SCAN

Curriculum Resources and Information Services

- Integration at Marayong
- Technology at Menai
- Networking: nuts and bolts
- Librarianship in cyberspace
- Reviews of Internet sites

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Have you noticed that this issue of **Scan** is running late? Operating on half of the principle of better late than never—i.e. just the "better late" part, you may find this **Scan** is better than ever! The last issue of **Scan** for the year highlights **research**, the **Internet** and **information skills**, and the interrelatedness of the three. Articles featuring research are:

- an interview with Delia Neuman which looks at her research into problems students have in using CD-ROM and online databases
- Ross Todd and Celeste McNicholas' report on student evaluation of Encarta at Marist Sisters' College, Woolwich, and
- Chris Skrzeczynski's research into the role of the teacher-librarian in literacy education.

The first two articles firmly place information skills as the necessary basis for information use in an electronic environment, while the third article looks at the similarities between the development of information skills and literacy skills. Additionally, information skills feature in Phyl Williamson's article on integration at Marayong Primary School; and in examples of information skills programs arising from the School based training course.

The Internet figures prominently in this issue—in its uses at Menai High School; in Anne Clyde's article on Internet sites of relevance for management and professional development; and in Mike Eisenberg's article on the AskERIC service to Internet users which provides a model for meeting users' needs. Indispensable Dennis Dale provides a nuts and bolts article about setting up a network; and this issue carries the first reviews of Internet sites organised by the acting SCIS review coordinators, Colleen Foley and Michelle Ellis.

Lastly, moving into winding down the year mode, (and it's only October!), we have Robin Morrow's relaxed and inspiring view of books she loves and why she loves them. As you see, **Scan is** better late!

A reason for the tardiness is the changed method of handling **Scan** subscriptions. The **Scan** office has begun to handle them, instead of Erudition which has closed down. This has involved setting up of systems and we are sure that our subscriptions will operate smoothly in 1996.

Expect changes in **Scan** as a result of my attending an editing workshop at The University of New England, which has got me thinking about processes of editing, and the look of **Scan** for 1996. Next year, I hope to have much clearer guidelines for authors; a more streamlined process of editing; and a slightly new look **Scan**. We will be investigating font sizes, paper type, spot colour and other changes—as well as a whole new section for **Scan** focusing on research. You will be pleased to know that when **Scan** was subjected to the critical appraisal of other participants in the editing workshop, it was praised for its style and content—whilst constructive criticism was also made. Those participating were all editors of small publications such as those published by the West Australian Department of Health; Taronga Zoo; and Curtin University. It was wonderful to focus with a group of like-minded people on the often isolated task of editing, and to have reinforced its professional standards.

Wishing you **Scan**dalous reading and a restful Christmas.

Lee FitzGerald

by Maggie Roche

SCIS review coordinators

Welcome to Michelle Ellis, Colleen Foley and Jan Eade who have been coordinating reviewing for SCIS and **Scan** during Beth McLaren's secondment. Michelle and Colleen share the position of review coordinator; Jan has been working on a publication containing over 50 CD-ROM reviews. This CD-ROMography will reach you before the end of the year.

Internet

In Education Week, **Computers and technology in schools** and the DSE Internet service were launched, and the 66 schools participating in the Internet pilot were announced. It is worth noting that a major emphasis was placed on the provision of information. In **Computers and technology in schools**, the Hon. John Aquilina, Minister for Education and Training, said, "Information is a key element of today's society. Access to global information will play a vital role in the future of Australia and all Australians. Information and knowledge will be one of Australia's most valuable resources. Knowing how to access information locally and from around the world is therefore one of the most valuable skills we can teach young people." Ken Boston, Director-General of School Education reiterated, "The ability to access, analyse and evaluate information will be an increasingly vital requisite for full participation as an active citizen of the future."

This confirms the critical role teacher-librarians have in schools. As coordination of both access to information and the development of information skills becomes more complex, recognition of the importance of competent use of information is increasing. Many teacher-librarians have incorporated skill development using electronic sources into information skills programs. They are expressing appreciation of the vast amount of information that is available on the Internet. On the down side, searching the Internet and investigating the usefulness of these sources of information to student learning is time consuming. Therefore the reviewing program has been expanded—you will find reviews of Internet sites for the first time in this issue of **Scan**. They will also appear on the Department's Internet server.

I extend an invitation to teacher-librarians using the Internet to consider recommending or reviewing sites you find particularly useful. Jot down addresses and send them to Michelle and Colleen, who can arrange for you or someone else to review them.

Retraining of teacher-librarians

As in other years, sponsorship for tertiary courses in 1996 has been proposed by Training and development directorate. Numbers of sponsorships will be subject to forthcoming budget decisions. The scheme will be advertised when it is finalised, but those wishing to apply for sponsorship could begin seeking a place at any university which offers qualifications recognised by ALIA. Three universities— University of Technology, Charles Sturt and Edith Cowan—will continue to offer advanced standing for the school-based support course.

Report of the review of outcomes and profiles in NSW schooling

One of the recommendations in this report which was released recently refers specifically to information skills. The report recommends that the Board of Studies "investigate the possibility of developing a small number of generic outcomes across the primary curriculum, which would encompass all key learning areas." (Generic outcomes would include communication skills, information skills and problem solving skills).

Information skills are certainly receiving their due attention. As schools work towards achieving literacy for all students, and information literacy is a recognised requirement for life in the nineties and beyond, teacher-librarians and school libraries will continue to have a significant impact on student learning. ■

DELIA NEUMAN

*The **Scan** editor interviewed Dr. Delia Neuman on her recent visit to Sydney, during which Ross Todd kept her going at breakneck speed, touring, teaching, and talking about her research, particularly her most recent study of high school students' use of databases. Delia is Associate Professor at the College of Library and Information Services, University of Maryland, where she is responsible primarily for courses in the school library media program. She also edits **Current research in School library media quarterly,** the official journal of the American Association of School Librarians. Throughout this interview, for "school library media specialist", read "teacher-librarian"!*

Q *Your original background was in English literature—the same as mine! Do you still have a love of poetry?*

I still have the love of it, but I don't pursue it as often as I would like to. Poetry takes more time and thought than a novel or a short story. However, I do make time for fiction. After college I took a Publishing procedures course and through that got a job in the College Textbook Department at Harcourt a thousand years ago when it was still Harcourt Brace and World. Editing seems to have been a regular feature of my career. I guess when one majors in English, one develops a love of words, and I still carry that. I like editing. I'm also addicted to crossword puzzles.

Q *How did you move into instructional development and design?*

My first position in education was editing curriculum materials developed by other people. After that, I designed materials primarily for hearing impaired students who don't use language in quite the same way as hearing people do. So, writing at the appropriate conceptual level and at a reduced language level was the challenge here. I also developed some material for children with learning disabilities. For them too, language processing is a difficulty.

After being involved in this for a number of years, I went back to Ohio State University to work towards a PhD in instructional design. My dissertation was the first qualitative study in education to win a Presidential fellowship from the university. I looked at learning disabled students' interactions with the instructional dimensions of computer courseware, trying to isolate the students' major problems and how improved design of the materials can alleviate some of these problems. I've been doing the same sort of thing ever since.

Q *Qualitative research and naturalistic enquiry figure prominently in your work—Can you expand on this?*

Qualitative research is still a minority research tradition in education and certainly in library and information services. It grows more out of an anthropological and sociological background, while traditional research in our field grows out of a psychological background. Essentially qualitative research deals with words rather than with numbers. The idea behind it is obtaining an in-depth understanding of individual cases in a practising situation to build up a notion of what is important. So qualitative research entails observations, interviews and analysis of the things that students and teachers and others produce in order to find what patterns are important in a given situation.

Q *One of the issues that has concerned you is equity in access to and use of computers and on-line information. Can you expand on this?*

In 1990, I wrote an article about equity for **School library media quarterly** because I had been doing some research in a school where it became clear to me that some students were better served than others in terms of resources and instructional opportunities. The article is really a review of the literature on computer equity, and I built from that a model for ensuring equity, trying to target it to even more advanced technologies coming down the road. The article is quite old now, but I think it's still useful. The examples are outdated but the issues don't change.

Q *How can we cope with equity?*

Some of the inequities which arise are not the result of conscious decisions to favour one group of students over the other. Very often technology is introduced first to gifted and talented students because we think they will make the most of it, or it shows up in districts that are wealthier than others. So, often technology starts with the people who are already advantaged. Steps towards equity include simply being aware of the assumptions we make when we assign students to do various kinds of work; and making the technology available in a central place like the library media centre, so that students can use it without having to be enrolled in particular courses, or having particular prerequisites. There is a tendency to give students who are capable different types of tasks to do at the computer than students who are less capable. So capable students will learn how to manipulate the computer, perhaps creating databases or doing computer-assisted design, while other students might do drill and practice. One group learns to be in control of the computer and the other group learns that the computer is in charge. When you see how this tendency spins out down the road, you can see the long term effects. That's a concern.

Q *Can you tell us about your most recent research into high school students' use of online databases?*

This research highlighted the most significant difficulties students have in using online and CD-ROM databases; suggested design elements and curicular and instructional strategies which might improve them as learning resources; and reinforced the need for information skills in an electronic environment. The methodology used was a Delphi study which is a strategy used in market research. Generally a group of experts in the field identify and rank important issues—but in the Delphi study I did, the experts ranked issues that had already been identified. The issues, over 200 of them, came out of two earlier case studies, naturalistic enquiries I had carried out in exemplary library media centres in schools.

Q *Who was included in your panel of experts?*

My panel included 25 high school library media specialists nominated by academics and people in the business world. This was a group of people who had already been recognised as leaders in the use of electronic information resources with students.

Q *Your findings affirmed the role of school library media specialists in building the information skills of their students?*

Absolutely. My initial motive in the study was to look at the design of the databases, thinking that was where I would find the major problems. I did find problems there, but I also found that there has not been enough time for educators to think about the curriculum that they might put in place to give the students the concepts and the strategies that they need, or the instructional activities instructors might undertake to deliver that curriculum. One of the major outcomes of the original case studies that was then confirmed through the Delphi study is a whole series of information skills that students do really need to be taught so that they can use these materials effectively.

School library media specialists can make a case for the importance of dealing with information skills as a serious and important part of the curriculum, rather than just something that is done "on the fly", maybe after school or during lunch-time. I think the most important skills that learners are going to have to develop involve knowing how to manipulate, use, evaluate and integrate information, no matter what the discipline.

Q *Will your research make a difference to future databases, in terms of design?*

I hope so. The study was funded by the American Library Association through the 1991 Carroll Preston Baber Research Grant. When I was awarded the grant, a further stipulation was that I make the database designers aware of my findings. I've tried to do that by talking about it a lot and sending reports to people. It's

in the literature now that database designers read. The information is available. What use people will make of it I just don't know. A number of the problems that my panel of experts isolated have been addressed in subsequent versions of various databases. Designers are becoming more sensitive to users' needs.

Q *You have been editing research columns for **The School library media quarterly** for some years now. How did that come about?*

The editor of the journal—Mary Kay Biagini—called me and I just jumped at the opportunity to bring what I knew from my area of specialisation, i. e. instructional technology, to the school library media field. This was an opportunity to get some of those instructional media ideas to the readers. I've been doing it since 1993, and I've edited about twelve columns. Not everyone is timely in getting material to me and not everyone is a good writer, and so a lot of massaging goes on. Even though I love to edit, it is always time-consuming and it always comes at the worst possible time.

Q *I know the feeling! How do you choose the research? Do you keep in mind the most critical issues in teacher-librarianship and focus on research that might support those?*

Issues in teacher-librarianship are important when I choose research for the columns, but I focus on broader issues in education as well. One of the problems of our field is, I think, that we are so isolated. Other people don't know what we do, and we don't always know what other people do.

Q *School library media quarterly seems to be very much research-based, much more so than Scan. Does this research help reinforce the teacher-librarian's position?*

Well, we think it does. **School library media quarterly** is a peer-reviewed research journal—really, I think, the only one of its kind. So it has a very small niche and a large importance—I suppose that might sound self-serving, but it has a role to play. We keep looking for the research that is going to show that we make a difference. There is a growing body of research that suggests that if we do things in an appropriate way we really can make a difference in

students' learning. **School library media quarterly** is the place that publishes that kind of research. In the column recently, there has been research by your own Ross Todd. His work has very important implications for showing the effectiveness of our programs. A variety of other studies are also being carried out across the States. There is a growing ability to make claims that we do, indeed, make a difference.

Q *How do you see the role of the school library media specialist in the future?*

Ideally I see the teacher-librarian or his or her cousins in the United States, playing a more central role in education, because we are moving more towards an understanding that students have to be able to use information. I don't think teachers have had the opportunities that media specialists have had to understand what information is and how it can be used effectively. So I see our role as increasingly that of kind of an **information consultant** working both with teachers and students to understand:

- what is a good question?
- what are the right sources to go to to answer it?
- how do you know what they are?
- how do you evaluate the information you have found?
- how do you integrate and present that information effectively?

that is, all those information literacy skills. Ideally that's what I think the role should be. But I think we have a long way to go.

Q *Have you any critical comments on Scan, especially in the light of your experience with School library media quarterly?*

I think **Scan** is a wonderful resource, because it gives an opportunity for practising teacher-librarians to have a say. I don't think that we have that on the same scale in the States, so I really commend you for providing a forum for practitioners.

I do have a suggestion. Somebody needs to compile some sort of sophisticated collection of ideas for instructional/curricular activities involving the use of information and information technology in meaningful ways, because I think we are all trying to invent those. There are some wonderful ideas out there and they

need to be brought together and communicated. You could do a *Best practices* series and have a question such as *What is the most effective program you have devised for information skills in an electronic environment?* Tell people to write two pages only and then do a series of these reports. I'm still an editor in my soul! That would be really useful. It's just that you talk to people in practice and you hear them express the same needs again and again. If I hear of one more electronic penpal activity I'm going to scream! We need to move beyond that level on the Internet and we're not going to unless somebody who has already moved beyond it

has a way to tell others who are just getting into all this that there are better things to do.

A great idea for 1996 for Scan! Thank you, Delia

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Books I love and why I love them

Robin Morrow pioneered specialist children's bookselling in New South Wales by opening The Children's Bookshop, Beecroft, in 1971. Her work with the bookshop has included many addresses and inservices for parent, teacher and librarian groups. She has been children's book reviewer for **The Weekend Australian** *for several years. Robin's academic qualifications include Diploma of Children's Literature (Macquarie) and M.A.—Reading and Children's Literature (UTS). Robin has recently joined Scholastic as Publisher—Children's Books. The following article formed the basis for her talk at the completion dinner for the School-based training course for teacher-librarians, 1995.*

To invite me to talk on this topic is like asking a drunk to talk about 'wonderful bottles I have known.' A love of books is, I hope, something shared by all of us, although, in **Bluff your way in publishing** the author advises, 'Do not under any circumstances reveal that you **"simply love books."** Nobody in publishing loves books. Those that did, got out.' But let us suppose you are not quite as cynical as that in the library world, and admit that despite overwork and under-appreciation, the spark of enthusiasm is still present. I hope to fan that spark into some flames.

Factors which influence a love of books:

1. **The circumstances in which the book was first encountered.**
I would probably have loved **The wind in the willows** anyway, but the fact that my sister emptied her money box and took the bus to a distant bookshop to buy me a small green copy for my ninth birthday made it special from the start.

The baby or toddler who is held by a loving adult and read to, will associate books with pleasure for a lifetime. Individual books, too, will be part of this association. One of the enjoyable aspects of being a children's bookseller is answering the enquiries of those customers about 20 years old who are searching for a favourite from (what they consider) their dim and distant past: it may be **Rosie's walk** or **Madeline** or **Where the wild things are** ...

Likewise the child in the classroom or library who has an enthusiastic teacher or teacher-librarian introducing a particular book is likely to *run* to borrow that book! And often it is the gentle books that need this introduction most of all. The Paul Jennings books will leave the shelves even if no adult mentions them at all, but books such as **The deliverance of dancing bears** or **The race** raise sensitive issues which any child can respond to *if given a chance*. And sometimes we can be so busy recommending the latest books that we forget to dust off the favourites from yesteryear and introduce them to another generation. There are children who have never met **Charlotte's web** or **Playing Beatie Bow.**

Success in mastering the technical skill of reading can count here too. (One of my children will always have affection for **Mr Magnolia** by Quentin Blake even though we got a little tired of hearing her read it over and over again.)

A peaceful interlude in a busy life can offer the best circumstances for enjoying reading. Can you recall a book read on a long plane trip? And it seems as though every child needs a period of ill-health at some time to allow the luxury of uninterrupted reading. My son aged twelve was sick for a couple of days and he read **The wind in the willows** right through and proceeded to gobble up Jan Needle's wonderful 'alternative' **Wild wood**, in which the stoats and the weasels are presented as the sympathetic characters. Apart from the obvious fun of this book-feast, it was a great introduction to the literary concept of point-of-view.

2. **Recommendation by someone whose judgement is trusted.**
I was lucky: our secondary school English teacher inspired a love of literature. So that even though we groaned at having to learn by rote fourteen lines of poetry to write out each Monday morning, the result is a personal treasure store of English lyrical verse. (She was of her time, and snobbish about the local product). Lines like

Season of mists and mellow fruitfulness

will stay with us while we breathe.

Today I still love to be told about enjoyable books. While I tend to be an avid reader of reviews, it engages me most when someone makes a personal recommendation. With books, as with other choices, word-of-mouth is the most valuable advertisement. A recent example is **Snow falling on cedars**, which I saw on a colleague's desk, asked her about and proceeded to devour hungrily.

3. **An opportunity to discuss the book with others.**
Note that this should be an opportunity, not a compulsion. Wide reading programs, especially in secondary school, are often dogged by the requirement for students to write about every book they have read! (Books that are studied do not necessarily end up being hated—one of my children still loves **Maestro** and the poems of Coleridge even after the HSC.) But we know from adult experience that it is the spontaneous discussion of books that is most valuable. In my case, membership of a monthly book group has given untold pleasure, both intellectual and social.

Some characteristics of beloved books:

• **Humour**
Early enjoyment of word-play and nonsense is an important factor in a love of reading, as well as providing much-needed 'cement' in families (and classrooms!) **The great white man eating shark** is an example of Margaret Mahy's crazy humour. It is the fun of recognising 'types' of schoolteacher and school kid that makes **Hating Alison Ashley** so successful, just as (Australian) audiences laugh with recognition at a David Williamson play as they see themselves and their friends portrayed so accurately. For teenagers, Judith Clarke is an author who can make the reader laugh aloud. (see p66 **Friend of my heart**).

• **Characters**
Mr Toad is unforgettable; so is Sarah in **Sarah, plain and tall**. A recent picture book, **Musical Harriet**, has as its main character a young musician who sees herself wearing a 'serious black dress.' Just this one phrase has the capacity to tell so much about Harriet. And who could forget that wimpish little boy in **Krindlekrax**, the most 'unlikely hero' one could ever meet? Some authors do achieve the near-impossible and make us, the readers, come to care for a character who is unappealing: if you have read **The shipping news** you will have have experienced this process.

• **Setting**
You can woo me as a reader with an evocative setting any time. In my adult reading, some books will always remain as re-creations of place and also of time. **The great world** does this for those distressing places, mythological for my generation of Australians: Singapore and Changi in the early 1940s. Then **The road**

from **Coorain** brings to life rural NSW but also the Sydney schooling and university experience which I was to follow so closely after the author, Jill Ker Conway. **The orchard**, also, rings true to my experience with its Blue Mountains landscapes. But setting may be completely foreign, too, in every sense: **So far from the bamboo grove**, written for young readers, makes real the experience of World War 1 from the point of view of a Japanese family trapped in Manchuria as the war turned against Japan. And in our own country those of us who have little or no experience of Aboriginal life can read **The burnt stick** and gain some understanding of the heart-wrenching separations which occurred until quite recently when well-intentioned white people took children away from their mothers. In transporting us to other landscapes and other times, these works of fiction are succeeding in making us walk in other people's shoes.

• The power of words

> *Each peach pear plum...*

Who can resist rhythmic, shapely, beautiful words? Nan Hunt in **Whistle up the chimney** has fun which a reader of any age can share with the train noises:

> *biddlyDUM biddlyDEE biddlyDUM*
> *biddlyDEE*
> *clicketty clack clicketty clack*
> *shoong shoong shoong shoong*
> *whooooooossssssssssssssssssshhhhhhhhhhhhhhhh*

Who could resist quoting the classic poem **My country**?

> *Core of my heart, my country!*
> *Her pitiless blue sky,*
> *When, sick at heart, around us*
> *We see the cattle die—*
> *But then the grey clouds gather*
> *And we can bless again*
> *The drumming of an army,*
> *The steady soaking rain.*

And prose can thrill too:

The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows. Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left ...(From **The iron man,** by Ted Hughes.)

• The power of illustrations

Some illustrators use economy of line, just as cartoonists in the daily press can depict character with a pen stroke. Stephen Michael King, author/illustrator of an about-to-be-released book **The man who loved boxes**, uses this skill. Other illustrators use rich, painterly pictures like those of Chris van Allsburg. And colour ... see the changing colours conveying mood in **The clown of god**. After a lifetime of handling them daily, I can still shake with admiration at a beautiful picture-book such as: **We're going on a bear hunt**, **Owl babies**, **Going home**, **The wolf** ...

• Ideology

Of course we all favour books which make it easy for us to agree with the author! Nobody who has given even the slightest attention to modern critical theory can believe that fiction is value-free. And naturally we would like the children we influence to read books with values we espouse. **The true confessions of Charlotte Doyle** shows a feisty heroine surviving on board a pirate ship and my feminist sympathies want me to recommend it to everybody. Likewise I adore **The Indian in the cupboard** because, apart from the excitement offered by the story, the main character Omri develops a great sense of responsibility for creatures smaller and weaker than himself— a trait not always encouraged in some males my age.

But we must be aware that books can be boring if their ideology is worthy but they are lacking in the other essential ingredients. Then they become propaganda, whether the Sunday School prize type of my mother's generation or the early feminist books produced for young readers in the 70s. The most skilful of writers imply the values rather than stating them: Katherine Paterson in **Bridge to Terabithia** has to be master in this field.

• Originality

Which brings us to the all-important characteristic of a memorable book.

On the notice-board in our editorial office are the words of Samuel Johnson (1709-1784):

Your manuscript is both good and original; but the part that is good is not original, and the part that is original is not good.

Cruel words, you may say, but a reminder of the rarity of good writing. And now in the era of self-conscious inter-textuality, when every second manuscript seems to be a fractured fairy tale, it is especially wonderful to find the spark of originality, in plot or character or expression.

• Insight

The academic Michael Jackson, writing in **The Australian** (May 4, 1995) wrote of the dearth of politicians who read fiction.

They have never felt the excitement and trepidation of insight, like the elevator fall dropping away, when reading the Book of Job... Dostoyevsky's Crime and punishment... Those who do not read such books never come face to face with anything bigger, deeper, darker, lighter, brighter, greater than... well, themselves.

One of the greatest functions of reading fiction, I would claim, is the insight which comes from exercising the imagination in this way. It is the opposite of narrow-mindedness. It is one of the characteristics most needed in the world now, as ever. Happy reading!

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Books by kids

*Virginia King, Managing Director of Starfish Publications, which is housed in Hurstville South Public School, publishes books written by children for children. Starfish also produces the magazine **The Starfish generation**, subscription details of which are available at the end of this article. Here, she describes some of the Starfish products.*

Imagine the impact in the classroom of high-quality books written by children: accessible writing models to inspire young writers and teach them the skills of writing; motivation for reluctant readers; themes of real relevance for study and discussion of the role of literature. Starfish Publications is a new publisher of such books, all written by children under the age of 15. Their new titles available in Term 4, 1995 range in mood from insightful and stirring to quirky and fun.

There's **Creation** by Sarah Crawford, aged twelve when she wrote it last year. This picture book presents the reader with a powerful view of this fragile planet and our human place in it. This is done through the fresh and imaginative eyes of a child facing the challenge of a changing future... *Once there was a black hole guarded by seven spirits. They were Emotion, Love, Truth, Burden, Wisdom, Loyalty and Choice. These spirits decided to create the Earth ...*" The dramatic language is superbly reinforced by dramatic illustrations from adult illustrator Ken Rinkel. This book may become a modern classic.

Rapunzel—fifty hair-raising experiences is as funny as **Creation** is perceptive. Similar in humour to **101 uses of a dead cat**, the superb cartoons have been created by accomplished
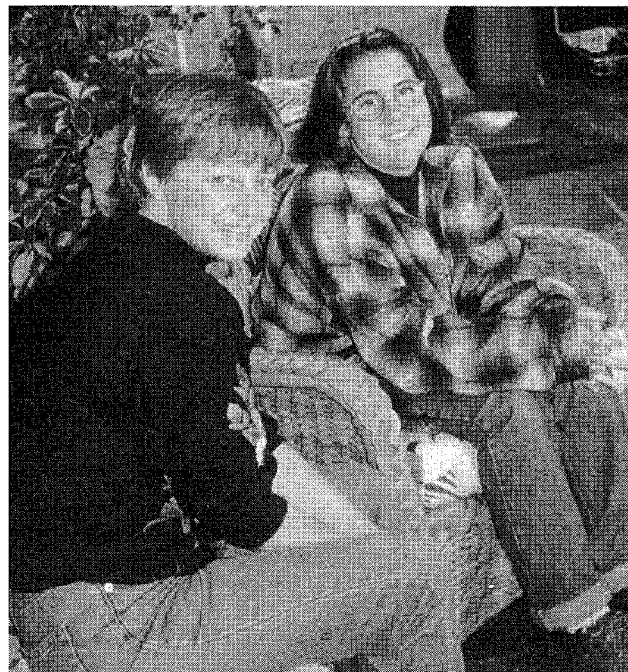
Virginia King interviewing 12 year old Sarah Crawford for the video **How you can be a published author**.

cartoonists, Kelvin and Lincoln Steinberger, aged 11 and 9. The idea came when they watched their young sister "sweeping" the floor with her hair, which led them to think of other uses for long hair and the collection of drawings began. The details in the illustrations tell each hilarious story without text, making

the book ideal for reluctant and non-English speaking readers and "book-bored" boys! (And Rapunzel is depicted in the whole range of careers, from motor mechanic to mountain-climber!) The book may inspire other young cartoonists. Both books will be accompanied by comprehensive teachers' notes. (Contact Starfish for details of the Rapunzel Design-a-Poster Competition.)

Starfish Publications has a Young Writers Club which schools and individual students can join. Through the club students can submit their writing and learn the art of writing for publication. Starfish's new magazine, **The Starfish generation**, also publishes children's writing and acknowledges the value of practice for young writers working towards the goal of publication. The magazine uses the children's work as models to teach all the "secrets" of published authors, such as:

- where to get great ideas
- how to keep your reader turning the page
- what makes a great beginning for a story
- how to make redrafting fun.

A special school subscription comes with permission to photocopy all the teaching pages and submit children's work.

In the Starfish head office at Hurstville South Public School, children are involved in learning the publishing business first hand. Starfish is also available for school author-training workshops and teacher inservice sessions.

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Part 4 of our series on well-known teacher-librarians highlights

SANDRA LUCAS

Currently Sandra is OASIS Library Support Officer at Riverina Regional Office, a position she has worked in either full or part-time since 1991. In 1989-1990, she was part-time Library Consultant for the Region. Previously, she has worked as teacher-librarian at Forest Hill, Tattoo and Euranquinty Primary Schools.

When were you appointed as a teacher-librarian?

1976!

My association with libraries goes back prior to my teaching career—I worked in the Liverpool City Library before receiving a scholarship to attend Alexander Mackie Teachers College. Teaching had always been my chosen career so after completion of teacher training, I enjoyed classroom teaching at Campbelltown East and Mt Austin. After the arrival of our four sons, my former Mt Austin Principal, Doug Phipps, contacted me and told me of the position of teacher-librarian at South Wagga Primary School. Although a little apprehensive, I was delighted to be given the chance to combine the two careers, especially in the brand new South Wagga library. I am certain that my days in the public library contributed greatly to the shaping of my views on the role, importance and significance of libraries in education.

Can you tell us about some interesting projects have you been involved with in your career?

Many years ago the Wagga Education Centre gave mini-grants for special projects within schools. Author visits to the area were few and far between because of the high costs, so I decided to apply for a grant even though I realised that $100 would not in any way cover costs. Wagga City Library, Charles Sturt University and Wagga Education Centre assisted with the venture which saw such authors, illustrators and storytellers as Christobel Mattingley, Jenny Wagner, Robert Ingpen, Michael Dugan and Pat Scott (to name just a few) visit our area during Book Week. Government and non-government schools in Wagga, Tumut, Junee, Narrandera and The Rock were involved in the visits, which included a Book Week dinner and an inservice course for teachers and teacher-librarians.

As Library Consultant, I coordinated the first School Based Support Course for teacher-librarians to be conducted outside the Metropolitan Region. This was a challenge I really enjoyed as it gave me a chance to use some of the very talented teacher-librarians in our region as well as the experts from Training & Development Directorate, Leichhardt to provide introductory training of many more teacher-librarians in one year than had been possible with the Sydney visits.

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

Technology without a doubt has been the major change in our role as teacher-librarians. These examples spring to mind when I think of the rapid advance of technology:

- I can remember trialing microfiche for ASCIS at the Education Centre in the early eighties and I thought it was a great advance for school libraries—now it is almost old hat!
- In my role as Library Consultant, I assisted with the training (or the multi-skilling) of school assistants in the library. We briefly alluded to OASIS during sessions of the courses, but at that time it seemed to be a program that could be introduced sometime (maybe even ten years) in the future. Now every school in the state has OASIS Library.
- South Wagga Primary School seems to have a regular stream of visitors through the school and I have always been delighted to welcome all visitors to the library. One such 1986 visitor confronted me with the question ... *Will libraries always contain books as the main source of information?* I tentatively answered "no" but I did not envisage the developments in technology—computers, CD-ROMs, Internet etc. that are all part of the library now.

There is now a wealth of electronic sources of information. I do feel a little concern though, that with technology as it is, the information skills process may be forgotten. Primary teachers and teacher-librarians must be diligent in the application of information skills—remembering that the process (*locating, defining, selecting* etc.) is far more important than the product.

What are the concerns of primary teacher-librarians for the future? How can these concerns be addressed?

I believe there are three main areas of concern
- clerical support
- timetabling
- coping with change—in technology, curriculum and the school-family-community environment.

I have been blessed with wonderful school assistants in my 19 years at South Wagga, but their allocation of time in the library always seems to be inadequate. *OH! how primary teacher-librarians envy their high school colleagues!* I guess that I am like most teacher-librarians: I have looked at all the tasks essential to the operation of an effective library and have delegated whatever possible to: volunteers (mums, dads, grandmas), students, work experience people, helpful staff and even our own family members. However these options are not always open to small school teacher-librarians.

I feel that if teacher-librarians can raise their professional profile, they will be in a better position to implement integrated programs and flexible timetabling. How do we raise our profile? I do not claim to have all the answers but perhaps the following issues should be considered:
- communication with principals and colleagues
- improved resource management
- role enhancement through professional development and membership of professional associations—ALIA School Libraries Section and ASLA(NSW).

I know all these aspects seem impossible to the two hour a week teacher-librarian and I also know we are **teachers** and not **magicians**.

What has been the most satisfying aspect of your career?

I really enjoy working/communicating/sharing ideas/making friends with others. (Perhaps this stems from the fact that I was an only child!) I have always felt that one of the greatest benefits of being a teacher-librarian is that we are able to work with all the students in the school (and be able to call them by name—not a feat that too many other teachers can boast!) and also work with all of the staff. We can always learn from others and I personally get a lot of pleasure from helping others.

Both my consultancy and OASIS Support roles have given me many opportunities to meet and help others and I value the professional friendships made across the Riverina Region. As the inaugural president of RIVPAT (Riverina Professional Association of Teacher-Librarians), I am confident that all librarians throughout the region will continue to work positively to lift the teacher-librarian's profile and all will share professionally. The recent restructuring bulletin made it plain that, while Education Resource Centres will no longer exist as a formal part of the structure, "*groups of schools within a district might choose to maintain or initiate a cluster identity.*"

I have just finished the OASIS Library training for the under 300 schools and in doing so I feel thrilled and proud to know that I have trained

staff from all the schools in the Riverina Region. I really enjoy the training sessions—perhaps because I am speaking to people who really want to be there and are willing to listen which is not always the case in the school situation.

While recalling incidents in my "career", it would be remiss of me not to acknowledge the support of my husband and four sons. I know there is a saying that behind every good man is a good woman. In my case it has been five great men!

What professional development opportunities have you found helpful?

The Australian Reading Association Conference in Adelaide, although not the most recent professional development I have undertaken, definitely is the most memorable. I have always had a passion for children's literature, so the conference provided a smorgasbord of authors, illustrators, publishers, literature experts and enthusiasts and thousands of friendly faces willing to share their ideas and knowledge with me.

But what makes this professional development so special for me was the fact that the staff from South Wagga nominated me as the person who had contributed most to reading within the school and Region and the entry won me a free trip to Adelaide, compliments of Ashton Scholastic! It was so exciting to win the trip and be part of such an outstanding professional experience but the real reward was the lovely positive feeling that the staff supported and appreciated all my efforts. In some ways I felt that they should have been going instead of me because of all the *Teddy bears' picnics, Halloween happenings, Book character parades, Book olympics, Author's birthdays* and even *Cabbage Patch weddings* that I had put them through over the years.
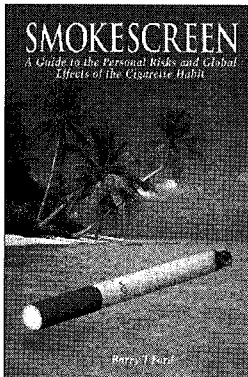
Famous last words:

I have not found this task of writing about myself or my views at all easy. If you had asked me to conduct or coordinate courses on OASIS Library, or survival strategies for small school teacher-librarians, or display techniques for libraries or ways to make you library more

dynamic or even give a story telling session— I would have felt much more at home! I enjoy organising, sharing, managing and helping— and isn't that the bottom line in teacher-librarianship? ∎

Marayong Public School has an enrolment of 750 students and includes a pre-school and a special education unit. Each grade has three or four classes. The special education classes work with an appropriate grade. Our library is a six day library and is staffed by Phyl Williamson (full time), Jenny Scheffers (one day) and clerical assistant Ann Laundry (two days). In this article, Phyl Williamson writes about

Integration at Marayong

Information skills at Marayong Public School have become wholly integrated into all classroom programs. As a result of this there are no physical or mental barriers between the library and the classroom; between the teacher-librarians and the classroom teachers; between the two teacher-librarians; or between the classroom and library programs. This has ensured that our students are becoming active, responsible, lifelong learners, and has placed the library in a focal position within the school.

This achievement is common to many school libraries, but each achievement has its own history and path to the realisation of its vision. The reasons for the library's success are multifaceted and include flexible timetabling, a strong emphasis on collaborative planning, the **K–6 English syllabus**, the library policy— **Libraries in New South Wales government schools**—and its support document **Information skills in the school**. These factors will be developed explicitly followed by an example of how these conditions enhance the integration of information skills at Marayong.

Achieving integration

• **Flexible timetable**
One of the major factors facilitating integration has been the achievement of a flexible timetable. During my first year at Marayong (1994), the timetable was not flexible and at least 50% of my time was timetabled release from face to face teaching. I was uncomfortable working with the inflexibility of fixed 30 min-

utes slots. At the commencement of term two, I presented an initial paper to the executive about the value of flexible timetabling. The philosophy of information skills and collaborative planning were also discussed in the paper. Throughout the year and with the encouragement of the executive and staff, I took every chance available to show how effective information skills can be in empowering students. The result was that, at the commencement of 1995, the timetable was flexible and my allocation to release from face to face teaching was eliminated.

• **The philosophy of information skills**
The school-wide acceptance of **Information skills in the school** is arguably the crux of integrating the library into classroom programs. At the commencement of 1994, only a few members of the staff were aware of the document's existence. Presentations at staff meetings, a session on staff development day, and a model unit (collaboratively taught with a Year 5 teacher) provided awareness, understanding and a challenge to the staff. Despite the inflexibility of the 1994 timetable, we were able to incorporate the information process in many programs and in 1995 information skills are evident in every program across the school.

• **Cooperative planning and programming**
Cooperative planning and programming is obviously essential for the success of the cooperative teaching of information skills. In 1995, planning and programming sessions have been vital and exciting mainly due to writing and

Lunchtime in the library at Marayong Primary School.

planning English programs based on the new syllabus. These were developed into fully integrated programs with information skills obvious in all of them. The school utilised the English grant to release teachers for three hour planning sessions very early in the year. As teacher-librarian and English coordinator, I attended all sessions which proved to be a very positive model for the cooperative planning which has followed through the year.

• **The K–6 English syllabus**

It has been argued that information skills are both implicit and explicit in the **K–6 English syllabus**. This is true but I would argue that whether explicitly or implicitly addressed, information skills are an ESSENTIAL component of the English syllabus. Vital to the English syllabus is the understanding and utilisation of nine text types (including drama and poetry) and essential to all text types is the building of a field of knowledge in order to write or speak these text types independently. Whilst genre writing (or text types) has been incorporated in many English programs since the mid-eighties, it is the current syllabus which formalises both the implementation and the detailed typical structure of each text type. This has been an essential part of the integration of classroom programs and information skills. Every time an appropriate text type is to

be incorporated into the classroom, students must utilise the resources of the library to be successful and the steps of *defining, locating* and *selecting* are automatically covered.

Integrated information skills in practice

The following example demonstrates how all steps of the information process are team taught at Marayong. This does not necessarily occur in all units. It depends on the skills of the students and staff involved. Some staff for example are comfortable with the *defining* stage and join with me for *locating* and *selecting* etc.

Planning

In second term, Year 4's topic was **Minibeasts**. The initial planning meeting included three mainstream teachers, one special education class teacher and the two teacher-librarians. We agreed that this particular group of students needed a significant amount of input in the areas of *defining* (specifically creating open questions), *selecting* (specifically key wording and realising that using the CD-ROM also required key wording skills) and *organising* (writing an information report). To ensure these skills were successfully reinforced reasonably quickly, it was decided that each class

would utilise the full amount of their library time in the first five weeks by having two hours per grade each week. *(To ensure equity, classes work on the basis of approximately ten hours per term working with a teacher-librarian—for senior classes—down to five hours per term for Kindergarten classes).* One of the Department's English units, **Tadpoles**, was utilised and developed into an integrated unit of work incorporating all KLA's. This unit was interesting because, as we programmed it, there were two layers working concurrently. Tadpoles were investigated in the classroom and individual choices of minibeasts were developed in the library. They both coincided when the *organisation* step came around.

Defining

The unit was defined in the library by way of a concept map where a brainstorm of different minibeasts was carried out. Tadpoles were then isolated for development in the classroom and each child chose one other minibeast they wished to research with a partner. Another concept map was developed where students were encouraged to consider areas they could find out about. e.g. habitat, life cycle, etc. In the following session, we modelled open and closed questions, using knowledge from a previous unit. Following this, students wrote down their chosen minibeast, area of investigation and an appropriate open question.

Four questions were investigated before *organising* of material began, and we were delighted to hear during the next few weeks discussions about whether the next question was open or closed. (Students of equal ability were paired to ensure success for all.)

Locating and selecting

Locating information had not been targeted as a significant weakness with this group. Students seemed generally familiar with tables of contents and indexes and at ease with using key words from their questions to type into the enquiry terminals and CD-ROMS. We were however concerned about their ability to select relevant information, to key word and then write in their own words. Key wording was modelled using information again from a previous unit and in particular we emphasised the

need to use this skill when using CD-ROMS. When CD-ROMS were first acquired, students thought they were the quick fix to finding information. This was common to all senior grades in particular, who are now realising that they must select in the same way as they do with books or journals.

For the next few weeks, students moved from *defining* (a new question), to *locating* and to *selecting* and back again both in the library as they investigated their chosen minibeast, and in the classroom as they developed a field of knowledge on tadpoles. A research sheet guided research, and whilst very open, this seemed to focus concentration. The amount of information collected varied tremendously according to the ability of each pair, demonstrating how information skills caters so well for individual rates of progress. Everyone achieved success.

Organising

During the fifth week of term, students had developed significant fields of knowledge both on tadpoles and their chosen minibeast. In order to model to the class how to organise their own research, an information report was developed using their knowledge of tadpoles. A very simple model, which was obviously badly structured, was provided. This encouraged the group to decide on a more appropriate structure. The reports which emanated contained a lot of information and reflected to the classroom teachers the success of their work in class. It was also possible to incorporate a lesson on language whilst writing the reports. The students then wrote their information reports based on their own research on minibeasts. Conferencing at this stage was very demanding but the final reports were excellent.

Presenting

Presenting was in the form of the final copy of students' reports, which were accompanied by a simple art response.

Assessing

Assessing occurred at the end of each session. Students discussed in a sharing circle what they had learned, how they had learned and any frustrations. At the conclusion of the unit, classroom teachers spoke with students individually to gain oral assessments. Our assessment was

that the unit was most successful for the average or below average students, who in past years had been given "a project" to do without a clear purpose, skills or structure to do it with. With or without resourceful parents, these students always sensed failure. In this case, these students were clear about the purpose of their research and report writing. They produced texts which reflected knowledge and understandings of minibeasts. They presented their work with information organised into paragraphs that incorporated qualities, habits and behaviours of the minibeast they were writing about.

Some reflections

The intense working experience with these three Year 4's was very fulfilling and only possible because of flexible timetabling, cooperative planning and the incorporation of information skill in the class programs. It particularly reflected integration of information skills with Science & Technology, together with English. The highlight of the unit was the integration of the special education class. This group observed the growth of live tadpoles and wrote a class information report which was presented at a school assembly.

Developing dual fields of knowledge such as in minibeasts also occurred in the Year 6 unit on **Space and Asian neighbours**, the Year 2 unit on **Spiders**, and many others across the school. Currently Year 3 are developing dual fields in preparation for a visit from author Nadia Wheatley. In the team teaching sessions, students are *defining, locating* and *selecting* information about Nadia, whilst in the classroom they are reading **My place** and developing a data base of knowledge from that. When she visited us on August 8th, these two fields of knowledge merged. In other units, one field is built with input from literature and factual books. e.g. Years 3's unit on **The rainforest**. Much of the *defining, locating* and *selecting* occurred in the classroom and we utilised our shared teaching time when we felt it would be of maximum benefit for the students.

As mentioned earlier many schools are well down this path. This is very new for the Marayong school community. It has only been through the willingness of staff and executive to take many risks and share the vision of information literacy for our students, that the library has become so integrated with the school's teaching and learning programs. ∎
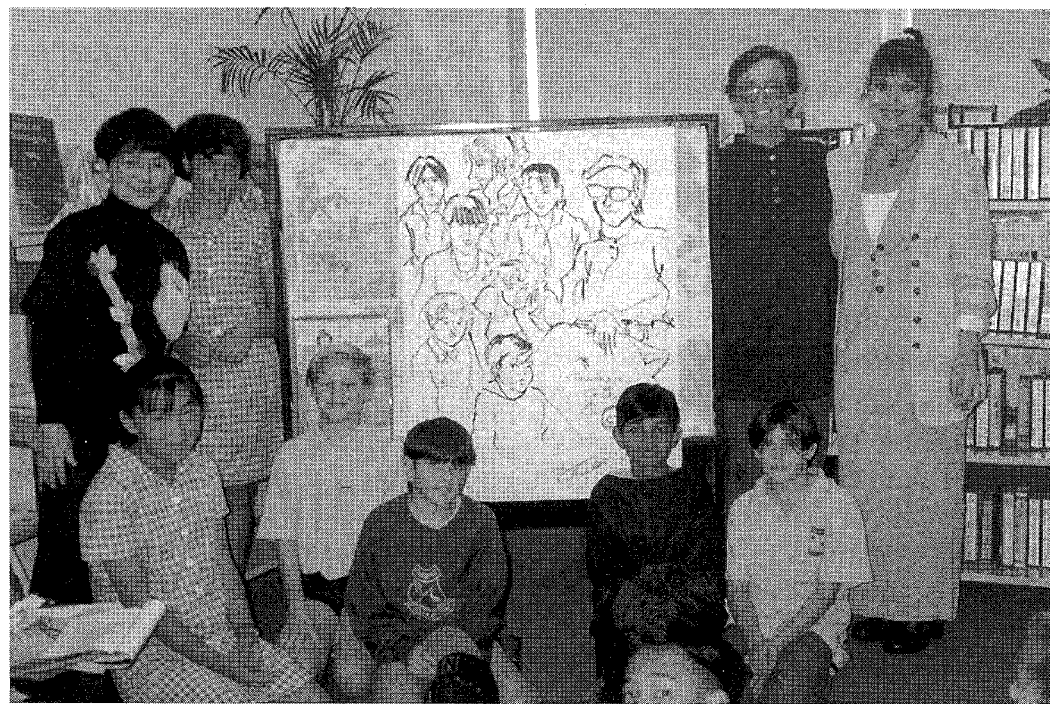
Left to right: Author Junko Morimoto, with Year 6, Marian Morris and Phyl Williamson at Marayong Primary School.

Chris Skrzeczynski is teacher-librarian at Our Lady of the Rosary Primary School, Kenmore, Queensland. What follows is a report on research Chris conducted as part fulfilment for the degree of Master of Applied Science (Information Studies), in Teacher-librarianship, at Charles Sturt University — Riverina.

Linking literacy: the role of the teacher-librarian in literacy education

Current English syllabus documents across Australia provide a cross curriculum approach to learning incorporating literature based reading and a genre based approach to literacy development. Attitudes, knowledge, skills and processes are developed within the context of purposeful language use. Subject barriers are broken down as literacy development occurs within all subject areas and is no longer the sole domain of 'the English lesson'.

This concept draws a parallel with our approach to the development of information skills. It is widely advocated that these skills be developed through integrated learning programs which focus on resource based learning. The teacher-librarian's major task is working with class teachers to plan, develop and implement units of study which integrate research and study skills.

In view of the similarities between the development of information skills and literacy skills, it follows that teacher-librarians could make a significant contribution to the development of students' literacy skills and that this contribution could parallel that made by teacher-librarians to the development of students' information skills. This paper reports on the findings of a study which sought to elicit primary school class teachers' and teacher-librarians' conceptions of the involvement of the teacher-librarian in the literacy education of students in the primary years.

The study—data collection

A qualitative research methodology was selected as being the most appropriate for this study because concepts, insights and understandings were being sought from the data. Focus group interaction to elicit these conceptions was considered the most effective way to stimulate ideas Focus groups allow individuals to respond in their own words, using their own categorisations and perceived associations, without intervention. To achieve this, the topic is presented to the group by means of an introductory monologue. Following this presentation, the researcher withdraws from further participation and the group is left to pursue those ideas and topics that are of relevance to the group members themselves.

In the study, eleven focus group discussions were conducted. There were six groups of primary school class teachers and five groups of primary school teacher-librarians. The class teachers totalled forty-six and the teacher-librarians thirty-six, giving a total of eighty-two respondents. Group size varied from six to nine participants. The topic for discussion was how the participants thought that teacher-librarians could be involved in the literacy education of primary school students. The discussions were transcribed and analysed.

The findings

The involvement of the teacher-librarian in literacy education was seen as widespread and varied. Resources, curriculum, professional development, environment, assessment and evaluation were highlighted as areas in which this involvement can occur. Seven categories of conceptions of the involvement of the teacher-librarian in the literacy education of primary students were identified, together with the perceived areas of involvement, as follows:

The teacher-librarian as not involved in literacy education

The teacher-librarian is seen as not being involved in aspects of literacy education. There is no professional focus.

Teacher-librarian as an assistant

The teacher-librarian's involvement in literacy education is seen as supporting the class teacher and students. The focus is on tasks initiated by class teachers. These tasks do not utilise the teacher-librarian's educational knowledge or expertise but require a knowledge of the collection and the ability to operate equipment.

Teacher-librarian as manager

The teacher-librarian's involvement in literacy education is seen as an administrative involvement. The focus is on developing and maintaining organisational systems and procedures. This involvement utilises the teacher-librarian's professional knowledge and expertise in librarianship.

Teacher-librarian as independent teacher

The teacher-librarian's involvement in literacy education is seen as that of a professional teacher working independently from the class teacher. The focus is on programs that may be initiated by the class teacher but planned and implemented by the teacher-librarian. The teacher-librarian's educational knowledge and expertise are utilised in isolation from the class teacher.

Teacher-librarian as equal teaching partner

The teacher-librarian's involvement in literacy education is seen as an equal teaching partnership with the class teacher. The focus is on the teacher-librarian having a direct involvement in student learning programs at a level which makes use of the teacher-librarian's educational knowledge and expertise. Programs are initiated, planned and implemented cooperatively by class teacher and teacher-librarian.

Teacher-librarian as expert/consultant

The teacher-librarian's involvement in literacy education is seen as that of an expert who is consulted for his/her wide knowledge and experience in resourcing and implementing literacy education. The focus is on the teacher-librarian as a 'fountain of knowledge' about resources for literacy education for both teachers and students and as the provider of inservice education to teachers. The teacher-librarian's professional expertise in both education and librarianship are recognised. This involvement is a reactive role initiated by the needs of teachers and students.

Teacher-librarian as leader

The teacher-librarian's involvement in literacy education is seen as leading the class teacher and students beyond the status quo towards expanded horizons. The focus is on initiating, motivating and inspiring. This involvement is proactive, initiated by the vision of the teacher-librarian. The teacher-librarian's professional expertise in both education and librarianship are recognised.

Implications of the study

The study placed these conceptions of the teacher-librarian's role in literacy education in a hierarchy, from teacher-librarian as leader; through expert/consultant; equal teaching partner; manager; independent teacher; assistant; to not involved. The higher incidence of the categories from the upper end of the hierarchy indicates a strong recognition of the professional knowledge and expertise of teacher-librarians in literacy education. However, the teacher-librarian's involvement is also conceived at a non-professional level or not at all in relation to some aspects of literacy education. From the nature of these conceptions lying at the lower end of the hierarchy, it is concluded that there also exists a lack of understanding of what skills, knowledge and expertise a teacher-librarian has, coupled with a lack of understanding of how to use these professional qualities in literacy education. Here lie implications for pre-service and inservice training of class teachers and teacher-librarians to establish and increase these understandings.

Another consideration is that the focus on professional teacher and professional librarian may also indicate that the categories with a non-professional focus should not be part of the role of the teacher-librarian at all but should be filled by library assistants. It may also be that the type of involvement described in each category has a place in a literacy program in different situations. Teacher-librarians may be involved in literacy education across a range of the categories in a single day. An understanding of the overall relevance of a teacher-librarian's involvement in literacy programs in the primary school is what can be gained by an awareness of the categories identified in this study. This relevance is closely linked to the particular knowledge and expertise of the teacher-librarian ie. professionalism in education and librarianship. An awareness of the categories allows class teachers and teacher-librarians to see in what way they can elicit the greatest benefit from the professional qualities of teacher-librarians.

The discovery of these categories of conceptions attaches a defined value to the contribution a teacher-librarian, working largely in the higher categories, can make to students' literacy development. This contribution can take the form of direct involvement with the students themselves or indirectly through involvement with their class teachers.

The professional development component of the role, where the teacher-librarian is seen as a provider of professional development to class teachers, as highlighted in the expert/consultant category, attaches the added dimension of a need for expertise in adult education as part of the teacher-librarian's bank of skills.

Implications lie here for teacher-librarianship training courses. Teacher-librarians could receive training in the principles of adult learning to prepare them for their role as provider of inservice.

The expectations of the expert/consultant and the leader categories highlight the dynamic role of the teacher-librarian who is in an unusual position in a school as one of the few people with a full awareness of what is happening throughout the school with curriculum implementation. While the Principal and the management team are involved in curriculum development and may be observers and part-time participants in its implementation, the teacher-librarian is actively involved in grass roots planning and implementation with class teachers at all year levels.

> The conceptions identified by this study have implications for the way that principals and employing bodies consider the position of teacher-librarian in a primary school.

If these conceptions of the teacher-librarian's involvement in literacy education are to be fulfilled, there is a need for recognition of the impact of this role on the student learning. A role of such influence could form part of the management team of the school. This is important because much of the work done by the teacher-librarian at this level requires consultation with management. In state secondary schools and some independent colleges in Queensland, teacher-librarians are able to hold *Head of department, Resources* positions, thus facilitating their access to management and at the same time providing recognition for the contribution they make at this level. At this time there is no such promotional position available to teacher-librarians in primary schools. Inclusion of teacher-librarians on management teams would both enhance their involvement in literacy education and provide recognition for their high level contribution throughout the school.

The full report of this research is to be found in:

SKRZECZYNSKI, Christine **Linking literacy: the role of the teacher-librarian in literacy education**. CIS Research Reports, Number 3, Centre for Information Studies, 1995 SCIS835979 ■

SCHOOL BASED TRAINING

Question: How many teacher-librarians does it take to revise the course materials for the **School based training course for teacher-librarians K–12?**

Answer: Quite a few!

*Jill Buckley, former **Scan** editor, current reviewer, and member of the **School based training course** team from Training and Development Directorate, writes here of the process of revision the course is undergoing to continue to meet the changing training needs of teacher-librarians.*

A group of talented and experienced teacher-librarians has undertaken the revision of these course materials, working from evaluations of the course and suggestions from a Steering Committee. Although the materials were last revised in 1993, the pace of technological change has indicated the need for further revision in 1995. The writing group comprises teacher-librarians who have been involved with the course, some as participants, some as mentors, and some as presenters of sessions during its residential phases.

As part of the process of writing, many interesting issues have arisen:

- What do teacher-librarians really need to know?
- What are the most important areas of focus for teachers who are new to the job of teacher-librarian?
- What does research indicate about the ways students use information skills?
- Do teacher-librarians need to catalogue themselves or should they purchase SCIS records?
- How do we provide helpful and succinct information about OASIS?
- What will be the implications of the recent restructure for teacher-librarians?
- What are the principles which underlie the use of information technology in schools?
- How does information technology impact on the role of the teacher-librarian?
- What personal skills do effective teacher-librarians need?
- How best to organise the wealth of information we could include?

There has been plenty of lively discussion! The task of analysing the course materials has allowed the writers to reflect on their own work role, and exchange ideas. The variety of roles teacher-librarians perform, the pressure of constant change and the challenges of information technology have been highlighted by our discussion.

The writing process began with a 2 day workshop which established the framework of the changes. The rewriting process began, and will be completed individually and in small teams. The writers will come together to review their drafts and discuss them with the Steering Committee during Term 4. Our intention is to have the revised materials prepared for 1996.

This writing task demonstrated the efficacy of the information process. The processes of defining the task, locating suitable resources, selecting and organising for presentation were all undertaken. As we went back to redefining and clarifying, the crucial importance of these steps was apparent.

The School based training course is designed by the Training and Development Directorate of the Department of School Education for teacher-librarians who take up their positions without any specialist training. As many **Scan** readers will know, it is a most effective course. In part this is due to its structure, which provides for practical, school based learning and the involvement of another teacher-librarian as a mentor. Well designed and useful course materials are also essential.

This is the fourth revision of these course materials. Since the course began in 1989, the materials have been devised and written for new teacher-librarians by current practitioners. This revision builds on the strengths of all the previous versions.

Discussion of future directions for the course has also raised many exciting possibilities. The Training and Development Directorate is currently trialing a range of methods of course delivery. These include use of satellite technology, exploring options for using the Internet, and development of a CD-ROM as part of the Certificate of Teaching and Learning. The use of these technologies will be considered for the future.

The current revision is another demonstration of the skill and capability of teacher-librarians. Their collaborative efforts continue to strengthen and update the course.

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Steering committee

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Beth McLaren}	Curriculum Directorate
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*Participants in the 1995 course presented their own information skills programs. Outlines of two outstanding programs follow. Firstly, Michelle Sarjana, of The Grange Primary School, presented a unit **Insects and other creepy crawlies** to illustrate her approach to initiating cooperative planning and teaching (CPT) at her school.*

Making CPT catchy

At my school, a poor relation of CPT has been carried out for some years—in other words, the few comments made by classroom teachers to the teacher-librarian in passing about the units and themes they were about to start. However, after conducting a staff meeting to inform teachers about the process and partnerships involved in CPT, it was agreed that more time, effort and a collaborative

Back: Janice Lees, Leigh Williamson, Joy Pogson, Bronwen Mitchell, Lynne Wilson, Wendy Gibbons, Anne-Marie Morrison. Front: Ruth Durrant, Jill Jones, Helen Cameron, Jill Buckley.

approach would be necessary to effectively implement CPT. It was my aim to have the kind of partnership established and spread throughout the school in which the classroom teacher and I were responsible for the planning, writing, teaching and evaluating of units, in other words true CPT. And for CPT to be contagious, a trial unit really had to be a success to enthuse other teachers into trying it as well.

I approached two Year 6 teachers, who share my perception of the library as the centre of the school. We decided that a unit on insects would be appealing to students. There was a wide range of resources on insects available, including videos, a CD-ROM (**Insects a world of diversity**), reading racks, posters and plenty of factual texts.

We then went through the English syllabus and identified the outcomes we wanted the students to achieve. A pro forma was then planned. Next we brain-stormed teaching and learning activities in English, science, art and craft that would assist students in achieving the desired outcomes based around our theme. Information skills were then integrated throughout the activities and the lessons that would be taught in library times, both in scheduled and flexible periods, were highlighted. Preparatory tasks were shared, including making research cards, worksheets, writing reading activities based around the reading texts and typing up the unit. The whole unit was compiled and programmed in ten hours and we felt a shared ownership and a sense of achievement knowing that five weeks of work was programmed.

Some of the activities carried out were as follows:

Theme/unit/focus: Insects and other creepy crawlies

- Using think, pair, square brainstorm and list *What makes an insect an insect?*
- Listen to Roald Dahl's **James and the giant peach** pp29-40 and list the insects mentioned.
- In pairs, read first 2-3 pages of **An introduction to insects** or use the CD-ROM.
- Summarise the characteristics of an insect.
- Read through and complete written close passage on *Insects.*

- Jigsaw: research an insect in a short summary form: appearance, life cycle, diet, habitat, predators.
- Discuss why people think insects are pests and why we need them: *Insects, friend or foe?*
- List shared ideas as friend or foe and choose a side. Prepare a short persuasive piece of writing.
- Share speech in library on *Friend or foe.*
- Write a Haiku poem on insects.
- Read poem, *Beetle, Beetles,* and discuss.
- Discuss ideas for story *A day in the life of a mossie.*
- Write a story *A day in the life of a mossie* using fact and fiction.
- Publish writing on computer.
- Read report on an insect, e.g. **Caterpillar diary** and identify the features, and classification, paragraphs.
- Using the features discussed about factual reports, write a report on an insect.
- Research—Use insect cards or wasp cards.
- Construct insect using Procedure & pattern.
- Research project—Insect of choice.

Evaluation

We were very pleased with the unit. We felt our lessons were very organised and we knew what we wanted our students to achieve. The program was of a high standard and allowed for the creativity and different learning styles of the students—its success originating in the thorough planning and preparation. Other teachers are now very keen and interested to commence their CPT unit.

Pauline Allen of Peakhill Central School presented the following cooperatively planned and taught unit at the school based training course

Women in Australian history

Peak Hill Central is such a small school (less then 250 students, K–12) we need to work, plan and teach more together to make optimum use of the limited resources and our expertise. The library is the logical place from which to plan cooperative units of work. I chose a history unit as a model to promote CPT among the secondary staff and to demonstrate a cross curricular, multi-learning style. The activities dip into the subjects of art, food technology, sport and

Pauline Allen—Peakhill Central School.

computer studies in addition to the more obvious—English, history and information skills.

All Year 9 teachers were involved in the unit and were led by the Year 9 history teacher and the teacher-librarian. The English/history head teacher was included in consultation in the early stages; and also involved were members of the community and the Year 5 and 6 teachers. Staff from local libraries were also contacted by some students.

The **objectives** of the history unit were that the students:
- appreciate the part women played in Australian history
- develop further their information skills, in particular the use of the new history CD-ROMs **Oz I.D.** and **Way back when.**

The unit was to take six weeks—approximately twenty lessons with most occurring in the library. Unfortunately there wasn't enough time for the quiz show so this has been deferred until the end of term or when convenient to the proposed audience—Years 5 and 6.

The communication process was the most difficult part of this assignment, as although the previous teacher-librarian had worked cooperatively with staff, I had transferred from the maths department. I preferred the personal approach to individual teachers. To this end, I put together a sample information skills/history assignment on **Bushrangers**, which I used to explain the type of activities I could help with and how I could be of assistance in the whole process from the planning to the evaluation stage.

Overall the unit was a success. I have been asked to do the same unit with Year 10 (involving a different teacher). The same teacher has

been working with me in another CPT unit in the English area—a wide reading unit which I feel has been very successful. I have received favourable comments from other staff and English/history head teacher.

An extract from the unit follows:

Year 10 history/information skills

Topic: Women in Australian history

Part A

Activity 1

After viewing the video **Women in Australia** complete the time line provided.

Mark in important events and achievements relevant to this topic.

What periods or eras stand out as being important to the history of Australian women?

Under these era headings, write short notes describing generally the position of women at this particular time.

After viewing the video **Fifty fantastic years**, complete the worksheets provided.

Activity 2

Choose one of the following activities:
Debate
Interview
Three conversations
Survey
Fiction book review
Fashion
Video review
Essay
Biography review
Crossword puzzle
Three advertisements
Word find
Bibliography
Food technology
Database
Newspapers/magazines
Music
Profiles
Time line for Aboriginal women
Lists of events and effects
Art
Women in science, maths and medicine
Personal development activity

Examples follow of some of the tasks outlined above:

Debate:
Debate one of the following topics:

- The Australian woman of the 90's has it easier than the women who came before her.
- Australian women have contributed as much as men to the growth of Australia.

Present a negative and affirmative side (3 mins. each side)

Advertisement:

Produce advertisements for a kitchen product appealing to a woman:
- in the 30's
- in the 50's
- in the 90's.

Interview:

Interview four women in the following age brackets:
14–19; 20–35; 36-55; 56+

Ask questions that help compare the childhood/careers/family life of these women. Provide questions asked, summary of responses and your own comments. Remember to guard the confidentiality of those you interview.

References available on SCIS

Oz Id computer software the search for Australian heritage and identity. Board of Studies, 1994. SCIS 817863

Women in Australia videorecording 1890-1990. Classroom Video, 1988 SCIS 438818

Evaluation

Some students did not manage their time well at all—we have decided on a work diary for future assignments of this type. Although notes and instructions were given, some bibliographies were not provided or not completed properly. A special lesson and worksheet on bibliography will be used for future units. It was pleasing to see some students take on the challenge of tackling a database for the first time; working with a video camera (used for a fashion parade); making use of resources beyond the school library (community members, requests in the school newsletter, faxes to other libraries); and dealing with some fairly sophisticated issues, such as discrimination and female image.

If any readers would like to see these programs in more detail, please contact Lee FitzGerald at the Scan office. ■

Librarianship in cyberspace: thriving in a virtual world

Michael B. Eisenberg (PhD) is Professor at the School of Information Studies, Syracuse University, Director of the ERIC Clearinghouse on Information and Technology and the widely acclaimed, Internet-based AskERIC project. He is co-founder and co-ordinator (with Peter Milbury) of LM_NET, the electronic discussion group on the Internet for the school library community. The unifying aspect of Mike's diverse teaching and research activities is the ongoing effort to improve society's ability to meet people's information needs. In recent years he is probably best known for his work on the challenges, implications and opportunities offered by the information and technological explosions. In this article, he looks at the Internet services offered by the askERIC project.

The Internet; cyberspace; the Net; the "global information infrastructure";—it seems to be everywhere. We read about it in the popular press, see it reported on TV, and it's far and away the main topic in professional meetings and journals.

Most of the discussion and explanation of the Net is overwhelmingly positive. The Net will change, for the better, the way we go about our lives. It can improve education, overcoming the limitations of geography and time. For business, the Net offers new options for management, marketing, sales, and commerce. And for human interaction, the Internet can facilitate contacts and collaboration on a global scale.

Recently, however, there have been some cautionary voices. Most notable of these is Clifford Stoll, noted cybernaut (best known for his success in the later 1980s in tracking down a group of computer hackers who were breaking into computers and selling information to the Soviet Union). Stoll questions whether the Net is really having a positive impact on individuals, groups, and institutions. In particular, Stoll postulates that the Internet spells doom for libraries and librarianship. Stoll makes his case against the Net by emphasizing over-enthusiastic promises for the Net and focusing on specific system limitations. And, to a degree, he is correct. The Internet is not a panacea, and it is certainly not easy-to-use, fully reliable, or efficient for searching for specific information.

That's why it is important to consider the Internet in the context of the needs of information users and the tools available to information providers. Consider the cartoon on the next page: *"Technology is the answer. Now what was the question?"* Clearly we must avoid this approach to the Internet, that is, as a solution in search of a problem. Technology in general and the Internet in particular should be viewed in the context of real user needs and professional capabilities. What are we trying to accomplish and how can the Internet help us to do so?

For librarianship, that means considering fundamental questions of purpose and functions. Libraries and librarians strive to meet the information needs of users. In most situations, this is accomplished by providing:

- access to developed collections of resources
- information services (including help, referral, and reading guidance)
- education and training in information access and use.

The Internet can be a powerful tool helping school libraries to fulfill these functions. In addition, teacher-librarians can be the key to helping students, teachers, parents, and others to use the Internet in meaningful ways. For example, online catalogues and electronic resources can be made available 24 hours a day, and teacher-librarians can communicate with users to provide assistance and training even if they can't come into the physical library. Teacher-librarians can help students to find and learn how to use valuable Internet resources. They can work with classroom teachers to identify and develop relevant Internet-based curriculum projects. Teacher-librarians, who often work alone or in remote settings, can use the Internet to join electronic communities where they can discuss concerns and issues with others and participate in ongoing professional discussions. The Internet also provides a medium for libraries to cooperatively develop collections and share resources and services—it increases access to education.

Clearly, the Internet offers meaningful opportunities for libraries. At the same time librarians have much to offer to make the Internet more useful. Teacher-librarians can truly thrive in this virtual world, in cyberspace. The remain-

der of this article expands further on these themes by describing a successful Internet-based project: AskERIC, the Internet-based education information service of ERIC, the Educational Resources Information Center funded by the U.S. government. AskERIC offers a concrete and compelling example of how the Internet is being used to fulfill the purpose of libraries and librarianship. It is also presented with the hope that Australians and others will consider participating in, replicating, or improving on AskERIC.

AskERIC

AskERIC is an Internet-based question answering, help, and referral service for educators and others interested in education. Its slogan is, **"Education information with a personal touch,"** as AskERIC aims to help people obtain relevant education information while becoming effective users of the Internet.

AskERIC is based on a simple assumption: **the Internet, while loaded with potential, is not easy to use.** Therefore, how could the ERIC system use the Internet to fulfill its mission of providing valuable education information to educators and at the same time make the Internet easier to use? In late 1992, staff at the ERIC Clearinghouse on Information & Technology, one of the 16 clearinghouses that

"Technology is the answer, of course"
© 1995 Eisenberg and Lankes

make up the ERIC system began to wrestle with this question.

The solutions that they came up with were:
- to focus on providing services rather than on building a collection of resources and
- to use information specialists as intermediaries who interact with users via e-mail.

Today, educators and others who need information on curriculum development, special education, or any education topic simply send e-mail to **askeric@ericir.syr.edu**. Questions are routed to AskERIC network information specialists around the U.S. at various ERIC subject clearinghouses and other organizations. Network information specialists will provide answers within 48 hours.

AskERIC question-answering seeks to respond to questions related to education within 48 hours. Recent questions to AskERIC include:

1. How does site-based management differ from more traditional models?
2. Do you have any information on how scheduling (block or fixed etc.) can affect student achievement?
3. Where can I find information on technology planning for my school? Are there any examples I can look at?
4. Can you provide suggestions/lesson plans for introducing the Internet to students?

"Now, what was the question"

A typical AskERIC response includes 10–15 citations from a search of the ERIC bibliographic database; a full-text ERIC digest (or other full-text document available on the Internet) related to the topic; references to relevant listservs or resources on the Internet, or referral to libraries and non-Internet resources. For example, the responses to questions 1 and 2 would center around ERIC citations and full-text information; there's an Internet site that helps to meet the needs of question 3; and listserv discussions (through archives or active discussion) are a good source for question 4.

Questions can also relate to the Internet itself and how to use it. (e.g. "Are there Internet projects for 8th grade science?" "What is the world wide web?"). AskERIC network information specialist has gathered special materials, explanations, and lists of Internet resources to respond to these questions.

Questions about the content of education (e.g. "Why is the sky blue?"and "What is the capital of Argentina?") are beyond the scope of AskERIC. Questions of this type are most often referred to local libraries for assistance.

Response to AskERIC has been overwhelming. Each year the number of questions answered weekly has doubled from the equivalent week in the previous year (see figure below), and feedback from users is very positive. For example, a Fall 1994 user survey found that:

- most users are front-line educators (K–12 teacher, librarian, administrator).
- AskERIC was most used for professional interest, to help a colleague, to improve classroom practice, and for graduate school research.
- users were evenly divided between beginning and experienced Internet users.
- Approximately one third had used AskERIC more than 3 times.
- Almost all were satisfied with the speed of response (90%) and the nature of the response (85%).
- Over 90% recommended AskERIC to others.

AskERIC Q&A:

Year	1993	1994	1995
Total	7,875	14,888	30,000*
Weekly	151/wk	286/wk	550/wk*

*projecting from figures compiled to date

AskERIC's success in question answering quickly led to expansion of AskERIC into other aspects of resources provision and services. Today, in addition to Q&A, there are three other parts to AskERIC:

1. The AskEric virtual library

Access via gopher and ftp (at **ericir.syr.edu**) and via the world wide web (using lynx, Mosaic, or Netscape at **http://ericir.syr.edu**)

Based on the nature of questions from users and feedback about their needs and interest, AskERIC created a gopher, ftp, and world wide web library of resources for educators. The AskERIC Virtual Library includes:
- AskERIC InfoGuides: topical guides to Internet, ERIC, and print resources.
- lesson plans: 600+ lesson plans for K-12 teachers and teacher-librarians.
- the AskERIC Toolbox: Internet resources that network information specialists at AskERIC have found valuable.
- listserv archives: archives of professional electronic discussion groups related to education.
- the ERIC database: 5 years of ERIC, the largest education bibliographic database in the world.
- Collaborative collections: Special education resources developed with the U.S. National Aeronautics and Space Administration (NASA), Newton's Apple, Discovery Communications, and other partners.

The AskERIC virtual library is accessed by over 14,000 individuals each week, and is widely recognized as one of the premier education information sites on the Internet.
Internet world's *Top 15*, January 1995;
PC computing's *Internet best bets*, May 1995).

2. AskERIC virtual communities

AskERIC also supports education professionals through hosting education-oriented e-mail discussion groups known as listservs and by making the content of these discussion groups available through the AskERIC Virtual Library. For example, AskERIC provides support for LM_NET, the listserv of the library media community. LM_NET is a global professional conference, support group, and newsletter all rolled together. With over 4,500 members as of August 1995, LM_NET is the focal point for networking activities by those interested in

school libraries. For more information on LM_NET, email to Peter Milbury (pmilbur@ericir.syr.edu) or Mike Eisenberg (mike@ericir.syr.edu)

AskERIC also started K12ADMIN for school administrators, and currently coordinates a number of listservs for the U.S. Department of Education including NTPlan for national technology planning and SATL-CON, the listserv tied to the Secretary of Education's monthly satellite conference.

AskERIC is also seeking to expand individual and group interaction using "MOO" capabilities. MOOs (Multi-user domains, Object Oriented) involve setting up a text-based virtual world. This supports live online group "chat" and can be used for conferences, group discussions, and even classes. It is hoped that AskERICMoo will be used by educators and librarians for real-time meetings, conversations, and collaboration.

To connect to AskERICMoo, telnet to io.syr.edu and connect (sign on) as *Guest*. To communicate with others, start your message with a quotes mark—". To exit from AskERICMoo, simply type @*quit*..

3. AskERIC research and development

AskERIC research and development emerged in recognition that the Internet is constantly changing. To meet user needs, it is essential to stay on top of network developments and be ready to use the latest tools. AskERIC works closely with a number of partners to explore the network of tomorrow. Research explorations include new world wide web design options (e.g., Hot Java), high performance search capabilities (Z39.50 standards), digital video and real-time interactive conferencing (using MOO and other technologies).

Thriving in a virtual world

The above description shows AskERIC as an operational model of how the Internet can be used to provide library services and resources. Even more importantly, it demonstrates how librarians can thrive in the networked environment. AskERIC works because it meets user needs and adds value to the Internet. Librarians are encouraged to consider their own situations from this perspective.

The entire AskERIC approach is to focus on users and user needs. The question-answering service does not assume what users will want or need. Rather, the service reflects the reality of educators using the Internet. Similarly, the AskERIC virtual library was created in direct response to the needs and interests of users. The virtual library expanded in the areas of lesson plans, InfoGuides, and listserv archives as it became apparent that these were what users wanted. Librarians looking to the Internet to provide services and resources in their own setting are advised to similarly focus on user needs and to target Internet activity to those needs.

AskERIC also works because of the human touch. The personalized Q&A service provides a comfort zone for users. Virtual communities like LM_NET succeed because members bring a human dimension to technology. Stoll and others rightly criticise the Internet for being difficult to use, inflexible, and inefficient. AskERIC network information specialists bridge the gap between users and the oftentimes confusing and forbidding network. In addition to offering answers and references, network information specialists provide guidance and instruction on how to use the Internet. The bottom line is that AskERIC network information specialists add value to the Internet by making it more accessible, efficient, and easy to use. Teacher-librarians are ideally situated to serve a similar role for students and educators in their schools.

Finally, AskERIC also works because it is securely founded in the purpose and functions of ERIC. It is an extension of the user services and resources provision aspects of the ERIC system. Similarly, teacher-librarians should look at the Internet within the context of their purpose and functions. For example, teacher-librarians can use the Internet:
- to link curriculum and assignments and the plethora of resources, projects, and services available through the Internet
- to guide, facilitate, and teach users to be effective and efficient users of Internet information
- to guide and teach users how to use Internet to communicate ideas with others

- to collaborate with teachers and other educators on curriculum, information, learning, and teaching
- to share resources and build cooperative collections across regions, and
- to collaborate with other teacher-librarians on professional issues and decisions.

These examples show how the Internet can be used in meaningful ways to better meet the needs of users. They also demonstrate the opportunities for teacher-librarians to do much more than just survive the technological onslaught—they can thrive.

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Multimedia: Just feature creep and interruptivity?

The kids have their say

by Ross Todd of the Department of Information Studies, University of Technology, Sydney, and Celeste McNicholas, teacher-librarian at Marist Sisters' College, Woolwich. The authors presented a full report of this study at the recent conference of the International Association of School Librarianship held in Worcester, England.
(Todd & McNicholas, 1995)

We are entering an interactive millennium. This was the overriding message of the recent conference of the Australasian Interactive Multimedia Industry Association in Adelaide. While the conference was a spectacular showcase of current developments in multimedia, there was a strong sense that the industry is at its infancy. The transformation of multimedia from a button-clicking, page-turning architecture mimicking books to a truly interactive multimedia has yet to happen. And if we are entering an interactive millennium, it is a sobering thought that the year 2000 is only some 1600 days away!

This paper presents the findings of an exploratory study examining student use of multimedia. The implications of these findings for effective information literacy instruction in electronic information environments, as well as for curriculum directions for schools, are discussed.

The literature

Schank (1994) is critical of many multimedia products, regarding them as page-turning exercises that typically present students with a screen of text and allows them to press the button for the next page, with added video and graphics. Having 10 or 500 choices makes little difference because the experience is passive, with insignificant learning occurring. In a similar vein, Robotham writing in the **Sydney Morning Herald** on 23rd May, 1995, in an article titled *MultiMediocre: the new fast food of information*, questions whether interactive multimedia will really present opportunities for new types of learning, communication and artistic expression, or "whether it will prove to be an embarrassing mistake that in 20 years will look horribly ill-conceived." Schank argues that multimedia systems should support the cultivation of individual initiative, engage learners by drawing upon and cultivating their natural inclination to learn. Does multimedia live up to these expectations? Or is multimedia really just click and wait and watch, just feature creep and interruptivity?

There has been little investigation of what students think about multimedia, how they use it in their learning, what difficulties they face in using it, and how it impacts on their learning. Oliver (1995) recently undertook a study of upper primary school users of the 1993 **Grolier's multimedia encyclopedia.** Identified in this study was a need for the development of appropriate and specialised information skills for this type of information resource. Explicit instructions on a package's design and function clearly are not of themselves enough to make the package a productive information source.

The evaluation study

The study was conducted at Marist Sisters' College, Woolwich, Sydney in early 1995. Students and staff at the college access the college's library catalogue, desktop publishing, teaching/learning packages, and multimedia from 60 workstations situated in a computer laboratory, classrooms, staffroom, library and an information laboratory adjacent to the library facility.

The Microsoft multimedia package **Encarta 94**—an electronic version of Funk and Wagnall's encyclopedia—was evaluated in the study. Students were asked to evaluate their experience of the package without access to any of the publisher's promotional material. For the study, 70 students with experience in using this multimedia package, were selected randomly. 17% of these students, primarily in Year 7, indicated that they were novice users; 77% of the sample described themselves as average users and were drawn mainly from Years 9, 11 and 12; and 6% of the sample described themselves as expert users, predominantly from Years 11 and 12.

In the recent **Scan** article, *Multimedia and the three wise monkeys* (Todd, 1995), the work of Reeves (1992) and Reeves and Harmon (1993) was used to develop a range of user-centred dimensions that could form the focus of evaluation of multimedia packages. These dimensions are in two broad areas: **user-oriented** dimensions, and **pedagogic** dimensions. The dimensions are: **ease of use; navigation; cognitive load; mapping; screen design; knowledge space complexity; information presentation; media integration;** and **overall functionality.** A questionnaire was developed to indicate the evaluative reactions to **Encarta** in terms of these dimensions.

For each of these categories, a number of statements was developed, and students were asked to respond to each statement in terms of an agreement rating using a five point Likert scale from 5=strongly agree to 1=strongly disagree. To establish how important each dimension was in the evaluation process, students were also asked to respond to each statement using an importance rating with a four point Likert scale from 4=very important to 1=not important at all. A range of statements for each of the categories was developed, 33 in total, for example:

*I get lost when searching **Encarta***
*I always know where I am in **Encarta***
*I can move through the contents of **Encarta** successfully*
*The instructions in **Encarta** are easy to follow*
***Encarta** gives me a range of viewpoints on the topic*
*The information in **Encarta** is easy to understand*
*I am able to find what I am looking for in **Encarta***
*I am able to put the information in **Encarta** to good use.*

In addition, some free generation questions were included that sought to clarify and elabo-

rate on the responses students made. These questions were:

What I like most about Encarta is ....
What I like least about Encarta is ...
The problems I have when using Encarta are ...

What are the advantages of using electronic information resources rather than paper resources?

What are the disadvantages of using electronic information resources rather than paper resources?

Findings

At a general level, **Encarta** fared positively in terms of each dimension examined. The overall mean scores (out of 5) and rank orders for level of agreement (5=strongly agree —> 1=strongly disagree), and rank order for importance, are shown in Table 1.

Students rated highest the **information presentation qualities** of Encarta. This indicates whether the information is presented in an understandable form. Students agreed that they could comprehend this information quite readily, and they considered it was important. When searching the package, students appeared to value highest the **knowledge space complexity dimension**, that is, the capacity of the package to help them make sense of new information in relation to what they already know. Students

concurred that **Encarta** fulfils their expectations with regard to this dimension.

While students recognise **ease of use** as an important dimension (Rank 2) it was given a relatively lower ranking (Rank 6) in terms of agreement. Ease of use refers to the perceived facility with which the learner interacts with the multimedia package, and is an aggregate of many other dimensions. Students indicated, for example, that they want more from **Encarta** in terms of the mapping dimension.

> **Strongly expressed in their comments were problems of keeping track of where they were at, being able to backtrack, or move in divergent paths. As these functions are available in the package it begs the question, are they obvious, easily accessed or used?**

The fact that all levels of students appeared to be unaware of the *Categories*, *Outline* and *See* functions may indicate that the screen display is either too crowded or that the function labels are not self-explanatory. It was evident that students ignored the need to familiarise themselves with the package, this being seen as too time consuming. Contrary to the publisher's belief, **Encarta** does require instruction prior to use in order to maximise available functions and user independence. While the students appeared to rate highly the quality of the **screen design**, this was least important to them, perhaps indicating their inability to relate some aspects of the screen design to function.

TABLE 1

Agreement and importance of user dimensions
Rank order and mean scores

Dimension	Mean agreement	Rank agreement	Rank importance
Information presentation	4.14	1	3
Knowledge space complexity	4.08	2	1
Screen design	3.98	3	9
Media integration	3.89	4	5
Overall functionality	3.81	5	6
Ease of use	3.68	6	2
Mapping	3.66	7	4
Cognitive load	3.49	8	7
Navigation	3.23	9	8

Beginners tended to identify positive aspects that primarily focused on speedy access to information. They recognised that the major points of information about a topic are grouped together and easier to access in the package than in print resources. In addition, they liked the pictures and film clips, with strong indication that these helped them understand the topics. While this dimension was regarded as not as important as others, the students viewed the package as doing a good job in combining the different media to produce an effective whole. The specific strengths discussed above were also identified by average and expert users.

Not all students were satisfied with all aspects of the package. 46% students commented on the limited quantity of information in terms of the range of topics available and the depth of coverage within specific topics. While some expected a one-stop shop for information, some saw the need to use additional sources to complete research tasks. Students expressed difficulty with defining search terms and managing the search process, encountering the problem of *"information not being in a category you think it is."*

Students identified a range of advantages and disadvantages in the use of **electronic media versus print**. 65% of the students said the information search on **Encarta** was easier, more efficient and quicker to access, and that the information was always available. 11% of students indicated that the task was more fun, more interesting to read and learn, more exciting and more enjoyable than when using print resources. These types of claims are often made by producers and, at least in this case, they were upheld by the student evaluations. Yet some students acknowledged that the button-clicking exercise and the resultant stream of information didn't hold much interest once the novelty effect of the package wore off.

Students also identified some disadvantages.

> **A major disadvantage was the shallowness and lack of complexity of information in the package. Many students clearly expected more of the package, and they were disappointed. They recognised the American cultural and historical bias, and were critical of the dearth of material relevant to Australia, Australian history and current affairs.**

One student identified the product's potential for encouraging plagiarism in the following way: *"If you want the information you could print it out and just hand it in as your assignment"*. This comment typifies concerns expressed by both teachers and students and emphasises the need to construct tasks which require higher order processes to be carried out on the information.

Another major disadvantage, though not related to **Encarta** per se, was the problem of access being affected by system downtimes. A lightning strike had caused severe damage to the entire network earlier in the academic year. One student expressed this quite succinctly: *"It's less reliable than paper, especially with system downs."* Beginning users also identified problems of information loss such as print failures and lost documents. These are usually rare occurrences that due to system restructuring had happened quite frequently during the days preceding the study.

Changes to 1995 edition of *Encarta*

Changes to the 1995 edition independently support the survey responses. The copy function has been simplified by the removal of three steps in the process, a change welcomed by all users. *Outline* and *See* references have been changed, one to show more appropriately topic content, the other now titled *Related articles*, a more obvious, less library-like term. In the 1995 edition, users select the focus medium of their search much earlier in their search structure. On the other hand, the new Windows '95 appropriate screen design with drop-down windows is proving quite a challenge for new and established users. The study also identified users' misconceptions of a popular feature: the *A to Z shelf of encyclopedias*. This has been removed from the 1995 edition, highlighting their erroneous belief that it was a compulsory step in the search process. Observations indicate that users create their own mechanism for linking paper-based searches to electronic searches, giving greater emphasis to some functions than designers ever intended. It is clear that multimedia producers need greater input from their prospective audiences to determine whether programming and glossy improvements produce, in practice, a better information product.

Implications

The essential role of information literacy education for information seekers in electronic information environments is the clearest message of the findings. The Oliver study also serves to support the professional position of teacher-librarians on this issue. Students experience difficulties in:

- understanding directions, commands or terminology
- generating search terms and dealing with the organisation of the information
- understanding how to move in multiple directions in the package
- locating related and specific information through broadening and narrowing of searches, or selecting most appropriate information.

All of these problems can be resolved through effective information literacy education. Possible strategies based on Neuman (1993) might include:

- hands-on instruction in searching
- collaborative searching
- peer tutoring
- greater teacher and teacher-librarian co-operation on planning and conducting instruction, and
- collaboration in helping students judge the usefulness of information retrieved.

Research tasks must be designed in ways that support and encourage information skills and metacognitive processes such as comparison, analysis, synthesis, assessment, discrimination, and classification of information.

Without these skills students will capitalise on multimedia's "line of least resistance", indulging them in their creep through multimedia, interrupting information in an ad hoc and non-productive way, and copying information indiscriminately. Without the expectation of these skills, teachers will continue to encourage and reward students' plagiaristic habits.

As both teachers and information professionals, teacher-librarians need to understand how multimedia impacts on learning. They cannot afford to take a "fix it later" or "I love books" approach, but must "be prepared" to ensure meaningful integration of electronic information into learning. Students' interaction with multimedia needs to be active. They need to set goals, develop questions, discover what they need to know to succeed, explore options, and develop solutions. In essence this is learning by doing and by reflection, centred on tasks that foster the development of knowledge and skills and enable students to construct a solution by building on their own knowledge and experiences.

We no longer see schools as knowledge depots, and school libraries as the fill-up station. Schools should be centres of inquiry, where thinking is nurtured and where people learn how to learn together. It is imperative that informed judgements are made about the appropriateness and limitations of multimedia and that these judgements extend from the professional community; that we build an understanding of multimedia's role in meeting information needs, how it shapes information seeking behaviour, and how it is being used. Until then, our students' experiences with multimedia will remain in the realm of feature creep and interruptivity, and contribute little to their learning.

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Technology at Menai High School

*Menai High School is one of the leading technology schools in the state, with a network of approximately 160 work stations, 6 file servers and over 6 kilometres of cabling. The **Scan** editor, with the assistance of Michelle Ellis, acting SCIS review coordinator, recently spoke to Menai High School's Steve Sharp, computer coordinator, and Diane Cooper, teacher-librarian.*
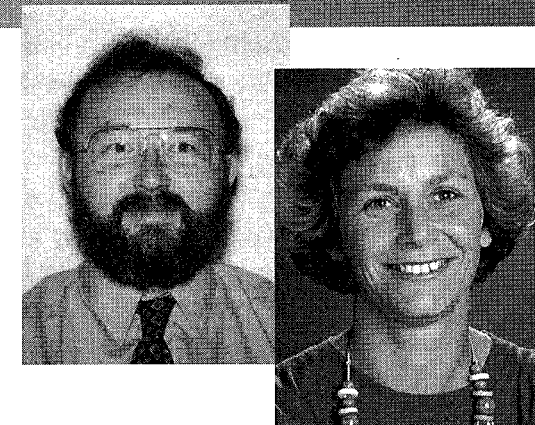
Q What does the network at Menai High School consist of?

Steve Sharp: Via our approximately 160 work stations, operated by six file servers, we run a network of nine CD-ROMs and electronic mail across the system. A neighbouring primary school at Tharawal is connected by optical fibre to the network. We have a dial-in service that runs to Alford's Point Primary School and to St George's Hospital School. By the end of the year the network will be running out to all the neighbouring primary schools and other schools involved in special projects. At a rough estimate, there are about 1600 users of the network at the moment—staff, students, some evening students, and the surrounding sites. The storage capacity of the system has grown from one 100 Mb drive to about 5 gigabytes.

Q Can you describe the process in establishing the network?

Steve: The network began in an industrial arts room, where we were contemplating a stand-alone system. The decision-making process coincided with an initiative from the Department to set up four lighthouse schools across New South Wales to trial the use of networking in schools. Menai became one of the lighthouse schools, and we upgraded the library and the administration system and linked it into what was then the one computer room. We extended that out into the staff rooms so we had a link between library, administration, industrial arts and all the staff rooms. We grew from that base, initially starting off with three work stations per faculty area. In January this year, fibre optic cable was laid in the district, and as a result another fourteen classrooms (one work station per classroom) were linked into our network, running full multimedia. Very recently, our links outside the school have been made.

Q Have you any practical 'nuts and bolts' tips for planning a network?

Steve: Probably the first thing to start off with is a very good idea of what you want the network to do—knowing this is an integral part of the design of a network. Getting professional assistance is vital because very specialised skills are involved in designing a network. What you need to do is throw the net fairly widely in terms of advice and look at what is the best solution for you. Keeping the network running will involve an investment of time and training and you are probably better off having a few less work stations and having the network properly set up and administered. The bottom line is that a well designed network which is well administered is very fast and is very reliable.

Q *You make the point that while school networks may only have 100 or so work stations, they actually operate on a vastly different level from a network of that size in, for example, a business setting. Can you expand on this?*

Steve: Business people will probably log on, on average, for an hour. They will be in and out of applications throughout the day. They won't all print at once, they won't all fax at once, and they will all close down at the end of the day. In a school, you can nearly see the file server turn itself over at the start of each period when 50, 80 or 100 work stations all come on line and hit Windows simultaneously, or the same CD-ROM, or all print at once. It's the nature of schools and you have to design for that, keeping in mind school's peculiar power requirements.

Q *How do you pay for your network?*

Steve: To a large extent, our system has been built on voluntary labour. We've had no real sponsorship as such—we've had to do it out of existing resources. Most of the ongoing design of the network and the building of the file servers is all done at night and on weekends, on a voluntary basis. Our school has had to make some very tough decisions about what they would go without in order to run this network. That included funding release for me from teaching so that I could manage it. The plus side of that is that the network functions well because, with the exception of the monitors, everything is repaired on site and built on site. Our cost has been and continues to be **parts only**. There are significant savings in doing this.

Q *Diane, what has your role been in planning and implementing this technology?*

Diane: When I first came to Menai, the technology was pretty inadequate. We had a 40 Mb hard disk, and a very old, slow machine. A priority for me was to get the library part of the network up and running efficiently. I've been mainly involved in that, but since the curriculum and CD-ROM network has taken off, my main role has been in **selection of appropriate software**. Also Steve has made me what he calls a **'work group manager'**. He's been training me in how to look after my part of the system as well as neighbouring faculties. Steve never does anything to the network that might have an impact on the library without getting my opinion first.

Q *Can you tell us more about the links set up outside the school?*

Diane: We have recently had a celebration of the opening of the fibre optic computer link with Tharawal Primary School. The link means that the fourteen classrooms and the administration offices at Tharawal are connected to our network. At the opening, demonstrations of students using the network included kindergarten children using **Creative writer** to present stories; and Year Six students using **Encarta** to search for information on China. We had students playing with **SimCity** and building a city in one classroom. We sent some email. We had students involved in Literacy Link, where a talented Year 9 English group works with Year 5 students at Tharawal, sending messages back to students here at Menai.

Steve: Another exciting development is linking with St. George Hospital School by a radio network. Sick children at the hospital will be able to sit in their hospital bed and work on portable computers connected to the Menai network. Eventually remote access to the Menai network will be available 24 hours a day for students, staff and the community.

Q *Diane, how are you coping with what must be a new need for primary resources in the Library? I assume the link with primary schools is going to change your collection in some way.*

Diane: They've made some of their own selections, and used some of ours, such as **Creative writer**. But basically, primary students have access to all the CD-ROMs that we have access to. I guess the main impact of being linked with a primary school is that when we are thinking of buying software, we think of it in terms of a site licence and whether we can share it with Tharawal or not and whether it is suitable for primary aged students. They do have programs which are just for primary, and they chose those particular ones. The primary school actually purchased four of the CD-ROM drives that exist on the system, so they virtually have sole use of those four, if they so desire. They probably have one or two that are exclusively primary or infants programs being used and the rest we share.

Q *What selection criteria do you use in selecting CD-ROMs and do you have any criticisms of the range of CD-ROMs that are available?*

Diane: My biggest criticisms are the common ones of not having Australian content to select from; and some of the operating platforms that CD-ROMs use are pretty primitive. You really do need to use CD-ROMs before you buy them and we tend to go with companies that will allow us to trial them first. We also tend to go on the recommendations of other teacher-librarians, people who have actually been using them and therefore know that they're worth while choices. Importantly, we try to find things that are networkable. Currency of the information is an important consideration. In fact selection criteria for CD-ROM are very similar to those that you'd use buying any sort of reference work, with some added ones like ease of access and whether they're networkable.

Q *How you are ensuring that students have the information skills to use CD-ROM, and online services, such as NEXUS?*

Diane: That's a big battle at this school. Because it is so large, I feel that I just can't physically teach them all how to do it. I think you really just have to 'bite the bullet' and start somewhere. I've been using Year 7 computer studies periods, when we can actually sit students at a computer each and work them through some of the skills necessary to navigate **Encarta**, while they are actually doing a computer studies assignment. We start with Year 7 and then work our way upwards through the school, as we can, refining their skills. We also work on a programme of skills for all the new technologies. Skills, such as online use, I tend to teach as classes come up. Seniors have seminars where I run through sessions on using indexes on CD-ROMs such as **AustGuide** and **Austrom**. And I also take sessions on NEXUS, and in the future it'll be Internet as well.

Steve: With the links with the primary school, it will be interesting to see how students' information skills will have improved in future Year 7s. We're in the situation where practically all the students who will come into the school in the next few years will be familiar with the network and its software and will have actually used it.

Diane: Another way we have approached teaching CD-ROM information skills is a peer tutoring program in which teachers send a group of four or five able students to the library. I guide them through the workings of whatever particular CD-ROM they want to use. Each of these students returns to the library with a group of his peers and teaches that group how to use the CD-ROM. As we know, there's no better way to learn things than to have to teach it.

Q *Do students have access to the Internet?*

Steve: We do have access, but at present, apart from using NEXUS, it is restricted to teachers. The idea is that we'll lead off staff first and as they become trained and confident with it, they will then pass it on the students. At the moment I'm setting up a project with interested staff in a number of faculty areas for them search the Internet to find useful sites. On the basis of their findings, I'll set up a home page for the school, and students will have access as well.

Q *Some of the issues discussed at the ITEC conference, in relation to the Internet, were getting to pornography and wasting time and money. What are your thoughts on these issues?*

Steve: Such issues are part of the reason why we're taking things slowly and running our own research project on the Internet. At this stage our solution to the issue of pornography is a temporary one. Useful sites discovered by members of staff are down loaded and then used off our network by students. The key issue concerning the Internet is, I think, the safety and security of our students. Hopefully, we will see a generation of specialist education providers who can as nearly

as possible guarantee us that what we will be accessing will be safe. Until that stage, our approach to Internet access will be with fairly strict teacher supervision.

I think the issue of wasting time on the Internet is a big one—just judging from the amount of time that I've wasted at home using it. Cost is a big issue too. I am often asked about funding online services, such as NEXUS. It's a big decision for teacher-librarians to divert resources away from the more traditional mediums for that sort of information, but I think we will just have to get used to it, because these resources are needed by our students.

Diane: Online databases allow access to information never dreamt of before in the school library situation. Teacher-librarians need no longer quake in their shoes at the esoteric requests for information we receive from students beginning their Personal Interest Projects. Somewhere, on some database, someone will have been on the same wavelength as your student and will have written something related to their topic. Even if you can't gain access to the hard copy of this morsel of information, the student knows it exists and continue his/her search at outside organisations. I have found NEXUS an invaluable resource. Society and Culture students and 2 Unit Contemporary English students have been eager users of the AAP database accessed via NEXUS, and geography, science and agriculture students have used both AAP and SAGE databases to great advantage. Computing studies students also use NEXUS in the study of databases and bulletin boards. Other bulletin boards such as KEYLINK are great for teaching students what life is like in other parts of Australia, or to provide answers to niggly questions when access to professional people such as authors, scientists etc. is provided. Such 'talk to' sessions on KEYLINK are particularly appropriate to use with talented students who possess an interest in a particular field.

Q *Are students at Menai still very much seduced by technology, or have they come to view it as just another resource, to be used when appropriate (or not to be, if a book is more suitable)?*

Diane: Students regard our computers are just another resource. However, I will say that, on the whole, students go to them first, rather than hunt down books. Whether that's a good thing or not I'm not quite sure. I think it comes down to teaching them to check the value of what they've found, by looking at dates, authority, accuracy, authenticity—the selection criteria teacher-librarian are so used to. We must teach them not to believe everything they read on a computer screen (particularly on the Internet).

Q *Equity is a big issue in computer use. Are you addressing that in any way?*

Steve: Quite a large proportion of the students have access to a computer and modem at home, and the proportion is growing. What we are planning to do is to lease two or three laptops and have them available through the library on loan to students. Then when they have a particular need to access the network, the laptops would be set up to automatically use the application service. A senior student who needs access out of school time who doesn't normally have access to a computer would simply borrow one as they'd borrow a book.

Diane: Having laptops available in the library is important because you really feel for students who can't do their work in the same way as others because they haven't got a computer at home. There is certainly an equity issue involved here.

Q *Any last thoughts on technology, Diane?*

One of the big issues arising from technology is training your staff in its use. They will need either to be released or to be provided with a computer to take home—This is something that needs to be budgeted for as well.

I guess you've figured out by now that I like what technology can do for the image of the school library, how it allows students to be successful in their information searches, and how students benefit educationally from the use of technology. I really love computers (most days!) ∎

Reviews of Internet sites

In this issue we begin a new series of reviews of Internet sites. The recent launch of the statement All schools on the Net and of the Pilot scheme signals for school libraries and teacher-librarians an important new resource for staff and students. We begin with sites in the English and LOTE KLAs. Our ususal CD-ROM reviews have been held over for this issue because a major publication of CD-ROM reviews will be published shortly.

Please note that changes happen daily on the Internet. Sites come and go. We can not guarantee that the following sites are permanent or structured as they were when they were reviewed.

The Cinderella project.
http://www.usm.edu/usmhburg/lib_arts/english/cinderella/inventory.html

The Cinderella Project at University of Mississippi has 12 versions of the Cinderella story with illustrations, from the 18th to early 20th Century. Versions can be read horizontally (one version at a time) or vertically (one episode at a time, across all versions). Teachers and students can compare language illustration and story changes over time, or use the graphics only function to write their own text and then compare with a range of original versions. Earlier versions of the text are reproduced in original type, and this may present some difficulties for younger students. The collection can however add an extra dimension to a study of traditional tales. If schools can download some or all of the stories or graphics, students could write or illustrate their own versions of Cinderella. This is an easy to use site with enormous potential for student use in a variety of modes. Units of work could be quickly developed by teachers to enhance this site for classroom use. G. Eather, P. Williamson

LEV:	Middle primary Upper primary Lower secondary Middle secondary Professional
KLA:	English
MEDIA:	Text; Graphics
SOURCE:	Uni of Southern Mississippi, USA
DATE REVIEWED:	30 August 1995
EVAL:	Highly recommended

Electronic poetry centre.
http://wings.buffalo.edu/epc

This site provides a central gateway to resources in electronic poetry and poetics produced at the University of Buffalo and elsewhere on the Internet. The aim is to make a wide range of resources centred on contemporary poetry as accessible as possible. Students can access poetry journals, discussion lists, and contemporary poetry. The potential exists for this to be a highly interactive site as students can read, contribute, and comment upon collaborative poems. This is constantly developing site which is very easy to use, encourages creativity and will have high interest level for students. G. Eather, P. Williamson

LEV	Upper primary Lower secondary Middle secondary Upper secondary
KLA:	English
MEDIA:	Text; Graphics
SOURCE:	USA
DATE REVIEWED:	30 August 1995

Film and television.
http://www.ama.caltech.edu/filmandtu.html

A plethora of multimedia topics and experiences is to be found within this easy to use site, including articles on media ownership, and film noîr. As well, reviews on films such as **Harold and Maud, Jurassic park** and **Monty Python** are to found. Such is the range of experiences offered that students can even listen to James T. Kirk's recordings. This is an interactive site as students are able to send comments to the site. G. Eather, P. Williamson

LEV:	Lower secondary Middle secondary Upper secondary

KLA: English
MEDIA: Text; Graphics; Sound
SOURCE: USA
DATE REVIEWED: 30 August 1995

Kidding around.

http://alexia.lis.uiuc.edu.Watts/Kiddin.html/

Students can choose a variety of destinations to visit ranging from fantastic lands, famous people, museums, movies, television, through to cyberspace. Of particular interest is the section on **How to write and publish your own work on the Web** which will be of benefit both to teachers and students. The Internet's version of **Choose your own adventure** where children can read, write and communicate with others makes this a very useful creative and interactive site for student use. Inexperienced and experienced Net surfers will find that this site caters for their level of experience making it a useful site for classroom use. G. Eather, P Williamson

LEV: Upper primary Lower secondary
Middle secondary
KLA: English
MEDIA: Text; Graphics
SOURCE: USA
DATE REVIEWED: 30 August 1995

Creation stories and traditional wisdom

http://www.ozemail/.com.au:80/reed/global/mythstor.html.

This site provides an excellent starting point for discussion of cultures through its list of traditional stories from a variety of cultures categorised under the headings animal, creation, environment, and general. Students can access, and read traditional stories explaining creation and the relationships between humans, the environment, and the spirit world. Student interactivity is encouraged as they have the opportunity to retell and publish their own stories The lack of graphics accompanying the text may make it less attractive to younger students. Teachers will find the inclusion of possible classroom strategies and activities very useful and the content will reflect a multicultural, and Aboriginal perspective within their classroom programs. G. Eather, P. Williamson

LEV: Lower primary Middle primary
Upper primary Lower secondary

Middle secondary Upper secondary
KLA: English; LOTE
MEDIA: Text
SOURCE: Reeds Interactive's Online Projects, Australia
DATE REVIEWED: 30 August 1995

Indonesian.

http://www.umonitaba.ca/indonesian/homepage.html

Some excellent resource material, as well as less useful information, is available on this easily navigated site. General information about Indonesia is covered including geography, maps, recipes and further graphics related to money and music. The Arts page (http://www.bvis.uic.edu/museum/) offers access to excellent pictures on Javanese masks with brief, simple explanations for each mask. Related subjects such as Wayang Topeng (traditional dance dramas of Indonesia) and the Java village are not relevant. Indonesian recipes (Bahosa Indonesia) are provided and may prove of interest to students. Large pictures with separate text on various aspects of Indonesia are a feature. K. Bennett, K. Moerman

LEV: Middle primary Upper primary
Lower secondary Middle
secondary Upper secondary
Professional
KLA: HSIE; LOTE; CA
MEDIA: Text; graphics
SOURCE: Canada
DATE REVIEWED: 28 August 1995

City net countries.

http://www.city.net/countries

This site lists, in alphabetical order, all the countries and territories of the world. At the bottom of the listing is the World Facts 94 (CIA) and maps. After clicking on the chosen country or territory, a new homepage and contents is given, showing cities, regions, arts and entertainment, country information, culture and language, education, food and drink, language resources, maps, travel and tourism, and a see also reference to other areas for various aspects of the country. A very comprehensive coverage of each country is given, with over 200 countries and over 50 Territories included. This is a

very easily accessed site, with the arrangement of information making it suitable for a wide range of class groups. K. Bennett, K. Moerman

LEV: Middle primary Upper primary
Lower secondary Middle
secondary Upper secondary
Professional Parents
KLA: HSIE; LOTE
MEDIA: Text; Graphics; Sound; Videos
SOURCE: USA
DATE REVIEWED: 28 August 1995
EVAL: Highly recommended

City net Japan Hiroshima.

http://www.city.net/countries/japan/hiroshima

This site gives a comprehensive listing of Japanese cities. For each city, topics covered included visitor information, transportation, sight seeing and tours, out of town trips, accommodation, dining and arts and entertainment. Slides, with a brief description, are given under the sight seeing heading, while the other sites have only descriptions. Whilst the listing of cities is comprehensive the accompanying information is brief thus providing a useful general introduction to Japan. K. Bennett, K. Moerman

LEV: Lower secondary Middle
secondary
KLA: HSIE; LOTE
MEDIA: Text; graphics
SOURCE: USA
DATE REVIEWED: 28 August 1995

Human languages page.

http://www.willamette.edu/~tjones/Language-Page.html

Within this site we investigated the Japanese language site **Quick and dirty guide to Japanese grammar**. This site contains a realistic construction of Japanese grammar for the beginner and would be of benefit to teachers of Japanese Z course and their students. K. Bennett, K. Moerman

LEV: Middle secondary Upper
secondary Professional
KLA: LOTE
MEDIA: Text
SOURCE: USA
DATE REVIEWED: 28 August 1995

Indonesia in general.

http://www.prica.org/general.html

Comprehensive general information in English, covering all aspects of Indonesia, is incorporated in this site. Included is information about the land, people, geography, climate and weather, territorial waters, economy, volcanoes, rivers, lakes fauna, and flora. There are no graphics but a considerable amount of information is given. Major events presents a tourist oriented calendar which is less useful for students. The contents page is well documented allowing for ease of use by students. K Bennett, K. Moerman

LEV: Upper primary Lower secondary
Middle secondary Upper
secondary Professional Parents
KLA: HSIE LOTE
MEDIA: Text
SOURCE: USA
DATE REVIEWED: 28 August 1995 ■

Reviewers for this section were:

Graham Eather, Asquith Boys High School
Phyl Williamson, Marayong Primary School
Kerry Bennett, Bulli High School
Kathy Moerman, Lindsay Park Primary School

MANAGEMENT

Resources on the Internet for management and professional development

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

The last issue of **Scan** carried an article about Internet resources and services that might be used to locate curriculum-related information or to promote aspects of information literacy in students. However, the Internet is much more than this. It is: a medium of communication and publishing; a means of distributing information and documents to specific groups; a new method of teaching and learning; and a source of professional and personal development opportunities. It provides access to information and services that can assist school administrators, teachers, and teacher-librarians in their management role, in planning for the future, and in their own professional development, as well as in classroom activities.

Most teacher-librarians work in schools where they are the only teacher-librarian, which often leads to feelings of professional isolation. For people working in country schools, access to professional information and development opportunities may be more difficult than for people in the cities. It is not surprising, then, that an international survey of Internet-using teacher-librarians, carried out in 1993/1994 (Clyde, 1995), found that "professional contact and communication" was a high priority in using the Internet. Reasons for using the Internet included exchanging information on professional issues, management decisions, reference questions, and professional development activities.

Below is a short list of Internet resources and services designed specifically for teacher-librarians, or of particular interest to teacher-librarians. They have been selected for their potential usefulness in the school library setting or for their likely appeal to teacher-librarians as professionals. They are categorised by type of service, and hence by the software needed to use them. Only three types of services are included:

- electronic mail-based listservs
- gophers, 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.

Listservs

Internet listservs are discussion groups based on electronic mail. To use listservs, electronic mail software such as Pegasus Mail or EUDORA is needed. There are many professional listservs for teachers, librarians, and teacher-librarians. Some are general, and cover all types of professional issues; others are designed for the discussion of specific topics. You join (or *subscribe to*) a listserv by sending a message to the listserv computer. This message must be in the prescribed format (since it will be read by a computer). If your request is successful, you will receive a *welcome* message from the listserv computer, giving you information about the listserv, and instructions for sending messages to the listserv. You should save this message, since it will tell you many things that you will need to know, including how to get off the listserv (how to *unsubscribe*) when you no longer wish to take part. In the instructions below, the listserv address and the command required have been printed with beginning and end markers, < and >. When you type them, leave out these markers.

- **LM_NET** is an international listserv where teacher-librarians can talk to colleagues around the world, collect information, test ideas, and solve problems, in a supportive professional environment. LM_NET has almost 5000 members, the majority of whom are in the United States. It is a very active listserv, generating around 30 to 35 messages a day. 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. (See *Surfing LM_NET* in the last issue of **Scan**–ed.)

- **OZTL_NET** is a management tool for Australian teacher-librarians, focusing on topics of interest to practitioners in this country such as information literacy programs; products and services for school libraries; and professional development opportunities. Based at Charles Sturt University, it is managed by Lyn Hay and Ken Dillon. Membership is open to"any person with a genuine interest in teacher-librarianship and/or school libraries". To join, send an electronic mail message to **<OZTL_NET–request@listserv.csu.edu.au>** with the word **<subscribe>** in the subject line and nothing in the body of the message.

- **IASL–LINK** provides a means of communication and discussion of issues of interest for members of the International Association of School Librarianship (IASL) worldwide. It is also used for the dissemination of documents and reports, and to support the work of the Association's committees. Based on a computer at the University of Iceland in Reykjavik, it is managed by Dr Anne Clyde. To join, send an electronic mail message to Anne at **<anne@rhi.hi.is>**. This message should include your name and country. Since it will be read by a human rather than a computer (an exception to the rule stated above), the message can be in any human-readable format.

- **BooKBraG** 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, interviews with children's authors, and 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.

- **KIDLIT–L** is a listserv for people who are interested in discussing children's literature, though the focus is generally on the viewpoint of the librarian who is involved in work with children and books. To join, send an electronic mail message to **<listserv@bingvmb.cc.binghampton.edu>** with nothing in the subject line and in the body of the message the words **<subscribe kidlit-l>** and your own name.

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, reports, 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 >.

- **AskERIC** is the gopher of the ERIC (Educational Resources Information Center) service of the United States Department of Education. 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. The gopher address is <ericir.syr.edu> AskERIC has recently established a World Wide Web site; for further information, see below.

- **LC MARVEL** is the gopher service of the Library of Congress in the United States. It provides links to other information services in the fields of librarianship, information science, publishing, copyright and bookselling, and to the Library of Congress databases and services. The gopher address is <marvel.loc.gov>. The Library of Congress also has a World Wide Web site, which provides an additional means of access to the gopher.
- **Canada SchoolNet** is a project developed by Canadian governments and industry, one of the aims of which is to link schools to the Internet. The SchoolNet gopher provides access to Internet resources worldwide, particularly resources that would be useful for teachers and/or students in schools. There are lesson plans, curriculum guides, Internet projects for the classroom, reference resources, links to other gophers and bulletin boards and Internet search tools. A section called *Library* will be of interest to teacher-librarians; this can be found through the *Virtual school* menu. The gopher address is <schoolnet.carleton.ca>.

World Wide Web

The World Wide Web is the multimedia face of the Internet which allows browsing, based onhypertext. On any World Wide Web "page" of information, you can select highlighted words or pictures to move to related information. You can also print out the documents or images that you find. Web pages can incorporate graphics, colour, still and moving pictures, sound, search facilities, 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 >.

- The **Queensland Department of Education virtual library** is the Internet service of Library services branch. The *services* section provides, amongst other things, access to online newspapers, electronic magazines, the catalogues of Australian and overseas libraries, a list of schools on the Internet, a list of Australian Internet services, and an index to Australian World Wide Web sites. In *ready reference resources*, there is, for example, access to online dictionaries, telephone books, and a range of Australian reference and information sources. The *always learning* section has a wide range of professional development resources and tools for learning about the Internet. The URL is <http://cooroomba.client.uq.edu.au/VLSERVIC.HTML>
- The **Internet advocate**, compiled and maintained by L. Champelli in the USA, lists and provides links to Internet documents and sources that will be useful for teacher-librarians who plan to provide Internet access in the school library. Topics covered include: educational Internet projects (with examples); acceptable Internet use policies for schools; findings of research studies about the use of the Internet; censorship ;"problem materials" on the Net; and organisations that provide information about the Internet. The URL is: <http://silver.ucs.indiana.edu/~lchampel/netadv.htm>
- **School librarians' hotspots** is a list of Internet resources maintained by the Assiniboine South school division in the United States. It contains: links to online reference works; online services in the field of library and information science; curriculum-related resources; book reviews; information about children's literature; guides to the Internet; and information sources that will be useful for management and planning activities. The URL is: <http://www.mbnet.mb.ca:80/~mstimson/text/hotspots.html>
- The **National Library of Australia**'s World Wide Web service provides access to Australian library Internet services and other sources of information, and to Internet guides and "navigation aids". There are links to sources of Australian government information, and to a large collection of documents and links under the heading of *Governments and the information superhighway* (including documents related to the Internet and education). There is also an index to

more than 300 Australian electronic journals and newsletters in all fields, with links to the full text of the journals themselves. The URL is <http://www.nla.gov.au/>
- The **Internet public library** is a "virtual" library constructed by the library school at the University of Michigan to provide access to Internet resources and services in the field of library and information science and related areas. There is a ready reference section that provides access to a collection of online reference resources, and to an information service. The *Youth services division* provides access to "resources for children aged 4-14 years as well as their teachers, parents, and others working in the youth literature and education fields". The *Services for librarians and information professionals* section has links to Internet information for librarians and to discussions of professional issues. The URL is <http://ipl.sils.umich.edu/>
- **VICNET** (The State Library of Victoria) is the public face of the library on the Internet. It provides access to the catalogues of Australian libraries, to Australian information sources, to community information services, and to the World Wide Web server of the Australian Library and Information Association (ALIA). The URL is <http://www.vicnet.net.au>
- The **AskERIC virtual library** is the World Wide Web site of the United States Educational Resources Information Center (ERIC). It provides access to: a database of lesson plans; the AskERIC gopher (see above); the Civnet library of civics education teaching resources; and to the ERIC databases (which can be searched through the Web page). It also has: news and information from ERIC; the archives of education listservs such as LM_NET (where messages posted to the listservs in the past can be searched and read); bibliographies; electronic journals and reference works; and a question and answer service. The URL is <http://ericir.syr.edu>
- **Highways for learning: The Internet for schools and colleges** is provided through Britain's National Council for Educational Technology (NCET). It is the full text of a book that was also published in print form by NCET in 1995. It is designed for classroom teachers, teacher-librarians, and school managers, and it attempts to answer several basic questions: What can the

Internet do for education? How does the Internet work? How can the Internet support teaching and learning? An appendix lists Internet sites of interest to schools. You can place an order for the printed version of this book, and wait for it to arrive in Australia. Or you can read it online, now, for free. The URL is <http://ncet.csv.warwick.ac.uk/WWW/randd/highways/index.html>
- **Children's literature web guide** is maintained by David K. Brown of the Doucette Library of Teaching Resources at the University of Calgary in Canada. It is the largest and best guide to Internet information related to books for children and young adults. It includes information about children's book awards, book lists and bibliographies, links to online children's books (including picture books), electronic journals and review sources, resources for parents, resources for teachers and librarians, research guides, links to information about authors and home pages of authors, information from publishers and booksellers, and links to other related Internet resources. The URL is <http://www.ucalgary.ca/~dkbrown/index.html>
- The **University co-operative bookshop** provides an "online bookshop" through the Internet. Users can browse a database of some 350,000 books, CD-ROMs, audiotapes, and software packages, and orders can be placed online for delivery by mail. Through the University co-operative bookshop home page, information is also available about Australia's national book day and other activities. The URL is <http://mail.coopbookshop.com.au>

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JOSEPH, Linda C. **World Link: an Internet guide for educators, parents and students**. Greyden Press, Columbus, Ohio, 1995

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Networking nuts and bolts: a beginners' guide

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This paper is about the hardware, or the "nuts and bolts", of computer networks. It is a beginners' guide to the equipment needed to install a successful network in a school library or throughout the school. Modern computer networks are now commonplace and, after basic training, anyone can use them effectively without special knowledge. When correctly installed, they operate continuously, day after day, week after week, month after month without fault. *(Are these famous last words?! Ed.)*

File server

The fundamental job of a computer network is to link many computers and allow sharing of data and software. This is normally managed by using one computer as a file server to direct the traffic and control the operation of the network.

The power of this file server computer depends of the tasks it will perform. For example an OASIS Library file server is not really asked to do too much processing and a lower powered (lower priced) file server is acceptable. Many schools would already be successfully using Annabelle Bits, Hypec and TeleSystems computers for this task. However, for tasks such as controlling multimedia and CD-ROM networks, a more powerful file server (higher priced) is needed. Saving money by using a lower level file server is not recommended for these networks. Here, suitable file servers include those supplied by Compaq and Hewlett Packard. These companies make computers specially designed to be network file servers and easily outperform "normal" computers used as file servers. One tip—install the largest hard drive and the most memory you can afford in the file server.

Work stations

When you have selected a suitable file server, the next task is to install computers to act as work stations on the network. Once again, the best work station computers are those that have sufficient power to meet the tasks they will perform.

A work station for OASIS Library Enquiry does not need the power of a work station accessing Windows programs, CD-ROM programs or other multimedia software that contain sound, animation and even video clips. For OASIS Enquiry, a standard 486 computer is ideal while, for the other tasks, a more powerful computer is needed. How powerful depends on a variety of issues but the best advice is "Buy the best you can afford!" Obviously, if you wish to use a work station for both OASIS enquiries and multimedia programs, it will need enough power for the most complex task.

When purchasing a network work station, there are many technical specifications that should be considered. If you don't have the time or the expertise for this, concentrate on:

- the speed of the computer (Right now buy a 486 but in 1996 make that a Pentium.)
- the amount of RAM or memory your computer will need (8 megabytes of RAM is now the minimum.), and
- the monitor (14" or 15" in size, with at least a 1 megabyte video card should be enough).

As the work station will be used on a network, there is no real need to buy a computer with its own hard disk. If you do purchase a hard disk, 400 megabytes is about the smallest you should buy today.

Portable computers are a great solution for many school technology problems. Most indus-try observers expect a dramatic increase in the number of schools buying these in bulk for students' use. Today it is a simple task to connect portable computers to a network and then disconnect them for moving to another location. Portable computers are still more expensive then standard desktops, so only buy them when portability is a real need. Toshiba, Compaq and NEC are amongst the best brands to consider.

When purchasing a computer file server or work station, insist on a warranty of at least 24 months. Avoid the spectacular offers—5 year warranties, free upgrades, buy back deals etc.—as most of these companies are no longer in business when you are ready to take up the "special". Like any special, a computer offer that appears too good to be true probably isn't too good or too true!

Finally, remember that portable or desk top work stations can be either IBM compatible computers (like your OASIS computers) or Apple Macintosh computers. The Macintoshes will need extra cards and software to connect the network but will then perform very well.

Network software

Your file server and work stations will need some special software to allow everything to work together. This is called networking software.

Cabling

To connect the computers, you will need some network cable. Most existing OASIS networks will be connected with coaxial cable (Look for some black cable coming out the back of the computer). This cable is capable of carrying data at a maximum speed of 10 megabits per second (Don't worry what this means). If you are only adding an extra OASIS work station, then the use of more coaxial cable is probably your best choice.

In recent years, Unshielded Twisted Pair cabling—Category 5 (UTP—5) has been developed. It can carry data at speeds in excess of 100 megabits per second. Again, don't worry what this means but understand that it is ten times faster than coaxial cable, and it is definitely the choice for any new networks. It will be more expensive to install but will carry the school into the future while coaxial cable is already obsolete.

You will hear a lot about fibre optic cable. Telstra are laying thousands of kilometres across Australia in readiness for Pay-TV and the Internet. Fibre optic is no faster then UTP but is very useful for longer distances or in lightning prone areas. As fibre optic is more expensive than UTP, schools normally use it to link buildings that are some distance apart.

Network hubs

Only needed when installing UTP cabling, network hubs are a connecting device between the file server and the work stations or printers. Common sizes for schools are 4, 8, and 16 port hubs (That's right, you can connect 4, 8 or 16 computers). Larger hubs can be purchased.

Network hubs can be installed that will distribute data at a speed of 10 megabits or 100 megabits per second. At today's prices, schools will generally purchase 10 megabit hubs but, within 12 months, 100 megabit hubs will be much lower priced. Yes! that's the real reason why you should use UTP cable now for any new networks—to be ready for connection to the faster hubs that will be needed for transmitting satellite signals, video-conferencing, television broadcasts etc. across your library or school network. And this technology is not far away!

Network cards

Inside the file server and all work stations there will be a network card. Just like hubs, these cards can be purchased at a speed of 10 megabits or 100 megabits. And just like hubs, the price of 100 megabit cards is falling rapidly and these will be commonly used within 12 months. Several schools have already installed these for high performance segments of their networks.

CD-ROM towers

Today most schools are seeking to provide access to the rapidly increasing software only available on CD-ROM disks. This software includes encyclopaedic and reference material like: **The World Book new illustrated information finder; Encarta; Microsoft ancient lands; Australia the multimedia experience; Australian mammals the multimedia experience**—the list is almost endless.

To provide access to CD-ROMs across a library or school network, the preferred solution is to install a CD-ROM tower. This is a stack of CD-ROM drives connected to a file server and

therefore connected to all work stations on the network. When installed properly, this means multiple access to multiple CD-ROMs. An alternative low cost solution is installation of one or two CD drives into the file server but this solution is not recommended for medium or large schools.

Recently I saw a class of 30 students in a room of 20 work stations accessing 5 different CD-ROM programs from a CD-ROM tower. Approximately 15 were accessing **Encarta**, 5 were listening to excerpts from **Microsoft musical instruments**, and the others were moving between the NSW Board of Studies program **FlashBACK** on a Macintosh and various pieces of clip art from a CD-ROM collection. Apart from the noise of **Musical instruments** (most schools use headphone in classroom situations), everything worked very smoothly with excellent response times for all students.

CD-ROM drives are rated by their speed with dual, quad and 6 spin drives now available. For the school environment, quad spin drivers are the recommended option. Do not compromise on the quality of the CD-ROM drive you purchase for use in a network. The cheaper drives are great for stand-alone computers but will not perform on a network.

Network printers

Laser printers produce the best quality prints but are the most expensive. Ink jet printers produce high quality print and are less expensive. Dot matrix printers produce lower quality print but are the cheapest. Which one you use depends on the quality are volume of printing you need.

Printers can be connected to the network so that everyone can access the same printer or connected to a work station for use by a single person. To improve network printing, it is now common to install a print server that is dedicated to controlling just the printer traffic. All larger networks need a print server.

Television cards

For class demonstrations, consider adding a "television card" to a work station. They send the computer display to a normal television and are great for whole class activities. The cards cost around $300 and work very well.

The Internet

You need a telephone line and a modem currently to access the Internet. This will eventually change, with direct access bypassing the modem and the standard telephone lines. However, for now, modems are needed.

Modems are measured by their speed with faster being the better. Only purchase modems rated at 14,400 bps or 28,800 bps (preferably the latter). Modems can be connected to the network just like printers to allow sharing of the device. For more information, contact companies specialising in communications and networking.

How much does all this cost?

Or how long is a piece of string? There are too many variables to give one answer but be ready to investigate the option of **leasing**. Leasing certainly helps avoid technology obsolescence. What did you do with that room of old Microbees or Apple IIs anyway?!

Conclusion

This paper has covered the major "nuts and bolts" of networking. The list is not complete and there are certainly other important considerations, (for example, do you know when to use a network router?) For information on these, the best advice is the same as for the major items—**ask questions**. Always ask questions if you don't agree with what you are being told or the information is in "techno language" you don't understand. And remember that there is no better proof than seeing what you want already working somewhere else. Whichever company you use to implement your school network, insist on a list of reference sites and make sure you contact some or all of the schools on the list. If there is no list available then look for someone else. The "nuts and bolts" will be too expensive to allow a first time mechanic to try and fit them all together!

CD-ROM references

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Encarta'95. Microsoft, 1994 SCIS 823627
Microsoft ancient lands. Microsoft, 1994 SCIS 810050
Australia the multimedia experience. Webster, 1994 SCIS 821047
FlashBACK interactive history. Board of Studies, 1992 SCIS 736134
Microsoft musical instruments. Microsoft, 1993 SCIS 823781
Australian mammals the multimedia experience. Webster, 1994 SCIS 834701 ∎

Handy hints etc...

Two OASIS suggestions and one farewell complete this feature for the year. First, Margaret Sim of Cheltenham Girls' High School writes of some interesting borrowers at her library...

Binding: We send art books to Grafton Gaol for rebinding. (One of my clerical assistants wanted to call this one *Prisoners!*)

Repairs: These are done in house but often they have to wait to be done in a batch.

Return to bookseller: This is used (rarely) when a fault is discovered in a book and it has to be sent back to the bookseller.

Reservations: Students forget their cards and we put the items they want aside till the next day for them. We should use this more than we do. Instead, due to lack of time, we often just pop the items behind the desk, on view, with their names sticking out on a piece of paper.

Having books borrowed out to these borrowers means that we know exactly where everything is, and it saves both staff and users' time when looking for items.

Next, Denise Hallahan writes of using OASIS statistical reports to evaluate library programs at Patrician Brothers, Liverpool.

Usage with OASIS

Teacher-librarians are, along with all other teaching staff, being asked to evaluate our own work, and to open our libraries for others to evaluate them. Besides this, there are those questions that we all ask ourselves—

"Is the library working for the students?"

"Are our new programs proving effective?"

"Is the library being used more than before, or am I just imagining it?"

Qualitative research is vital, but is also difficult and time consuming. Meanwhile, we have OASIS quietly ticking away in our libraries, accumulating data which I have found useful raw material for some quantitative research.

When I arrived at my present school, I was keen to undertake some gathering of statistics whereby library use could be monitored. I knew that one of my aims as teacher-librarian was to encourage more students to borrow more resources. *Borrower usage report* seemed an ideal starting point for this research, and for confirmation of what I already knew from standing at the circulation desk. A few students were borrowing hundreds of books in a year and rather more students were borrowing far fewer, and quite a few had never borrowed during the year.

I divided these individual figures into some frequency categories, so that I could monitor any changes from year to year. The only way I could see of doing this was by going through student by student and calling out he figures to an assistant. The *Borrower usage report* is produced in ascending order, alphabetically in scholastic years. Even with only my vestigial mathematical skills (and a cooperative calcula-

tor), turning these figures into percentages proved relatively simple.

After a year or two, borrowing figures increased quite dramatically, and my original categories (0–1, 2–5, 5–10 and 11+ resources per year) proved woefully inadequate to reflect borrowing patterns. In more economic parlance, *bracket creep* became such a problem that I had to introduce a new category of 41+. I chose this latter figure on the grounds that it represents, for our school, a borrowing rate of over one resources per school week each year. One practical task which must be done either at the very end of the year (after the *Borrower usage report* has been produced) or at the beginning of the next, is to *Reset borrower usage*. This brings the figures back to zero for each student so a new year of borrowing can begin.

The process of gathering data has proved most helpful in several areas:

- I have a longitudinal study of borrowing patterns over a whole school and for each scholastic year. One year I noticed a marked decline in borrowing in the current Year 7 compared with that of the previous year. As a result of this, a reading program was directed to these students when they were in Year 8, to encourage reading and library use.
- I have an immediate ability to compare borrowing rates with a more or less comparable school, in an identical environment.
- Poring over students' names has increasingly led me to focus on those who never use the library. I have begun to produce a *Borrower usage report* mid-year simply to scan it for such students. Often I have found that they are students who have left the school without the library becoming aware of the fact. Others have acquired enormous fines (the library charges 5c per book per day, and prevents borrowing when fines rise over $1), or have lost a book. A personal approach can often make a difference to these students. I am happy to tell a student that we miss their custom and would love to have them using the library again.
- It is a simple and concise table which is useful for presenting to anyone who wishes to get an insight into how the library is used by the students.
- It is a means, however crude, by which I can measure aspects of my own performance. Having set myself the goal of having more

students borrow more resources each year, I have a means of quickly discovering whether this goal is being met—throughout the school and in each scholastic year. Incidentally, I recently used by own figures in a job interview and I got the job!

Last, but by no means least, a valedictory letter from Jane Harris, from Auburn West Primary School

To the editor, Scan

As my career as a teacher-librarian draws to a close, I would like to say how much I've enjoyed **Scan**, *one of the few magazines I always read from cover to cover. Also, I'd like to look back, as I retire, over my teacher-librarianship career. I have enjoyed twenty years of stimulation, comradeship, exhaustion and many other emotions—but* **never** *boredom.*

Starting my career in Australia at an extremely trendy school, which shall remain nameless, was a great surprise: having expected middle-aged teachers who knitted and exchanged recipes at recess, I discovered I was nearly the oldest member of a super-energetic and ambitious staff! Schools after this one continued to interest and challenge me, and introduced me to the concept of multi-culturalism in a very practical way.

My career included a year's exchange at a progressive school in Melbourne, as well as two years as an education officer, which really broadened by professional experience. The most rewarding part of the latter was being able to help teachers across the state with information, resources and suggestions. Not having school holidays was a shock to the system, compensated for by not having BELLS...

Finally, back to another type of reality: the last four years have been spent in an extremely busy school, implementing OASIS (almost finished now) and one where cooperative planning and teaching has been possible, with no release from face to face teaching at all on the agenda!

What will I remember most? At the risk of sounding sentimental: the humour of my fellow teacher-librarians and the amazing work they have all done; the many friendships I've made through group meetings; and the feeling of satisfaction that comes from bringing teachers, students and books together in a positive way...at least some of the time!

Thank you to everyone who has made my working years in Australia so worthwhile and enjoyable......

Jane Harris ■

SCIS on DISC

Barbara Deece is teacher-librarian at Hornsby Girls' High School.

SCIS on DISC is a welcome substitute for the microfiche version of SCIS! Using this CD-ROM version, the SCIS database has never been easier to search. It is not meant to replace online searching and indeed reviews are not available in **SCIS on DISC**, but as an alternative to the microfiche, it is very welcome. It complements online searching, but may be done in a more leisurely fashion without the constraints of "time costs". Between updates, online searching may have greater results for very new publications but the CD-ROM is certainly worth the cost. And it is very user friendly.

Searches are made through the *Query* window which allows access using the ISBN, Author, Title, Subject, Date of publication and SCIS number fields. The number of matches is indicated and a *Look up* file lists the records. A further window shows the full SCIS record for the items with arrows on the menu bar available to move from one full record to another. From this, one can ascertain the SCIS order number or print out the SCIS record on Recon.

The print-out has other uses. It is useful to the teacher-librarian for checking that the record does in fact match—important if voluntary help (or indeed a student) does the searching. Already I've had volunteers willing to search **SCIS on DISC** who were extremely reluctant to use the microfiche. Another advantage is for verifying title and publication details in order to place orders for requested titles; and the information is available to enter in the Wish List.

For more recent publications, the ISBN number is probably the most direct access path. The title field, however, proves interesting to search as it includes a keyword approach. If a title includes an unusual word, that word by itself is possibly enough to bring up the records e.g. "wrath" in the title field brought up various editions of **Grapes of wrath.** "Wrath" and a publication date would narrow the field to the required edition. "Internet" in the title field listed 21 titles on you know what. A date in the title such as 1789, is sufficient in the title field to bring up records. This is extremely useful for history books with similar titles, several editors and questionable ISBNs.

A print-out of the Titles list is available, which is useful when planning orders. Reviews can then be sought from **Scan** or online SCIS.

SCIS on DISC is currently available for IBM compatible multimedia computers using MS-DOS or Windows. It will soon be available for Macintosh. Installation is very easy with simple directions provided in the accompanying booklet. A mouse is essential.

SCIS on DISC is available from Curriculum Corporation. Annual subscription is $110 and the **SCIS on DISC** is $140 per annum. Currently there are four discs per year but by 1996 there should be updates every two months. Future developments may include down loading records. ■

RESOURCES

IN REVIEW

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

Picture books

Picture books are arranged alphabetically by author.

ANDERSON, Scoular
A puzzling day at Castle MacPelican.
Walker, 1994
ISBN 0744530067
More a puzzle book than a narration, in which readers are invited to follow the story, solve the puzzles, and take part in the treasure hunt in this picture book. Thomas and Esmeralda have arrived at Castle McPelican to spend a day with their uncle Hector. Intricately detailed, illustrations of different parts of the castle and surrounding areas, will enthrall those readers with keen powers of observation, and provide hours of entertainment. This exuberant offering affords fun and humour, although the story line is minimal. J. Anderson

LEV: Lower primary Middle primary
Upper primary
AVAIL: $19.95   SCIS 820398

AUSTIN, Virginia
Say please.
Walker, 1994
ISBN 0744532329
Captivating illustrations with an old fashioned quality combine with a very simple, repetitive and gently humorous text to tell of a young child's learning when and how to say "please" and "thankyou", not only from Mum but also from the dog, the ducks, the cat and the pig. Auntie Bea receives a most unusual thankyou for reading a story. The softly rounded figures of human and animal characters are printed in warm colours against a quiet apricot background. All have endearing personalities and emotions conveyed well through facial expression and body language. Text is well-sized, bold, clear and well-placed. This picture book would be perfect for sharing with the very young. B. Richardson

LEV: Preschool Lower primary
AVAIL: $17.95   SCIS 814630
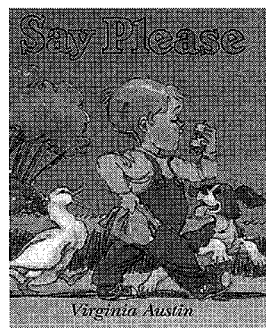
BALLANTINE, Betty
The secret oceans.
Crawford House Press, Bathurst, 1994
ISBN 1863331042
While the format and the lavish illustrations suggest a long picture book, the style and level of the text presuppose older readers. This is a fantasy, with talking dolphin-like creatures (cetasapiens) encountered by an underwater expedition, whose mission is to communicate with whales in an extended voyage in the year 2000. The expeditioners find themselves being contacted instead, in an adventure which spans the oceans and takes them to Arctic waters, the Amazon Delta, the Great Barrier Reef and Peru. While there is a mix of the realistic, the fantastic and the informative, the presentation in this picture book is reminiscent of an underwater **Star trek,** with a heavy environmental message, cliched language and television style characterisation. C. Frew

LEV: Upper primary Lower secondary
AVAIL: $29.95   SCIS 824248

BEST, Elizabeth
Peter and the polar bear.
Era, 1994
ISBN 1863740686
Who ate the missing chocolate bar? Perhaps, a polar bear. Peter's response becomes reality, as, somehow, there is a polar bear. This bear inhabits the fridge, makes itself at home in the house, contemplates having Peter as a pet, and generally causes havoc. The story is an interesting reflection on the relationship between pets and their owners. Steve Woolman's softly coloured illustrations are full of humour and energy. They enrich this lively picture book. J. Buckley

LEV: Preschool Lower primary Middle primary
AVAIL: $18.95   SCIS 797906

CORNISH, Jane
Strawberry Peach and the two lumps of lead.
Ashton Scholastic, 1995
ISBN 1869431499   [821]
The text of this humorous, fractured version of the traditional Cinderella tale, with its handsome but leaden-footed prince, and feisty Cinderella, is quite cleverly conceived, up-to-date, and written in the jaunty, rollicking rhyming verse which children find so appealing. Illustrations by Jo Davies are lively, comical and colourful, almost lurid in style. At times, however, the pages seem too busy, even cluttered, and the framed text is not clearly delineated against a too-dark background which does not make for ease in reading this picture book. Children, nonetheless, will find this version lots of fun particularly if they are given the opportunity to interpret it dramatically. B. Richardson

LEV: Middle primary Upper primary
AVAIL: Paper $7.95
KLA: English   SCIS 824487

COX, David
The drover's dog.
Omnibus, 1995
ISBN 1862912351
You can't take the bush out of the bushy or, in this case, the drover's dog. Worldwide fame and fortune await Joe and his dog, the smartest in the whole world. Sadly, los-

ing anonymity brings a loss of much more, which Joe is made to realise by a very unexpected source. This is a well-told tale illustrating one of life's lessons, which could be examined on many levels depending upon the ability of the reader or the group being read to. The colourful illustrations enhance the tale in this picture book. R. Dobson

LEV: Lower primary
AVAIL: $19.95   SCIS 829768

DODDS, Dayle Ann
The shape of things.
Walker, 1994
ISBN 0744532515   [516]
Ann Dodds' lively text—rhythmic, rhyming and repetitive—combines with Julie Lacome's bold, bright, and colourful illustrations to draw the reader's attention to the shapes that are found in familiar forms around us—in nature, buildings and other manufactured objects. Each of the first six double-page spreads focuses on one basic shape, (square, circle, triangle, rectangle, oval, diamond), with the final two spreads bringing all the previous pictures together in scenes that offer a feast of shapes for children to identify, count and discuss. End papers and borders carry the shape theme throughout. An attractive, well-designed picture book which will entertain while challenging the young reader. B. Richardson

LEV: Preschool Lower primary
AVAIL: $17.95
KLA: Mathematics   SCIS 823373

GLIORI, Debi
Mr Bear's picnic.
Orchard, 1995
ISBN 1852138823
Mr Bear just doesn't seem to be able to impress the young Grizzle-Bears, Fred, Ted and Fuzz, whom he has taken on a picnic with his own baby bear. However, when he provides them with fresh honeycomb for their lunch, their complaints and critical comparisons with their own father change to high praise for his special talent. This warm story is told with lots of gentle humour: some straightforward for the very young, some more subtle, with particular appeal to older listeners and adult sharers. Both text and joyous illustrations are colourful and expressive, providing much to look at, think about, and discuss. It's an ideal picture book for sharing and dramatic interpretation. B. Richardson

LEV: Preschool Lower primary
AVAIL: $19.95   SCIS 832024

GRAY, Nigel
Daniel the dreamer.
Plantagenet, W.A., 1995
ISBN 0646221582
This thoughtful, multi-layered picture book explores its topic with depth and richness. Although his world was dirty, dark, noisy and depressing, Daniel loved to draw and paint. He dreamed his dreams and filled his world with "arias, rhapsodies and serenades". His brightly coloured house and garden stood out from all the other drab grey houses, and when he was told by the town council to repaint it grey, he refused and was gaoled. More trouble followed, but he never gave up his dreams, and finally transformed the world of his neighbours and friends. Bold, bright colours contrast with grey, perfectly evoking Daniel's two worlds. This is an uplifting story,

with a strong message of hope, allowing images and events to communicate powerfully without preaching. J. Anderson

LEV: Lower primary Middle primary
AVAIL: Paper $9.95
EVAL: Highly recommended   SCIS 830955

HEDDERWICK, Mairi
Peedie Peebles' colour book.
Bodley Head, 1994
ISBN 0370318420
An appealing picture book about colour with soft watercolour illustrations, this is sure to be popular with younger children. The main character is a young boy called Peedie Peebles who manages to make a mess by using bits of leftover paint of all colours, which his parents and older sister had used on various rooms in the house. Each room in the house is a different colour, and appears over a two page spread, while the text is repetitious and simple which is ideal for the beginning reader. An interesting feature is the dribbling paint effect at the bottom of each page. J. Eade

LEV: Preschool Lower primary
AVAIL: $19.95   SCIS 814532

IMPEY, Rose and ALLEN, Jonathan
Monster and Frog mind the baby.
Collins, 1994 (Monster and Frog / Picture lions)
ISBN 0006643418
Monster is left to mind his sister's baby. But he is inexperienced in the ways of babies, so friend Frog comes to the rescue. Frog seems to be an expert; at least he offers useful advice on changing nappies, feeding and burping. But even Frog cannot quiet the baby completely, well, not until they find the baby's dummy. Happily, Frog knows what to do with it too. This simple tale is told with warmth and humour. The text is clear and well-sized, and Jonathan Allen's coloured illustrations, featuring an endearing Monster, baby and cute Frog, are most engaging. This picture book would be a popular choice for the young set, particularly those with younger siblings or relatives. B. Richardson

LEV: Preschool Lower primary Middle primary
AVAIL: Paper $8.95   SCIS 829586

KUCHLING, Guundie
The most dangerous year.
Chelonia Enterprises, W.A., 1995
ISBN 0646227114   [597.92]
Australia's Western Swamp Tortoise, the world's most rare, is an endangered species. The baby tortoises' intense struggle for survival is graphically revealed in this bittersweet story. Of the five eggs carefully concealed in a hole, only four hatch, and when the first heavy winter rains come, the babies emerge from the nest, led by Yakkinn the biggest and strongest. As the seasons pass, the little tortoises struggle to survive their natural enemies, but only Yakkinn makes it through this first dangerous year. Their story is told via a matter-of-fact, unemotional yet powerful, text, complemented by striking linocuts printed in vivid colours, with heavy black outlining used to good effect. Factual information is couched in language and image providing great read-

er appeal. This picture book is also available in French and German. B. Richardson.
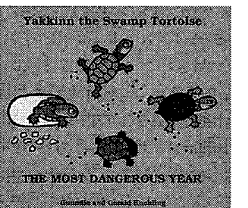
LEV: Lower primary Middle primary Upper primary Lower secondary
AVAIL: Paper $12.95
KLA: HSIE; ST
EVAL: Highly recommended   SCIS 830342

LANE, Cathy
Butterfly kisses.
Margaret Hamilton, Sydney, 1995
ISBN 0947241701
The delightfully child-centred artwork is a feature of this picture book. Here we are able to journey through the recesses of a little girl's imagination as she wonders which animals give the best kisses. The dialogue is spare and whilst lacking the same quality as the illustrations, it does not detract overly from the final product, and may in fact provide some useful stimulus material for language work. R. Dobson

LEV: Preschool Lower primary
AVAIL: $17.95   SCIS 829767

MCDONNELL, Flora
I love boats.
Walker, 1995
ISBN 0744537266
Large, colourful illustrations introduce many different types of boats, used for different purposes. The paintings of the boats, each across a double page, detail each vessel in action, showing how it works to fulfil its function. The happy drawings are complemented by one sentence of extra large print text, making this an attractive picture book for introducing boats and shipping to the very young. The print size could suit sight impaired students, and the blunt illustrations focus on image, set the mood, and allow some exploration of shape. The amusing twist at the end completes an imaginative, yet simple, story plot. J. Bruce

LEV: Preschool Lower primary
AVAIL: $19.95   SCIS 832333

McGUIRE, Richard
Night becomes day.
Viking, 1994
ISBN 0670855472
The reader is taken on a journey from night through day, and back to night again, via a series of often very subtle and unpredictable associations. This is more than a word game based on logical association. Assuming the logic of dreams, one thing/image evolves into another, for example, peak becomes valley, building becomes cloud. These associations (and others) require a careful reading of the illustrations, where line and perspective have been cleverly used to lead the eye from one scene to the next, to see that peak does indeed become valley, and a building becomes cloud. The illustrations are striking, cleanly designed with sharp lines, clear, bright colours and cartoon-type figures. Offering many language and mathematics possibilities, this picture book allows for multilevel appreciation. It would be a good discussion starter for a range of ages, and could have relevance to secondary art. B. Richardson

LEV: Preschool Lower primary Middle primary Upper primary Lower secondary
AVAIL: $18.95
KLA: CA; ST; TAS   SCIS 822599

MORGAN, Sally
Pet problem.
Fremantle Arts Centre, 1994
ISBN 1863680705
Brightly coloured and fetchingly bordered simple pictures immediately catch the reader's eye in this picture book. The pictures are loosely based on the Aboriginal desert design style. It is the story of Julie who would dearly love to own a pet. Find out what happens when Julie grudgingly accepts her family's belief that wild things belong in the wild. This is an excellent resource for Australian studies, as well as studies on feelings, beliefs and honesty. Newly independent readers will enjoy being able to read the clear text themselves. J. Bodlay

LEV: Lower primary
AVAIL: Paper $9.95
KLA: English; HSIE; PD/H/PE   SCIS 788113

PULFORD, Elizabeth
My sister is magic.
Ashton Scholastic, 1994
ISBN 1869431944
Gentle and amusing, this picture book creates realistic family situations where the sister disappears whenever there are chores to be done, but reappears for the good times. Humorous, busy, colourful illustrations complement the minimal text and create a warm family setting. The lilting text with its simple rhyme is good for reading aloud, and very young children will enjoy finding the sister in the illustrations. J. Anderson

LEV: Lower primary
AVAIL: Paper $8.95   SCIS 804388

WALLACE, Ian
Hansel and Gretel.
Douglas & McIntyre, 1994
ISBN 0888992122   [398.20943]
A sombre work, this version captures the darkness of the tale very effectively. The illustrations are masterful in their design and use of perspective. Their bleak colours create the mood of this picture book. Their detail demands careful observation. This is a powerful version of one of the strongest fairy tales, set on the Atlantic coast at the edge of a menacing wood. The text is clear and reads aloud well. It is a worthwhile addition to a fairytale collection. J. Buckley

LEV: Middle primary Upper primary
AVAIL: $18.95   SCIS 831049

WORSICK, David and HARRIS, Joyce
Henry's gift : the magic eye.
Viking, Ringwood, 1995
ISBN 0670862142
Henry, the adopted son of the Baron of Veldran, "saw things as no-one else could". This is an appropriate skill for the gentle hero of this medieval tale which combines striking 3-D images with an interactive quest that the reader can share. Apart from the skill and complexity of the magic eye pages, the many illustrations of this picture book are varied and effective, the page borders intricate and even the printing style in keeping with the theme. There is a magical parchment, a secret map, an army of ghost knights, an evil king... and a happy ending. For those who simply can't make themselves cross-eyed, a hint of what they're missing is included on the last page! C. Frew
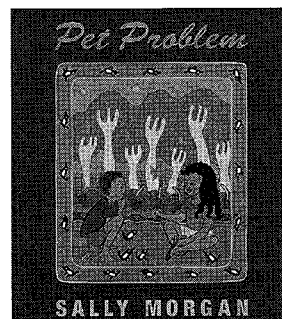
LEV: Middle primary Upper primary Lower secondary Middle secondary Upper secondary Adult
AVAIL: $19.95   SCIS 827904
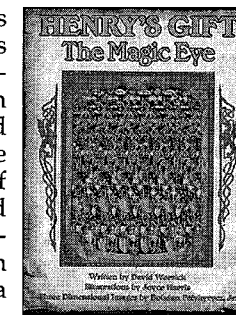
Fiction for younger readers

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

ANDERSEN, Hans Christian
Andersen's fairy tales [sound recording]
/read by Erica Johns. Naxos, 1994 (Naxos AudioBooks/ Childrens classics) (155 min.)
ISBN none
Recorded on two compact disks are some of Andersen's most popular stories. The first CD includes **The emperor's new clothes,** and **The travelling companion,** making a total listening time of 76 minutes. The second disc covers **The ugly duckling, The little match girl, The swineherd,** and **Big Claus and Little Claus.** Longer stories can be listened to in short parts, for example, **The travelling companion** is divided into six tracks of approximately 7–8 minutes each. Erica Johns reads the stories with animation and feeling. Her voice is pleasantly modulated; tone, diction and articulation are excellent and characters well-differentiated. Extracts from classical composers such as Tchaikovsky and Delibes are used sparingly, but judiciously, to create or heighten atmosphere. B. Richardson

LEV: Lower primary Middle primary
AVAIL: $10.55 + 22% tax   SCIS 827792

BAIRD, Alison
Dragon's egg.
Scholastic, Canada, 1994
ISBN 0590241818
Ah Lien's birthday gift from her father is a beautiful stone he collected from beside a river in China. It is a dragon's egg which grows into an exquisite pet. Her relationship with Lung Wang, the dragon, is Ah Lien's special secret. The dragon's powers of transformation save it from discovery and allow for all kinds of freedom and adventure. Lung Wang becomes a dog, and later a boy, as he grows restless and curious about the world. His presence allows Ah Lien to face up to the school bully, and triumph. This short novel's strength is the integration of the fantasy into the daily events of Ah Lien's life. It builds to a satisfying conclusion. Frances Tyrrell's illustrations add to its charm. J. Buckley
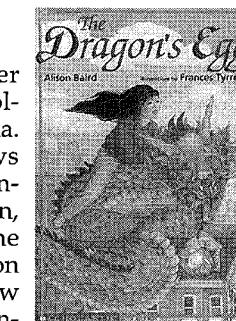
LEV: Middle primary Upper primary
AVAIL: Paper $7.95   SCIS 828240

BATES, Dianne
The curse of King Nefertrustme.
Angus and Robertson, 1995 (Skinny books)
ISBN 020718786X
Gold, gold, gold! This fast paced tale shows Oscar Bubblesquirt, obsessed with gold. Fuelled by greed, he joins an archaeologist searching for the treasure of King Nefertrustme. After stealing the pyramid map, he finds the entrance and locates fabulous treasure. Immediately, a strong earthquake, caused by the curse of the Pharaoh, shakes the pyramid. Oscar is buried alive with plenty of gold he can't use. Years later, his son comes searching, enters the pyramid, and another earthquake shakes the area. He runs out and escapes his father's fate. The lively line drawings are fantastic value, and the book may have some appeal for older less able readers. This is a funny, racy story of just desserts (or sandy deserts). J. Bruce

LEV: Lower primary Middle primary
AVAIL: Paper $7.95   SCIS 832269

BELL, Krista
Star rookie.
Allen & Unwin, 1995 (Top shots/A Little ark book)
ISBN 1863738576
Definitely one for basketball fans, this book revolves around a school team called the Slammers, their efforts to raise funds for new boots and singlets, and win their first premiership. In fact, the whole school appears to live, breathe and eat basketball, even the teachers. The storyline follows the predictable plot of the star player injuring himself during the season, but managing to play and save the day in the final premiership game. The story is written in short chapters, accompanied by black and white illustrations, and is just one in a series of books about basketball. J. Eade

LEV: Middle primary Upper primary
AVAIL: Paper $8.95   SCIS 832272

BRADLEY, Tom
Trading spaces.
Angus and Robertson, 1995 (The Brightside bunch/Young bluegum)
ISBN 0207187371
This is one of a series of stories about a modern day Brady Bunch type family, in which a father with three children has married a mother with two children. However, unlike the Brady Bunch, these children really don't get along very well and resent the whole situation in which they find themselves. In this particular book, the family is moving into a much needed larger home. The two main characters, Simone and Todd, are quite eccentric, as are the rest of the family, and this eccentricity at times tends to be overdone. The illustrations do little to add to the story, as they are very small, with annoying bubble captions which repeat parts of the text. J. Eade

LEV: Middle primary Upper primary
AVAIL: Paper $8.95   SCIS 833006

BROOME, Errol
Nightwatch.
Fremantle Arts Centre, 1995
ISBN 1863681108

Here is an interesting, short novel which begins with a warmly described family, then moves into a rural setting. Its protagonist is active, thoughtful, beset by changes in friendships, and blind. The depiction of Chippy's blindness is one of the novel's strengths, even though it is at times a little laboured. In the behaviour of others towards her, we observe many of the usual reactions to blindness, and their effects. Chippy's determination in resolving the mystery at the grandparent's farm is impressive. J. Buckley

LEV: Upper primary
AVAIL: Paper $9.95   SCIS 827656

CLARK, Margaret
Tina Tuff in trouble.
Omnibus, 1995
ISBN 1862912440

Reformed after her enforced stay with her grandmother in the country, Tina Tuff finds things starting to fall apart again. In trouble at school and with her friends and family, she decides to run away to Sydney. Befriended by Paula, a street kid who lives in a squat at the Cross, she finds herself moving from one frightening situation to another, until once again her grandmother helps her sort things out and reassess her situation. This frank, down to earth story is well-crafted and will satisfy a wide audience, including older reluctant readers. The scattered, lively, black and white illustrations and line drawings provide an added dimension. The second in the series, it is written with humour and insight, and uses colloquial language. It is well suited to discussion and reading aloud. J. Anderson

LEV: Middle primary Upper primary
AVAIL: Paper $8.95   SCIS 827450

DURANT, Alan
Creepe Hall.
Walker, 1995
ISBN 0744524555

Oliver is a young English boy who is sent to stay with relatives he has never met. His relatives turn out to be very similar to the famous Adams Family; they are harmless, but infinitely odd. The servant is a giant named Tutankhamen; Uncle Werebadger turns into a badger at night; and Oliver's twin cousins just happen to be ghosts. At first Oliver is ill at ease and misses his TV, but eventually he comes to enjoy his strange relatives, and the feeling is mutual. This is a light-hearted romp of a book—pure fun! —and appropriate for the older student who thinks books are dull. L. Williamson

LEV: Middle primary Upper primary
            Lower secondary
AVAIL: $14.95   SCIS 838474

GIBSON, Marie
A light in the attic.
Ashton Scholastic, 1995
ISBN 1869432398

The little stone house, which used to be the original farmhouse, held a certain fascination for Anna every time she went to stay with her grandmother and grandfather at their farm. When a ghostly apparition began appearing whenever she entered the old house, Anna discovers not only an important link to her past, but also the importance of conserving items from the past, including trees. Written in short, easy-to-read chapters, this story is sure to gain the interest and stir the imagination of young readers who enjoy a good mystery. The ending is particularly satisfying, and the black and white illustrations add to the overall feel of the book. J. Eade

LEV: Lower primary Upper primary
AVAIL: Paper $7.95   SCIS 831980

GIRLING, Brough and KELLEHER, Damian
The reign of terror.
Lions, 1994 (Black Hole Primary)
ISBN 0006747140

This is the fourth book in the series. Ben and Vernon attend Black Hole Primary School, which is situated on the edge of one of the biggest black holes in the galaxy. It's April 1 and they are excited about attending the Astron Villa versus Lunar Pool football match on the following Saturday. But April Fool's Day pranks almost spoil their chances. Although the print is large, the strange assortment of characters and technical jargon require a certain competency in reading. Young readers may find comprehension difficult. Text is supported by catchy black and white illustrations. The humorous, rather spoofy plot, moves quickly and has a nice twist at the end. J. Anderson

LEV: Middle primary Upper primary
AVAIL: Paper $8.95   SCIS 803446

HARSHMAN, Marc
The storm.
Cobblehill, 1995
ISBN 0525651500

Jonathan resents being singled out as different, just because he is confined to a wheelchair. When a tornado strikes, he braves the savagery of the storm to save the family horses. The experience not only changes him, but also hopefully alters the ways others see him. The story, in reasonably dense text, is ideal for discussing the challenges and prejudices faced by those with disability. Accompanying full-page water-colour illustrations by Marc Mohr are dynamic; the colours exuberant and exciting. Unfortunately, however, his human characters appear static and unnatural, less convincing than his animals and landscape. B. Richardson

LEV: Lower primary Middle primary
AVAIL: $19.95   SCIS 834604

HOBBS, Leigh
Old Tom.
Penguin, 1994 (Puffin)
ISBN 0140369791

Verging on being a picture book, this story is told in black and white cartoons with a line of text to each page. It's about Angela (who lives alone and likes it that way), and Old Tom, who comes to her as a kitten. Like all young

creatures, Old Tom starts off being cute; but he grows quickly, and so do his irritating habits. The story and drawings are lively enough but lack some of the delicious irony we meet with masters of this genre. Young readers who are put off by too much text would enjoy this amusing story. L. Williamson

LEV: Lower primary Middle primary
AVAIL: Paper $8.95   SCIS 816602

KLEIN, Robin
Turn right for Zyrgon.
Penguin, 1994 (Puffin books)
ISBN 0140365575

Anyone who enjoyed **Halfway across the galaxy and turn left** is sure to enjoy this sequel, in which Jenny and her family are transported to Zyrgon, along with X and her family, via a random swoop transport beam. Aunt Hecla is missing and X, as her favourite next of kin, is needed to lead the Organizers in case the Enforcers decide to take charge. Unfortunately, all of X's family soon become engrossed in their former way of life, and even Jenny becomes strangely different. This sequel, as with the original, has been made into a television series, with photos from the series appearing on the cover. This is truly a worthwhile sequel to its excellent predecessor. J. Eade

LEV: Middle primary Upper primary
            Lower secondary
AVAIL: Paper $8.95   SCIS 813057

MARK, Jan
Taking the cat's way home.
Walker, 1994
ISBN 0744524679

This is a warm-hearted tale about two young girls and their long-haired cat, appropriately enough named Furlong. Everybody in the community adores Furlong—the girls' families, the shopkeepers, the entire school; everybody, that is, except William, who is a new boy, and a bully. William throws stones at Furlong and taunts the girls: he is going to get them after school. How the girls get out of this nightmare, with the help of their cat, is the central motif of the tale. Set in large font, with easy-to-read words, this story would be most suitable for all young readers. L. Williamson

LEV: Lower primary Middle primary
AVAIL: $12.95   SCIS 827631

ODGERS, Sally
Taking a chance.
Angus and Robertson, 1995 (Young bluegum)
ISBN 0207187495

In this most unusual, but appealing story, a young boy called Thomas decides to take a chance on Abigail, his mysterious mother, who turns up just when he needs her after his father is injured in an accident. Abigail is not only unusual, but appears to be magical, as fantastic things seem to happen when she is around. The most enjoyable feature of the story is the fact that the reader is never quite sure if she is a real person or perhaps some spiritual being who could be part of Thomas' own imagination. Delightful illustrations by Dee Huxley accompany the short, well-written chapters to make this a thor-

oughly enjoyable book. J. Eade
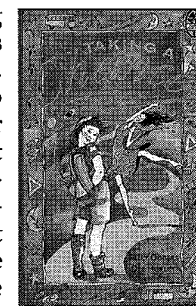
LEV: Middle primary Upper primary
AVAIL: Paper $8.95   SCIS 833004

ORR, Wendy
Yasou Nikki.
Angus and Robertson, 1995 (Young bluegum)
ISBN 0207187584

Everything about this book is well done, from the beginning, which is set in Greece, to the illustrations that beautifully complement the text. Nikki and her family are emigrating to Australia to help her father's brother in his business, which has become too big for him to handle alone. A feeling of authenticity is established by the use of Greek words such as *Ya Ya* and *Kalimera*. Nikki's feelings about leaving her home, the journey to Australia, and the problems she encounters in a country where she can't speak the language and has to attend a school which is new and different, are all beautifully described in short, meaningful chapters. This book is a boon to multiculturalism and is sure to invoke familiar feelings in many a new arrival. J. Eade
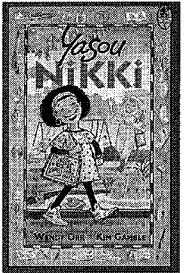
LEV: Middle primary Upper primary
AVAIL: Paper $8.95   SCIS 833009

PARKER, John
Jim's run.
Omnibus, 1995
ISBN 1862912432

In a world where trendsetting fashions are especially targeted at the young, this story provides a light hearted glimpse of a situation that frequently causes great anguish amongst families. Jim, our hero, yearns for a pair of Superdoops, the worlds greatest sports shoes. But, at two hundred dollars a pair, and the time being just after Christmas, they are beyond his parents' means. How Jim solves his problem is delightfully told, and highlighted by simple black and white line drawings that have several little tales to add of their own. This would be both an enjoyable group read, and an appealing story for the reluctant reader. R. Dobson

LEV: Lower primary Middle primary
            Upper primary
AVAIL: Paper $7.95   SCIS 827442

PATTEN, Brian
Impossible parents.
Walker, 1994
ISBN 0744524806

Ben and Mary are afflicted by that timeless childhood malady: they find their parents embarrassing, and when you meet them you'll understand why. What makes things worse is that all the other children in their class have such important, interesting parents. Or do they? When the teacher announces an upcoming parents' open day, Ben and Mary decide to stop their parents attending at all costs. Over-the-top fun, with a twist at the end, this easy-to-read piece will prove a treat both for young readers and adults reading it to them. Arthur Robins' simple black and white line sketches add a humour of their own. R. Dobson

LEV: Lower primary Middle primary
            Upper primary
AVAIL: $12.95   SCIS 830966

POND, Roy
The mummy rescue mission.
Omnibus, S.A., 1995
ISBN 1862912467
This third volume in *The Mummy* series, would appeal strongly to those with an interest in Egyptology. Josh and Amy go to stay with their cousin Harry, who has just received an exciting new computer game. Virtual reality, though, becomes total reality as Seth, the Egyptian God of Death, sets the three children a challenge that will mean certain death if they fail. Even though the computer is the tool used to achieve success, the role of the computer in our life is questioned by the children. While showing the excitement and usefulness of a computer, the author has ensured that the reader comes to realise that a computer doesn't provide a fulfilling life by itself. The interesting snippets on life in ancient Egypt add to the appeal of this easy-to-read story. R. Dobson

LEV: Middle primary Upper primary
AVAIL: Paper $8.95   SCIS 829703

URE, Jean
The wizard and the witch.
Walker, 1995
ISBN 0744524571
Third in the series about a youthful wizard called Ben-Muzzy, this is full of fantasy adventure for young readers. It is All Spells Night, and Ben-Muzzy flies in on a broomstick to request the assistance of the twins, Gemma and Joel. Their mission is to play a trick on a witch who can't get her spells right. So the three companions set off by broomstick to fulfil their task. Bizarre characters and plenty of action make this a great tale for children who love fantasy stories. C. Sly

LEV: Middle primary Upper primary
AVAIL: $14.95   SCIS 838477

Fiction for older readers

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

APPLEGATE, Katherine
Swept away.
Harper Paperbacks, 1995
ISBN 0061062855
Based in and around a fictitious summer paradise known as Ocean City, this is the eighth in a series. Simultaneously, the stories unfold of three young women and the men in their lives. Will Kate and Justin survive their sailing expedition? Can Chelsea and Connor's marriage cope with new stresses? How will Grace manage after David leaves? Written in the style of a television soap opera, the action shifts rapidly from one circumstance to another. While its constant change of situation, pace and momentary intrigue may be attractive to reluctant readers, it is hardly quality writing. C. Sly

LEV: Middle secondary
AVAIL: Paper $7.95   SCIS 836369

CASSIDY, Anne
Talking to strangers.
Scholastic, 1994 (Adlib)
ISBN 0590556215
It is the subject, rather than pace or suspense, that will attract readers to this story. What happened to Caroline (last seen getting into a stranger's car)? For fifteen-year-old Maggie it awakens unwelcome, confusing five-year-old memories, and a desire to discover the truth. Will the abductor (murderer?) be found? Does Maggie know him? This is a readable, though strangely uncomfortable, book where motive and message are unclear. Incidents are loosely linked; treatment of sexual awakening is suspect; and little seems to be resolved. It is a slow and disturbing psychological crime novel, scratching the surface of incest and sexual assault, and the murder of children. C. Foley

LEV: Middle secondary
AVAIL: Paper $8.95   SCIS 831053

CLARKE, Judith
Panic stations.
University of Queensland Press, 1995
ISBN 0702226963
The cover, blurb and title of this collection of short stories all lead the reader to expect tales of a spine-tingling nature. However, the promises of black humour and scary situations don't eventuate. The seven stories are linked by a common theme, but far from being about panic, they are more about anxious moments or domestic crises. The humour may be described as amusing rather than bizarre or macabre. Clarke writes evenly with a variety of narrative voices, but the first person dominates, and there is only one female narrator. Competent rather than chilling, these stories are nevertheless worth reading. W. Muskin

LEV: Middle secondary
AVAIL: Paper $11.95   SCIS 832189

CORRAN, Mary
Fate.
Millenium, 1995
ISBN 1857984331
Asher spends most of her young adult life trying to avoid the Fate, prophesied for her by the Oracle when she survived her twin brother at birth. In this fantasy she leads an adventurous life as a resistance worker for women, who are second class citizens in their chauvinistic, occupied country. It is often dangerous and brutal. We follow the changes in thinking about gender and friendship for both Asher and her old family friend, councillor Mallory, throughout this gripping tale. Some of the criminal characters, who are not as developed as the main duo, are satisfyingly evil. M. Hamlyn

LEV: Upper secondary
AVAIL: Paper $19.95   SCIS 832281

DAY, Marele
The disappearances of Madalena Grimaldi.
Allen & Unwin, 1994 (A Claudia Valentine thriller)
ISBN 1863737650
Sassy Claudia Valentine, private investigator, is a modern hero. Lovers of the detective genre will appreciate this racy, semi B grade movie-style number. It is, however, suitable for general viewing, despite some slower and seedier moments. The variety of contemporary Australian characters adds to its flavour, giving a cultural

tour of the many faces of Sydney. Will Claudia find Madalena among the city's young homeless/runaways? Is she a victim of the Mafia-like underworld? Is the body in the morgue hers? Day utilises parallel inter-woven mysteries that tease and tantalise, as she lightly plays with language. It is a convincing thriller maintaining suspense till the final pages. C. Foley

LEV: Upper secondary
AVAIL: Paper $12.95   SCIS 820249

DISHER, Gary
Blame the wind.
Angus & Robertson, Sydney, 1995 (Masterpiece)
ISBN 0207184305
This series is designed to bring top quality writers to the attention of young readers who may pick up the books because of their graphics, but will be seduced by the excellence of the writing. This unusual picture book, pitched at the teenage market, presents a seamless blend of illustration and story. Not for reluctant readers, the writing is spare, but not sparse, and complex enough to challenge. The black and white illustrations are mostly photographs, presented in collage behind the text, or as part of the text, and occasionally with the text behind the illustrations. The story is at once a love story and a ghost story—of two cousins who stay in a deserted house; and find a strange girl living there. They tell ghost stories; and their fear turns to terror as it becomes apparent that all is not well in the house; and that some ghost stories are not ghost stories at all. L. FitzGerald

LEV: Upper primary Lower secondary
          Middle secondary
AVAIL: Paper $12.95   SCIS 837774

FLYNN, Rachel
Worried sick : stories from Koala Hills Secondary School.
Penguin, 1995
ISBN 0140371524
Smiles but no belly laughs are triggered by the humour (sometimes corny) in this light hearted look at secondary school life from the perspective of a range of Year 7 students. Written as a collection of short stories by a variety of student types, and interspersed with extracts from school bulletins, school life is portrayed as a fairly hairy experience. Issues like peer pressure; achievers being uncool; "mating" behaviours; and some semibizarre portrayals of teachers; are sketched in all non-seriousness. The drawings and illustrations are complementary and effective. Many students would enjoy this book, and though it is apparently superficial initially, it has challenge for more critical readers. C. Foley

LEV: Lower secondary
AVAIL: Paper $8.95   SCIS 832190

HALL, Sylvia
When you can't say no.
Scholastic Children's, London, 1994 (Adlib)
ISBN 059055669X
The effects of sexual abuse on a fifteen year old by her father are well conveyed from the beginning of this uncomfortable novel. Her self image, appearance and aspirations are bleak as she passively but miserably accepts her father's advances and his admonition that

she must not tell. The possibility of a relationship with a sensitive boyfriend leads to a series of events which force a recognition of her situation not only by the relevant authorities, but her unwilling mother as well. The writing is blunt and raw; the recurring image of the girl gnawing at the skin around her fingernails will stay with the reader as an effective symbol of her vulnerability. While closer editing may have eliminated some of the feeling of repetition, this does not diminish the novel's effect—the message is plain. C. Frew

LEV: Middle secondary Upper secondary
AVAIL: Paper $8.95
KLA: PD/H/PE   SCIS 831057

HARTNETT, Sonya
Sleeping dogs.
Viking, Ringwood, 1995
ISBN 0670860042
Unease and tension fill this book from the opening pages. A quiet, sinister violence pervades even the simplest actions of the Willow family with their odd, withdrawn mother, their brutal father, and the strange relationships that hold them together. Here is evil that can't be explained, incest that is strangely innocent, and poignant empathy with Jordan, the main character. The baking heat, the bush and the setting of neglected farm and "caravan park" complement the images of moral and physical decay. In this powerful and disturbing novel for mature readers, there is neither hope nor comfort for those in it, nor those who read it. The hollow feeling left by its ending is testimony to the power of the writing. C. Frew

LEV: Upper secondary
AVAIL: Paper $14.95   SCIS 835334

HILTON, Nette
The foundling.
Angus & Robertson, Sydney, 1995 (Masterpiece)
ISBN 020718433X
A short story in picture book form, the text is inseparable from its illustrations. Graphics and text are black and white—in this case, drawings are executed in charcoal. The story is compelling, similar in mood to **Blame the wind,** another story in this series. It has the narrator observing the growth in a relationship, faintly jealous; and it has elements of the supernatural. Ross and the narrator find a car on the edge of a swamp. Ross, who is obsessed with cars, fixes it. He soon has a daily passenger, Suzette, whose strangeness is observed by the narrator in the rear view mirror. For one thing, she always wears exactly the same, faintly old-fashioned clothes. For another, she always asks to be dropped off near the swamp, where there is no sign of any habitation. The narrator's growing conviction that she is evil is not without foundation. Ross, however, is spell-bound. All is not well in the state of Denmark! L. FitzGerald

LEV: Lower secondary Middle secondary
AVAIL: Paper $12.95   SCIS 836558

HOWARTH, Lesley
Weather eye.
Walker, 1995
ISBN 0744524881
1999 is about to end, and strange weather patterns have emerged all over the world, monitored by the Weather

Eye Club of which Telly is an active and concerned member. The descriptions of the storms and freak conditions in southern England, where her family operate a wind turbine-generated electricity plant, are effective. Style and narrative race along in tune with the weather and carry the reader with them. After a near-death experience, Telly is convinced of the urgency of trying to avert a catastrophe and succeeds in awakening a response from other young people. This is an original, inventive story mixing humour, whacky bits and some sadness with an environmentally sound message which manages to convey hope about the power of individuals to make a difference in the larger scale of things C. Frew

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: $16.95　　　　　　　SCIS 832276

JONES, Allan Frewin
Burning issues.
Bodley Head, 1994
ISBN 0370318595
Some remarkable imagery and language give strength and identity to the moods and subtleties of this novel. Strong-willed Spider lives defensively; distant from her mother and family, as she mourns the death of Nan. Then she meets Ricky. Is he the solution to her loneliness? Is he all he seems? What of their campaign to stop vivisection? Can violent means be justified? How does Spider's self-perception change? We share the pain, beauty, moral dilemmas and blind first love of a teenager. Will Spider have the courage to seek truth and integrity? This is a real and contemporary novel, offering a worthy challenge and depth of character. C. Foley

LEV: Middle secondary Upper secondary
AVAIL: Paper $16.95　　　　　SCIS 802248

MASSON, Sophie
The first day.
Mammoth, 1995
ISBN 1863302530
Seventeen-year-old Skye Lawson pins her hopes on playing Mary Magdalen in the school production of **Jesus Christ superstar**, but talented newcomer, Judith Ellis, wins the part, and Skye has to make do with the role of Peter. Skye's bubbly, talkative personality sets the tone of the story; her first person narrative takes the reader through familiar settings, but her dialogues with other characters examine issues unusual in a novel for young adults. The production becomes the catalyst to examine not only religious beliefs, but also reveal truths behind ordinary lives. A well-wrought, thought provoking story. W. Muskin

LEV: Middle secondary
AVAIL: Paper $9.95　　　　　　SCIS 831233

NIX, Garth
Sabriel.
HarperCollins, 1995 (Moonstone)
ISBN 0732251230
Struggles between life and death, good and evil, and fighting destruction are not new, but this novel draws the reader into the intricate web it creates. In the eerie, foreboding world where many live in fear, and death and its monsters stalk life, can Sabriel find her father and fulfil her destiny? Will her father remain
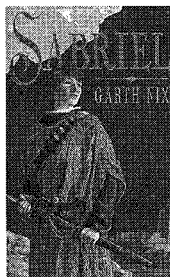
trapped in death? Are the darker forces too strong? Can Sabriel summon enough magic to end the slaughter and allow peace to prevail? Characterisation is strong and real. Magic, wisdom, strength, courage, unity and love are powerful weapons, and harmony in the cycle of life and death is sought. This is a challenging fantasy where tension intensifies right to the last sentence, and there is significantly more depth than at first apparent. C. Foley

LEV: Middle secondary Upper secondary
AVAIL: Paper $9.95　　　　　　SCIS 832210

O'BRIEN, John
Impact zone.
Hodder Headline, 1995 (A Starlight book)
ISBN 0733600891
The title has significance beyond surfing in this gripping story of a boy's struggle to help his loner friend move beyond his nightmares. Justin had befriended Brad, who'd saved his life. Why is Brad different? What are the fears that haunt him? Will Justin's plan work? Will his parents help or are the environmentalists too busy saving the future to listen? In this poignant story, images of homelessness, busy family life, fear, survival and the power and suspense of surfing are interwoven. It's a moving and challenging story which would also hold the interest of less able older readers. C. Foley

LEV: Upper primary Lower secondary
AVAIL: Paper $9.95　　　　　　SCIS 829808

ODGERS, Sally Farrell
Aurora.
HarperCollins, 1995 (Moonstone)
ISBN 0732251273
Told variously by Aurora, Polly (mother) and Joshua, this story is simple, yet captivating. Who am I? Where do I belong? Am I adopted? These are questions many growing teens and adolescents ask. For Aurora, they have a sinister and frightening edge. Is Joshua's reaction to her an indication of what her life will be like when people recognise her difference? The suspense as Aurora discovers her true qualities is intriguing. We discover further meanings of loneliness and bravery as Aurora struggles with her self perception. While there is the odd gap in the telling, this is an enthralling and surprising story. C. Foley

LEV: Lower secondary Middle secondary
AVAIL: Paper $9.95　　　　　　SCIS 832206

OKRI, Ben
Astonishing the gods.
Phoenix, 1995
ISBN 1897580975
An anonymous traveller journeys for seven years to an island with no name. So begins a story that uses the conventions of myth, fable and fairytale, but transcends them to reach a mystical plane; a story that is very dense and complex, where you may hear an echo of medieval mystical writings; a story where perception and identity are challenged. Okri presents a tapestry richly woven with colour, light and fantastic images; a dreamlike landscape that is curiously desolate and lonely. The reader is overwhelmed with sensual language; listening to smiles, seeing music, the fragrance of tenderness. This is a chal-

lenging novel that may well prove an enriching experience for the right reader. W. Muskin

LEV: Upper secondary
AVAIL: $24.95　　　　　　　SCIS 832283

The phone book : stories by Allan Baillie...
and others.
Random House, 1995
ISBN 0091830346
Here is another anthology of short stories by some top Australian authors. The motif of the telephone is common to all twelve tales, sometimes incidental, sometimes central. These are stories of communication—the tantalising ambiguities of a new relationship in Pausacker's **Crossed wires;** a vision of the near future dominated by PCs and e-mail in Kelleher's **Future shock.** As with most anthologies, there's variety—some funny (Larkin's **Romancing the phone**), some scary (Harris' baby from hell in **Left with the baby**), and some (surprisingly, considering the calibre of the authors) very predictable. Overall, a pleasing selection with wide general reader appeal. W. Muskin

LEV: Lower secondary Middle secondary
AVAIL: Paper $9.95　　　　　　SCIS 831455

TREASE, Geoffrey
Bring out the banners.
Walker, 1994
ISBN 0744524687
Fiona, a struggling secretary; Belle, holding the title of Lady Isobel; and Guy, an author and reporter, are three young people of very different backgrounds, thrown together by their involvement with the suffragette movement. Through their breathtaking escapades in support of the movement, the reader gains an understanding of the struggle for the enfranchisement of women. As time passes and the struggle intensifies, with protests, arrests and hunger strikes, friendships strengthen and there is a hint of romance. This is an exciting and informative work. L. Monticone

LEV: Upper primary Lower secondary
AVAIL: $16.95　　　　　　　SCIS 823371

WALKER, Kate
Changes and other stories.
Omnibus, 1995
ISBN 1862912505
Many sensitively drawn, memorable characters emerge from this collection of stories. While they are bound together with the common thread of change that occurs while growing up, each is a unique glimpse of particular individuals and specific incidents. The author skilfully captures the essential paradox of adolescence by blending moments of embarrassing folly with moments of maturity and wisdom. From the opening paragraphs each story begs to be read. It is not difficult to have empathy with such real characters, whose emotions oscillate between joy and pathos. This would be a particularly worthwhile book for reluctant readers. C. Sly

LEV: Middle secondary Upper secondary
AVAIL: Paper $9.95　　　　　　SCIS 837652

WHITE, Patrick
Down at the dump.
Angus & Robertson, Sydney, 1995 (Masterpiece)
ISBN 0207188254

This superb offering, first published in **The burnt ones** (1964), brings what could normally be an inaccessible short story to young adult attention. As with others in this series, a challenging story is made more readable because of the characteristic black and white, seamless layout of text and illustration. The story is vintage White—engaging, humorous and touching in its portrayal of different concepts of love. His recurring fascination for characters who appear eccentric through their isolation from, or lack of concern for, convention is evident. Daisy Morrow's whole hearted compassion is regarded as crazy at best by other, meaner-spirited characters, such as Myrtle Hogben. This is about the emptiness of pretension and of prizing ownership of material things. It deals also with the joy of sex, even for not-so-young people; with young love becoming possible because of openness; and with the healing quality of compassionate love. L. FitzGerald
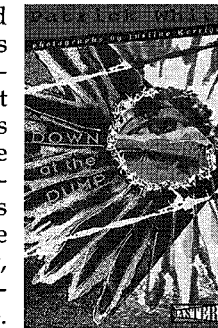
LEV: Middle secondary Upper secondary
AVAIL: Paper $12.95
EVAL: Highly recommended　　SCIS 836436

Poetry, drama and folklore

Resources are in Dewey order.

MORPURGO, Michael and FOREMAN, Michael
Arthur : high king of Britain.
Pavilion, 1994
ISBN 1857931572　　　　　　[398.20941]
"The skill was in the telling..." says Arthur, and this could encapsulate both the author's motives and his achievement in giving new life to an old tale. The opening contemporary scene sees a young boy setting out to "walk to the Eastern Isles and back again" but, miscalculating the weather and the tides, feels himself drowning. On waking, he is confronted not by God as he expected, but by Arthur Pendragon. All the familiar elements are there, but with new feeling and vigour. The language is powerful in its natural rhythms, and the illustrations enhance the blend of the ordinary with the heroic, the everyday with the legendary. This is a large format book which defies an age category; many adults will delight in its retelling while sharing it with younger readers. Arthur again insists that "stories, like people, die once they are forgotten". Michael Morpurgo has ensured that this will not happen to the Arthurian legend. C. Frew

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: $24.95
KLA: English　　　　　　　SCIS 822505

BENNET, Jill
Early years : poems & rhymes.
Scholastic, Sydney, 1994
ISBN 1863883290　　　　　　[808.81]
A wide variety of cultures is encompassed in this collection of over four hundred traditional and contemporary rhymes and jingles. There are twelve broad themes covering a multiplicity of topics, with that prolific writer,

Anonymous, proving to be the major contributor. As the title suggests, this volume is designed for the very young, with many appealing short poems. Most of the old favourites are included, as well as a good many rarely seen works. There are three indexes, with that of first lines being the most useful. Indexes on themes and authors are also included. Like so many of the Scholastic collections, this a handy little resource with most pages photocopiable. R. Dobson
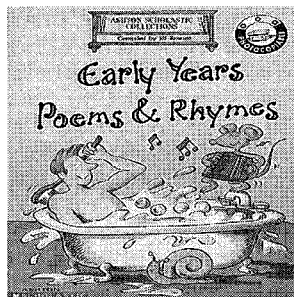
LEV: Preschool Lower primary Middle primary
AVAIL: Paper $24.95   SCIS 811154

PRIEST, Robert
A terrible case of the stars.
Penguin, 1994 (Puffin Books)
ISBN 0140363688   [811]
Robert Priest pens verse which children find amusing and entertaining, interesting and thought provoking; never boring nor dull. His poetry varies in form and is notable for its wonderful word play, fresh imagery and at times catchy rhymes and rhythms. Topics are child-centred and diverse, for example, robots, dinosaurs, knights, seasons and sport. In this collection of over forty poems, most readers will find a humorous verse to tickle the fancy, a rhyme or rhythm to chant or sing along with, an idea to discuss or reflect upon. Rather zany, black and white line drawings by Don Gauthier add interest. B. Richardson

LEV: Middle primary Upper primary
       Lower secondary
AVAIL: Paper $8.95
KLA: English   SCIS 811455

Mystery maze.
/ edited by Denise Gourlay.
Nelson, 1994 (Nelson mini-anthologies)
ISBN 017008986X   [820.8]
This is a collection of short stories, poems, cartoons and puzzles. It is an interesting mixture which explores the variations within the genre. The stories are well-chosen examples. They include aspects of the supernatural, tales of justice being done with a twist at the end, mysteries to solve and classic detective tales. Australian authors Libby Hathorn, Gary Crew and Jennifer Rowe are joined by such classics as Agatha Christie and Roald Dahl. Overall, this is an interesting collection in a small format paperback which will please readers familiar with the genre as well as interest others. Teacher's notes are provided. J. Buckley

LEV: Middle primary Upper primary
AVAIL: Paper $7.50
KLA: English   SCIS 817660

BAKOWSKI, Peter
In the human night.
Hale & Iremonger, 1995 (Contemporary Australian poets)
ISBN 0868065390   [821]
Cameos of life stir the consciousness in this very readable collection of poems. A plethora of images finds threads of hope in the mundane world, where humanity is dominated by the shadow of industrialism. This con-temporary Australian poet writes, "the streets, of course, are full of poems", and indeed he manages to craft poetry from the most urban and domestic of subjects. His provocative pieces solicit reflection on our very existence. The paradox he presents is that even in this apparently grim world of modern society, there are moments of hope and transcendence. C. Sly

LEV: Middle secondary Upper secondary
AVAIL: Paper $12.95
KLA: English   SCIS 833531

HAWLEY, Kelvin
Big rig and other poems.
Ashton Scholastic, 1995
ISBN 1869431898   [821]
Don't let the cover and title mislead you as to the nature of the collection in this big book: it looks like a junior book, but in fact will appeal to a wider age range. Most poems relate to transport, though there are some surprises, and old favourites like *Mulga Bill's bicycle* and *The lights of Cobb and Co.* The illustrations are appealing and realistic, but very male (though content need not be so perceived). There would be some appeal at junior secondary level for learning and / or sight impaired students. The eight poems are fairly traditional, yet have considerable appeal—it's a shame presentation is not a little more creative in terms of breaking out of stereotypes. C. Foley

LEV: Lower primary Middle primary
       Upper primary
AVAIL: Paper $39.95
KLA: English   SCIS 831969

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).*

FISHER, Victoria
Teenagers making decisions. [videorecording]
Video Education Australasia, 1995 (25 min.)
ISBN none   [153.8]
With dialogue and setting designed to appeal to Australian students, this video for classroom use shows three teenagers facing different problems and personal decisions to make. A young man aspires to be a drummer in a rock band and receives pressure from his parents to succeed at school. Another student, desperate to win a championship race, damages her health and her chances by trying to lose weight rapidly. There is pressure on another for a sexual relationship she is not yet comfortable with. The value of this resource will come from the discussion it generates; teachers' notes and indicated breaks in the viewing pattern assist with this. C. Frew

LEV: Middle secondary Upper secondary
AVAIL: $89.00
KLA: PD/H/PE   SCIS 832769

THOMPSON, Bradley
Male and female : respecting each other.
[videorecording]
Alfred Higgins, 1994 (18 min.)
ISBN none   [158.2]
Despite its Californian flavour, this very professional American production will have relevance to Australian students. In a series of vignettes, senior high school students explore some problems associated with relationships. They dramatise situations designed to examine the concepts of respect (for oneself and others), conflict resolution and sexual harassment. The ever present young hosts comment on each situation enacted and help define the concepts. The accompanying study guide lists objectives, details the contents and provides a set of discussion questions and after-video activities. A slick package, well-designed, it should prove to be useful for teachers of senior personal development. W. Muskin

LEV: Upper secondary
AVAIL: Educational Media Australia $85.00
KLA: PD/H/PE   SCIS 832427

Makers & shakers : the stories of people making Australia. [series]
CIS Cardigan Street, 1995
Many will welcome this much needed, up-to-date series of biographies which focus on past and present Australians who present worthwhile role models for children. As each biography is written by a different author, there is some variation in style, but each presents a very human picture of its subject in an interesting, easily accessible prose narrative style, conveniently organised in short chapters focusing on a particular aspect of, or period in, the person's life. **Andrew Gaze** at present seems the odd one out as, unlike the others, he is still very much alive and associated with sport, rather than with worthy or weighty concerns. This difference is highlighted by a somewhat lighter approach, the book sporting a full colour cover and some coloured illustrations. The other books appear a little more austere and serious with their monochromatic covers and black and white illustrations throughout. Overall presentation is excellent; the books are easily identifiable as a series—being uniform in design and format. Plentiful, relevant illustrations and boxed quotations add interest and appeal, and each book includes a useful glossary and index. Hopefully there are more titles in preparation focusing on Australians who have made or are making significant contributions in a variety of endeavours. B. Richardson

LEV: Middle primary Upper primary
       Lower secondary
AVAIL: $19.95 each volume
KLA: HSIE

Titles in this series are:
Mary MacKillop : Holy Mother to the poor   SCIS 827635

Elizabeth Kenny : healing hands fighting spirit   SCIS 827695

Andrew Gaze : Australia's own basketball star   SCIS 827648

Fred Hollows : leaving the world a better place   SCIS 827690

MUDROOROO
Aboriginal mythology : an A–Z spanning the history of the Australian Aboriginal people from the earliest legends to the present day.
Aquarian, London, 1994
ISBN 1855383063   [298]
Basically a dictionary of Aboriginality, rather than mythology in the strictest sense, this book presents a range of valuable information in a very readable style. While it is not comprehensive, it gives an insight into Aboriginal spirituality: culture, beliefs and interrelationships of all living things. Entries vary considerably in length (some are only a sentence) and are arranged alphabetically within Aboriginal parameters, for example, National Aboriginal flag, Herbal medicines. Australian English words, where used, generally refer on to Aboriginal terms, and any derogatory association is noted. The cross references in entries assist accessibility and within entries words which can be searched are italicised. The diverse coverage includes: dolphins, fire, gender roles, menstrual blood, Uluru, walkabout, and some people (selection criteria for these unclear). There is much to help, learn and teach, though the introduction stipulates care in use and having an elder check the book before use. C. Foley

LEV: Middle secondary Upper secondary
AVAIL: Paper $19.95
KLA: HSIE   SCIS 823249

Social change and cultural transformation in Australia.
Cambridge University Press, 1995
ISBN 0521424917   [303.40994]
Australians have spent more than two centuries in search of a national identity, and with the rapid changes in Australia's social and cultural attitudes since the 1940s, the identity crisis continues. This academic work focuses on the transformations of the past half century. It contends that while the nation is essentially multicultural in terms of its population, its power base is still dictated by institutions installed by the British colonials. Future directions are examined in this thought provoking sociological study. It is a useful reference for students of general studies as well as those undertaking more specific social sciences subjects. C. Sly

LEV: Upper secondary
AVAIL: Paper $29.95
KLA: HSIE   SCIS 830941

ALSTON, Margaret
Women on the land : the hidden heart of rural Australia.
University of NSW Press, 1995
ISBN 0868403822   [305.40994]
Women working on farms have never been referred to as farmers, yet their enormous contribution to Australia's agricultural system cannot be underestimated. For instance, who has read of Eliza Forlonge in the history books that detail Australia's early attempts at farming? In 1826 Eliza Forlonge walked more than 2,400 kilometres through Saxony collecting the finest Saxon sheep for shipment to Australia. Margaret Alston has meticulously researched the role of Australian women on the land and supports her findings with anecdotal accounts from farmers of all ages, throughout Australia. These women have proven to be a tenacious group of people greatly undervalued in our society. The author examines the changing role of women's work on the farm, the impact technological change has had on their lives, and the impact of the family and the farm on woman's emerging consciousness. She then attempts to predict a future for women in agriculture. D. Dawson

LEV: Middle secondary Upper secondary
AVAIL: Paper $19.95
KLA: TAS; HSIE   SCIS 825941

MORRIS, June
Sextalk for parents and teenagers.
ACER, 1995
ISBN 0864311516   [306.7]
Not intended to be comprehensive, this provides a positive framework for parents and teens to discuss/be informed about sex. Moving from a general overview to more specific issues (eg contraception, teenage pregnancy, sexual health, sexual difference), the format involves a story for each as a starting point followed by brief information and answers to questions that parents and teenagers commonly ask. Language and diagrams are simple and clear. Abortion and adoption are also dealt with. Though the issues of safe sex and male responsibility and sexual health could be further emphasised, it is a good general information source to have available for students and includes useful (Australian) contacts. C. Foley

LEV: Lower secondary Middle secondary
AVAIL: Paper $12.95
KLA: PD/H/PE   SCIS 829482

Concrete city : urban redevelopment and the community. [videorecording]
Video Education Australasia, 1994 (40 min.)
ISBN none   [307.3]
The residents of Pyrmont (an inner Sydney area originally working-class residential, later consumed by waterside industry) have for several years known of plans to redevelop their neighbourhood, and feared that Olympic fever would hasten the change. The state's City West Development Corporation and Sydney City Council initiated a process of cultural mapping and consultation, leading residents to believe that their wish to retain heritage housing and other items would be respected. Gradually, however, they face a casino on their doorsteps, high-rise development, and destruction of most of their historic housing. Their reasoned negotiations give way to anger: "I live here—this is my home". The program poses unspoken questions which should provoke animated dis-

cussion among students : are cities for ordinary people? Do only businesses and wealthy people have the right to prevail with Government? Is the American high-rise city the only way to develop? What can people do? H. Gordon

LEV: Middle secondary Upper secondary
AVAIL: $75.00
KLA: HSIE
EVAL: Highly recommended   SCIS 832781

Large cities—Mexico : population pressure and urbanisation : a case study—Mexico City. Years 7–12. [videorecording]
Classroom Video, 1995 (26 min.)
ISBN none   [307.760972]
The three components of this package (video, teaching notes and student activities), complement each other admirably. Each item is divided into the same topics: population and migration, the migrant cycle, urban problems and Mexico's future—in the balance. Using the case study of Mexico City, they raise the major issues surrounding rapid urbanisation in developing countries. The video is of high quality, the notes clear and concise, and the student activities particularly appealing. The latter provides information in a variety of formats and then challenges students to use their geographical skills and imagination to complete creative assignments using this information. L. Monticone

LEV: Middle secondary Upper secondary
AVAIL: $75.00
KLA: HSIE   SCIS 826801

BRYANT-MOLE, Karen
Bullying.
Wayland, 1994 (What's happening)
ISBN 0750213787   [317.5]
Often, when problems are raised in secure surroundings, it can lead to a greater understanding and result in appropriate solutions. This book on bullying deals with the problem from both the victims' and the perpetrators' points of view. Glossy photos, with a simple and concise text, seek to demystify this problem for children. Aimed at primary school students, it provides a useful focus and starting point for discussion. It is a non-threatening means of grappling with a personal development issue that can be the cause of a good deal of heartache both for children and parents. C. Sly

LEV: Middle primary
AVAIL: Paper $10.95
KLA: PD/H/PE   SCIS 837322

JAENSCH, Dean
Election! how and why Australia votes.
Allen & Unwin, 1995
ISBN 1863737618   [324.60994]
Every aspect of elections, and particularly elections in Australia, is covered in this well written, easy to follow text. It examines the need for elections, the various electoral systems and laws, their geography, interpretation of
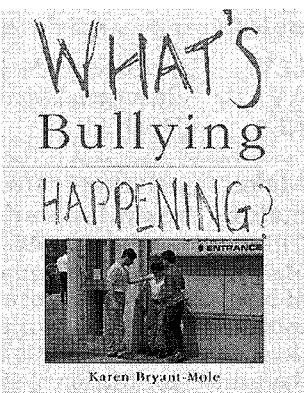
results, analysis of voters and voter behaviour. Clarity is achieved through the use of definitions, graphs and tables, clear point form, chapter headings and subheadings. Ease of access is further enhanced by the table of contents, comprehensive index and list of abbreviations. Both students and teachers of economics and commerce will find this a valuable resource as it makes easy reading of complex concepts. L. Monticone
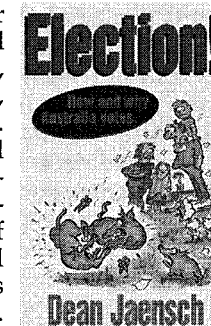
LEV: Middle secondary Upper secondary
AVAIL: Paper $19.95
KLA: HSIE   SCIS 826237

HOLLANDER, Michael
The road to work. [videorecording]
Video Education Australasia, 1995 (44 min.)
ISBN none   [331.10994]
Divided into two parts, this video would be of use to both careers and economics classes. The first section examines which sectors of the economy are expanding and which are contracting, and outlines the implications of this structural change for the job seeker. The second section deals with changes in the nature of work and explores the causal factors of this change. The use of informed comment from a variety of experts, who present examples and explanations, makes what could have been a dry topic interesting. L. Monticone

LEV: Middle secondary Upper secondary
AVAIL: $89.00
KLA: HSIE; Careers   SCIS 829227

Sustainable forestry. [videorecording]
Classroom Video, 1995 (28 mins.)
ISBN none   [333.750994]
The meaning of sustainable forestry, the definition of forest as a landscape type, the logging industry, forest ecology and the future of our forests are the issues discussed in this well planned program. Based on the federal government's forest and timber inquiry report, the video compares early timber-getting methods, clear-felling and sustainable forest management, including important side-issues such as habitat and water catchment quality. An informative summary of the woodchip industry permits speakers from both sides in the debate to clarify their views. Australian practice is contrasted favourably with that of nearby developing countries. Conservationists are represented and their successful campaigning acknowledged, but front line information is largely delivered by forestry officers. Detailed teachers' notes and comprehensive student activity sheet are included. H. Gordon

LEV: Lower secondary Middle secondary
AVAIL: $75.00
KLA: HSIE   SCIS 831632

Mabo : the native title legislation.
/ edited by M. A. Stephenson, University of Qld Press, 1995
ISBN 0702227463   [346.9404]
Readable but probing, this book investigates critically and in depth a range of legal aspects and implications of the Commonwealth Native Title Act 1993. As such, it is a sequel to **Mabo : a judicial revolution,** and seeks to delineate how well this second legislation addressed the

gaps in, and affirmed, Mabo vs. Queensland. Contributions are from a range of soundly qualified experts (whose backgrounds are provided) including a claimant's perspective. The introduction offers a helpful summary and background information. Issues of social justice, relevant international law, mining, non-discriminatory principles and procedural aspects are addressed and questions and gaps which remain are raised. The brief update on the Western Australia vs. The Commonwealth case confirms the view of the invalidity of the Western Australian response to Mabo. This is a solid contribution to making sense of the legislation, and, while set firmly within the parameters of Anglo-Saxon Australian law, it attempts to highlight due processes of change towards non-discriminatory legislation and reconciliation. C. Foley

LEV: Upper secondary
AVAIL: Paper $19.95
KLA: HSIE   SCIS 831244

McGREGOR, Beverley
Pink balloons.
Ashton Scholastic, 1995
ISBN 1863881751   [362.1]
A week following her fifth birthday, Skye Bussenschutt was diagnosed as having Acquired Immune Deficiency syndrome (AIDS). This biography reveals Skye's courageous and determined battle with the disease—her thoughts, her longings and her dying. It is an immensely sad and moving story told in sparse, economical style, without undue sentimentality. Skye's own dialogue is used extensively throughout, enabling the reader to empathise with her feelings, her hopes and her fears, and to appreciate her incredible vitality and spirit. It is a story that Skye herself wanted told and, given the social prejudice and fears faced by AIDS sufferers, young and old, it needs to be told. But, it is a story which may need to be discussed with children who read it or with whom it is shared. B. Richardson

LEV: Middle primary Upper primary
         Lower secondary
AVAIL: Paper $9.95
KLA: PD/H/PE   SCIS 823233

PAYNE, Martyn
General workshop safety. [computer software]
M. Payne, Primbee N.S.W., 1995
ISBN none   [363.11]
Developing student safety awareness in practical subjects is a high priority. This interactive program for Macintosh seeks to reinforce safety in the industrial arts workshop. Students will enjoy interacting with this easy to use program, will develop proficiency in many computer skills, at the same time reinforcing many safety issues. Student achievements are rewarded with a printed certificate. There is tremendous potential for this program to be extended to incorporate safety issues in other practical subjects such as science and home economics. Colour and Windows would further enhance this product. G. Tardiarni

LEV: Lower secondary
AVAIL: Martyn Payne 046 271 800 Ambarvale
         High School $85.00 (Site licence $35.00)
KLA: TAS   SCIS 833191
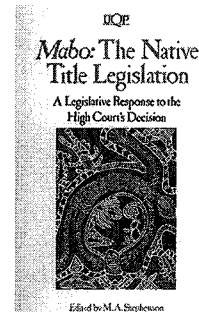
GANERI, Anita
Crime and punishment.
Penguin, 1994 (100 questions and answers)
ISBN 0140370846 [364.1]
A real joy for the child with a liking for the macabre, this work is a thin yet suitably comprehensive look at crime and, in particular, punishment from cavemen to present times. The lively, full colour illustrations vary in quality but are mostly a supportive adjunct to an informative text. Uncluttered pages pose straightforward questions with concise, yet informative, answers. A useful addition to any resource centre. R. Dobson

LEV:	Middle primary Upper primary
AVAIL:	Paper $9.95
KLA:	HSIE; ST

SCIS 822609

MAYNARD, Margaret
Fashioned from penury.
Cambridge University Press, 1994
ISBN 0521459257 [391.00994]
Directed at the senior student, this book examines the history and significance of dress in nineteenth century Australia. The work differs from most on the subject in that description, while present, is subordinate to assessment and analysis. Starting from convict days, there is discussion of type of dress, problems of supply, manufacture at the local level and the perceived need to differentiate between convict and non-convict classes. There is an illuminating chapter on Aboriginal dress and European standards imposed by the new arrivals. Differing expectations and stereotypes of dress for men and women are analysed, and there is assessment of the success of attempts at adapting European dress to Australian climate. A section with relevance to many KLA areas is that on bush dress and the creation of the mythology of the 'real Aussie'. M. Steinberger

LEV:	Middle secondary Upper secondary
AVAIL:	Paper $29.95

SCIS 811472

BENNET, Jill
Festivals.
Ashton Scholastic, 1994
ISBN 0590531239 [394.2]
Stories, poems, and songs, covering a wide variety of festivals and celebrations and relating to the worlds major religions are collected together in this useful resource. Each topic has an explanatory introduction giving basic background information which could then be expanded upon with the subsequent pages acting as supplementary resources. The simple line drawings break up the full and informative text. With the ever increasing ethnic diversity of our country, this volume would be very useful in primary schools particularly as many of the pages are photocopiable. R. Dobson

LEV:	Middle primary Upper primary Lower secondary
AVAIL:	Paper $24.95
KLA:	HSIE

SCIS 828245

WOOD, Robert W.
When? experiments for the young scientist.
TAB, 1995
ISBN 0070516405 [507.8]
When was the first telescope used? When does water get into air? When does light bend? These are some of the interesting questions posed in the 38 experiments clearly explained in this book, divided into six sections (engineering, astronomy, chemistry, meteorology, biology, physics) each containing a range of experiments. Each experiment follows scientific method (question, procedure, results) followed by additional information and related facts (weighted in favour of American achievements). Format is accessible and friendly. Symbolic guides give quick information on aspects such as whether adult assistance is required and specific equipment (goggles, scissors etc) needed, though for the upper age range some of this may be overdone. This is certainly good value for active science curriculum support. C. Foley

LEV:	Upper primary Lower secondary
AVAIL:	Paper $23.95
KLA:	ST; Science

SCIS 816780

GUSTAFSON, John
Voyager : an adventure through space.
Scholastic, USA, 1994
ISBN 0590535056 [523.2]
What is Voyager? Where did it go in space? What did it discover? All this and more is clearly and simply explained in this colourful work. Take a fascinating journey with Voyager, as it travels through space to photograph the outer planets of our solar system and beyond. Beginning with the premise that the readers know little about Voyager and our solar system, it leads them to experience the scientific discoveries. The captivating overview avoids highly technical, scientific jargon, and opens up the Voyager discoveries through photographs, diagrams and clear text. This includes much quality visual information, with brilliant illustrations that would suit less able secondary students. It is very readable, but lacks a table of contents, index or glossary. J. Bruce

LEV:	Lower primary Middle primary
AVAIL:	Paper $7.95
KLA:	ST

SCIS 832003

MORECROFT, Richard
Our solar system. [videorecording]
Classroom Video, 1995
ISBN none [523.2]
A revised version of the earlier video, **Our universe**, this is a very impressive up-to-date resource, featuring brilliant video footage (including Voyager 2's journey into the outer reaches of the solar system) and some very clever animation. Presented by Richard Morecroft, who stands amongst three dimensional model planets, the program gives detailed information on the sun, the nine planets and their moons, asteroids, comets and lunar exploration. As each planet is introduced, a clearly set out fact file is presented containing information such as the planet's distance from the sun, its diameter, and rotation. Some very useful teachers' notes contain suggestions on use, a summary of the program, and suggestions for teaching/learning activities, including activities integrated with other KLA's accompany the video. This is an invaluable resource which will complement stage 3 of the NSW Science and Technology K–6 Syllabus, as well as relevant secondary units. J. Eade

LEV:	Upper primary Lower secondary
AVAIL:	$75.00
KLA:	ST; Science

SCIS 832394

CLARK, J.O.E.
Matter and energy : physics in action.
Andromeda, 1994
ISBN 1871869404 [530]
An appealing encyclopedia for both browser and keen scientist, each well organised volume contains a knowledge map, a timeline of important discoveries, a fact file and index. A list of 400 key words and their meanings is also given. The main body of the text consists of 48 two page essays on different topics relating to the one theme. Each is easily read, richly illustrated and describes the modern day applications of physics including material properties, force and energy, electromagnetism, soundwaves, optics, and atomic structure. This is an invaluable text, although American spelling is used. D. Threlfo

LEV:	Lower secondary Middle secondary Upper secondary
AVAIL:	$24.95
KLA:	Science

SCIS 823033

HARPER, Don
Volcanoes and earthquakes.
Ladybird, 1995 (Ladybird discovery : Our earth)
ISBN 0721417442 [551.2]
This well-produced book, with its laminated cover, vibrant drawings and accurate text, packs plenty of useful knowledge into a small but effectively laid out book. The information is extremely clear, easy to access and is presented in a lively manner. A central fold-out page gives a dramatic drawing of the destruction of Pompeii. One interesting feature of the book is that the words in bold (in the text) are explained in the glossary; similarly the words in bold in the index refer to illustrations in the book. This could be a useful addition to primary school libraries. L. Williamson

LEV:	Middle primary Upper primary Lower secondary
AVAIL:	$5.95
KLA:	HSIE; ST

SCIS 834904

MARTIN, Fred
Weather.
Heinemann, 1995 (Focus on disasters)
ISBN 0431068356 [551.5]
An excellent resource for all school libraries, this book gives a thorough overview of all aspects of that familiar oddity, the weather. The first third of the book tells us what the weather is, and how it is recorded and predicted. The remainder gives a double page spread to each of the disasters of weather. Hurricanes, tornadoes, drought, cloudbursts are all included. The layout is excellent; the photos and diagrams well-chosen and clear; and the captions (photo notes) are used to give additional interesting technical information. The text is written in a manner that is both easy to read, yet accurate and informative. L. Williamson

LEV:	Middle primary Upper primary Lower secondary
AVAIL:	$12.95
KLA:	HSIE; ST

SCIS 837991

BENTON, Michael
Early people.
Gloucester, 1995 (Focus on)
ISBN 074961711X [573.3]
Major milestones in the evolutionary process are highlighted in this general overview of documented information on early peoples. Archaeological finds which have contributed to our knowledge are also highlighted. Strong graphic design ensures that the information is well set out with a brief introduction to each topic. Clearly labelled sub-topics are arranged as blocks of information which will suit the casual browser. Direct, easily read explanations are supported by lifelike coloured drawings, which add realism to the informative coverage. An attractive presentation that will both motivate and inform the reader. J. Anderson

LEV:	Middle primary Upper primary
AVAIL:	$22.95
KLA:	HSIE

SCIS 828487

HARDIE, Bob
Biology fieldwork 2. [videorecording]
East Australian Film Corp., 1995 (25 min.)
ISBN none [574.5]
This is an informative guide on the investigation of a marine rocky shore. It defines an ecosystem and describes the different marine zones with reasons for their subdivision. The biotic and abiotic factors which affect the distribution of marine life are also discussed. Fieldwork techniques such as quadrant and transect sampling, specimen collection and identification, observations of adaptations, and chemical testing are demonstrated. A profile diagram is shown as an example of the presentation of environmental data and a food chain for the rocky shore established. As well as some excellent underwater footage, very thorough notes accompany this video making it a worthwhile teaching aid. D. Threlfo

LEV:	Middle secondary Upper secondary
AVAIL:	$89.00
KLA:	Science

SCIS 832787

BAILEY, Jill
Animal life : form and function in the animal kingdom.
Andromeda, 1994 (The new encyclopaedia of science)
ISBN 1871869412 [591]
This new style encyclopedia will appeal to browser and keen scientist alike. Well organised, each volume contains a knowledge map, a timeline of important discoveries, a fact file, and is fully indexed. As well a list of approximately 400 key words and their meanings is given. The main body of the text is set out as 48 two page essays on different topics all relating to the one theme. Each of these is easily read and richly illustrated and covers diversity of species, basic life processes, feeding, movement, growth and reproduction, and communication. In using the resource students will need to be warned that the text uses American spelling. D. Threlfo

LEV:	Lower secondary Middle secondary Upper secondary
AVAIL:	$24.95
KLA:	Science

SCIS 823028
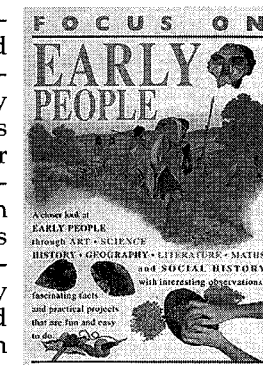
DASHEFSKY, H. Steven
Zoology : 49 science fair projects.
TAB Books, 1995
ISBN 0070156832 [591.078]
49 possible explorations of everyday scientific matters are here outlined, with some diagrams where necessary. Each project follows the same format—overview, materials, procedures, conclusions and "going further". The intention is to reinforce in practice the scientific method. Parental guidance is recommended thus widening the age level that the book is suitable for. It is enhanced by the great variety of topics to choose from—what earthworms prefer to eat to the effect of smoking on exercise. Even though the book is designed for a US competition it has a wide application for science experiments in other settings. M. Hamlyn

LEV: Upper primary Lower secondary
AVAIL: $44.95, Paper $24.95
KLA: Science SCIS 819907

KELLY, John
The robot zoo.
Crawford, Bathurst, 1994
ISBN 1863331131 [591.1]
Kelly's highly imaginative illustrations (coloured by Obin) compare the internal workings of sixteen familiar animals to real-life machines, as if the living creatures were robots. Of particular note is the robotic spider, with eight video camera eyes, twin hypodermic fangs and a conveyor belt egg duct. The factual content, contributed by Dr Whitfield of the University of London's Life Sciences division, is as compelling as the art. The contents page has picture codes and there is detailed glossary and index. The large format book also features several fold-out pages; this is one for the reference section. I. McLean
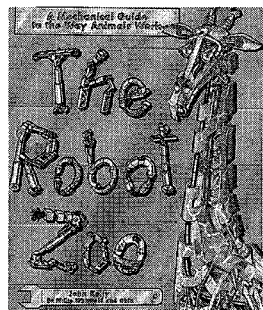
LEV: Middle primary Upper primary
Lower secondary
AVAIL: Millenium Books $24.95
KLA: CA; ST; TAS
EVAL: Highly recommended SCIS 818253

LEGG, Gerald
The x-ray picture book of incredible creatures.
Watts, 1995
ISBN 0749617187 [591.1]
Although there are no real links between the different sections of this book, it is an unusual and fascinating format which will have wide appeal. A broad range of subjects, from dinosaurs to microscopic animals, animal survival and extinction are covered. These are illustrated by large, striking, coloured drawings. Fascinating interior views of many creatures are shown in intricate detail. The accompanying text and captions are geared to competent readers and while a detailed glossary and index assist the researcher, the book is also enticing for the casual browser. J. Anderson

LEV: Middle primary Upper primary
Lower secondary
AVAIL: $24.95
KLA: HSIE S ST SCIS 827725

ROGERS, Marianne
The dolphins swim free : the story of the Atlantis dolphins.
Kangaroo, 1994
ISBN 0864175736 [599.5]
A popular topic, a true and moving Australian story, and beautiful illustrations combine to make this a sure winner for school children. The difficult task of moving performing dolphins from the now closed Atlantis Marine Park, north of Perth, to the wild, is carefully documented in 48 pages. Photographs and/or labelled illustrations on every page, together with a simple text, make this difficult scientific experiment understandable to many ages. A glossary of terms, and seven exciting chapters give us a greater understanding of one of the world's most admired and loved animals. M. Williams

LEV: Upper primary Lower secondary
AVAIL: Paper $12.95
KLA: ST; HSIE
EVAL: Highly recommended SCIS 797122

Diet and nutrition. [series]
Wayland, 1995
The aim of this series, whose text is based on the earlier **Food facts** from the same publisher, is to educate young readers about many aspects of food and the importance of a healthy diet. Bright presentation offers a clear text, lively illustrations and well-captioned photographs. Simple experiments and recipes are included where appropriate in visual, graphic form as well as written directions. The language level is easily accessible, the tone conversational. While the contents pages are uncluttered, the glossary would have benefited from a clearer delineation between the term chosen and the explanation given. A check of the index also revealed some minor errors in one of the books; pagination omissions on three occasions could prove annoying given the age of the intended audience. C. Frew

LEV: Upper primary Lower secondary
AVAIL: $26.95 each
KLA: ST; TAS

Titles in this series are:
Vitamins in food SCIS 833484
Additives in food SCIS 833483
Fibre in food SCIS 832211
Sugar in food SCIS 832184

CAMERON, Neil
The running and stamping book.
Currency, 1995
ISBN 0868194107 [613.7]
Illustrated with decorative black and white woodcuts, this beautifully presented book outlines a series of warm-up exercises for theatre performers, found to be effective by a well known theatre director and lecturer, Neil Cameron. It is based on philosophies from ancient and indigenous cultures, and includes descriptions of the physical, psychological and transcendental effects of running and stamping. The development of group understanding and cohesion is emphasised. The book becomes a poetic work in itself as well as a useful handbook. M. Hamlyn
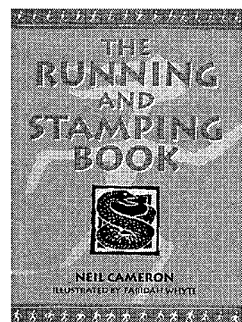
LEV: Upper secondary
AVAIL: Paper $14.95
KLA: CA SCIS 830513

TINIEY, Scott
Scott Tinley's winning guide to sports endurance : how to maximise speed, strength and stamina.
Kangaroo, 1994
ISBN 0864176309 [613.7]
From an American ironman champion and a Californian sports writer comes a detailed guide for serious sport competitors and health researchers. Though too detailed for many junior students, there is much of use for 2 unit senior students. The level of training would be beyond most non-professional athletes—however, the information is not beyond their expected level of study. Its detailed contents and index cover considerable information, from acclimatisation to the WHO poll on anabolic steroids. The text is scattered with Americanisms that may appear very foreign: skillet cooking, and blood doping. Of most interest to Australian students is the final section on international endurance challenges from the English Channel swims to the Tour de France cycling. M. Williams

LEV: Upper secondary
AVAIL: Paper $19.95
KLA: PD/H/PE SCIS 819001

Kids with diabetes. [videorecording]
JDFA, 1995 (20 min.)
ISBN none [616.4]
Three children, Jordan (6), Katie (12), and Flynn (17), explain how they meet the challenge of daily living with insulin dependent, juvenile diabetes. Added input is given by their parents and teachers, covering description of the condition, its symptoms and treatment, daily management, extra care requirements and provision of emergency treatment. Included is a small informative booklet, which the producers suggest should be read in conjunction with the video presentation. This is a useful, educational resource for parents, carers, teachers and anyone involved (or likely to be) with diabetic children. B. Richardson

LEV: Middle primary Upper primary
Lower secondary Middle secondary
Upper secondary
AVAIL: $19.95
KLA: PD/H/PE SCIS 830904

FORD, Barry J.
Smokescreen : a guide to the personal risks and global effects of the cigarette habit.
Halcyon, Perth, 1994
ISBN 0646105647 [616.8]
A huge topic has been successfully summarised here, in a book that will assist students and teachers of health in all high schools. As the title indicates, this publication has research from across the globe, covering everything from the history of tobacco to the effects of passive smoking. A nineteen page bibliography and eight page index, feature reports and photographs from the U.S. Surgeon General are included.
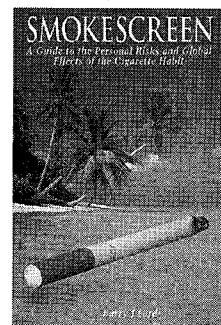
One of the most fascinating features of this book is the numerous colour plates depicting cigarette advertising over the last century—of interest to the history student as much as the anti-smoking lobby groups, with which the author is closely aligned. The clear layout, and use of many sub-headings, tables and illustrations, make this excellent resource accessible to many ages. M. Williams

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper $29.95
KLA: PD/H/PE; HSIE
EVAL: Highly recommended SCIS 798784

JONES, Amanda and CRAWFORD, Anne
Shadow of a girl.
Penguin, 1995 (Penguin Originals)
ISBN 0140239146 [616.85]
This personal account of the course of a girl's anorexia reveals the illness in all its folly: the obsessive obstinacy of the sufferer, the frustration and sacrifice of the family, the difficulty of succeeding in treatment, hospitalisation and supervised feeding. It contains all those mundane but distressing details which contribute to a vivid, and unattractive picture of the outcome of dietary self-abuse. Most important of all, the sufferer herself describes the whole four-year episode as "a waste of time ... which mucked my life up", and urges trapped readers to talk about their problem and take advice. The experience described would appear abhorrent to most adolescents. H. Gordon

LEV: Lower secondary Middle secondary
AVAIL: Paper $14.95
KLA: PD/H/PE SCIS 829592

HAYCOCK, Kate
Eating disorders.
Wayland, 1994 (Dealing with)
ISBN 0750209895 [616.8526]
An overview of what eating disorders are is the starting point of this book and it is noted that a common factor is emotional pain. A closer look is then taken at anorexia, bulimia and obesity focusing on the facts that all three are life threatening diseases and self image is central to the problems of eating disorders. Case studies are included and a practical, realistic approach is maintained throughout, with an emphasis on the need to treat the cause and not the symptoms. The final chapters deal with coping with problems and ways of developing a positive self image. Numerous coloured photographs and conversational, easy to read text with a reasonable depth of information make this a valuable resource. J. Anderson

LEV: Upper primary Lower secondary
AVAIL: $26.95
KLA: PD/H/PE SCIS 829544

PLUMMER, David
Sexually transmitted diseases.
Hill of Content, 1995
ISBN 0855722495 [616.95]
The authors have combined their expertise well in this easily read and comprehensive book on sexually transmitted diseases. Chapter one outlines the anatomy of female and male genitalia, followed by a chapter on how infectious organisms work. The remainder of the text is devoted to the various diseases, detailing each with the symptoms first and then the medical diagnosis. Case histories throughout help the reader relate the information

to real life. There is an index and recommended reading list but no glossary and few pictures. A useful book for those interested in sexual health. D. Threlfo

LEV: Upper secondary
AVAIL: Paper $15.95
KLA: Science; PD/H/PE   SCIS 828194

Beef cattle judging.
Agricultural Societies Council of NSW, 1994
ISBN 0958930511   [636.08]
This is a concise, comprehensive textbook for agriculture students and young farmers, on assessing the product of Australia's beef cattle industry. Four discrete sections deal with the dimensions and history of the industry, the rudiments of cattle-breeding, selecting cattle for herd improvement, and judging beef cattle on show. Information and illustrations are of such quality that a city slicker with a good eye could learn judging techniques, and the text provides a thought provokingly specialised view of familiar Australian history. Self-test questions, research activities, and judging documents are provided. The detailed table of contents and glossary are helpful, but a learning tool of this calibre needs an index. H. Gordon

LEV: Middle secondary Upper secondary
AVAIL: Paper $14.95
KLA: Science   SCIS 827377

BARRETT, Neil
The influences on food choice.
[videorecording]
Video Education Australasia, 1995 (40 min.)
ISBN none   [641.3]
Produced to support the VCE Human Development syllabus, this video is suitable for use with students in Years 10–12. It is broken up into three discrete sections: a brief history of food; our present diet; and influences and opinions. Part three is further divided into management of resources, stages of the life cycle and community resources. Accompanying notes provide worksheet questions for each section as well as suggestions for student activities both prior to and after viewing the video. Technically well-made, featuring relevant, contemporary Australian content, this is a useful resource skimming lots of areas of high interest. W. Muskin

LEV: Middle secondary Upper secondary
AVAIL: VEA $89.00
KLA: PD/H/PE; TAS   SCIS 832754

D'AMICO, Joan
The science chef : 100 fun food experiments and recipes for kids.
Wiley, 1995
ISBN 047131045X   [641.3]
This is a clearly written science cookbook which combines scientific questions and answers through cooking. Learning about science through cooking offers great hands on experiences as one can learn about nutrition, biology and chemistry. Over 100 experiments and recipes are combined in this well set out book, including a short, useful glossary and an adequate index. A useful book for the classroom teacher in search of new science lessons. R. Dobson

LEV: Lower primary Middle primary
Upper primary Lower secondary
AVAIL: Paper $24.95
KLA: ST   SCIS 817615

CATO, Leigh
The business of ecology : Australian organisations tackling environmental issues.
Allen & Unwin, 1995
ISBN 1863737332   [658.4]
This very unusual book seeks to inject balance into our thinking about environmental issues. It presents 34 case studies of the environmental policy successes of Australian organisations—some public instrumentalities, some private enterprises. The problems addressed by these organisations are diverse, ranging from Green and Practical's calm, rational presentation of issues often over-sensationalised by the media, through Ceramic Fuel Cells Ltd's production of environmentally friendly electricity storage cells, to Waste Service NSW and its many successful recycling activities. The view is promoted that Australia's environmental education programs have succeeded to a gratifying extent, and that gloomy forecasts may be counterproductive. H. Gordon

LEV: Upper secondary Professional
AVAIL: Paper $24.95
KLA: HSIE; Science   SCIS 826210

Genetic engineering.
Wayland, Hove, 1995 (Global issues)
ISBN 0750211717   [660]
This series provides both the historical and current backgrounds to each subject it investigates and then debates moral issues and their effects on society. Genetic fingerprinting, patenting of genetically engineered organisms, gene profiles and gene therapy are just some of the areas dealt within this text. It is easy to read, filled with photographs and dotted with interesting media watch segments. It contains an index, glossary, recommended reading list and a timeline of genetic milestones and would prove a useful resource in schools. D. Threlfo

LEV: Middle secondary Upper secondary
AVAIL: $26.95
KLA: Science; HSIE   SCIS 833495

MORRIS, Beryl
Biotechnology.
Cambridge University Press, 1995 (Science and our future)
ISBN 0521437857   [660]
Beginning with a discussion of biotechnology, this resource moves to an explanation of the laboratory techniques used in genetic engineering. The remainder of the book relates the present day applications of this new technology under five different headings: health, food, animals, plants, and the environment. Each chapter is completed with a set format of questions which help develop comprehension and language skills. Numerous photographs and explanatory diagrams are to be found. However as this text is written by a CSIRO scientist, the level of language used and depth of information presented make it suitable for only the more capable senior student or as a teacher reference. D. Threlfo

LEV: Upper secondary
AVAIL: Paper $19.95
KLA: Science   SCIS 822931

McHUGH, Christopher
Western art 1600-1800.
Wayland, 1994 (Art and artists)
ISBN 0750209755   [709.03]

Books in this series give a general overview of a period or style of art. They will assist the student in gaining an idea of the sweep of approaches taken, while highlighting the themes and styles common to a period. This title presents a balance of chronological and thematic approaches. Topics include religious art, the strength and influence of the Dutch tradition, portraiture, the rococo style and art in the New World. The representation of art works is very effective, with each page being enlivened by full colour reproductions. A useful glossary is appended. The suggestions for further reading and list of galleries in which seventeenth and eighteenth century art may be found (in Europe and North America only) should help the keen student. M. Steinberger
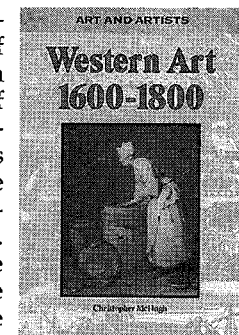
LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: $26.95
KLA: CA   SCIS 822871

Heritage : the national women's art book : 500 works by 500 women artists from colonial times to 1955.
/ edited by Joan Kerr. G+B Arts International, 1995
ISBN 9766410453   [709.94]
This unusual Australian visual art history is a catalogue of 500 works by Australian women artists from colonial times to 1955. Somewhat overdue, it fills a gap. It is an exciting and comprehensive book, though each artist is represented by only one work in good quality (if small) reproduction. Many varied media are included: needlework, crochet, book binding, carving and photography as well as painting and ceramics. Exposition of the works, by well known art critics, is organized in thematic chapters which reflect the times. Unfortunately there is no index with the only access to individuals through the alphabetical biographical section in the last third of the book. M. Hamlyn

LEV: Middle secondary Upper secondary
AVAIL: $150.00
KLA: CA; HSIE   SCIS 830937

ALDERTON, David
Castles.
Ladybird, 1995 (Ladybird discovery : Lifestyles and living)
ISBN 0721417418   [728.8]
Castles and the lives of the people who lived in them hold an endless fascination for children. Here is a book which gives a thumbnail sketch of all aspects of castle life: how they were constructed, daily life, clothes of the knights and ordinary people, the battles fought and castles of today. The text is clear and accurate (with authentic names for garments and utensils); the information is easy to access, and the many drawings are excellent. This small reference book would happily augment a collection of larger and more detailed books about castles. L. Williamson

LEV: Middle primary Upper primary
Lower secondary
AVAIL: $5.95
KLA: HSIE, English   SCIS 834911

CZERNIS-RYL, Eva
Australian gold and silver 1851-1900.
Powerhouse, 1995
ISBN 1863170529   [739.2]
The exhibition which is the subject of this book celebrates the reopening of Sydney's Mint Museum. Superb photographs of the gold and silver items on display are featured, together with historical and personal information about Australia's earliest goldsmiths and silversmiths and their work. An unusual perspective on the goldrush and its effect on our history is incorporated in the text provided by the museum's curators. Contemporary appreciation of our indigenous people and our flora and fauna, particularly emu eggs, can be observed in the works themselves, marking the development of an Australian style in jewellery and decoration. The concluding pages explain the work of museum collection building through the history of the museum's metalwork collection. H. Gordon

LEV: Middle secondary Upper secondary
AVAIL: Paper $24.95
KLA: CA; HSIE   SCIS 831981

BURGESS, Anna
The do-it-yourself first craft book.
Lineup, 1995
ISBN 0646222031   [745.5]
Targeted are many traditional crafts, introduced with clearly set out, easy to follow instructions. Simple text, accompanied by appealing diagrams and pictures by Deanne McEwan, is used. Contents include pottery, sewing, rug making, pâpier maché, leather work, knitting, weaving, string art, patchwork, découpage, macramé, rock painting and shell and seed collage. A cartoon-style bookworm appears in each separate craft section, offering a useful hint or an interesting snippet of information. Despite the book's black and white format, the child centred approach and simple layout has appeal. It would be a good choice for children wanting an introduction to one or more of the useful crafts treated. B. Richardson

LEV: Middle primary Upper primary
AVAIL: Paper $9.95
KLA: CPA   SCIS 832962

CHAPMAN, Gillian and ROBSON, Pam
Art from rocks and shells with projects using pebbles, feathers, flotsam and jetsam.
Wayland, 1995 (Salvaged!)
ISBN 0750215291   [745.58]
The extended title leaves little doubt about this book's contents. What it doesn't tell us is that the projects contain interesting, original ideas that should inspire readers to get involved in rewarding investigation and creativity. Each project is introduced with historical, and/or explanatory information on the nature and source of the materials to be used, and the artistic tradition of the culture from which the suggested art or craft ideas derive. Included are an index, glossary, bibliography, address list and topic web. Detailed directions for collection, storage and manufacture are written clearly and are easy to follow. Supportive coloured illustrations and diagrams not only assist, but also add considerable appeal, providing excellent motivation. B. Richardson

LEV: Middle primary Upper primary
AVAIL: $26.95
KLA: CA   SCIS 833468

Sydney photographed.
/ curated by Linda Michael
Museum of Contemporary Art, Sydney, 1994
ISBN 187563228X   [779.074]

The collection of photographs in this book formed an exhibition at Sydney's Museum of Contemporary Art from December 1994 to February 1995. 23 contemporary photographers present for our contemplation a Sydney familiar to its habitués rather than its tourists—a city of demolition and reconstruction, singlets and sunbathing, grime and glamour hand-in-hand. It is a collection which refuses to apologise for Sydney's reality as an Australian place, and claims acknowledgment of its identity. Three brief essays accompany the photographs, expressing the views of the curator Linda Michael, the photographer Martyn Jolly, and Sue Best. Photography students should find both inspiration and stimulation. H. Gordon
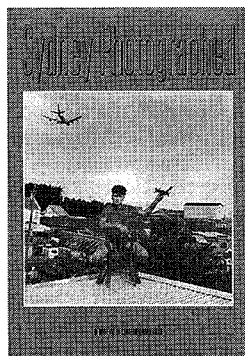
LEV: Upper secondary
AVAIL: $29.95
KLA: CA   SCIS 831975

HAAGEN, Claudia
Bush toys.
Australian Studies Press, 1994
ISBN 0855752459   [790.089]

A scholarly and serious work, this informative resource began as a descriptive catalogue of toys made by Aboriginal people, now held by the National Museum of Australia. It is, however, much more than that, as it describes the types of toys and activities children enjoy. The text is accompanied by quotes from records of early contact between whites and Aboriginal people, as well as records from more recent oral history and research. This combination is absorbing, giving different perspectives on the objects and their uses. Colour and black and white photographs and diagrams are clear. Extensive notes, reading lists and appendices indicate the authoritative aspect of this resource. J. Buckley

LEV: Middle secondary Upper secondary
AVAIL: Paper $39.95
KLA: CA; HSIE   SCIS 826565

CAREY, Dean
Masterclass : the actor's audition manual. Volume I : women.
Currency, 1995 (Currency audition)
ISBN 086819414X   [792]

Carey is concerned to show actors how to take their craft beyond imitation to a passionate, empathic art. This volume is in three parts: the first explains the need for personal investment by the actor, the second provides a series of rehearsal examples and exercises. Both these sections are illustrated with photographs of actors and specific scenes. The third part is a collection of 80 monologues, from Australian, European and American sources, suitable for women to use to audition for stage or screen. M. Hamlyn
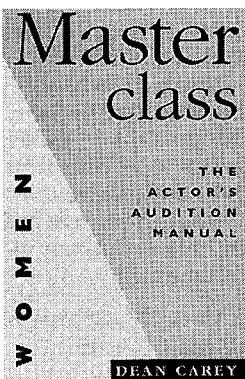
LEV: Middle secondary Upper secondary
AVAIL: Paper $17.95
KLA: CA; English   SCIS 830514

Other titles in this series are:
Masterclass : the actor's audition manual. Volume II : men   SCIS 830509

FOWLER, Mark
Codes and ciphers.
Usborne, 1994 (Usborne superpuzzles advanced level)
ISBN 0746006756   [793.73]

This is an entertaining and mildly challenging volume highlighting different methods of writing in code or deciphering old or foreign languages. The clues given would be useful as a direction following an activity. Each double page can be used as a self contained activity but the whole book does lead to an ultimate solution. The layout is not immediately appealing and occasionally rather busy but still has excellent prospects for classroom use with plenty of cross curricula potential. For those who require a little help the answers are in the back. - R. Dobson
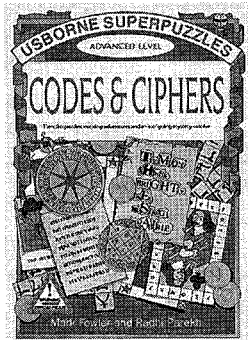
LEV: Middle primary Upper primary
AVAIL: Paper $9.95   SCIS 829485

BOGART, Jo Ellen and REID, Barbara
Gifts.
North Winds, Ontario, 1994
ISBN 059024177X   [811]

Useful for visual arts lessons or studies on countries of the world, the fascinating plasticine illustrations are a feature of this warm, thoughtful tale of a grandmother's globe-trotting souvenir hunt. Reid's techniques have evolved from her previous work (**The new baby calf,** among others); she now includes lacquered highlights and metallic colours. The repetitious rhythm encourages prediction and readers are offered a rich vocabulary which demands further attention. Landforms, animals, clothing and artefacts of Africa, Australia, Mexico, Hawaii, the Arctic, India, Switzerland, China and England are represented. I. McLean

LEV: Lower primary Middle primary
AVAIL: $18.95
EVAL: Highly recommended   SCIS 825912

Oodgeroo : a tribute.
/ edited by Adam Shoemaker. UQP, 1994
ISBN 0702228001   [821]

Through the writings of her family, friends and peers, we explore the life of one of Australia's greatest women. Amongst these, her sister reveals the inquisitive, fun loving young girl, while educators and academics recount her zeal to teach children and their teachers and ensure that her cry of "Educate—don't hate" is heard. Including essays on her educational programs, artwork, poetry, politics, overseas travel and personality, this resource reveals the many facets of Oodgeroo's character, and her achievements which go far beyond the poetry she is famous for. It is an uplifting work with cross curricular relevance, and deserves a wide readership. L. Monticone

LEV: Middle secondary Upper secondary
AVAIL: Paper $14.95
KLA: English; HSIE   SCIS 822643
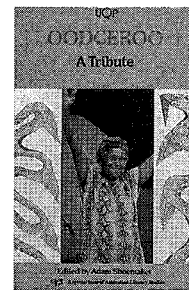
BREEDEN, Stanley
Growing up in Kakadu.
Steve Parish, 1995
ISBN 094726390X   [919.429]

I found this one captivating! A picture of the life and environment of the Gagudju people is developed by this simply written and beautifully photographed resource. It begins with two children, introduces some of the wise older Gagudju men and women, and gently describes some of the birds, animals and physical features of the Kakadu area. Woven throughout the story are some of the spiritual meanings of the landscape, aspects of contemporary life for the people of Kakadu, and the careful passing on of traditional practices between generations. A sense of integration between people and environment is developed. Excellent graphics and page design contribute to the work's appeal. J. Buckley

LEV: Lower primary Middle primary Upper primary
AVAIL: Paper $12.95
KLA: HSIE   SCIS 826180

How would you survive as an ancient Greek?
Watts, 1995 (How would you survive)
ISBN 0749615591   [938]

This attractive volume is ideally suited to the investigative and documentary approach of the secondary school syllabus. The book quickly establishes a question and answer format. Based on computer search strategy, the questions chosen direct the reader to self-contained double-page spreads on relevant topics. Further questions within the framework of these topics guide the student to recognise links between the topics. The graphic presentation is first class, and the numerous small grabs of illustrated information would hold high interest for even the poor reader. The time spiral at the start, however, fails to give a proper historical perspective, placing undue emphasis on 20th century history. Two strengths characterise the book: the motivation to thought, and to empathy. Answers given to questions are always expressed as direction back to the information, leading to further thought, not passive acceptance. As well, the reader is constantly motivated to empathise with the ancient Greeks, not to see them as part of a remote society with little connection to the 20th century. M. Steinberger

LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: $22.95
KLA: HSIE   SCIS 831154

Hail and farewell : letters from two brothers killed in France in 1916, Alec and Goldy Raws.
/ edited by Margaret Young.
Kangaroo Press, 1995
ISBN 0864177070   [940.4]

Two Adelaide brothers, Alec and Goldy, aged around 30, enlist six months apart—both become officers, both write lively, diary-like letters home that detail life in Gallipoli, Egypt and eventually France. Alec follows but never again sees his younger brother, arriving in the same battalion at Pozièrs on the Somme in 1916, the day after Goldy is killed. A month later, Alec is dead, too. They are two of 22,000 Australian casualties at Pozièrs in five weeks. This is powerful and poignant source material supported by official reports and contemporary notes from family and friends which add to the sense of loss the book evokes. G. Spindler
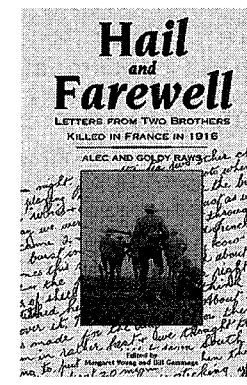
LEV: Middle secondary Upper secondary
AVAIL: Paper $19.95
KLA: HSIE   SCIS 832335

CROSS, Robin
Children and war.
Wayland Hove, 1994 (Era of the Second World War)
ISBN 0750212233   [940.53]

Stories of individual children are utilised to examine the effects of war on children's lives. Beginning with a general overview of how children were involved in the war, and of the evacuation of British children, the book then focuses on the Polish invasion, the Warsaw ghetto, Belgian resistance fighters, the Hitler Youth movement, children of the Holocaust and Hiroshima. These graphic, horrific accounts are contrasted with the final section which examines the emergence of the teenager in America. The illustrations consist of primary materials including black and white and coloured photographs and posters. It is an informative and thought provoking book. J. Anderson

LEV: Upper primary Lower secondary Middle secondary
AVAIL: $26.95
KLA: HSIE   SCIS 822877

MCLAGGAN, Douglas
The will to survive : a private's view as a POW.
Kangaroo Press, 1995
ISBN 0864177062   [940.54]

McLaggan's experiences as a young Australian soldier surviving nearly four years of captivity, work and sickness in Singapore and the Burma Railway, reflect a now familiar story. Though young, he was not altogether typical of his comrades in being more educated and widely travelled than most. Based on his diary, this account has a rambling, anecdotal quality that is also fresh and vivid, and indicates an ability to gather information and separate rumour from fact. His views about all the national groups seem characteristically ethnocentric but prove surprisingly fair minded, even in respect to the Japanese. It will be a useful primary source for a study of the period. G. Spindler

LEV: Middle secondary Upper secondary
AVAIL: Paper $24.95
KLA: HSIE   SCIS 832331

LAIDLAW, Ronald
Japan : a documentary history.
Macmillan, 1994
ISBN 0732927137 [952]

Laidlaw's history of Japan is written for students in Year 10, and is a richly documented introduction to the subject. Laidlaw follows a chronological line, starting with a fascinating glimpse of early Japanese life. His study of the literature, theatre and music of the medieval period really sets the text apart from others on the subject. As he proceeds through the period of isolation, the Meiji restoration, imperialism and war, and post-war industrialisation, the author continues to focus on documentary evidence. The revision questions are easily understood and well-graded, and the glossaries provided throughout aid understanding to a high degree. A most useful addition to the material on this subject. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: Paper $25.95 SCIS 810884

Japan 2000. [kit]
BBC Education, London, 1994
ISBN 0563397357 [952.04]

This kit comprises a sequence of four 20 minute video programs, a teacher's book containing 30 worksheets with guidelines for use, and eight stimulus cards with photographs and maps. The programs enable various teaching approaches to student investigation of Japan, through case studies of four issues—energy and transport, industry and hi-tech, agriculture and rural life, urban development and city life. The filming, done from a low-flying helicopter, gives a sensation of first-hand geographic observation, and makes quite compulsive viewing. Teachers of Japanese language would also find the kit useful as an introduction to modern Japanese life. H. Gordon

LEV: Middle secondary Upper secondary
AVAIL: $199.00
KLA: HSIE; LOTE SCIS 834996

LENSKI, Lois
Indian captive : the story of Mary Jemison.
HarperTrophy, 1995
ISBN 0064461629 [974.004]

Originally published in 1941, this story remains moving, challenging and valid for understanding race relations and the human impact of war. We are given a detailed and intimate insight into the ways and beliefs of the Seneca Indians and the effect of white settlement during the time of the French and Indian War in America. Mary is a powerful character. Captured by the Indians at twelve, and enduring considerable white-Indian identity conflict, she chooses to continue her life with the Indians rather than return to the whites (though the book only covers her childhood with some artistic licence and telescoping/rearranging sequence of actual events). It's a fascinating and gripping read with a positive contribution to make in the areas of race relations and reconciliation. C. Foley

LEV: Lower secondary Middle secondary
AVAIL: Paper $6.95
KLA: HSIE SCIS 828380

DARIAN-SMITH, Kate and LOWE, David
The Australian outback and its people.
Wayland, 1994 (People and places)
ISBN 0750213973 [994]

The focus is on the arid regions of Australia. Historical, geographical, technological and social perspectives are covered in chapters on the natural environment, flora and fauna (native and introduced), Aboriginal culture before 1788, European impact, mining and technology, life in the outback, environmental problems and future prospects. Included are a contents page, index, glossary, a list of useful addresses and a short bibliography of related texts. Overall presentation is excellent. The interesting, well written text is divided into logical chunks, organised under appropriate headings and sub-headings, and is appropriately and generously illustrated with coloured photographs and maps, making it a commendable resource. B. Richardson

LEV: Middle primary Upper primary
Lower secondary
AVAIL: $26.95
KLA: HSIE SCIS 831206

KENNY, John
Before the first fleet : Europeans in Australia 1606-1777.
Kangaroo, 1995
ISBN 0864176457 [994.01]

This presents a chronicle of European contact with Australia from the seventeenth century until the arrival of the First Fleet. Terra Australis did not prove to be the Utopia many of the early explorers imagined. Instead, they found a great barrenness, little water and inhabitants displaying a totally primitive existence. John Kenny, formerly a journalist, has expertly combined original descriptions, maps, drawings and his own interpretations, to produce an enduring record of early contact with our shores. He begins by examining records of early Dutch and English explorers and gives some of their wonderful journal entries, such as those by James Cook when sailing north along the east coast of Australia. Records of encounters with the strange flora and fauna make delightful reading. A chapter on ethnography provides detailed accounts of sightings and encounters with Aborigines, and the explorers' reactions to them. Accompanying the text is an extensive index and comprehensive bibliography. D. Dawson

LEV: Professional
AVAIL: $39.95 SCIS 832262

NICHOLSON, John
Gold! : the fascinating story of gold in Australia.
Allen & Unwin, 1994 (A Little Ark book)
ISBN 186373676X [994.03]

As both author and illustrator, Nicholson has produced a very accessible version of events that are a significant part of Australian history. From Edward Hargraves' discovery of 1851, he takes us through the economic and human dramas of the gold rush: the tent cities, antagonised Chinese miners and the Eureka Stockade. Coloured pencil drawings detail the conditions and techniques of the miners up to the present day. An index,
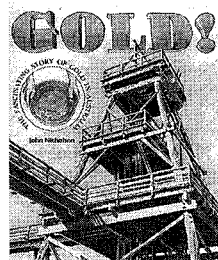
glossary and maps assist the young researcher. Though details are chiefly Victoria-based, this book could assist many students on excursions to goldfields across Australia. M. Williams

LEV: Upper primary Lower secondary
AVAIL: $18.95
KLA: HSIE SCIS 815117

TAYLOR, Barbara
Arctic & Antarctic.
HarperCollins, 1995 (Collins eyewitness guides)
ISBN 0732250722 [998]

Skidding around on skidoos is the favoured way to travel across the barren terrain of the North and South Poles. These two inhospitable regions have never fully been conquered by humans. Native arctic lifestyle is explained in this well-presented account of the polar icecaps. The types of clothing needed to survive the harsh climate, how people travel and exist in these regions and stories of the many intrepid explorers are fully explained. Superb photographs detail the richness of life in the oceans surrounding the Arctic and Antarctic as well as the birds and animals that have managed much better to survive these hostile realms. A stunningly informative book, concise text on glossy pages makes it irresistible. D. Dawson

LEV: Upper primary Lower secondary
AVAIL: $24.95
KLA: HSIE SCIS 829466

KNIGHT, Linsay
Discoveries. [series]
Allen & Unwin, NSW, 1995 (A little ark book)
Each title in the series provides a thorough introduction to its topic. Format is common, with information in each book divided into five or six relevant key areas. Double page spreads present several paragraphs of text on each section. Excellent page design is a feature of the resource. Colour illustrations are clear and dynamic. They are effectively placed to involve the reader as well as impart information. Photographs and diagrams are used to extend the illustrations. Densely written text, in short paragraphs, is supported by an index and glossary. Numerous explanatory captions carry further information. This is an attractive series, which will involve casual browsers as well as reward those with an interest in the topics. J. Buckley

LEV: Middle primary Upper primary
AVAIL: $19.95
KLA: HSIE; Science

Titles in this series are:

Dangerous animals	SCIS 831066
Flight	SCIS 831080
Native Americans	SCIS 831063
Under the sea	SCIS 831090

SANDEMAN, Anna
Your body. [series]
Watts, London, 1995
Directed at young readers could well be a misnomer for this appealingly presented yet complexly worded series about the workings of the body. The topics are well covered and whilst some of the language could be considered too complex, the scientific terms are supported by explanations within the text and by the well labelled illustrations. The assistance of an adult or older child would help when explanations were required. The layout is visually appealing with huge colour photographs and x-ray like drawings adding an extra dimension to the informative text.

Useful for research, but as a read alone for younger children, perhaps not. R. Dobson

LEV: Lower primary Middle primary
AVAIL: $19.95
KLA: ST; PD/H/PE

Titles in this series are:

Bones	SCIS 830586
Breathing	SCIS 830574

Professional reading

Resources are in Dewey order.

SKRZECYNSKI, Christine
Linking literacy : the role of the teacher-librarian in literacy education.
Centre for Information Studies, Wagga Wagga, 1995
(CIS research reports)
ISBN 0949060291 [025.1978]

Skrzecynski's qualitative research for a Masters degree poses a close relationship between information literacy and the skills of literacy. She investigates the different understandings that eleven groups of Queensland primary class teachers and teacher-librarians have of the role of the teacher-librarian in literacy education. She found seven different conceptions along a spectrum: not involved, assistant, manager, independent teacher, equal teaching partner, expert/consultant, and leader. The study concludes that the closer the perception of the teacher-librarian as leader, the more likely it is that the teacher-librarian will enhance literacy programs in the primary school. L. FitzGerald

AUD: Professional
AVAIL: Paper $20.00, including postage, Centre for Information Studies, Wagga Wagga
Ph.: (069) 332325 Fax: (069) 332733 SCIS 835979

CAM, Philip
Thinking together : philosophical inquiry for the classroom.
Primary English Teachers Association, 1995
ISBN 0868065080 [107.6]

The idea behind this book is very exciting: that philosophical questioning is to be regarded as the hub of education—the jumping-off point for questioning across KLAs, and the grounding for good thinking practices to start in primary years. Based on children's literature, it is an extension of the enquiry learning approach. The book gives hints for selecting narratives. It also provides guidance for the teacher's role of not only setting up the climate for thinking together, but also questioning in order to develop the child's perceptions, allowing exploration, surmise, and self-correction. Tools and methods are described and illustrated. M. Hamlyn

AUD: Professional
LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper $19.95 SCIS 828054
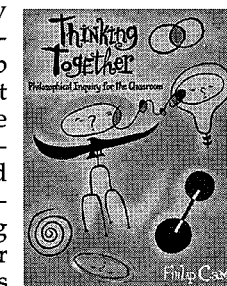
SCHLICHTER, Carol and PALMER, Ross
Thinking smart : a primer of the Talents Unlimited model.
Hawker Brownlow Education, 1994
ISBN 1864012692 [153.4]
Talents Unlimited is described as a staff development model for training classroom teachers in strategies which promote students' creative and critical thinking skills. Comprehensive research results are recorded in the introduction, with other chapters devoted to classroom application, and quantitative and qualitative evaluation. Thirteen authors have contributed chapters on the theory, practice and evaluation of their experiences using this model. Teachers who are interested in enrichment strategies could explore the experiences of the authors by transferring these practices to their own classroom. The model provides teachers interested in exploring multiple intelligences with a framework for undertaking, recording and evaluating a research project. F. Plummer

AUD: Professional
LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: $44.95 SCIS 830653

FOGARTY, Robin
How to teach for metacognitive reflection.
Hawker Brownlow Education, 1994
ISBN 1864013435 [153.407]
Thinking about thinking is defined by Robin Fogarty as metacognition, and several examples are provided to clarify the term. Teaching for metacognitive reflection is covered in three stages: planning techniques, monitoring mechanisms and evaluation tools. Metaphors, using mirrors for reflective thinking, focus on thirty strategies developed for immediate use in the classroom. Readers are encouraged to record their own ideas and reflect at the end of each strategy. The conclusion provides anecdotes for six different types of learning transfer, each highlighting the level of metacognition involved. An extensive bibliography is provided. F. Plummer

AUD: Professional
LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper $49.95 SCIS 836217

DE BONO, Edward
Teach yourself to think.
Viking, 1995
ISBN 0670863904 [153.42]
Edward de Bono's description of the five steps in thinking is a logical and easy-to-read "how to" book, extending the boundaries from solely problem solving, to both creative and perceptive thinking. "Why didn't I think of that?" the reader is bound to ask, because it all seems self evident. It is a skills-based book, with each step expounded, illustrated with examples, and then summarised into a practical process approach to thinking of all kinds. It is related to, and would be useful in, helping develop information skills. M. Hamlyn

LEV: Middle secondary Upper secondary
Professional
AVAIL: Paper $19.95 SCIS 834514

WILLIAMS, Kate
A parent's guide for suicidal and depressed teens : help for recognizing if a child is in crisis and what to do about it.
Hazelden, 1995
ISBN 1568380402 [362.2]
A teenager's decision to suicide is unbelievable for most parents, and sometimes help comes too late. Guidelines for recognizing crisis symptoms, and strategies for dealing with them, are the nub of this handbook for ordinary people confronting "the forever decision". Chapters on recognizing the crisis, taking specific action (such as finding an acceptable counsellor, giving support to the child, and looking honestly at family relationships), and dealing with adolescent concerns (including peer pressure, sex, drugs, depression, anger, grief and stress), are written with concern for the reader, deriving from personal experience. Secondary teachers need the penetrating awareness this book provides. H. Gordon
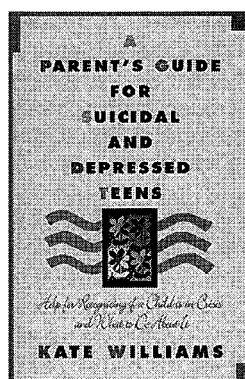
AUD: Professional
AVAIL: Paper $19.95
KLA: PD/H/PE SCIS 832356

MAC AN GHAILL, Mairtin
The making of men.
Open University Press, 1994
ISBN 0355157815 [370.19]
Staff members with a keen interest in matters of gender equity, or those studying the sociology of education, will find much to discover in this book. Mac an Ghaill brings together the results of research and interviews in a comprehensive state school in Britain over a five year period. While most research into gender issues has been on the female side, this book will add to the material slowly accumulating to fill the gap in research on masculinity. The author focuses on student culture; teacher ideology and practice; the "learning" of sexuality; heterosexuality and homosexuality; the opinions of young women; issues of power and suggestions for curriculum change. M. Steinberger
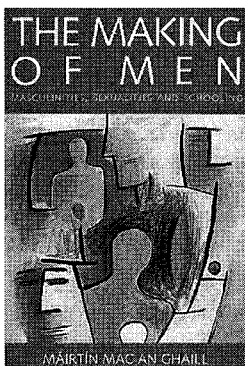
LEV: Professional
AVAIL: Paper $39.95 SCIS 821262

GIBBONS, Maurice
The self-directed learning sourcebook : ideas, methods and materials for teaching.
Hawker Brownlow Education, 1994
ISBN 1864012986 [371.3]
The author explores the learning outcomes for students through self-directed learning experiences, and exposes some of the myths associated with students directing their own learning. The table of contents outlines step by step guidelines to develop and implement this learning method. The text provides practical strategies, checklists, workshop ideas and suggested activities for teachers to develop units of work that are student directed. Strategies for teaching learning, motivating students, conferencing, product instruments and self assessment are included. Frequently used terms are clearly defined and there is a comprehensive bibliography and reading list supplied. F. Plummer

AUD: Professional
LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: $35.95 SCIS 824718

WILKINSON, John
Primary science through activity. [series]
Macmillan Education Australia, 1994
[507]
This series of two books is a complete science and technology program for Years 1–6. They are designed as teacher resource books not student activity books, and encourage teacher and students to work together at each hands-on task. Each topic is broken into key concepts, main process skills and background information, which will prove invaluable for any teacher not confident with the subject. There are numerous activities covering each topic, ranging from the very simple to the spectacular. R. Dobson

AUD: Professional
AVAIL: Paper $32.95 each
KLA: ST

Titles in this series are:
Science through activity.
Lower primary SCIS 822386
Science through activity.
Upper primary SCIS 822389

HAIRE, Kerrie
Hands-on mathematics for the first year of school.
Martin Education, 1994
ISBN 0725312912 [510.7]
This is a blackline master book with a difference. Each activity is clearly defined as to the strand covered and details equipment required, work area, method, assessment, and suggested language. The activities are aimed at group work to help children develop an understanding of mathematical concepts. The inclusion of a computer as an activity is excellent and exemplifies the cross-curricular use. The computer used was an Apple IIE and the programs used are found in most schools. The use of parent and community helpers greatly aids the concept of the group activity. This is a really useful resource for all schools. J. Bodlay

AUD: Professional
AVAIL: Paper $29.95
KLA: Mathematics SCIS 812315

EADON, Garry
The PE teacher's handbook.
Collins Dove, Victoria, 1994
ISBN 186371412X [796.071]
This handbook is divided into four sections: Class and personal organisation, Faculty organisation; Class handouts including major team sports and physiology; and Sports organisation incorporating team and score sheets and draws. The aim of this handbook is to be practical, user friendly and to contain all needed sheets and handouts in the one place. It would be a valuable resource for anyone organising sport for a school, or a beginning teacher trying to build up a resource collection. While it contains no lesson plans or warm-up/cool-down activities, it would be a useful addition to any school. J. Bodlay

AUD: Professional
AVAIL: Paper $29.95
KLA: PD/H/PE SCIS 822226
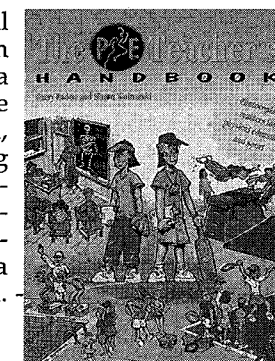
How you can be a published author.
[videorecording]
Starfish, NSW, 1994 (60 min.)
ISBN none [808]
Presented in this video are excellent, classroom trialed and proven ideas for motivating children to write. The video is organised conveniently into six parts: What is good writing?; Getting ready; Getting started; Getting ideas; Making plans; and Adding the sparkle. Each part averages ten minutes: ideal for children's viewing, as they could not be expected to watch the entire video in one sitting. Presenters include literary and educational personalities such as Virginia King, Mary Small, Jonathan Appleton; and there is input by several classroom teachers and, most importantly, children themselves. Added interest and zest is provided by frequent, humorous comments by a Simpson-like cartoon character, Spike, and background rap music. The video concludes with an offer for children to submit their works for publication. This is a valuable English resource for teacher education and/or classroom use. B. Richardson

AUD: Professional
LEV: Middle primary Upper primary
Lower secondary
AVAIL: $49.95 + $2.95 p & h
KLA: English SCIS 832817

Texts in time. [kit]
BBC Education, 1994
ISBN none [808]
A truly stimulating multimedia kit, this contains many exciting lesson ideas and is divided into five units. The first considers the importance of the opening passages of a novel. Unit two explores metamorphosis as a theme in fiction. Unit three focuses on documentary writing. This is followed by a unit on the power of speech and the final unit is dedicated to poetry. A booklet of teacher's notes offers interesting lesson material. Also included are an audio tape and videorecording (145 min.), which provide qualitatively produced extracts to supplement the worksheets. Overall, this is a most worthwhile resource for English. C. Sly

LEV: Middle secondary Upper secondary
AVAIL: $199.00
KLA: English SCIS 831635

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

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, Tumbarumba High

Helen Gordon, Maitland Grossman High

Marion Hamlyn, Wollongong High

Ian Maclean, Punchbowl Primary

Lea Monticone, Monaro High

Wendy Muskin, Newcastle High

Frances Plummer, Pennant Hills High

Beverley Richardson, primary teacher-librarian on leave

Cathy Sly, English teacher, Barrenjoey High

Graham Spindler, Parliament House Education Officer

Margaret Steinberger, Irrawang High

Denise Threlfo, secondary Science teacher on leave

Maryanne Williams, Moss Vale High

Leigh Williamson, Buxton Primary

Scan promotes information literacy We welcome articles about successful programs for information skills development, both primary and secondary, particularly in an electronic environment. Please contact the Editor on (02) 808 9501.

COLUMNS

Conferences, etc.

Children's Book Council

Plans for the **Third national CBC conference** in Brisbane are well underway. The theme is *Claiming a place*, which will be considered under three broad interpretations: claiming a place in the world; claiming a place for diverse voices; and claiming a place beyond tradition. Sessions will be presented by international and national authors and illustrators, including: Gary Crew (Australia); Murti Buranta (Indonesia); Gillian Cross (UK); Monica Hughes (Canada); Libby Gleeson (Australia); Gillian Rubinstein (Australia) and Agnes Nieuwenhuizen(Australia).

Date: 3rd–6th May, 1996
Venue: Sheraton Hotel, Brisbane
Contact: Pamela Holsinger
          Eventcorp
          PO Box 5718
          West End
          Brisbane Q 4101
          Ph: (07) 3 846 5858
          Fax: (07) 3 846 5859

Registration brochures will be available early November from Pamela Holsinger.

ITEC

The third national conference on the information highway and the nation's schools is in the planning stage. It is proposed to cap the conference registration at 500, to focus more fully on teaching/learning, and to find ways of sharing the conference thinking with those schools unable to attend. Details to hand are:

Date: 7th-8th June, 1996
Venue: The Sydney Hilton

Conference papers from the 1995 conference are available on the Internet at **ents@deet.gov.au**.

Electronic networking and Australia's schools

This conference will examine the organisational and technical issues facing schools as they seek to use networking to assist the creation of an integrated school community.

Date: 12th–13th April, 1996
Venue: Sydney Airport Sheraton

All major information technology companies will be involved. Telesystems will be creating a multi-platform, mini-network in the foyer of

COLUMNS

the Sheraton, and joining with ITEC to run a workshop, for key school and system staff, on the **Fundamentals of school networking**, on the afternoon of 11th April. Conference details will be distributed nationally in January, 1996.

University of Technology, Sydney Summer Institute '96

The Department of Information Studies, University of Technology, Sydney invites teacher-librarians to participate in the 1996 Summer Institute, a professional development program with one day workshops in the following:

- *Internet: a virtual school library?*
  (Cost—$150; participants—20 each day)

- *Getting real about information literacy.*
  (Cost—$100; participants— 50 each day)

- *Books for kids: an update.*
  (Cost— $100; participants—50 each day)

The first workshop will be lead by Harry Bruce, well known for his research into electronic networks; the second by Ross Todd, a recognised international expert in information literacy; and the third by Barbara Poston-Anderson, known for her expertise in children's literature, storytelling and readers' theatre.

Discounts apply if you attend more than one program, as follows:

Registration for two programs: $175

Registration for three programs: $300

Dates: 17th, 18th and 19th January, 1996
Venue: Department of Information Studies,
          University of Technology,
          Sydney. (Broadway campus)
Contact: Associate Professor Barbara
          Poston-Anderson
          Director, Summer Institute '96
          Ph.: (02) 330 2733

Children's Book Council news

Book week 1996

Book week runs from 17th–23rd August next year, with the shortlist announcement taking place on 15th April. The Book of the year awards announcement will be made on 16th August. The slogan for next year is *Anywhere anytime any book*.

The Marion E. Robertson children's literature fund

This special fund was established in Children's Book week, 1995, to celebrate the life and work of Marion E. Robertson. It is committed to furthering her work in the field of children's literature, a career she pursued with great passion and dedication. The aim of the fund is to recognise, encourage and promote excellence in the field of literature for children and young adults. Initially, it is seeking to sponsor a librarian, author, illustrator or editor working in the field of children's literature, to attend the third national conference of the Children's Book Council of Australia (details above). Enquiries and/or contributions should go to:

Lorraine Janson Ph: (02) 712 3739 or
Judy Jaeger   Ph: (067) 671 011 or
                 (067) 684 460
Postal address: The Marion E. Robertson
                 Children's Literature Fund
                 PO Box 435
                 Five Dock NSW 2046

The David Unaipon award

The 1995 winner of the national David Unaipon award for previously unpublished Aboriginal and Torres Strait Islander writers is **A Warrigal's way**, by Edward Warrigal Anderson. The book will be published by University of Queensland Press in September, 1996. Highly commended were **People like you**, by Alexis Wright, and **The Alice story**, by John Bodey. The award is named in memory of David Unaipon (1872–1967), who was the first Aboriginal writer to have a book published in Australia.

District contacts

Usually in **Columns** we feature regional news, inservices etc. Because of the restructuring currently under way in the Department, we at **Scan** have been looking to set up a network of interested teacher-librarians to be representatives for each district. Purposes of the network are to provide information for **Scan** for this section, to take part in **Scan** teleconferences which provide links with other teacher-librarians around the state and to help ensure that existing regional networks can carry on in the new district structure. So far, we have the following

(whose names all look pretty familiar whether they be from regions or districts!):

District	Contact
Albury	Cath Frew, Tumbarumba High School
Armidale	Kylie Hanson, Glen Innes High School
Bankstown	Dianne Collins, Peakhurst High School
	Joy Wilkinson, Greenacre Primary School
Bathurst	Margot Lindgren, Cooerwull Primary School
Blacktown	Ros Pickering, Quakers Hill High School
Bondi	Patricia Sofios, Mascot Primary School
Broken Hill	Nikki Adams, Willyama High School
Campbelltown	Mandy Kirk, Thomas Acres Primary School
Coffs Harbour	Kathy McDowell, Toormina High School
Deniliquin	Ken Walker, Finley High School
Dubbo	Maureen Nicol, Dubbo DEC
Fairfield	Margaret List, Prairiewood High School
Grafton	Kathy McDowell, Toormina High School
Griffith	Wendy Gibbons, Griffith North Primary School
Liverpool	Helen Myers, Macquarie Fields High School
Maitland	Graham Smith, King St. Primary School
Moree	Jill Jones, Moree Technology High School
Mt. Druitt	Jackie Hawkes, St. Clair High School
Newcastle South	Anne Britt, Rathmines Primary School
Newcastle North	Wendy Muskin, Newcastle High School
Orange	Edna Rollings, Mulyan Primary School
Parramatta	Annette Brown, Toongabbie Primary School
Penrith	Coleen Foley, Cranebrook High School
St George	Anna Cooper, Brighton-Le-Sands Primary School
Sutherland	Diane Cooper, Menai High School
Tamworth	Wendy Smith, Tamworth Primary School
Taree	Ruth Higginbottom, Grahamstown Primary School
Wagga Wagga	Sandra Lucas, South Wagga Primary School (?)

This leaves the following districts without contact people:

Batemans Bay   Port Macquarie
Gosford   Queanbeyan
Granville   Ryde
Hornsby   Shell Harbour
Lismore   Tweed Heads–Ballina
Northern Beaches   Wollongong
Port Jackson

Volunteers, please!

If any of the above nominated contact persons are wondering how they came to be nominated (!), or if any details are not correct, please contact Lee FitzGerald at **Scan. Columns** is being written in school holidays, when it is not possible to check any school details.

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CUMULATIVE INDEX VOL. 14: RESOURCES-AUTHOR

school magazine — Bookshelf List 1996

The NSW Department of School Education's *School Magazine* comprises four 36-page magazines, *Countdown*, *Blast Off*, *Orbit* and *Touchdown*, each appearing ten times a year. As part of the *Magazine's* aim of encouraging wide reading, each issue includes a favourable review and an extract from the reviewed book. The following is a draft list for 1996. (Depending on availability of titles, there may be some changes to this list).

COUNTDOWN

Interest Level 8-9 years old

1. *Alistair and the Alien Invasion*, Marilyn Sadler and Roger Bollen (Hamish Hamilton 1994)
2. *The Big Pets*, Lane Smith (©1991, Puffin 1993)
3. *Dear Fred*, Susanna Rodell and Kim Gamble (Viking 1994)
4. *The Finger Eater*, Dick King-Smith and Arthur Robins ©1992 (Walker Books 1994)
5. *The Princess and the Perfect Dish*, Libby Gleeson and Armin Greder (Scholastic 1995)
6. *Tashi*, Anna Fienberg, Barbara Fienberg and Kim Gamble (Allen & Unwin 1995)
7. *The Ice Palace*, Angela McAllister and Angela Barrett (Hutchinson 1994)
8. *Willa and Old Miss Annie*, Berlie Doherty and Kim Lewis (Walker Books 1994)
9. *Madeline the Mermaid*, Anna Fienberg and Ann James (Allen & Unwin 1995)
10. *The Steadfast Tin Soldier*, Hans Christian Andersen, Tor Seidler and Fred Marcellino (Gollancz 1994)

ORBIT

Interest Level 10-11 years old

1. *Rowan and the Travellers*, Emily Rodda (Omnibus Books 1994)
2. *Ermyntrude Takes Charge*, Garry Disher and Craig Smith (Angus & Robertson 1995)
3. *The Prince of the Pond*, Donna Jo Napoli, ill. Judith Byron Schachner (©1992, Puffin 1994)
4. *Boy with a Camera*, John Cech (Pavilion Books 1995)
5. *Cowboy Joe and the Bucking Barrel*, Paty Marshall-Stace (Penguin 1994)
6. *Windrider*, Pamela Freeman (Allen & Unwin 1995)
7. *Shiloh*, Phyllis Reynolds Naylor (©1991, Piper 1994)
8. *Ride On, Sister Vincent*, Dyan Sheldon (Walker Books 1994)
9. *My Side of the Mountain*, Jean Craighead George (©1959, Red Fox 1994)
10. *The Daydreamer*, Ian McEwan, ill. Antony Browne (Jonathan Cape 1994)

BLAST OFF

Interest Level 9-10 years old

1. *Yasou Nikki*, Wendy Orr and Kim Gamble (Angus & Robertson 1995)
2. *Schnorky (The Wave Puncher!)*, Jeff Raglus (Allen & Unwin 1994)
3. *Don Quixote*, Miguel de Cervantes, retold and illustrated by Marcia Williams (Walker Books 1993)
4. *Skating on Sand*, Libby Gleeson and Ann James (Viking 1994)
5. *Catkin*, Antonia Barber and P. D. Lynch (Walker Books 1994)
6. *Me and Mary Kangaroo*, Kevin Gilbert, with photographs by Eleanor Williams (Viking 1994)
7. *Cat, You Better Come Home*, Garrison Keillor, paintings by Steve Johnson & Lou Fancher (Faber & Faber 1995)
8. *Jasmine*, Joanne Horniman (Omnibus 1995)
9. *The Librarian Who Measured the Earth*, Kathryn Laski and Kevin Hawkes (Little Brown and Company 1994)
10. *The Dancing Bear*, Michael Morpurgo (Young Lions 1994)

TOUCHDOWN

For Advanced Readers

1. *The Great Elephant Chase*, Gillian Cross (©1992, Puffin 1994)
2. *I Can't Wait*, Rachel Flynn and Craig Smith (Puffin 1994)
3. *Indian Captive*, Lois Lenski (©1941, HarperTrophy 1995)
4. *The Boggart*, Susan Cooper (©1993, Puffin 1994)
5. *Cart and Cwidder*, Diana Wynne Jones (©1975, reissued by Reed Books)
6. *The Fourteenth Summer*, Gary Paulsen (Piper 1993)
7. *To Trust a Soldier*, Nick Warburton (Walker Books 1994)
8. *The Mirror Image Ghost*, Catherine Storr (Faber & Faber 1994)
9. *The Games Board Map*, Stephen Elboz (Lions 1994)
10. *Songman*, Allan Baillie (Viking 1994)