSHALL, David

Basketball.

Heinemann, 1994 (Successful sports)

ISBN 0431074313

[796.323]

Equipment, skills, tactics and the rules of the game are covered and a brief overview of famous players, teams and game highlights is given. Clear explanations are supported by stunning photographs of action shots by famous players and teams. Information is current, relevant and easy to find through the clear layout and the inclusion of a glossary and index. Language is non-technical and appropriate for the targeted age group making it a very readable and appealing resource both for the devotee and the casual browser. J. Anderson

LEV: Middle primary Upper primary
Lower secondary

AVAIL: \$18.95

KLA: PD/H/PE

SCIS 826490

Other titles in this series are:

Athletics	SCIS 833554
Football	SCIS 826488
Hockey	SCIS 826487
Rugby	SCIS 826485
Swimming	SCIS 833553
Tennis	SCIS 833551

COCHRANE, Kathleen J.

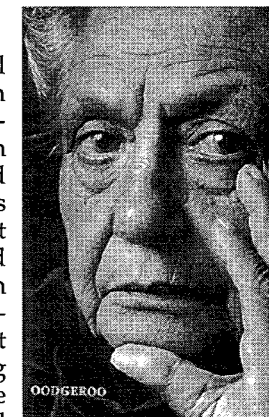
Oodgeroo.

University of Queensland Press, 1994

ISBN 0702226211

[A821]

This fascinating and powerful biography of Oodgeroo (Kath Walker) has some autobiographical elements. It is written by her long time (white) friend and apparently Oodgeroo was happy with the manuscript prior to her death. Incorporated are scattered entries in Oodgeroo's own words, a selection of her poems in significant context, some of her stirring speeches, and a moving tribute by Judith Wright. The essential simplicity of style evokes a myriad of responses. It is testament to Oodgeroo's strength, pain, anger, heroism, leadership, compassion and her Aboriginal identity and associated deep mourning and loss. The work could double as a potted history of the Black struggle for civil rights during the period of her life including an unknown glimpse of Pig iron Bob! It tugs insistently, Oodgeroo touching our lives even in death, providing forceful



insight into the need for the healing process we are all still a long way from completing. C. Foley

LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.95
KLA: English; HSIE SCIS 816505

GLEITZMAN, Christine McCaul

Libby Hathorn: poet, author. [videorecording]
Insight Profile, 1995

ISBN none [823.3 HAT]

Libby Hathorn says she loves an audience and this is obvious in this engaging, quality video of a close encounter with one of Australia's most popular children's authors. The viewer is taken on a journey into experiences and memories that have contributed to ideas that she uses in her stories. These experiences become a treasure trove of ideas for her stories poems and picture books. Young, would-be authors cannot help but be inspired once they hear Libby's story. It is obvious that Libby Hathorn is in love with words and in a very natural way she gives the viewer glimpses of the people and places that influence her writing. There is a family gathering for a meal in her home, then on to her grandmother's mountain retreat, a visit to the primary and the secondary schools she attended and her favourite place, the beach. All of the places and people are where ideas were formed and connected with other experiences that eventually unfold into story. D. Dawson

LEV: Middle primary Upper primary
Lower secondary

AVAIL: \$68.00
KLA: English SCIS 832755

NIBLO, Stephen

A short history of the cold war.

Nelson, 1994
ISBN 0170088383 [909.82]

One of the advantages now available to writers on the Cold War is that it is over. The fact that it concluded in the West's favour with almost embarrassing ease also helps promote an objectivity and balance that was quite impossible during the era. This succinct coverage of the period from its 1917 origins to the collapse of the Soviet Union in 1991 has a decidedly Western perspective, but the issues and events are dealt with very fairly. Illustrative documents, questions and even the glossary are "built-in" to a well-organised narrative which most HSC students of the modern world studies section of history will find very manageable and enlightening. G. Spindler

LEV: Middle secondary Upper secondary
AVAIL: Paper \$19.00
KLA: HSIE SCIS 807611

STANNARD, Bruce

Aboard Endeavour: Cook's voyage 1768-1771.

Ashton Scholastic, 1995

ISBN 186388131X [910.92]

Captain Cook's most famous voyage is brilliantly brought to life in this book through the eyes of Isaac Smith, the sixteen year old who was to become the first European to step ashore on the east coast of Australia. The book is very clearly set out in diary form, interspersed with Sandra Laroche's colourful full-page sketches. With a foreword by Rear Admiral Peter Sinclair, an excellent glossary and even a metric conversion table, this would be an invaluable resource either as a source for research or

purely for enjoyment of the diary and accompanying eye-catching illustrations. J. Eade

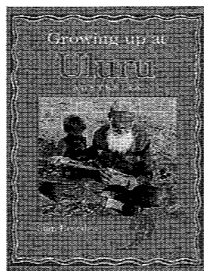
LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$14.95
KLA: HSIE; English SCIS 823243

BREEDON, Stan

Growing up at Uluru Australia.

Steve Parish, 1995
ISBN 0947263896 [919.429]

The life of the Anangu Aboriginal people, especially children, around Uluru in the Northern Territory is shown in this picture book. Bright photographs show the importance of the Aborigines' relationship to the earth and how they live off the land by locating wild foods. It shows the traditional lifestyle of the Aboriginal people, the native flora and fauna and the rugged beauty of central Australia. The geographic features of Uluru are shown and the dreamtime story associated with each feature is briefly told. J. Bruce



LEV: Lower primary Middle primary
AVAIL: Paper \$12.95
KLA: HSIE SCIS 826177

CROSSLEY, Louise

Explore Antarctica.

Cambridge University Press, 1995
ISBN 0521455669 [919.89]

Spectacular photographs and superb design and layout double the attraction of the fascinating information in this book. Antarctica's geological, natural and human history, its eco-system, the nature of ice, and the problems of human survival, resource conservation and global warming are presented in very readable text, supported by maps, diagrams and fact boxes. Students and adults alike will find new considerations about wildlife, personal life in the bases, the importance of Antarctica in everyone's weather, tourism ... and ice. The notion of feral cats on Macquarie Island, for example, stopped me! A comprehensive index and glossary complete this quality learning tool. H. Gordon

LEV: Lower secondary Middle secondary
Upper secondary Professional
AVAIL: Paper \$19.95
KLA: HSIE SCIS 828492

LAFFIN, John

Guide to Australian battlefields of the Western Front 1916-1918.

2nd ed. Kangaroo, 1994
ISBN 0864176201 [940.4]

John Laffin's book, first published in 1992, has quickly become a standard work in its area of scholarship. This new edition adds two chapters, expanding further on cemeteries where Diggers are buried, and outlining 75th anniversary activities in 1993. This paperback edition is a hard-wearing affordable volume, making it possible to add a second copy to the collection, to take account of these additions. Its logical geographical arrangement makes for easy finding of locations, with the index providing further assistance. Copious photographs and

maps add to the value of the work. The factual information provides much that the student will require, while the chapter of epitaphs gives a most poignant personal and individual aspect to the book. M. Steinberger

LEV: Upper secondary Professional
AVAIL: Paper \$27.95
KLA: HSIE SCIS 819003

ALLAN, Sheila

Diary of a girl in Changi 1941-1945.

Kangaroo Press, 1994
ISBN 0864176198 [940.54]

Sheila Allan was seventeen, and living in Singapore, when she and her parents were interned in Changi Prison. The three and a half years they lived as prisoners of the Japanese in Changi and Sime Road Camp are chronicled here. Her diary provides a perspective on the prison camps that is sure to strike a chord with adolescent readers. Most poignant is the realisation that as well as dealing with the privations of camp life, the girl had to cope with the normal problems of adolescence. The openness of approach of this easily read diary allows the reader to share in the issues of friendship, power play, adolescent crushes, sexual attraction as well as those of lack of food, constant illness and the death of her father. M. Steinberger



LEV: Middle secondary
AVAIL: Paper \$19.95
KLA: HSIE SCIS 818984

CUMMING, David

Russia.

Wayland Hove, 1994 (Modern industrial world)
ISBN 0750209879 [947.086]

The upheavals which so swiftly transformed communist USSR into the Commonwealth of Independent States and the Russian Federation have also made many reference books out-of-date. Photographer and writer David Cumming spent three months in the "new" Russia to research this comprehensive and very readable work. Considerable attention is given to the arms race, Gorbachev's reforms of "perestroika" and "glasnost" and the contributions of President Yeltsin. Russia's current issues of pollution, disappearing coniferous forests, food shortages and financial problems are also examined. Numerous fact boxes present important statistics and pocket biographies. Maps, a glossary and an index are useful features. I. McLean

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$26.95
KLA: HSIE
EVAL: Highly recommended SCIS 822876

Other titles in the series are:

France SCIS 822875

STEELE, Philip

The Samurai warriors.

Kingfisher, 1994 (Fold out, find out)
ISBN 1856972461 [952]

This seems to be a publication suffering from an identity crisis. It attempts to combine both fact and fiction but

doesn't succeed in doing either particularly well. There is a simple story of a special sword, an unscrupulous samurai general, an attack on a castle, two polite children who save the day—told in fairly stilted language patterns and supported by full-page colour illustrations. The facts about the period are contained under fold-out sections which give the book its novelty value. There is a clear index suited to use by younger readers. C. Frew

LEV: Middle primary Upper primary
AVAIL: \$17.95
KLA: HSIE SCIS 814360

A look at Indonesia. [videorecording]

Curriculum Corporation, 1994 (66 min.)
ISBN none [959.8]

This package, including teacher's notes, was developed by the Northern Territory Department of Education. Designed for young learners in the early childhood to upper primary age group the seven short clips focus on aspects of everyday life in Indonesia. The narration is easily understood by very young children and is interspersed with simple Indonesian words and phrases. Teacher's notes include synopses of the clips, sociocultural notes, activities and scripts for the narrations. Realistically filmed, the videos provide an introduction to the lifestyle and culture of the Indonesian people. J. Anderson

LEV: Lower primary Middle primary
Upper primary
AVAIL: \$39.95
KLA: HSIE; LOTE SCIS 820949

Mari Menonton. [videorecording]

Curriculum Corporation, 1994 (63 min.)
ISBN none [959.8]

Similar in format to **A look at Indonesia** this package consists of six short clips which again feature different aspects of life in Indonesia. The narration in these clips however is in Indonesian, at a level suitable for beginners, with increasing levels of difficulty. The narration is spoken slowly with assistance given by the visuals. The teacher's notes are also similar in format and provide stand-alone activities which arise directly from the film clips. Again excellent colour photography provides a realistic overview of the Indonesian lifestyle and culture. J. Anderson

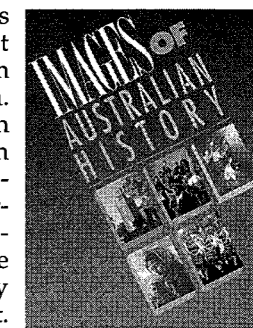
LEV: Upper primary Lower secondary
Middle secondary
AVAIL: \$39.95
KLA: HSIE; LOTE SCIS 820977

NICHOLLS, Gary

Images of Australian history.

Nelson, 1994
ISBN 0170087360 [994]

Attractively presented, this text's coverage is comprehensive, yet has some serious limitations in parts due to oversimplification. Change is the main theme, in relation to questions focusing on heritage, Aboriginal and non-Aboriginal contact, women, international relations, and contemporary culture and identity. The introductory section on history and historical enquiry is excellent.



Useful cross-references to the teachers' resource book and its blackline proformas are given. Timelines are provided "for perspective" yet one for Australia "from 1595" could effectively delete Aboriginal people from the settlement of Australia. The emphasis on using evidence and posing questions utilises some wonderful source material but occasionally related activities could be more sensitive and critical. Much of the section on women is simplistic and so demeans achievements eg of Vida Goldstein; "people were not yet willing to vote for women" when in fact Vida polled 52,000 votes coming close to winning. It is disappointing that there are some significant gaps despite much that is outstanding. C. Foley

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$26.00
 KLA: HSIE SCIS 816445

Also available:

**Images of Australian history :
 teachers' resource book** SCIS 819915

MEADER, Chrys

Marrickville : people and places.

Hale & Iremonger, 1994
 ISBN 0868065595 [994.4]

Thematic approaches to local history provide interesting detail on predictable subjects such as local personalities, roads and bridges, churches and cemeteries, schools and sport, but anyone who has driven down Marrickville Road might ask "where is multicultural Marrickville in this book—how did the suburb come to be the way it is now?" The pieces simply don't come together to create a sense of the influences, issues and evolution behind the growth of this interesting Sydney municipality. There is solid research here; it is readable, with well-chosen illustrations and meticulous side-note references, and is a great resource on aspects of area history, but it never quite tells the story. G. Spindler

LEV: Upper primary Lower secondary
 Middle secondary Upper secondary
 AVAIL: \$24.95
 KLA: HSIE SCIS 820120

TATRAI, Olga

Wind and watermills in old Parramatta.

O. Tatrai, 1994
 ISBN 0646177281 [994.4]

On first glance this may not seem an exciting topic but there were few matters more important to early NSW than the growing and milling of grain. Parramatta was the colony's first "breadbasket" and the mills were often linked with significant colonial figures (Marsden, the Macarthurs, etc), being thus sources of wealth and power as well as the food staple. Tatrai's solid research is presented in a comprehensive and cohesive, extensively illustrated local history resource. The surprising number of images also testifies to the importance the colonists placed on the mills, as well recalling the colour and character which they added to the early Europeanised landscape. G. Spindler

LEV: Lower secondary Middle secondary
 AVAIL: Paper \$15.00 +pp Windmills (02) 630 2977;
 POB 81, Oatlands 2117
 KLA: HSIE SCIS 819917

Professional reading

Resources are in Dewey order.

LOBBAN, Marjorie

The matter of substance : alcohol and drugs in fiction for young readers.

Alcohol and Drugs Council of Australia, 1995
 ISBN 0646229222 [016.36229]

Commissioned by the Alcohol and Drugs Council of Australia, this publication offers suggestions on a wide range of reading material for young adults. A common basis for fiction listed is that it raises the issues of alcohol and/or drugs. This book presents more than 75 titles with concise annotations on each. From Aldous Huxley's *Brave new world* to Libby Hawthorn's *Feral kid*, an exciting range of material from Australian and overseas authors is included. It is a particularly useful guide to librarians, teachers and parents whose role it is to direct the reading of adolescents. C. Sly

AUD: Professional SCIS 826584
 AVAIL: Paper \$19.95
 KLA: English SCIS 830827

Guidelines : Precis 1 : an abstracted subject index of current affairs journals for Australian libraries.

/ edited by Keith Darling
 Bibliographic Services, 1995
 ISBN/ISSN 13234439 [016.90982]

A valuable reference tool for secondary school libraries, this index identifies articles on current affairs which have been published in a subset of relevant journals, both Australian and international, indexed in *Guidelines*. The articles are arranged in subject order and each item includes the title of the article, author, magazine and issue, and page numbers. It is the addition of an abstract of about 50 words to each entry as well as an indication of photographs, maps and diagrams which makes the index particularly useful for students. The index is issued eight times a year with the fourth and eighth edition being a cumulation. This is a valuable and comprehensive supplement to other subject indexes such as *Guidelines* and *SAGE*. D. Dawson

LEV: Middle secondary Upper secondary
 AVAIL: \$190.00 annually Bibliographic Services
 (03) 8073442 Fax (03) 8972073
 KLA: HSIE SCIS 832011

Also available:

Guidelines : Precis 2 : an abstracted subject index of geography and science journals for Australian libraries.

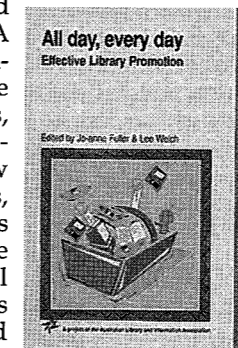
AVAIL: \$110.00 four times annually with the fourth issue a cumulation
 KLA: HSIE; TAS; Science SCIS 832008

All day, every day : effective library promotion.

/ edited by Jo-anne Fuller & Lee Welch
 Australian Library and Information Association, 1994
 ISBN 0868045128 [021.7]

Based on the philosophy that libraries provide "THE access point for effective survival in the information age", and that library promotion should be an essential part

of everyday operations, this kit has brought together articles from active library professionals detailing ideas, ways and means of promoting library services to the general public, the decision makers, legislators, administrators, media bosses, colleagues and staff users. The kit (which ALIA states is designed to grow) contains essays on subjects as diverse as marketing communications, knowing your audience, lobbying, publicity—what it is and how to get it—sponsorship techniques, statistics, sponsorship, awards and networking. Included are policy statements, lists of useful names and addresses, checklists and copyright-free graphics and artwork. B. Richardson



AUD: Professional SCIS 826584
 AVAIL: Paper \$20.00 for ALIA members

School library reference services in the 90s : where we are, where we're heading.

/ edited by Carol Truett
 Haworth, New York, 1994 (Reference librarian series)
 ISBN 1560246731 [027.8]

Reference services, a term used to encompass the teaching activities of school library media centres, are examined from three perspectives in this authoritative collection. Models of teaching reference skills; the impact of new information technology; and approaches to assessing school library programs are discussed. Contributors are varied, both academics and practitioners reporting on their research and practical work. The uses of multimedia technology to broaden the scope of student learning are emphasised. This is a positive resource which highlights the expanding possibilities, affirms the directions taken by NSW schools, and is helpful in focusing thinking around the technological issues of today and tomorrow. J. Buckley

AVAIL: \$34.95
 AUD: Professional SCIS 818482

Also available:

A.V. in public and school libraries : selection and policy issues. SCIS 813449

PEARSON, Mark

Emotional release for children : repairing the past, preparing the future.

ACER, 1995
 ISBN 0864311621 [155.4]

This resource provides ideas, games and activities for helping children, whether normally well-adjusted or abused and emotionally damaged, to unlock and free repressed emotions, thus assisting them to healthier, happier personal inner growth. The theoretical underpinning is eclectic, the authors drawing on a wide range of psychological theory, knowledge and methods. Material is well organised beginning with a detailed explanation of the rationale and nature of emotional release counselling, followed by programming and planning suggestions, games and strategies, and stories from the counselling room. Included are proformas, recommended book and music lists, contact addresses, glossary and index. Professionals and parents will find this a very valuable resource but it does need careful reading, per-

sonal evaluation and preparation before the ideas and activities are put into practice. B. Richardson

AUD: Parents Professional
 AVAIL: Paper \$26.95
 KLA: PD/H/PE SCIS 826290

NEGROPONTE, Nicholas

Being digital.

Hodder & Stoughton, 1995
 ISBN 0733601359 [303.48]

It seems odd that information about the digital world is found in book form when it has been written by a dyslexic who does not enjoy reading. Negroponte is one of the world's experts on multimedia and he rightly decided that the only way to reach many executives, politicians, teachers and parents with his predictions of future technologies was to present his ideas in a book. He takes the reader for a fast ride along the Infobahn and predicts that by the year 2005 people will be spending more time on the Internet than watching network TV. For teachers in particular, Negroponte sees the emphasis shifting from the technology itself, to its application. This is evidenced in the development of the electronic games business which is now larger than the motion picture industry. Technology is causing the removal of geographic boundaries as the free movement of information knows none. The reader is warned that as we move towards this digital world a huge percentage of the work force will feel disenfranchised, however there is cause for optimism. Negroponte sees four powerful patterns emerging: decentralising, globalising, harmonising and empowering, and it is all in the hands of the young. D. Dawson

AUD: Professional SCIS 830958
 AVAIL: \$29.95

Angles on energy.

NSW Office of Energy, 1994
 ISBN 0731016904 [333.7907]

This comprehensive resource for teachers contains current information on all aspects of energy. It is designed to complement existing textbooks and provides material for teachers in Science 7-12, Design and Technology 7-10, and Geography 7-12. Basic information is provided along with lesson plans, teaching strategies, tests and quizzes etc. The resources come in a ring-fold binder, clearly divided into sections with a comprehensive index. Everything is photocopyable. The diagrams and sketches are particularly clear. Since the material is targeted to middle secondary and up, some information sheets and exercises will need to be modified for junior use. References and a list of energy agencies are included. D. Collins

AUD: Professional
 LEV: Middle secondary Upper secondary
 AVAIL: \$25.00 + \$5.00 p&h NSW Office of Energy,
 29-57 Christie Street, St Leonards 2065
 Ph (02) 901 8888; Fax (02) 901 8777
 KLA: PD/H/PE; HSIE; TAS SCIS 816371

GILBERT, Pam

Divided by a common language? gender and the English curriculum.

Curriculum Corporation, 1994
 ISBN 1863662723 [370.19]

The literature we study and the language that is used often exacerbates gender inequities. This is not only an insightful commentary, supplemented with some very

appropriate cartoons, but also a guide with many practical classroom exercises and activities that seek to address the gender imbalance of the past. While it is directed particularly towards English teachers, there is a good deal of sound methodology that can be applied across the curriculum making it an important reference for all teachers. C. Sly

AUD: Professional
AVAIL: Paper \$24.95
KLA: English

SCIS 821926

ROGERS, Bill

Behaviour management : a whole school approach.

Ashton Scholastic, 1995
ISBN 1863883568

[371.1]

Aimed at, and reflecting primary school examples, this positive and practical book provides helpful information for both primary and secondary levels. The emphasis is on whole school ownership of behaviour management and related collegiality. A framework for whole school planning with useful flow charts, diagrams and examples, is presented. A comprehensive range of issues is pro-actively covered; behaviourally disordered students, difficult classes (and why teachers new to the school should not be allocated them), bullying (eg policy process, action plans, victim skills and solutions at various levels), language of discipline and consequences. Text is readable with a worthwhile bibliography and index. This is a thoroughly worthy addition to the professional collection and will readily offer professional support and whole school guidelines for developing peaceable schools and addressing harassing behaviours. C. Foley

AUD: Professional
AVAIL: \$32.95

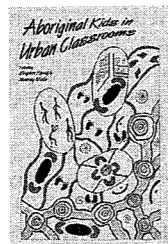
SCIS 829762

Aboriginal kids in urban classrooms.

/ edited by Stephen Harris
Social Science, 1994
ISBN 0949218928

[371.97]

All teachers of Aboriginal children, particularly those in urban areas, should read this book. The papers presented in this book have been written by Masters of Education students, most of whom are practising teachers. The papers reflect the changing cultural and educational expectations of Aborigines. Many misconceptions about Aboriginal children and their behaviour are highlighted and strategies are presented for dealing with them. The emphasis is on the teacher catering for all learning styles in the classroom and the fact that Aboriginal children learn best if the teacher recognises their particular learning style and has an understanding of Aboriginal social and cultural mores. D. Dawson



AUD: Professional
AVAIL: Paper \$22.95

SCIS 818975

ECKERMANN, Anne-Katrin

One classroom, many cultures : teaching strategies for culturally different children.

Allen & Unwin, 1994
ISBN 1863736220

[371.97]

Conducted with support from primary schools within the Department of School Education and the Catholic

Education Office in New South Wales, this is a practical and enlightening record, analysis and exploration of a research project which illuminates successful teaching strategies that integrate theories, philosophies and curricula with diverse personal cultural needs in the multicultural classroom. Whilst the focus rests in providing in clearly defined chapters a framework for implementation, the extensive bibliography and index allow for easy access to these contemporary approaches. E. Maxwell

AUD: Professional
LEV: Lower primary Middle primary
Upper primary

AVAIL: Paper \$22.95**KLA:** English; Mathematics; ST SCIS 807816

WALKER, Dot

Pathways to co-operation : starting points for co-operative learning.

Eleanor Curtain, 1994
ISBN 1875327207

[372.13]

This aims at developing strategies through which students can become interdependent and independent learners. It acknowledges current theory while providing practical and theoretically sound strategies to help teachers move into the field of co-operative learning and to extend the repertoire of experienced teachers. It highlights eight "pathways" to establish co-operative learning and for each of these provides pre-requisite understandings and beliefs, classroom strategies for implementation, a related case study and a range of support activities. The book is clearly set out with black and white photographs and examples of students' work. J. Anderson



AUD: Professional
LEV: Lower primary Middle primary
Upper primary

AVAIL: Paper \$19.95 SCIS 795809

JACOBS, Jennie

A story a day : a package for early childhood workers to co-ordinate community awareness promotions and parent education in spending time sharing stories with pre-schoolers.

Dept. of Primary Industries and Energy, 1994
ISBN none

[428.4]

The aim of this package is to get parents to spend more time interacting with their pre-schoolers—and through this interaction improve literacy skills. Both child and parent would benefit greatly from this program. Everything any childhood worker would need to begin is included in this well-coordinated package, containing community awareness promotion, a home program, resource list, presentation materials and finally an evaluation. Strategies bringing participants together to visibly display their common goal would be encouraging for all. Also useful in primary schools, ideas from this package would enhance any reading program within a school. R. Bodlay

LEV: Preschool Lower primary
AVAIL: Paper \$35.00 + \$3.00 p&h Jennie Jacobs,
PO Box 61, Yankalilla SA 5203

KLA: English SCIS 811021

MURPHY, Bernadette

The cross sport program : preparing young children for sport : a hand-eye skill development program for young children.

CollinsDove, 1994
ISBN 1863714367

[796.071]

Written for Australian schools, the program is targeted at the 5 to 9 year old group and aims to provide all students with the opportunity to develop the basic skills needed for sport. It combines three ingredients—simple sequential hand-eye co-ordination program, assistance for teachers in managing the program and appropriate equipment. Each of the ten units has the same basic format, is clearly set out with humorous black and white illustrations and includes simple games which reinforce the skills. The appendices provide a summary and program. J. Anderson

AUD: Professional
LEV: Lower primary Middle primary
Upper primary

AVAIL: Paper \$27.95**KLA:** PD/H/PE SCIS 822228

ROBBINS, Elaine

The inside story : an anthology of fiction and non-fiction texts.

Oxford University Press, 1994
ISBN 0195536665

[808.0076]

Effective reading requires comprehension, interpretation and appraisal of material. This book encourages students to read actively. Many interesting pieces of fiction and non-fiction have been selected to teach this interactive approach and elicit thoughtful written responses. To begin, various genres are presented. These convey the diversity of writers' content and style. The second section of the book deals with the structure of different forms of writing. Clear diagrams outline the steps students should follow in their writing. Its appropriate content and clear layout make this a stimulating text for English classes. C. Sly

LEV: Lower secondary**AVAIL:** \$16.95**KLA:** English SCIS 816571

STOP PRESS

Congratulations to Anne Hazell

Anne has recently been made a Fellow of The Australian Library and Information Association (ALIA) for her outstanding services to school libraries. Fellowships to ALIA are awarded only for distinguished contributions to the theory or practice of library and information science.

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
Jill Bruce, Beacon Hill Primary
Jill Buckley, ex *Scan* editor
Darelyn Dawson, Pennant Hills High
Rodney Dobson, Heron's Creek Primary
Jan Eade, primary teacher-librarian on leave
Lee Fitzgerald, *Scan* editor
Colleen Foley, Cranebrook High
Catherine Frew, Tumberumba High
Fay Gardiner, Katoomba North Primary
Helen Gordon, Maitland Grossman High
Marion Hamlyn, Wollongong High
Ian Maclean, Punchbowl Primary
Wendy Muskin, Newcastle High
Beverley Richardson, primary teacher-librarian on leave
Cathy Sly, English teacher, Barrenjoey High
Graham Spindler, Parliament House Education Officer
Margaret Steinberger, Irrawang High

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)?

The course is offered through the Department of Library and Information Science at Edith Cowan University and is available for students throughout Australia and overseas.

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

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

For further information and enrolment forms, please contact External Studies, Edith Cowan University, Goldsworthy Road, Claremont 6010. Telephone (09) 273 8500.



EDITH COWAN
UNIVERSITY
PERTH WESTERN AUSTRALIA

CHILDREN'S BOOK COUNCIL

Bookweek

Book week runs from 19th–25th August, and the Book Week luncheon will be held on Monday 21st August, in the Ballroom at the Sydney Hilton, from 12.00–2.30 pm. Booking forms are available from the CBC:

Ph: (02) 810 0737

Fax: (02) 818 1327

Bookings are filling fast.

The third national CBC Conference

"Claiming a Place"

Date: 3rd–6th May 1996.

Venue: Sheraton Hotel, Brisbane.

International authors confirmed so far include Anthony Browne, Paula Danziger and Lesley Howarth. More details as they are available.

Awards, etc.

The Guardian children's award for 1995 has been awarded to Lesley Howarth for *Maphead*, published by Walker Books SCIS 832271.

The 1995 Newbery medal has been awarded to Sharon Creech for *Walk two moons*, published by Pan MacMillan Children's SCIS 822990.

The Caldecott medal for best children's picture book 1995 was awarded to David Diaz and Eve Bunting for *Smoky night*, published by Harcourt Brace SCIS 832756.

1995 AIM Children's Awards (New Zealand)

The AIM Book of the Year for 1995 and the Junior fiction category prize has been awarded to Maurice Gee for *The fat man*, published by Penguin Books SCIS 837616. The Senior fiction category was won by William Taylor, for *The blue lawn*, published by HarperCollins SCIS 819721. The Picture book category was won by Diana Noonan and Elizabeth Fuller for *The best-loved bear*, published by Ashton Scholastic SCIS 808312; and the non-fiction category was won by Andrew Crowe, for *Which native forest plant*, published by Penguin Books.

The Australian awards for excellence in educational publishing

Shortlist for this year, in primary and secondary categories, is as follows:

Primary single book:

Miller, Olga *Legends of Fraser Island*. Rigby, 1994 SCIS 834820

Fleer, Marilyn; Hardy, Tim; Baron, Karen and Cliff, Malcolm *They don't tell the truth about the wind : K-3 science program*. Curriculum Corporation, 1994

Pask, Raymond; Mraz, Judy; Stutterd, Tony; Atkins, Robyn; Smith Syd, and Stelzer, Glen *Heinemann primary atlas*. Heinemann, 1995 SCIS 833287

Secondary single book

Aboriginal art and the Dreaming: teaching about Aboriginal art, craft and design in secondary schools. Department for Education and Children's Services, Adelaide, 1994 SCIS 804398

Macini, Anne *Art through Australian eyes : an issues-based approach*. Longman Cheshire, 1994 SCIS 800021

Goldman, Juliette *All of me : sex education for junior students*. Longman, 1995 SCIS 837476

Kleeman, Grant *Global interactions : a senior geography. 1, preliminary course / edited by Bernard Harris and others*. Heinemann, 1995 SCIS 833286

Primary series category

Australian Academy of Science *Primary investigation*. [series] 1994 SCIS 823866, 828620, 828621, 828622, 823867, 823868, 826824, 823869, 826825, 826826, 826827, 823870

O'Brien, Harry and Purcell, Greg *Maths plus 3-6*. [series] Martin Education, 1994 SCIS 822894, 822900, 822896, 822901, 828265

Secondary series category

Nolan, Jennifer and others *Heinemann mathematics*. [series] Heinemann, 1994–1995 SCIS 833543, 833545, 833643, 813022, 806799, 810661

Eshuys, Joe and Guest, Vic *English power 1-4*. [series] Jacaranda, 1993–94 SCIS 759554, 766453, 804581, 807972

Issues for the nineties / edited by Kay Healey Spinney, 1995 SCIS 828474, 828473, 828472, 828470, 828475, 828471

Lowe, Ian and Ball, Lynda *Nelson mathematical methods 3 & 4*. [series] Nelson, 1994 SCIS 821003



Primary other category

Irons, Calvin *Buzzing bees and frolicking frogs*. Hawthorn MultiMedia, 1994

Kuchling, Guundie and Gerald Yakkinn *the swamp tortoise*. [series] Chelonia Enterprises, 1995 SCIS 830342

Special forever picture : a joint writing project of the Primary English Teaching and the Murray-Darling Basin Commission. Primary English Teaching Association, 1994 SCIS 804914

Oz arts magazine. 1994—SCIS 719617

National Japanese curriculum project, Queensland Department of Education/Western Australia Ministry of Education

Yoroshiku. [series]; Pera Pera [set]. Curriculum Corporation, 1994 SCIS 800510, 799103, 795555

PROFESSIONAL DEVELOPMENT

ALIA schools section

Dr Delia Newman, Associate Professor in the College of Library and Information Services at the University of Maryland, is presenting *What the experts say : how information technology can support higher-level learning*.

Date: 19th August 9.00–1.00 pm
Venue: Monte Sant' Angelo College, 128 Miller Street, North Sydney 2060

Cost: \$20 ALIA members—\$35 others

Contact: Di Simpson, Ph: (02) 922 3547

Post to: Ann Plowman, PO Box 507, Petersham 2049

Literature 2000 : reading for the next generation.

Date: 16th September 9.00–3.45 pm
Place: Australian National Maritime Museum, Darling Harbour

Cost: \$55 ALIA members—\$80 others

Contact: Andrew Barber, Ph: (02) 519 1544

Pre-conference session leading into the 5th Catholic secondary teacher-librarians' conference at Coffs Harbour, presented by Dr Michael B. Eisenberg, Professor, School of Information Studies, Syracuse University.

Date: 14th October 1.00–5.00 pm.

Venue: Pelican Beach Travelodge Resort, Coffs Harbour

Cost: \$25 ALIA members—\$40.00 others

Contact: Di Simpson, Ph: (02) 922 3547;

Fax: (02) 956 5925

Catholic secondary teacher-librarians' conference

Meeting change—making it work.

Keynote speakers at this conference include Margaret Coffey, Ken Dillon and Celeste McNicholas. John Marsden is speaking at the conference dinner on *Everything I know about writing*.

Date: 15th–16th October

Venue: Pelican Beach Resort, Coffs Harbour

Cost: *Registration:* (2 days) \$120.00
(1 day) \$60.00

Accommodation: 1 night, B&B,
per person twin share \$65.50
Conference dinner: \$29.00

Contact: Sanda White, St Marys High School, Casino, Ph: (066) 62 2255;
Fax: (066) 62 5297

ASLA (NSW)

Details on the fourteenth biennial conference *Beyond the horizon* are as follows:

Date: 1st–5th October, 1995

Venue: Esplanade Hotel
Fremantle, Western Australia.

Registration forms available from:

The Secretary, ASLA XIV Conference
Committee, P.O. Box 1272,
West Perth WA 6872.

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