

SCAN

Curriculum Resources and Information Services



Agnes Nieuwenhuizen

Civics education

Internet training methods

District support for teacher-librarians

Research columns—a new feature for Scan

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Maggie Roche

Word processing

Priscilla Wood

Production

Richard Tabaka, ID Studio

Subscription enquiries to:

Scan

Ph: (02) 808 9501

Fax: (02) 808 9413

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Scan accepts advertising. For further information, contact The Editor (02) 808 9501

Scan, published by the NSW Department of School Education, is a journal which supports the effective use of resources and information services in the school curriculum. Scan is published 4 times per year and is available on subscription from The Subscription Clerk, Scan, Private Bag 3, Ryde 2112 Phone (02) 808 9501 Fax (02) 808 9413.

Contributions and correspondence are welcomed and should be addressed to: The Editor, Scan, Private Bag 3 Ryde 2112 Phone (02) 808 9501 Fax (02) 808 9413. E-Mail address: NSW SCIS @ NEXUS.EDU.AU Views expressed in Scan are not necessarily those of the editor or the Department of School Education.

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Welcome to the new look *Scan*! You may notice that we've reduced our font size—this is to make room for a whole new section on research. Ross Todd, of the Department of Information Studies at the University of Technology, has agreed to be the referee for this section, because of his strong connection with research into information literacy. The fundamental reason for having a research section is to focus on how research can strengthen teacher-librarianship practice.

The other dynamic change in *Scan* is the move to spot colour. Because our subscriptions are in a most healthy state, we have done our sums and concluded that the extra income raised can be used to increase the content and move into a colourful mode. However, continuation of our *Scan*-of-many-colours depends on subscriptions reaching and surpassing the level of 1995. Please remember when you are out and about in teacher and teacher-librarian circles to spread the word about *Scan* to colleagues who are not subscribers.

Post restructuring at SCIS and *Scan* sees us virtually unchanged. In fact, we have gained an extra clerical person, which will be a great help with subscriptions handling, systems for which have been set in place, with much clerical, personal and inter-personal agony! Personnel in the positions here are in the process of changing—Beth McLaren has been permanently appointed to her position at Sydney Institute of TAFE, so that the Senior Curriculum Adviser—Libraries and Information Literacy position is being filled, with Michelle Ellis acting in it. Maggie Roche, SCIS Review Co-ordinator, is returning to school, and that position is also in the process of being filled. So, support from the Library and Information Literacy team will continue at the same, or an expanded, level.

This issue drops two of last year's features—the teacher-librarian profile and the handy hints page. The profile as a structured part of *Scan* is too repetitive. However, occasional profiles of teacher-librarians you think deserve public recognition for their work would be most welcome. Handy hints are too hard to gather, and possibly too small in scope for *Scan* which purports at least to give the big picture. Hope it does, folks!

So, what's in this issue? Apart from the new research section, highlights include an interview with Agnes Nieuwenhuizen; a lyrical experience from Nikki Adams of Willyama High School of poetry reading with Komninos in the outback; and a new feature on information skills programs which include the electronic environment. There are internet site reviews and an article from Macquarie University Library's Katie Wilson, whose Internet training courses have been so successful that we thought that the rationale behind them could be of benefit to teacher-librarians in the position of having to train teachers and students in the Internet. Also in this issue is a round-up of information on the activities of teacher-librarian networks around the state, particularly what they have planned for 1996. This should provide some reassurance to teacher-librarians after the restructure. Additionally, we have Mal Lee of ITEC Pty Ltd in visionary stance writing about the position of director of information services in schools as a possible future role for teacher-librarians, with a short article from Michele Huet, a Canberra teacher-librarian who has just been appointed to such a position.

This year's issues? A perennial:

- Cooperative planning and teaching: Is it still viable? (The answer being a resounding YES!)

and some newer ones:

- Curriculum mapping
- Incorporating electronic sources of information into information skills teaching.
- Technical support, and who will provide it.

Cheers and welcome back.

Lee FitzGerald

Michelle Ellis is Acting Senior Curriculum Adviser—Library and Information Literacy



Departmental priorities –1996

Every school received a copy of Agenda '96 which outlined the priorities for the New South Wales public school system for 1996. These system priorities are those which will have been incorporated into school plans for 1996. The teacher-librarian and the school library program can contribute a great deal to the achievement of these priorities. It is important that teacher-librarians are aware of the priorities particularly those in curriculum.

The school library will need to provide resources and services which support staff and student information needs in these areas. *Scan* will also reflect the system priorities and as such is an invaluable tool not only for the teacher-librarian but also for all staff within the school. At a recent resource development day primary and secondary classroom teachers were astonished (and delighted) to discover *Scan* and the reviews of CD-ROM and Internet sites. Kerry Wellham in her article in this issue of *Scan* outlines a variety of approaches for disseminating information to teachers, teacher-librarians need to ensure that *Scan* is one of those valuable periodicals disseminated to the whole school.

CD-ROMS reviewed in 1995

The latest product from the Library and Information Literacy Team is the booklet *CD-ROMs reviewed in 1995*. Some 55 CD-ROMs are evaluated for the appropriateness to the NSW curriculum. This booklet will be delivered to your school at the beginning of the 1996 school year and will be an invaluable information source for all staff. Make sure your teachers see it.

Networks

Teacher-librarians have developed very strong and productive networks in the last few years. In this issue we have endeavoured to provide teacher-librarians in each district with an outline of the networks available to them and the people they can contact to become part of these networks. The Library and Information Literacy Team values these networks very highly and will in the new district structure continue to support and liaise with these networks. *Scan* has always relied very heavily on networks to identify best practice approaches to teacher-librarianship. One of the very strong networks in 1995 was with the Department of Information Studies at the University of Technology, Sydney. Through their overseas scholars program we have been able to bring to you articles by Dr Delia Neuman and Professor Mike Eisenberg. Professional associations have also profited from UTS's very valuable contribution to professional development by using Dr Neuman and Professor Eisenberg for conferences and workshops.

SCIS Review Coordinator

Maggie Roche who held the position of Review Coordinator in 1995 has decided to return to schools in 1996. Over the 12 months her contribution to the SCIS database and to *Scan* has been invaluable. She will be missed by the Library and Information literacy team and we wish her the best in her return to schools.

Beth McLaren

Beth McLaren has resigned her position as Senior Curriculum Adviser to take up the position Manager, Sydney Institute of Technology, in TAFE libraries. Beth has made an outstanding contribution to teacher-librarianship and school libraries in NSW. Over the last four years she has created and managed a team which has provided invaluable services to school libraries through its policy advice, and services (SCIS and *Scan*). Her professionalism and vision have led her to create wide networks with schools, the universities, peak library bodies such as ACLIS, the professional associations, and the State Library so that school libraries have come to be viewed as having a genuine part to play in the library and information world as a whole. The strides we will continue to make for school libraries will be based firmly in the foundations Beth has created. We wish Beth every success in her new position and we look forward to a new professional network with TAFE.

Schools Research Service (Renamed Infocus: Linking people and information)

One very valuable network for secondary school libraries is that with the State Library of New South Wales through Infocus. Set up by the State Library of NSW, Infocus has moved in 1996 from a Pilot project to a full Statewide program available to all schools. The evaluation of the pilot scheme by those schools participating was overwhelmingly positive. Principally aimed at Years 11 and 12 it provides material for difficult to resource areas such as the Personal Interest Projects, and Year 12 English material.

The available material is excellent and because of the consultation that went on between the State Library of NSW, the Senior Curriculum Adviser, Libraries and Information Literacy, the representatives from the Association of Independent Schools and the CEO, and the participating schools, processing the material onto OASIS is very easy. The speed of the document delivery is one of the best aspects of the service and teacher-librarians will find that it significantly enhances their collection. The Infocus service will continue to expand the material available through it and investigate new technologies to provide even more efficient service.

Scan Research Column

This is one of the most exciting developments for *Scan* in 1996. For some time teacher-librarians have asserted that information skills are critical to students learning. For this assertion to have credibility we needed to be able to point to properly conducted research in the field of information literacy. It is this current research that *Scan* aims to highlight. More importantly the research highlighted will be that which can be translated into practice in the school library or classroom. The column will also aim to highlight approaches to developing action research in the school library so that practitioners themselves will be adding to research in the area of information literacy.



BETH MCLAREN SAYS GOODBYE

In November 1995 I was appointed to the position of Manager, Sydney Institute of Technology, Ultimo. In accepting this appointment with TAFE I have of course resigned as Senior Curriculum Adviser, Library and Information Literacy with the Department.

The decision to make this career change was not an easy one. The last few years in which I have had the privilege of leading the team responsible for policy advice and statewide support services for school libraries have been stimulating, challenging and rewarding.

However, I believe that the Library and Information Literacy team will benefit from the opportunity to have new leadership with fresh ideas and that I will benefit professionally from facing a new set of challenges in a different sector.

I have been made very welcome at Sydney Institute of Technology and feel very happy to have moved to a position in which my experience in both education and librarianship continues to be needed.

I would like to thank Lindsay Wasson, Director of Curriculum, for the valued support he has given the team and for his excellent leadership. Thank you also to the members of the Library and Information Literacy Team for their professionalism, their hard work and their friendship. Anne Dowling and the SCIS cataloguers, the SCIS Review Co-ordinators—Hazel Vickers (1992), Alison Glasscock (1993, 1994) and Maggie Roche (1995), and Lee FitzGerald, *Scan* editor, have provided quality support services to school libraries. My thanks to Maggie Roche and Michelle Ellis who have each undertaken the responsibilities of the Senior Curriculum Adviser during my secondment. The team has been, and I am confident will continue to be, in good hands.

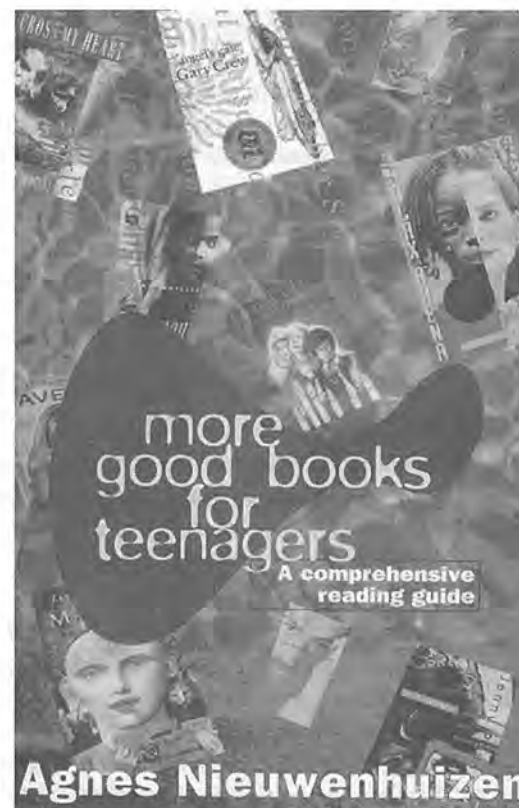
Finally I must say 'au revoir' to the many teacher-librarians in schools. I have been fortunate to be able to meet and speak with teacher-librarians from all over the state in the last four years—many of you I have personally worked with in my various positions as a teacher-librarian. Teacher-librarianship is a profession of which we can all be proud—there are many dynamic, effective members within it. We sometimes feel that we are unable to make progress because of the constraints under which we work but when I look back to the time of my first appointment as a teacher-librarian at Temora High School, I am very aware that teacher-librarians have made enormous progress. Our role has been re-defined since the early seventies. The challenges today are different but the calibre of the professionals meeting those challenges is as strong as ever and I know that you will continue to shape the information skills program and the information services in schools so that they remain relevant to teaching and learning in the nineties.

Good luck and best wishes

Beth McLaren

Agnes Nieuwenhuizen

Agnes Nieuwenhuizen has held the position of Victorian Youth Literature Officer, the first such position in Australia, since 1991. Based at St. Martins, the Victorian Centre for Youth Arts, she provides a wide range of innovative activities for young people and adults that promote reading and writing, books and authors, with an emphasis on Australian writing. She also coordinates the Youth Literature days of the Melbourne Writers' Festival which attract approximately 2000 teenagers and an increasing number of adults. As well as reviewing for *The Age* and a number of journals, Agnes has published *No kidding, Good books for teenagers, The written world: youth and literature, Family, More good books for teenagers, and Crossing*. Agnes is passionate about literature for young people; the neglect of youth literature in the mainstream press; the killing of a love of reading by too close a dissection of texts for HSC purposes; and about censorship of young adult literature. *The Scan* editor spoke to her just after *More good books for teenagers* was launched. There is a review of *More good books for teenagers* at the end of this article.



Q When I was preparing to interview you, I read *The written world* and I was really delighted to come across Veronica Brady's contribution, because she was a very inspirational English teacher at my school.

That is why I invited her. In *The written world*, I tried to break out of the kind of "ghetto" that exists in children's and young adults' literature. I think the only way to deal with the prejudices and misconceptions the adult literary world has of children's literature is to bring in people from that world. The object was partly to break down the barriers between the two worlds, but also to give young people's literature respectability in a way you shouldn't have to do, but unfortunately you do.

Q Why does the adult literary world minimise children's literature?

I asked that question recently of a journalist who answered very neatly in two words—"ignorance and snobbery". This attitude is reflected in my difficulty in getting publicity for my new book *More good books for teenagers*. I was supposed to do an interview for *The Age* but the literary pages couldn't fit it in; and another one for *Accent*, which is a "women's issues" page, and this didn't eventuate either. The thing that really distresses me is books for young people are treated almost purely in educational terms and not as literature.

I feel that the neglect of children's literature in the adult press, the attitude to books for young people and the authors who write for them and the way they are marginalised are symptomatic of society's attitude to young people. We marginalise them; we don't really care for their welfare (either their physical, their intellectual, or their social welfare). If you look at the statistics about youth suicide; about homelessness; about unemployment; about schools; it's all part of a piece.

Q Despite this, there is a gradual inclusion of some of the young adult authors into HSC reading lists. I'm not quite sure if it's a good thing or a bad thing when I see what's happening to books like *Looking for Alibrandi* which are being dissected so laboriously by Year 12 students. Do you think that too close an analysis of books ruins them for readers?

I've been talking on ABC radio all around Australia about just this issue—that really terrific books are ruined for young people because they are pulled apart. A Year 9 student called Andrew rang in and said "This is exactly what I'm doing right now. I'm having to pull a book apart." He was talking about Robert Cormier's *After the first death*. He said, without any prompting, "It was a great book and I really enjoyed it. I also have to do Gary Crew's *Strange objects* and they are all great books, but I just hate the way we have to do more and more and more writing." The chapter by Wayne Mills, the New Zealand academic, in *The written world*, entitled 'Unravelling rainbows' is about this issue.

Q Why is there such a focus on response, particularly written response, to novels in senior English classes?

Well, I think part of it is the fear of teachers that unless they demand vast quantities of written work that they are not really doing their job. I hear teachers saying "We would like more time to just enjoy a book." However, my observation is that as the traditional segments of English have disappeared, grammar and all those formal bits, that the novel is becoming the whole focus of English classes. And the number of English lessons is dropping. When I was teaching English, and I taught English for over 20 years, we used to fight for more than eight sessions or periods a week. A lot of schools now in Victoria have only 4 or 5 periods a week. Practically all of that is spent in some sort of work on a novel.

Q "Doing" the novel?

Yes, "doing" the novel. So the novel becomes this poor, pathetic little object that has all this stuff loaded onto it. It doesn't survive it very well at all.

Q It's no wonder that kids don't want to read...

Again, in *The written world*, there is an interview I did with a young girl called Deborah, in the chapter 'What young people want to read'. She's 22 now, and finished school. She did very well in Year 12, was captain of her school, and had never finished a novel. However, at the time of the interview, she was reading Maureen McCarthy's *Cross my heart* and she said to me "This is the first book I'm going to finish." I think there must be thousands of "Deborahs" around. People who just don't have any sense of what fiction is for. My real concern is that a lot of young people can go right through school and never realise that reading can be just for pleasure. They don't really understand what fiction is for because it is never presented to them as a work of art. It is only presented to them as a text for study.

Q Would you say this pessimistic picture is even more true of boys?

Yes, as I said in the introduction to *More good books for teenagers*, readers are 'most likely to be female, and this is a significant issue as it is mostly boys who are the reluctant readers and who frequently consider their masculinity at risk if they admit to liking to read. In our society almost everything to do with books and reading is women's business, an inequitable state of affairs with disturbing ramifications.' There is a new book out called *Boys in schools: addressing the real issues: behaviour, values and relationships*. It has a chapter on boys and reading which talks about the way it apparently is not considered "cool" for boys to read and that girls don't consider boys who read "cool" either. I think that that's a real battle that has to be fought.

Q What can be done about the problem of doing books to death in senior English classes?

Primary school is terrific—students can still just read and talk and go on to the next book. But certainly in upper secondary school, reading is purely what you do with a book for school for a lot of young people. Don't get me wrong, I think the study of texts is fantastic, and I think you need to do that, but I would like it to be not the only response to books demanded of young people, and the only way books are introduced to them. I do a lot of work in schools, and I often say to teachers "Perhaps what you could do, and certainly in Years 9 and 10, is a close study of one novel one term, and the next term you could do a whole range of reading around a theme, say, six novels for the whole class and groups study one and talk about it to the whole group." We need to give students that experience of different ways of approaching books.

Q I note that, in your introduction to *More good books*, you say that publishers are aiming new series at reluctant teenage readers—series such as *Shorts from Omnibus*, *MoonStone from HarperCollins*, and *Masterpiece from HarperCollins*. *Shorts* are fully fledged novels, by top writers, which are short, around 10,000 words, such as *Graffiti dog*, by Eleanor Nilsson; *Big night out* by Judith Clarke, and *Roadie* by David Metzenthen.

MoonStone is a SF and fantasy imprint, and an example is *Sabriel* by Garth Nix. *Masterpiece* feature outstanding, sometimes demanding, short stories, strikingly illustrated with black and white images, for example, *Down at the dump*, by Patrick White and *The founding*, by Nette Hilton. What else can be done/is being done to entice teenagers, especially boys, into a love of reading?

Give them *Good books for teenagers*, and *More good books for teenagers*! It is astonishing that many teachers and teacher-librarians don't think of giving them to teenagers. I chose the cover for *More good books* because I wanted it to be a really rich and bright colour that would make young people want to pick the book up. People have said to me, "It never occurs to me to give the book to teenagers themselves. We keep it locked up in the office for our own reference." This happens again and again. Booksellers tell me that they don't put them on shelves but also use them for their own reference. So that's extraordinary. Did you enjoy *More good books for teenagers*?

Q I did, particularly from the point of view of dipping in and out to read reviews of books I've reviewed for *Scan*. I found it interesting that there are as many, if not more, overseas books reviewed as there are Australian; and that, amongst the Australian ones, thirty authors appear for the first time (ie. did not appear in *Good books for teenagers*), reflecting as you say, the rise of a new generation of authors and the retirement or different focus of earlier well known youth writers such as Joan Phipson, David Martin, Eleanor Spence and Ruth Park. How did you go about finding the overseas books?

I spent a lot of time finding them. They are getting harder to find because fewer of them are being imported. I did a lot of detective work and footwork locating books and going to libraries and bookshops where I knew books came directly from America, because I didn't want to put in what everyone could easily get anyway. On the other hand I had to be very careful that those I did put in were likely to be readily available here in Australia. It was quite a lot of work in that sense. The other thing I really worked on was the actual writing of the reviews themselves. I spent a lot of time trying to make each piece a good piece of writing in itself. I didn't work to a word limit, as you do in *Scan*. The first one I did was 300–400 words but later I realised that they were 450–500 words. However, the publisher was happy with the longer reviews. I worked towards a mini-essay on each book and making connections with other books. I think the quality of reviewing in Australia is not very good on the whole, and there is far too much of a focus on the book as an educational tool. There are too many comments like "Good for 12 year olds" or "Suitable for study".

Q We do that in *Scan*. We have to, really, though, because our reviews are used as selection aids for teacher-librarians.

You're a professional journal, I'm not. It makes a difference. I wanted to focus on the books exclusively as literature—as works of art. Reviewers and adults in general

often want books for young people to be "improving" in that very old 19th century way.

Q You said in your introduction to *More good books* that "creeping censorship is with us", "that young people deserve more than sanitised books, worthiness and reconstructed happy endings"; and in your article in *The Herald* you call upon adults who wish to censor books for young people on issues such as homelessness to ask themselves if it is actually the obscenity of feral children in our comfortable, affluent society that they wish to banish from their sight.

Quite so, and I often ask myself whether books for young people should be doing anything different from books for adults. My sense, of course, is that they shouldn't; that they should be telling good stories; that the same criteria should be applied to books for young people and children as for adults. Yet again and again, even in journals like the *Australian book review* which is a literary journal, are concerns such as the ending; concerns such as "Is the book hopeful, or is it too bleak?"; concerns about moral positions (which I think are absolutely appropriate, provided the moral position is not the theme of the book); and also concerns about the issues. But my intuition is that I don't ask "Should a writer be writing this?" but "How is the writer writing this?"

Part of my concern is that adults are always between the young reader and the book. We won't listen to what young people are saying. During a recent talk back radio program I was involved in, a girl rang in asking, "Why don't we do these wonderful books? Why don't we study the books that I really enjoy reading." She mentioned John Marsden, Gillian Rubinstein and so on, and went on to say, "All the books we are given are so boring." The immediate response from other adults on the program was that of course we can't listen to young people when they say books are boring because it's not a legitimate response. It made me think of Aidan Chambers saying that "It is boring" is a really powerful, legitimate response. We must listen to young people's responses.

Q Do you have a preference for novels that confront issues?

No, I'm not interested in "issues" novels, particularly single issue novels. I sympathise with Berlie Doherty who gets really tired about *Dear nobody* being talked about as a book about teenage pregnancy. She said "I write about human dilemmas, not issues". As you know, there is no book in *More good books* that is listed under a single category in the thematic index at the back of the book. I was ambivalent about the categories appearing at all, and only agreed because it is clear from the categories, that I think a single issue book is not a good book. For example, I've got some reservations about Margaret Clark's new book about street kids, *Back on track*, because the writing's very flat and it's very much a single "issue" book. It has a place, but I'm not sure if it will have a place in the third *Good books* when I get around to doing it.

Q What do you think about humour for young people? Geoffrey McSkimming, the author of the *Cairo Jim*

series has written for *Scan* about humour. He is angry that it's not given a fair go; that it's hardly ever represented in awards; that people tend to dismiss it even more than other genres in writing for young people. What do you think about this?

I think there is some confusion, and this applies particularly to Paul Jennings, between humour and the quality of the writing. I think that humour has to be very good and witty and I think that is what I like about Geoffrey's books, that they are very witty. It is more difficult to write good humour than it is to write in other genres. I think it is a great pity that there isn't more humour around. I think Judith Clarke is a wonderful example of somebody who writes with great verve. She's very funny. I've just read a new book by Martin Wardell. Usually he writes his young adult books under the name of Catherine Sefton, but he's written a book called *Tango's baby*. It's like the Roddy Doyle books, *The van* and *The snapper* and *Commitments*. It's that raw Irish humour which makes you laugh out loud and then you wonder what on earth you're laughing about because it's all so terrible. It's one of the best books I've read lately.

Q What of Tim Winton, *Agnes*?

I didn't like the first Lockie Leonard book. Kids love it. I thought it was very much a book that had an adult perspective about what kids are on about. I did put the second Lockie Leonard book in *More good books*, but I had some reservations about that too. It's a real adult feel-good book, but kids like it a lot, and it's well written. I think that it is fairly issues driven. I think he writes in a very different way when he writes for kids and when he writes for adults.

A lot of the humour that is around for young people is the Gretel Killeen's *My life is a toilet* kind of humour. Mark McLeod threw out a little challenge to me about that one. I reread it and I decided that it was ephemeral. However, the kids like it and I think it deserves a place. So do Margaret Clarke's lighter books. They do get kids reading. I would prefer kids to be reading them than the *Goosebumps*, *Fear street*, or *Ford supermodels* series, or Christopher Pike.

Q I don't like the attitude in *My life is a toilet*. It's so world weary at the age of fifteen.

Well some kids are. I think Adrian Mole and the Al Capsellar books have this world weary style too. That's a valid style and a voice, and that's fine. What I always look for is the quality of the writing and I wish there were more people that were writing substantial humour, because it's very important. But you tend to get that kind of scatological lot, you know, the Christopher Milne *Naughty stories for good boys and girls* and those sorts of funny books.

Q We'll just have to keep Geoffrey writing! Indeed, we just can't do without him.

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 ISBN 1863302484 [011.62]

Accessible by author, title, and thematic index is the second of Agnes Nieuwenhuizen's collection of mini-essays on books for teenagers. 200 books, all written since 1990, are reviewed, of which 73 are Australian, 14 are from New Zealand, and the rest are from UK and USA. The books were chosen to introduce readers to people, places, themes, topics and ideas not often encountered before; and to significant authors not well known in Australia as well as the better known Australian authors. 30 of the Australian authors appear for the first time, reflecting the rise of a new generation in Australian writing. Single issue books are not represented in the collection—all of the books in the thematic index appear in more than one category. The 400-500 word length of the essays themselves allows the reader more insight into the books than reviews usually do. The essays include an indication of the type of language used and enough about the plot and characters to whet the appetite. Links with other similar books, and other books by the same author are made. The essays are tightly written and inviting. Students should have access to this invaluable tool for widening their own reading and enriching set novels. L. FitzGerald

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Seeds in the desert



Students at the Living Desert

Nikki Adams, teacher-librarian at Willyama High School, Broken Hill, has conducted an extensive program to introduce contemporary authors to the far west of NSW. The aim is to generate student enthusiasm and creativity and to foster student literacy. In this article, she reports on the program and the involvement of the Greek poet, Komninos.

Background to the program

The fact that literacy is a whole school responsibility has now been firmly accepted by educationalists. The school library and the teacher-librarian have a vital role to play in fostering literacy. In this role, I have supported and contributed to the numerous student literacy programs operating at our school. I have also initiated several programs that have produced obvious benefits. One of the most exciting of these programs has been the series of author tours to the outback which I instigated and co-ordinated. This program has seen authors such as Libby Gleeson, the poet Geoff Goodfellow, Elizabeth Mansutti, Mary Small and many more visit "isolated" Broken Hill and spread their infectious enthusiasm for literature and writing. The most recent author to participate in this program was Komninos.

A huge expression of appreciation goes to the Australian Childrens' Book Council. Their support over the years has been tremendous. Without it, we would not be able to conduct our creative camps, meet inspirational people and plant the seeds of a love of literature in our students. Kate Veitch, writers' tours co-ordinator, especially deserves mention for all of her support, assistance, and encouragement. Thankyou.

The setting

Broken Hill often feels isolated from the advantages of capital cities. Often we look longingly at their theatres, festivals and other cultural events. All we have, five minutes away from our homes, is a desert. A desert, whose colours rip your breath away, which paints you a Turner

every sunset and which stretches flat to a straight line horizon. Every rock outcrop is an adventure. The dominance of time is broken. There are no important appointments, only sunrise and sunset, when the huge fire of the sun provides a more hypnotic spectacle than anything television has to offer. There is also quiet in which you can drift, float and reflect. Such a setting can not help but touch your soul, or make you question whether you still have one.

It was to this setting that I brought thirty students and one of Australia's most renowned poets, Komninos, for a joint Willyama and Broken Hill High Schools creative writing camp. It proved to be a dynamic combination.

The camp

The two day camp was held at the Living Desert site, some twenty kilometres from Broken Hill. While the setting, an awesome rock outcrop surrounded by central Australian desert was perfect for the occasion, the weather proved to be a challenge. Thunder and lightning, drizzling rain and patches of freezing cold, could not deter the artistic resolve of all participants. Although these extremes remain in our memory, the weekend was largely blessed with long, sunny periods with tremendous cloud patterns changing rapidly above us.

The camp involved many activities designed to stimulate student self confidence, creativity, self expression and literacy skills. It reinforced the work being done in the classroom and also generated an appreciation and love of Australian literature. Students created and recited their own poetry. In "rave" sessions students performed impromptu speeches on random topics for sixty seconds.



Students searching for the right words at the Living Desert campsite.

Sixty-second speeches on *Play school*, *The day I awoke with a red beard*, *My recurring dream* were not only entertaining and very funny but also demonstrated vast imagination. "Rhyme lines" involved students in a line taking turns to add one sentence to a story. The story didn't have to make sense but the last word had to rhyme. Again, this was a great deal of fun, and it highlighted the tremendous vocabulary some students possess. The word games and competitions allowed students to battle wits (with terrific prizes). Some real stars were discovered on Saturday night as students sang, recited poetry, told jokes and even did *Gladiator* impersonations. Although the camp fire roared nearly all night, the real atmosphere was generated by the vast darkness of the desert which we felt mocked our tiny flame. Students and teachers fought to perform, to express their thoughts and feelings, or just to show-off. At the centre of this creativity was the inspirational Greek poet Komninos who encouraged, inspired and enthralled everyone.

Priscilla, queen of the desert, Broken Hill South football club style

Not even our wildest dreams on Friday evening could have forewarned us of the events to come. Civilisation was about to descend upon us in our nature retreat! Saturday afternoon saw all students, teachers and even Komninos stunned as two bus loads of party-goers arrived at the site. The Broken Hill South football club had decided to use the public site as the venue for the entrees of their end of year progressive dinner. Their function was fancy dress and soon a Viking, a sheep, three nuns, Fred Flinstone, a clown, several gangsters, a six foot rucker dressed as a French Maid and three

Absolutely fabulous style characters (amongst 40 others) had joined us. After a very funny time, the footballers and their partners (but which was which?) boarded their bus and left us wondering if it had all been a dream.

Poetry-reading: the essence of the camp

Sunday's highlight was poetry reading at the rock pool—certainly a unique classroom. A semi-circle of jagged rocks around a pool of water enabled thirty students to sit at different levels, depths and positions in a 180 degree radius yet everyone was able to hear and be heard perfectly. From the bridge over the rock pool, at the front of this natural amphi-theatre, Komninos stood and listened as every child selected and read a piece of his poetry which meant something to them. Komninos offered some explanations on the feelings and circumstances from which the works originated. At the end of this last session, everyone had felt they had shared something very special. Poetry will never be quite the same again.

The aftermath of the camp

Although the camp was held at the beginning of November, students still retain passionate enthusiasm and excitement. One of the most pleasing satisfactions from the whole event occurred several weeks later. I walked past a classroom and two girls were organising some of the activities they had learnt from Komninos with students who were unable to attend the camp. Some valuable seeds had certainly been planted in the desert.

The following poem was written by Meg Davis, who attended the camp. It is a fine example of a seed bearing fruit.



Komninos in action

The accessible poet in the accessible outback

Komninos in Broken Hill
by Meg Davis

I
You know what we did last weekend?
You know what we did?
We pitched our tents. Yeah, we pitched
'em up against the rocks
in the red red dirt
with lots of laughs and shouts and
"Come on! Give us a hand."

We pitched them there
and then
Komninos sprang to centre stage.
He startled first with bright blond curls
on top of black
And then he talked his poems.

A husky raspy voice
that caught the rhythms of his life.
Real stuff it was: growing up in
Melbourne, crappy nappies,
Grandma's big pink pants, the sudden
silence in the traffic noise.

As we listened, we also lived his life
and began to see the chance to write our
own
in poems not so far removed from normal
speech.

Nothing inaccessible here.
The cadences of the way we talk our-
selves.
That's all.
He reassured us.
We only need to be alert and notice
things
with pen in hand
We too can turn raw life to art
And so we did.

II
But not before we'd climbed the track to
where the sculptures
dominate the hilltop.

Komninos
stuck his butcher's paper to the sand-
stone
round the hole
carved by a man from Mexico.

From where we sat
he loomed above
his hair swirled round by wind
against the cloudy sky.

We only had to write five words.
No strain.
But then for each word of the five
four other words.

We settled down
to map landscape in words:
some gazing out, some up, some down.
The windy pages held by pencil
writing what we saw.

The busy writers
wrote in solitude
and then recited loud against the wind
what Komninos
and hilltop space inspired.

We wrote it well.
No vagueness,
clear sharp hard precision
like the rocks.

III
That afternoon we watched how
just a list
expanded to a poem as the images
poured out from inner sight, imagina-
tion
and a pen.

I spent late afternoon devouring
Komninos' script,
incongruous in the world of Windyloo
and tent,
for CD-ROM,
his ideas pounding out
through his own poems.

IV
At dusk a bus pulled up.
Witches.
Three nuns with thick black mo's.
Petite in kimono, a woman from Japan.
And hulking men in drag
who climbed the rocky hill
and posed, their boas streaming,
with all our budding poets.

A potent moon
lit up the landscape
words had caught and held
and stars came out through rain.

Komninos chaired
the campfire comps
contested keenly.
The prize?
His books.

He kept things moving
spectacular in dull green cape and hood
to keep off rain and cold

At last the camp fell silent
and left the living desert
to Komninos and stars.

V
We ended work with raves
written against the icy wind
huddled in the shelter shed,
hands scrunched up in sleeves,
hooked on accessible Komninos
accessible poetry
in the accessible outback.

A week later
He's back in Brisbane
enjoying solitude and warmth
but the energy he let loose
still riots, romps, explodes, ferments,
erupts
at school.

*Everyone felt had
shared something
very special.
Poetry will never
be quite the same
again.*

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Nancy Lander retires



Maureen Nicol, teacher-librarian at Dubbo Distance Education Centre, wrote the following tribute to Nancy Lander, a long term friend.

In the course of time I am sure that Nancy Lander would have been featured in *Scan* as one of the teacher-librarians who have been profiled in each issue. If the criteria for this honour are commitment to our profession, demonstrated in the day to day operation of one's school library, the influence one has had at a much wider level and the esteem with which one is held by colleagues (both classroom teachers and teacher-librarians), then Nancy would be eminently qualified. However as the decision has been made at *Scan* not to continue with this feature, because it was tending to the repetitious, this honour has eluded Nancy.

Nancy officially retired on December 12, 1995. It would be a great oversight if her expertise and enthusiasm was not made known to teacher-librarians from all over the State.

Nancy has been a teacher-librarian in the Dubbo area since the mid 1970's when she moved from Victoria upon her marriage to Neil. With a background in TAFE libraries, she was already firmly ensconced in the 'library' field. Indeed, Nancy is well known by local teacher-librarians and public librarians for her commitment to the profession as a whole.

Dubbo Public School was the first of her Dubbo libraries. One of the oldest schools west of the Blue Mountains, its library, with Nancy at the helm, provided a quality service in spite of its antiquated building and the fact the infants and primary sections were on split sites.

Early in the 1980's, Nancy transferred from the oldest to the newest of libraries, when she was the first teacher-librarian appointed to the new Orana Heights Public School in East Dubbo. Already Nancy could envision the benefits of automated libraries, and, as with anything she does, once she has the idea she makes it work. At this time, the Western Region Library Committee was negotiating with Charles Sturt University, Bathurst Computer Centre, for regional schools to complete coding sheets of library resources using a modified KWOC method. The Computer Centre would then enter this data onto the mainframe and prepare a periodic printout in any order required by the school. All this at no cost. Nancy was one of the first to take up this offer, and, from the outset, Orana Heights library had a computer generated catalogue, and *never* a card catalogue. The advent of OASIS meant that, after a certain amount of organisation, all of these records could be down

loaded from the CSU mainframe to Orana Heights' computer.

This commitment to applying information technology to every aspect of our role, meant that Nancy was one of the main instigators of the very successful *Technology in teaching* group for all executive, teachers (including teacher-librarians) set up by the Dubbo Cluster in 1994. The fact that this group still meets and has examined topical issues such as the 'why' and 'how to' of networking; video conferencing; the services of Keylink, NEXUS and Powernet and, of course schools and the Internet, is directly due to Nancy's persistence.

The same dedication to an idea has characterised Nancy's career right up to her retirement. Having become one of the first professionally qualified teacher-librarians in regional libraries, Nancy never missed an opportunity to add to her own knowledge and expertise in librarianship. At the same time, she has worked tirelessly to provide as many professional development opportunities for the many inexperienced and isolated teacher-librarians in the vast former Western Region. Even at the end of the 1970's, a regional committee under her leadership pioneered a Library correspondence course which consisted of a series of activities written by experienced teacher-librarians and available to any regional colleagues. There were many who participated and to this day there are those who remember this fondly as their inspiration, initially, to persevere with what often seemed an overwhelming task (being appointed to an isolated library with no library training) and then, later, to undertake formal library qualifications, again by correspondence.

Nancy's goals and her hard work on this project were repeated a decade later when she became a Western Region's facilitator for the NSW School based support course for untrained teacher-librarians. Again no problem was too great for Nancy. Her participants, over the years, came from areas as far apart as Bathurst and Brewarrina, and she found herself travelling to all ends of the region.

At the local level, Nancy's vision and hard work is most evident in the success of the Macquarie Area Resource Sharing Group (MARSG), a formalised network of about eighteen schools, public, TAFE and Education Centre libraries. When a few of us came together in 1980 at



Going online at Orana Heights P.S. library.

Nancy's instigation to 'discuss' the benefit of sharing resources based on a per capita levee of member schools, none of us dreamed that almost 15 years later the schools in the local area would still be reaping the enormous benefit of that day's decisions.

Nancy Lander's retirement has caught many of her colleagues unawares. However, while some teacher-librarians probably see this enforced 'career move' (superannuation dictated) as a cause for some regret, her local MARSG colleagues are rather pleased about the whole situation. Very few rural communities would have access to such a talented, experienced and willing casual—and the reassuring facts are that she has *no* intention of moving from the area and she's not going to be 'lost' to us when a permanent job comes along!

(A sequel in early January: Maureen phoned to tell me that Nancy's first casual job couldn't be in a better spot. Dubbo DEC and Buninyong Public School will share a library from the beginning of 1996. Guess who is the new casual teacher-librarian at Buninyong??—ed.)

The following article, by Nancy, arrived at Scan recently, and is an example of her commitment to her students and their information literacy, in a situation of an inflexible timetable.

Research completed in 1983 showed me that information skills needed to be taught in context with class work. Co-operative programming and planning is therefore essential to make time in the library effective, especially in a situation where the class teacher is not present.

Each class at Orana Heights Primary School is scheduled into the library once a fortnight for fifty minutes, except Kindergarten classes who have twenty-five minute sessions each week. The deputy principal relieved me to plan with teachers as needed, usually at the beginning of each term. This meant I saw most classes four times per term.

With such a limited time with each class, the need was to employ strategies to make the most of the time to impact on the class topic and to use methods which ensure the students make maximum use of information skills.

Planning with the teacher always involved us looking at resources both in the library, in science resource boxes, English resource bags, as well as at the Orana Education Centre. We made a decision as to what the library's role



A researcher at work.

will be—for example, historical aspects, or the science perspective for some part of the topic. We filled in a basic planning sheet that I gained as a facilitator for the School based support course. It notes topic, KLAs, learning goals, content, information skills to be emphasised, resources to be used, who takes responsibility and what will be covered in each session. Both the class teacher and I had a copy. Evaluation by students at the conclusion was most desirable and informative.

Strategies for making an impact on the topic included use of video and other audio visual introductions, use of guest speakers, science experiments and creative arts. As a member of the science committee and 'keeper' of the science resource boxes, I had some knowledge of the science curriculum. As a member of the English and Creative Arts committees, I also drew on these areas and tied them into the information skills program. Teachers found difficulty in 'doing everything' and were happy for me to help them fill gaps.

Topic mapping

For many years, I have used story maps based on the PEN leaflet and I have been looking for a suitable non fiction topic mapping style. After attending a presentation at a Regional Library Conference by Ross Todd on **topic mapping**, I became hooked on this as an approach which can be used to implement any of the six information skills, and thus, something which works well with my time limits. It can be used to **define** exactly what the student wants to know—they can fill in known facts and become aware of gaps they need to fill. It is useful in **locating** and **selecting** resources—particularly in making a specific search, for example online, when a topic needs refining. It is a great way of **organising**—headings and sub headings are obvious and as only key words will fit in the balloons, this prevents a regurgitation of slabs of information. It provides the framework for **presentation**—for example, a data base can be easily made from the brief notes and it allows evaluation of content.

Students and I map the topic together, then students may copy the headings to map their topic. In some cases I may give them a map to fill in. The idea is to develop independence, so that they can map their own topic. I encourage

them to map BEFORE looking to see what is available on their topic or chances are yet another article will be rerun.

Topic mapping at Orana Heights, 1995

What does this mean in practical terms?

Year two looked at Environments, and my brief was the library environment. We mapped a floor plan of the library and then got down to the nitty gritty of arrangement. Location skills were the focus.

Year three looked at early European exploration of Australia. They mapped what they should know about an explorer after an audio visual introduction. Their focus was organising information.

The historical aspects of communities was my topic with Year four. Principles of CORT thinking, using plus, minus and interesting facts to make non judgmental comparisons were the focus, as we compared hunter gatherer societies and urban societies.

A gifted Years 3, 4 and 5 group looked at how man has changed nature. This was accomplished through individual projects, which they mapped as a starting point. The library assisted with resources, such as print resources, the SAGE CD-Rom, online information and a visit to the zoo for three students looking at different endangered species. The group also took part in an Enviro Quest activity which meant the library was involved in a lot of their online work. Their main areas of information skills were selecting and presenting.

The IM class studied the English unit *Pigs and honey* and story mapping and retelling was the library brief. After modelling story map technique using a story they knew well, then each student mapped a story for themselves. They used their story maps for oral retelling. Skills focused on here were organising and presenting.

One Year five was studying the English *Cats, cats, cats* unit and my input was a science perspective on different species of wild cats and the environmental impact on their survival. As I was looking for an information report as an end product, I began with a video on mammals which enabled students to classify cats as mammals and carnivores for their introductory sentences. They chose their own 'cat', mapped their topic, wrote the notes on classification from the video and found at least one preliminary source of information which they noted. They were selecting and organising information.

Year six pursued their own projects and, having mapped them, they were encouraged to access a variety of sources. They were locating and selecting.

While having scheduled classes is not the ideal way to implement information skills, a co-operative planning and programming approach is vital to ensuring that students gain some strategies for ongoing learning through meaningful employment of information skills in the context of a class topic. ■

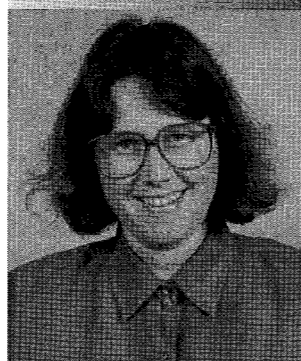
We begin here our *Best practice in information skills series*, with two reports on information skills programs which incorporate information technology, specifically in this case, the Internet. Firstly, Roz Barker, teacher-librarian at Trinity Christian School, Wanniasa, provides us with examples from a primary perspective; and secondly, Alison Glasscock, teacher-librarian at Turrumurra High School, illustrates the incorporation of Internet into information skills teaching at her school.

The Internet and information skills

A PRIMARY SCHOOL PERSPECTIVE

by Roz Barker

Trinity Christian School, Wanniasa, was a pilot in 1994 for the ACTEIN (ACT Education Information Network) Project and from our experience with the Internet in the primary school over the past 18 months, we have found that the skills of defining, locating, acquiring, organising and recording information apply equally to both printed material and that derived from electronic sources such as the Internet. In fact, teacher-librarians, as resource specialists, should be aware of the best possible information resources available to fulfil a certain purpose from the whole available range: a range



which includes all print and non-print media. If the Internet can be a valuable source of information, and it has proved to be so, then we as teacher-librarians cannot ignore it!

Following are two ideas which we have employed with the Internet and which can be incorporated into the information skills program. For the most part, these ideas would be suitable for upper primary school students (Years 4, 5 and 6), due to the adult nature of much of the material on the Internet and the sometimes large amount of reading required. Our aim with the activities is to develop transferable skills which students can take with them to each new information task.

Refining a search strategy

There are two basic functions of the Internet. One involves communication through electronic mail and the other involves access to a vast array of databases and computer networks all over the world through a web browser such as Netscape. It is in the latter area particularly that a search strategy can be taught. Information on Netscape is all accessible by the 'point and click' method—very popular with students and highly motivating for them! They can use one of the search services which are available in Netscape under Directory in the menu bar, selecting the option of Internet search. They will then be presented with a number of different types of searches. These change from time to time, but currently there is an Infoseek search which will locate information by words and phrases and does not use Boolean operators, making it ideal for use in the primary school. Students just have to type in the words they wish to find. To help them do this we have used a simple keyword search strategy which teaches them how to ask themselves questions about the topic. Once all students have completed a few of these search strategies, they begin to see the benefits of thinking through the topic and generating leads for research, rather than just plunging in with the first term they think of. This skill soon transfers to other areas of research.

Once the information is returned to the user, it appears in batches of 10 'hits'. Students click on the most likely looking 'hit'. They are encouraged to continually cycle back to their original topic to decide what information is relevant for them. This avoids the mere 'playing' which may go on in a less guided environment.

A whole class approach with Virtual tourist 2

Another way to incorporate information skills with the use of the Internet is through the use of a specific site as a whole class activity. We recently did this with a co-operatively planned unit for Year 6, where the task was to find some information about a German city under some general headings. We concentrated on the skills of selecting information relevant for the topic and note-taking, so the use of the Internet fitted in well with these aims. I had already used and bookmarked the Virtual tourist 2 site

which has information about cities and countries all around the world.

We used a whole class approach at the beginning of the session in the library, giving students an explanation of the thinking process behind how they should proceed as each screen presented itself. It took several vital steps of pointing and clicking to get to the information on each of the cities and we wanted to make sure that students could assimilate the information by the screenful and could then decide what they needed to do next. Inefficient search strategies can hamper students in an activity of this type and they can very easily end up being lost in the 'ether' of cyberspace, somewhere totally unrelated to the initial task. Rather than letting them just discover this technique, I believe it needs to be actively taught to upper primary students, so that they have those cognitive pathways clear in their own minds.

After the initial whole class activity, I took groups of 2 or 3 and let them find the information on the Internet site about their chosen city. Others kept working from encyclopedias or other reference books in the meantime and were supervised by the other teacher. I was then able to guide the use of the Virtual tourist 2 site, making sure that the relevancy of the information was assessed once located. We found the different cities varied greatly in the type of information they posted to the site, making discernment an essential skill. Students then printed off any information they thought was relevant and used it in conjunction with their notes from other sources to produce a full answer to the question.

Conclusion

Learning to think in a more conscious and organised way is what will enable students to get the best out of the Internet. This needs to be taught in conjunction with normal co-operatively planned resource-based units and the information skills continuum. The quicker we can expose primary school children, through effective teaching strategies, to the skills they need, the quicker they will be ready for the information rich environment in which they live. This has been our aim in all activities we have undertaken with the Internet. Happy surfing!

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A SECONDARY SCHOOL PERSPECTIVE

by Alison Glasscock

At Turrumurra High, the starting point for teacher/teacher-librarian collaboration is not "What technology shall we use?" but "What do we want the students to learn?" However, as students are already inhabiting a highly changing, technological environment, the use of computers is included as a natural part of information searching and processing tasks. This has been the Turrumurra High School approach to using the Internet.

We only began our Internet use in 1995 and so far we only have one Net access point in the school with a fast modem. Other teachers may be able to describe their experiences with multi access points to the Internet and to CD-ROMs. I would like to encourage those with more limited opportunities for students to still embrace the potential learning opportunities, which can be both exciting and daunting, in the interests of equity for their students.

No one at our school argued with beginning the Internet in the library. What I found to be essential as a teacher-librarian, was giving myself time to start on the steep learning curve needed for confidence in navigating the World Wide Web. An hour I spend exploring can save students and my colleagues many, many hours. (As we are a large school with too many other library program priorities, the time I spend learning is mostly after school or at weekends). There are many occasions when a teacher is planning a library visit with me where I can now say "I think there could be some good Internet sites for that topic". Of course some teachers and students have become avid users and I encourage them and learn from them (especially students, who frequently expand my technical knowledge). The computer coordinator in the school has also been very supportive, encouraging the growth of technology in the library as well as giving technical support.

I would strongly argue that the teacher-librarian, as the person in the school who is constantly exposed to learning and resource needs across the curriculum, is the best person to see the potential of online and electronic data formats. We must try to keep up with what is available in these formats. SCIS and Scan can help us there but reading in the educational and the more accessible computer literature is also desirable – as it has always been for more traditional collection development. And remember, once you are on the Internet, literally a world of contacts, sources and advice is open to you.

Enough of trying to fit more into an already over-filled day! What's in the Internet for the information needs of students and staff? I get professional satisfaction out of seeing students build their confidence and self esteem as information users by working with my colleagues to design learning experiences where students can have success or be challenged or expand their horizons. This can

easily incorporate casual or highly planned experiences with technology. Following are some examples, typical of that range, which illustrate some of our experiences in 1995. In few did the subject teacher have a computer experience in mind at the beginning.

Covering all angles (and students)!

As well as using the library as the need arises, we want to make sure that students work through information literacy competencies in a structured way in a curriculum context. To this end, in 1995 units of work were designed for Years 7 and 8 in history, geography, mathematics and science. Typically one teacher from a faculty and the teacher-librarian design the unit which is then used by the eight classes of the grade. So far, these library experiences have been dominated by print, as that is still where most of our information lies. But all rotate students through structured use of CD-ROM, Internet searches and note taking from video sources. The non-book media are still quite motivational. The library staff takes on the production of work cards and the teacher-librarian helps with the marking. (You guessed it, we are behind with our OASIS conversion).

Contemplating cosmology

The Year 9 science teacher and I wanted to stretch the thinking of a talented class and were intending to spend time and effort on preparing a unit of work for them (I even read *Stephen Hawking for beginners*). Surprise, surprise! Time got away from us, but we didn't want to abandon the idea. The teacher gave the students eight areas of cosmological interest with focus questions. They had to select one, about which they would make a later presentation to the class. They had five lessons in the library where we made use of some books and a lot of use of *Sky and space* and *New Scientist* magazines. My contribution was to remind them (again) about the information process; to give them a quick notemaking exercise (I don't think you can model this too often for students); to check through our CD-ROM collection for appropriate titles; to make sure the science folder in our *Netscape* World Wide Web browser had up-to-date and appropriate space and astronomy sites; and to work with the teacher and the students in their various tasks. Throughout the five periods, about half the class used either CD-ROM or Internet searching during which they enjoyed the *Australia telescope* pages, found and saved extra sites and emailed NASA.

I think this example showed that students can have an experience with technology without being in a computer lab; that they can use it as a natural part of their information use; and that a teacher can be supported in giving students this wider experience.

Senior geographers

We have a teacher with great subject expertise, flexible thinking, great pedagogical skills and Internet tenacity. He spent his own time searching for appropriate sites on global warming. One of the student library helpers

showed him how to create a folder (collection) for the sites. He came back with his 3 unit geographers and gave them a demonstration. Their task was to investigate these world-wide up-to-the-minute sources of text, graphic and video information, printing and saving to disk as they needed. The library contribution? Solving Internet access problems, giving time to this teacher to get him started and making access and help subsequently available to the students.

And from here?

The world our students will inhabit is already pervaded with technology. We owe it to them to build their skills and give them confidence in its use. Being discriminatory in accessing and processing information in this environment will only become more important. It seems to me that the teacher-librarian, by skills and inclination, should be at the forefront of a considered and collaborative approach to using the growing and changing new technologies.

REFERENCE

McEvoy, J.P and Zarate, Oscar *Stephen Hawking for beginners*. Icon, 1995 SCIS 838081 ■

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**Learning
goals: an
approach to
developing
information
literacy
skills**

Darelyn Dawson and Elizabeth Maxwell are teacher-librarians at Pennant Hills High School. In this article, they outline the benefits that they have observed in practising a learning goals-based approach to the development of student information literacy skills. The approach uses generic learning goal statements developed at Pennant Hills High School.

Background

At Pennant Hills High School Library, the teacher-librarians in co-operation with other staff members, have, for the last three years, adopted a learning goals-based approach to teaching and learning. This has revolutionised student learning taking place in the library and has demonstrated to teachers that resource-based, student-centred learning is successful. A paradigm shift, from the teacher teaching model to a student-centred learning approach has occurred in our school. As a result of this approach, in a normal forty period week, there can be up to sixty classes booking into the library to carry out research.

In our student-centred model, learning goals-based teaching and learning are incorporated with the information skills process and resource-based learning. Our approach is based on the need for students to gain strategies in life long learning. Recent research and the findings of reports such as *Enterprising nation* (Midgley, 1995) (the recent report into management development in Australia funded by the Commonwealth Government) support the need for life long learning. Significantly, *Enterprising nation* states 'individuals and organisations will need to move beyond the one shot inoculation model of knowledge transfer and develop skills and strategies for maintaining leading-edge knowledge bases there is a role for the education system in imparting skills for obtaining and critically evaluating information, and instilling appropriate attitudes towards learning as a continuing process throughout an individual's working life.' In effect, these findings support

the direction of teaching and learning that we are undertaking at Pennant Hills High School.

Implementing our approach

One of the services that we provide to teachers is to design units of work for their classes. Teachers provide information on the topic to be researched as well as a copy of the syllabus requirements and discussion takes place on the learning goals to be worked towards in the research. When developing programs that are learning-goals based, it should be remembered that goals:

- should be clearly defined so that both teachers and students are aware of the expected level of competency/achievement.
- are structured components of knowledge, skills, values and attitudes.
- are for life long learning experiences and should reflect this value in the school curriculum.
- are practical, achievable, relevant, resource-based, and should cater to a variety of students' preferred learning styles and ranges of ability.
- should give students a measure of expected performance.
- should cater for self, peer and teacher evaluation.
- should be structured to incorporate a range of thinking skills and higher order evaluation by students.

Once the particular learning goals for the particular learning task have been agreed upon with teachers, we can then design a unit of work that will focus on them. Each unit of

work that is designed is based on goals developed with the teacher, the information skills process, and the 4Mat learning approach, so that all learning styles are catered for. Once the design has been completed, there is further consultation with the teacher, and revisions made, if necessary. The research unit is carried out, and each unit of work that is designed has an evaluation procedure, where students have the opportunity to evaluate how they learned. This is based on the learning goals stated at the beginning of the unit.

It must be recognised that all teachers are not comfortable with this type of approach. However, the greatly increased use of the library as the learning hub within the school is testimony to the fact that this approach is effective and has an impact on student learning. A learning goals-based approach provides a coherent, yet flexible framework for building sequential student learning.

REFERENCE

Enterprising nation: renewing Australia's managers to meet the challenges of the Asia-Pacific century/report of the industry task force on leadership and management skills. AGPS, 1995 SCIS 836469 ■

Benefits for students of a learning goals-based approach

In the three years that we have undertaken this approach, we and other teachers have observed the following significant benefits to students:

- clear understanding of reasons for undertaking a piece of research
- high motivation
- recognition of the efficacy of the learning process
- developing clear expectations concerning their own learning
- taking charge of their own learning—an advantage for all, especially those students who find teacher-centred learning difficult to cope with
- normally disruptive students working exceptionally well
- teachers seeing their role change from instructor to facilitator of the learning process and generally finding this rewarding
- students gaining strategies to become life-long learners
- student and teacher evaluation based on learning goals is clearer and easier
- observing students learning more and remembering more from this approach
- teachers and students becoming more creative and prepared to take more risks in their teaching and learning.

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The Parliament of New South Wales: A resource for civics education

Graham Spindler is Parliamentary Education Liaison Officer (renamed Civics and Citizenship Consultant in 1996) at the Parliament of New South Wales.

"Visitors Welcome" reads the brass plate on the iron railed fence near the State Parliament House gates off Macquarie Street, Sydney. People hurrying along Sydney's most historic and elegant street may not always feel the urge to take up the invitation, but the sign represents a fundamental and long-held commitment to the idea that State Parliament is a Parliament where the people are welcome. More than 40,000 visitors (including 25,000 school students) do come each year.

Most come when Parliament is not in session and their main experience is of a heritage building: two impressively restored Chambers linked by the 1816 Rum Hospital facade. Beautiful but not grand, it is a building of tremendous significance to the history of New South Wales and Australia.

For those who come on sitting days and see either House in session from the public galleries, the experience will be quite different. During Question Time they will certainly get

the sense of the theatre that Parliament can generate; at other times it may seem more like the theatre foyer with people chatting to each other and coming and going—amidst which the Member who may be making a speech—can seem almost incidental. The procedure and practice of Parliament simply cannot be taken in at a glance and, in fact, may do little more than reinforce existing misinterpretations. In either case, a short visit to Parliament will be valuable but will



Helen Williams and Graham Spindler watching students prepare for Schools in Parliament.

only reveal some small part of the institution's significance and operation. It is part of the role of the Parliamentary Education and Community Relations Section to assist students, teachers and the public to place that experience in a broader context of understanding. This is no small challenge, given that the republican debate, and surveys and reports (such as the Commonwealth's 1994 *Civics expert report: Whereas the people* SCIS 828266) have revealed that most Australians know very little about their system of government, either in its origins and development or in its operation.

As a result of the *Civics expert report*, the Federal Government has allocated \$26 million over the next three years to support the introduction of civics and citizenship education. Most of the money will be spent on curriculum resource development and professional development of teachers. Education authorities in New South Wales will soon be developing a civics curriculum in both primary and junior secondary schools, which will utilise the nationally developed resources.

In fact, both the Department of School Education and the Parliament of New South Wales have already been contributing to one aspect of civics education for almost a decade. Since 1987, the Department has provided a Parliamentary Education Liaison Officer based at the Parliament. Considerable resource support for this officer has been provided by the Parliament and, several years ago, an Education and Community Relations Section was created to which the Liaison Officer is attached. At the end of 1995, the Department of School Education renamed its position "Civics and Citizenship Education Consultant", repositioning itself for the curriculum changes anticipated in 1996.

Whatever the extent and detail of the new curriculums, at least two things will clearly be part of them: commitment to our democratic system will be a core value; and understanding of the functions and operation of the Federal and State Parliaments and their Constitutions will be an element of the content. The programs that have been developed and put into

operation at the Parliament will be just as relevant but will have the added advantage and authority of contributing to a comprehensive and articulated curriculum with system and national support. In addition, the Section, and the Civics and Citizenship Consultant, will have a role in contributing to the general curriculum and resource development. So what can the Parliament of New South Wales currently offer teachers and students to support civics education?

COMMITMENT TO OUR DEMOCRATIC SYSTEM WILL BE A CORE VALUE

School visits program

School visits can be booked directly through the Parliament (02 230 2355) or through Members of Parliament. Groups are provided with resource and information packages and worksheets. On non-sitting days, tours take approximately an hour; on sitting days, Chamber tours may not be possible but groups may watch Parliament from the visitors' galleries. Special tours are available for Non-English Speaking Background and Intensive Language Centre groups.

Parlidex, an interactive database on responsible government (SCIS 816587)

This database was launched by the Parliament, Land Information Centre and Government Information Service in 1994. It offers information on the development of government in New South Wales, the Parliament, Members, electorates, government departments, the judiciary and active citizenship. The Department of School Education provided all secondary schools with a copy of the first Macintosh version in 1995 but a

revised and enhanced CD Rom version for both Macintosh and PC-Windows will be available at the beginning of 1996.

Publications

The Section produces both curriculum related and general publications for audiences ranging from primary school to secondary and adult. Publications of interest to schools include:

- *Parliament in New South Wales: How does it work?* (SCIS 628784)—book for years 5–6;
- *Parliament of New South Wales*—booklet for general school and adult information;
- *This is your Parliament: The Parliament of New South Wales, its development and operation*—illustrated book for senior school and adult education and information;
- Information Sheets—set of 7 A4 sheets for schools, Years 5–10 (*Government in Australia; Democratic growth in NSW; Understanding an act; Making the law; Houses of Parliament; Crossword; Glossary*);
- *Parliament of New South Wales*—colour brochure for general school and adult information;
- *Australia's first Parliament* (SCIS 468880)—large format colour book on history and operation of Parliament and Parliament House, available for sale;
- *Parliamentary History Bulletins*—eight brochures for school and general visitors (1: *Chamber colours*; 2: *Portraits in the Legislative Assembly vestibule*; 3: *Jubilee room*; 4: *Architecture of Parliament House*; 5: *Premiers of NSW*; 6: *Women in NSW Parliament*; 7: *Guided tour of Macquarie Street*; 8: *Hansard*);
- *Your visit to the Parliament of New South Wales*—brochure about tours and school visits.

Schools in Parliament

The Parliament supports Law Week's *Schools in Parliament* program, providing bills and LOQS, assisting with organisation, and organising the two-day state Schools Parliament conducted in Parliament House each year.

School leadership program

In conjunction with Government House and the DSE's Communications and Marketing Directorate, the Parliament offers a school leadership program which involves visits by school leaders to Parliament each year.

Parliamentary information centre

The Parliament maintains a small Parliamentary information centre with display materials and pamphlets for visitors and featuring touchscreen version of Parlidex.

Work experience program

The Section coordinates a work experience program at the Parliament.

Seminars and conferences

The Section assists with various seminars throughout the year, including Law Week study days for HSC legal studies students and the legal studies teachers conference. The Parliament

also supports the Schools Constitutional Conventions program.

Audio tours

Audio cassette tours have been developed for individual visitors with a Japanese language version currently under development.

Internet

The Section is currently involved in the Parliament and NSW Government Internet trial and Parliamentary information of interest to schools should be accessible by the time of this article's publication.

Cooperative resource projects

The Parliament is well placed to work cooperatively with a wide range of government, educational, community, commercial and professional bodies and several projects are in development which should provide new legal studies and civics resources.

Another area that Parliament is well placed to contribute to will be in the

professional development programs for teachers in relation to the new civics and citizenship curriculum. The Parliamentary Education and Community Relations Section welcomes the opportunity to work with professional associations, consultants or teacher groups in offering awareness activities and courses for teachers in civics and citizenship issues. We also particularly welcome inquiries or requests for material and information from teachers and teacher-librarians.

Contacts:

Helen Williams, Manager, Parliamentary Education and Community Relations Section (02 230 2334)

Graham Spindler, Parliamentary Education Liaison Officer (02 230 2734)

or write to: Parliamentary Education and Community Relations Section
Parliament House
Macquarie Street
SYDNEY 2000. ■

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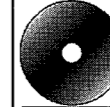
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REVIEWS OF INTERNET SITES

Our new series of Internet reviews continues with sites for the TAS and Creative Arts KLAs. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when they were reviewed.

The slipper of the future.

<<http://slipper.mit.edu/>>

This tongue-in-cheek site offers an interesting challenge to design and market the slipper of the future. Small groups will enjoy responding to this challenge, aided by links to other sources of information on slippers and feet, as well as oddities and trivia. Teachers are advised to check links—we discovered one to "alt.sex.fetish.feet" which schools might want to block out. N. Kallenberger, J. Griffiths

LEV: Middle secondary
 KLA: TAS
 SUBJECT: Design and Technology
 EASE OF USE: Point and click
 MEDIA: Text; Graphics
 SOURCE: Massachusetts Institute of Technology
 DATE REVIEWED: 18 August 1995

Our sea, our future : major findings of the State of the Manni Environment.

<<http://kaos.erin.gov.au/sea/somer/chapter3.html/>>

Up-to-date text information about the Australian fishing industry found here is suitable for case study work in senior food technology. The section on fisheries includes information about aquaculture, the distribution and status of commercial catches, and value of the industry. Other sections provide helpful background information. Information on the fishing industry is not otherwise easily obtained. N. Kallenberger, J. Griffiths

LEV: Upper secondary Professional
 KLA: TAS
 SUBJECT: Food Technology
 EVALUATION: Highly recommended
 MEDIA: Text Graphics
 SOURCE: Australian government
 DATE REVIEWED: 18 August 1995

Internet resources : food & nutrition.

<<http://library2dfp.csiro.au/fdnet20a.htm/>>

This site is useful for senior students for up-to-date listings in the area of food and technology. Includes FAO review and very recent works, for example food engineering. The information is developed from the latest research and is often written as highlights. N. Kallenberger, J. Griffiths

LEV: Upper secondary Professional
 KLA: TAS

SUBJECT: Food Technology
 EVALUATION: Highly recommended
 EASE OF USE: Point and click
 MEDIA: Text
 SOURCE: CSIRO
 DATE REVIEWED: 18 August 1995

CSIRO division of food science & technology.

<<http://library5.dfst.csiro.au/>>

This site has a link to the library where teachers and students could use bulletins from the food industry and fact sheets on topics such as food handling, storage and preservation. The information found here is authoritative and up-to-date, and often difficult to find elsewhere. The site also has a searching area for starting points on the web. N. Kallenberger, J. Griffiths

LEV: Upper secondary Professional
 KLA: TAS
 SUBJECT: Food Technology
 EVALUATION: Highly recommended
 EASE OF USE: Point and click
 MEDIA: Text
 SOURCE: CSIRO
 DATE REVIEWED: 18 August 1995

Eat 5 a day every day.

<<http://www.dole5aday.com/>>

Sponsored by the Dole Food Company with an aim of encouraging primary school children to eat more fruit and vegetables, this site contains a range of resources for both students and teachers. It links in with a CD-ROM resource available to US schools. The nutritional information, although limited to fruits and vegetables, is relevant. N. Kallenberger, J. Griffiths

LEV: Middle primary Upper primary Lower secondary
 KLA: ST; TAS
 SUBJECT: Food Technology; Health
 EASE OF USE: Some aspects of this site are apparently still under construction and thus navigation is somewhat unpredictable.
 MEDIA: Text; Graphics
 SOURCE: Dole Food Company
 DATE REVIEWED: 18 August 1995

Virtual schoolhouse : the art room.

<<http://sunsite.unc.edu/cisco/art.html>>

This is a dynamic site providing links to some interesting and diverse visual art locations. Like many image intensive sites, the links provided can be slow, though this seemed faster than some other art sites. One notable link was to the Getty art history information program aimed at promoting connectivity and collaboration in electronic publishing between institutions. The OTIS interactive art gallery is an interesting concept in that it publishes an artists' collective online with biographies and examples of their work. (Could a school publish their Year 12 visual arts in such a way?). Clip art collections takes the browser to thousands of downloadable clip art sources. A. Glasscock, R. Newitt

LEV: Upper primary Lower secondary Middle secondary Upper secondary Professional
 KLA: CA
 SUBJECT: Visual arts
 MEDIA: Text; Graphics
 SOURCE: USA
 DATE REVIEWED: 17 August 1995

The "palace" of Diocletian at Split.

<<http://www.ncsa.uiuc.edu/SDG/Experimental/spplit/split1.html>>

From a homepage giving background information, this site takes the user to details of this most extraordinary palace of the Later Roman Empire. Split is important in that there are no comparable Roman sites in an equal state of preservation. Visual arts students will find it a valuable resource due to its plethora of quality images though this does slow some of the data transfer. Links are useful and well-designed. For classroom use, the images should be downloaded prior to the lesson. A. Glasscock, R. Newitt

LEV: Upper secondary Professional
 KLA: CA; HSIE
 SUBJECT: Visual arts
 MEDIA: Text; Graphics
 SOURCE: ANU
 DATE REVIEWED: 24 August 1995

Online art references.

<<http://www.art.net/Links/artref.html#organizations>>

Shows, galleries, auctions, journals, resources, organisations, museums, and festivals are linked in this index of visual art sites. Although mostly contemporary and from the US, there are international links and retrospective collections. This would provide some valuable links for students and teachers though the information may need to be downloaded prior to the lesson because of the time taken to access it. A. Glasscock, R. Newitt

LEV: Middle secondary Upper secondary Professional
 KLA: CA
 SUBJECT: Visual arts
 MEDIA: Text; Graphics
 SOURCE: USA
 DATE REVIEWED: 17 August 1995

ArtsEdge.

<<http://artsedge.kennedy-center.org/artsedge.html>>

Artsedge is a cooperative agreement between the John F. Kennedy Centre for Performing Arts and the National Endowment for the Arts, with support from the US Department of Education. This is largely a US directory but useful for its curriculum connections. Obviously under development, it does have material on curriculum design, assessment and other curriculum issues. Material related to dance, music, theatre and visual arts is available for the professional only. A. Glasscock, R. Newitt

LEV: Professional
 KLA: CA
 SUBJECT: Visual arts; music; dance; performing arts
 MEDIA: Text; Graphics
 SOURCE: USA
 DATE REVIEWED: 17 August 1995

Biennale d'art contemporain de Lyon 95.

<<http://dmf.culture.fr/culture/biac95/>>

This third biennale—December 1995–March 1996—will be the first international event of such scope to be devoted exclusively to works of art created with the aid of new technologies. The homepage features 57 international artists. It offers a broad coverage of "new technologies art" by tracing historical antecedents and supporting images with informative text. Sites include: *The first experiments*, *Historical context* and *Artistic project*. One drawback is the slow downloading of images which could cause distracting frustration. The content is particularly suited to the 2 & 3 unit Visual Arts syllabuses, but would also be applicable to the Visual Arts 7-10 syllabus. A. Glasscock, R. Newitt.

LEV: Middle secondary Upper secondary Professional
 KLA: CA
 SUBJECT: Visual arts
 MEDIA: Text; Graphics
 SOURCE: France
 DATE REVIEWED: 17 August 1995

Art on the net.

<<http://www.art.net/>>

The homepage offers a range of sites including *Artists' studios*, and *The gallery: current art happenings*. A variety of performance artists, video artists and sculptors as well as musicians and lands are represented (although the latter are by text information only). The content is somewhat limited in depth, but may be suitable for Visual Arts 7-10. The artists represented are not all established. A. Glasscock, R. Newitt

LEV: Middle secondary Upper secondary
 KLA: CA
 MEDIA: Text; Graphics
 SOURCE: USA
 DATE REVIEWED: 17 August 1995

Art serve art & architecture mainly from the Mediterranean Basin.

<<http://rubens.anu.edu.au/>>

This homepage from the Australian National University, offers images and text dealing with diverse subjects such as: prints 15th–19th century (offers many obscure artists);

architecture; and architectural sculpture (mainly Mediterranean and antiquities). The sites are easily accessible and relatively quick to generate images (10 200 in all). Sites are specialised and only suited to years 9-12 visual arts and history students. There is some frustration with poor quality images, particularly with details of print works; similar examples from books would provide better information. Content is applicable to Visual Arts 7-10, 2 and 3 unit Visual Arts and senior history. A. Glasscock, R. Newitt

LEV: Middle secondary Upper secondary
 KLA: CA; HSE
 MEDIA: Text; Graphics
 SOURCE: Australia
 DATE REVIEWED: 17 August 1995

Internet reviewers for this issue were:

- Alison Glasscock, Turramurra High
- Jan Griffiths, Head teacher TAS, on leave
- Niki Kallenberger, Cherrybrook High / State Library
- Reg Newitt, Chief education officer, Creative Arts ■

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Internet training: ingredients for success

Katie Wilson is Manager, Information Technology Training at Macquarie University. During 1995, ALIA Schools Section sponsored two successful Internet training days at Macquarie delivered by Katie and her team. These were, in fact, so successful that we decided to investigate the rationale and planning of these courses. Teacher-librarians who are providing Internet training to staff and/or students may benefit from Katie's expertise.

Universities in Australia started using the Internet via AARNet (the Australian Academic Research Network) in 1991 for communication, accessing computers for database searching, and information gathering. Librarians have been in the forefront of Internet use, developing and presenting training programs throughout the 1990s.

In the last couple of years the Internet has been promoted to a much wider market because of its exciting capabilities and potential for many applications. Commercial software companies are developing programs which are much easier to use and don't require detailed computer knowledge. There is much publicity and media interest, sparking a huge demand for training. The world is hungry to find out more about the Internet—how it works and how it can be used.

Many schools in Australia are part of this growth and are now embarking on the provision of Internet access.

Developing an Internet training program

I set up the Information Technology Training Unit within the Library at Macquarie University in January 1995. Internet training has been a priority for delivery and has become the most popular and successful course. During the year I have developed and delivered many Internet training courses to staff and students on campus, and to teacher-librarians and teachers within the NSW school system, both state and private. The schools training program has been developed with the valuable assistance and knowledge of Heather Cooper, Curriculum Resources Librarian and other library staff at Macquarie University Library.

My primary consideration in developing the Internet training programs has been to present and deliver the instruction in a format which suits the needs and levels of people attending. In all courses there is a wide variety of knowledge and experience with computers (keyboards

and a mouse) as well as with the Internet itself amongst the people attending. It is very important to accommodate those differences.

In some cases such a diversity of experience can be helpful because the more experienced can help and share with the less experienced. However the more experienced should not take over. Wherever possible ensure that there is a computer per person for hands-on practice. In any computer training people learn best when they do it themselves.

Format of the programs

Throughout 1995 I have experimented with the format of different programs, developing, expanding and changing where necessary. It is essential to be flexible in program design and delivery, basing the flexibility on feedback, evaluation, and your own impression of how the sessions are proceeding.

I have developed two types of courses which work well:

Hands-on short courses

- These are of 1.5-2 hours in length, each covering a different topic, for example,
- Introduction and overview of the Internet (telnet, WWW hands-on)
- More on using the World Wide Web
- Searching the Internet (advanced)
- Electronic mail and discussion groups (listservs)
- Advanced Internet—ftp (file transfer protocol), downloading, installing software
- HTML (hypertext markup language) for creating WWW material (both beginners and advanced).

This format makes it possible to cater for different levels of experience, and attendees can build up their expertise through different sessions.

Customised programs

These sessions are prepared for specific groups using examples of resources relevant to their areas, delivered in either:

- a series of 2-3 hour or half day sessions covering all Internet programs (email, discussion groups or listservs, gopher, World Wide Web, telnet, newsgroups, FTP) or
- a one day session covering all Internet programs as above. The course consists of:
 - outline of the day
 - overview of the Internet
 - two instructional/hands-on sessions (1.5-2 hours each, separated by lunch)
 - summary and questions.

All programs combine a mixture of seminar (for the overview), hands-on practice with specific instruction, and opportunity for questions and discussion.

What makes a successful training program?

Make sure you set objectives for the program, focusing on what you hope the training to achieve. For example, an

introductory program should provide an understanding of the development of the Internet, how it is used, with some hands-on practice. More detailed and specific instruction should give people the skills to go away and operate on their own. Advanced training should cover more in-depth features and programs. There is always more to discover about the rapidly changing Internet. Here are some of the ingredients that help to make Internet training successful:

- Customise the training to suit subject needs or specific work environment.
- Use relevant examples wherever possible. People learn best when they can relate it to their own needs.
- Instruction should be non-technical and free of too much jargon. Explain terminology when used. I tell people that they don't need to be a computer programmer now to use the Internet! The training should reflect that.
- Do explain how programs work and how people can customise them to suit their requirements (eg the Options/Preferences menu within the WWW browsers such as Netscape)
- Good planning—be prepared and know your material. Find out how programs work and use them before training sessions.
- Hands-on practice is essential if you want people to learn.
- Use good, well presented backup documentation, including a glossary and bibliography. People like to have something to take away and absorb later.
- Regularly update and check any Internet addresses supplied on printed materials. They change frequently!
- Demonstrate programs and encourage people to practice for themselves in the class. Be there to assist.
- Use clear instructions.
- Allow time for exploring and discovery. It is one of the joys of the Internet and it reinforces learning.
- Sessions should be no more than 2-2.5 hours without a break.
- Use experienced trainers (two trainers for up to 20 people) so that there is always at least one person to assist 10 people.
- Ensure there is good technical support to assist with setting up and on the day itself.
- Set up well in advance—this can take time.
- Make sure the Internet connections are working before you start on the day.
- Don't overload courses with too much detail.
- Proceed at the pace of the class, not your pace. Be prepared to speed up or slow down as required.
- Use exercises to reinforce the training.
- Let people know how to contact you for follow-up queries and support.

There are training resources being developed all the time, and in the spirit of sharing and caring that has accompanied the Internet's development, many of these are available freely from the network. Look on the World Wide Web for training materials and examples. Network with other trainers. Join a listserv discussion group such as

Nettrain, the Internet/BITNET Network Trainers:
<Nettrain@ubvm.cc.buffalo.edu>

A couple of good printed resources are:

- Lipow, Anne, Ober, John and Tennant, Roy *Crossing the Internet threshold*. 2nd edition, Library Solutions Press, Berkeley, 1994. SCIS 829185 (I have found this one invaluable. Library Solutions Press produces very good training materials which are regularly updated.)

For a detailed explanation of the Internet refer to:

- Krol, Ed. *The whole Internet*, 2nd edition, O'Reilly and Associates, 1994. SCIS 8819525

Printed publications need regular updating so supplement them with material on the Internet itself.

Some suggestions for school training

In addition to the above, here are some tips for training in schools, mostly relating to adults.

- Become and stay familiar with the resources in subject areas and current key learning areas in the curriculum. Incorporate examples from these areas in the training.
- Check evaluation of resources being published in *Scan* and other journals, books, and the WWW itself to help select relevant resources. Encourage others to do the same.
- Use sites which monitor the Internet and have excellent subject links, for example:
 - Macarthur Girls Technology High School:
<<http://www.ozemail.com.au:80/~mghslib/>>
 - The Virtual Schoolhouse
<<http://sunsite.unc.edu/cisco/schoolhouse.html>>
 - Show examples of uses in other schools such as World Wide Web home pages developed by kids. For example, *Troncartee* is an electronic magazine developed by Reece High School in Tasmania:
<<http://web.reece.tased.edu.au/html/tron1/intro.htm>>
- Discuss how the Internet can be integrated into the curriculum looking at educational principles, advantages (with teachers and teacher-librarians). Explore new developments and different ways of using of the Internet and computers, not just replicating print publications.
- Raise and discuss issues such as censorship, copy-right (with teachers and teacher-librarians).
- Spread the training expertise amongst the staff.

It takes time to keep up to date but as a trainer it is essential. Learners will also find it takes time to incorporate using the Internet into an already large workload. Whenever possible provide shortcuts and guide sheets, and encourage practice. It's the only way to become familiar.

Most important of all is to have fun and ensure that everyone else does! The Internet is an exciting technological and communication revolution with a lot to offer to many people. ■

Using NEXUS at Sydney Distance Education: Some issues



Jennifer Nisbet is teacher-librarian at Sydney Secondary Distance Education Centre

Our library has been on-line to NEXUS and the Internet most of this year. The benefits—even though we have barely scratched the surface of what is available to us—have already been considerable. But this technology has raised a number of issues for us, including equity of access, the changing nature of information on the Internet, and the subsequent change in the role of the librarian.

Background

Our centre offers a secondary education to students of normal school age mainly within the Sydney region who are unable to attend a regular high school. They may be ill, physically disabled, in an institution, pregnant, or training full-time for a career such as ballet. We are one of the distance education centres which

devolved from the decentralisation of the Correspondence School, and as such we have inherited a long tradition of using new technologies in the service of education.

Equity of access

NEXUS...the Internet...e-mail—not since the telephone have there been technologies which have rendered distance so irrelevant. The electronic classroom already allows teachers to deliver lessons via a computer screen, and we can expect that in a few years or less, teleconferencing will become videoconferencing. Yet all this comes at a price, and in this brave new world, those without access to computers, CD-ROMs, phone lines, modems etc., are seriously disadvantaged. In regular high schools equity of access is achieved by providing this equipment and giving students the opportunity to use it in the classroom, the library or the computer lab. In addition, these students can usually go to their local library and find some of the same facilities. But distance education students, by virtue of the fact that many of them are physically isolated, do not have the same opportunities. Some do have computers, and some are highly computer literate. But many families do not have the resources to purchase this equipment, and these—the majority—are missing out.

Finding ways to provide equity of access is one of our most challenging tasks—one which is co-ordinated by the School Technology Committee. Although formally the Committee has a representative from each faculty, in practice it comprises anyone who has an interest in this area. We are currently working with the institutions we service, most of which have computers on site, to extend the use of the electronic classroom and we expect that an interest in using on-line services such as NEXUS and the Internet will follow.

Staff training on NEXUS

At a recent staff development day we offered a mini-course for teachers on NEXUS. Six staff members participated, and we used the the NEXUS Tutorial on one computer to introduce teachers to the system, while the others explored some of the features such as global searching, retrieving information from a large data-base, using a bulletin board and the e-mail facility. The participants were asked to bring specific information queries of their own, so that the searches would have some practical purpose. Participants felt that they had achieved some understanding of how NEXUS worked and the open-ended possibilities that on-line searching offers, but this awareness, which is the first stage, has to translate into practical usage. Unless teachers can see how networks like NEXUS or the Internet can assist them professionally, or help their students, they will not be motivated to go beyond the "Gee whiz" stage.

One strategy we have used to alert our staff to the existence of other ways of finding information has been to incorporate references to bulletin boards and databases in bibliographies. Thus when the Head Teacher of English ran a brief course to help the staff who work with students with Chronic Fatigue Syndrome, the list of library

materials included an invitation to search the CFS database on NEXUS.

The changed nature of information on the Internet

The subsequent search with a teacher was instructive for both of us, because it highlighted some of the differences between conventional information sources and on-line sources. Firstly, the bulletin board comprised an astounding total of over fourteen thousand entries, all of these dating from 1995. The task was to find terms that would refine the search to a point where we could extract interesting, informative or memorable contributions from other secondary students around the world. This was no mean feat, given that one of the main methods of navigating through a large board—by date—was of no use to us.

The role of the teacher-librarian as gatekeeper has been well and truly subverted by the new methods of global communication.

Secondly, we quickly became aware all the information had "equal status". Although bulletin boards have a manager, there is, as far as I am know, very little censorship of material. Thus entries abusing doctors or expressing anger or despair in terms that might distress a fifteen-year old with CFS have the same "weight" as more positive contributions. This is not an argument for censorship. It simply illustrates that the role of the teacher-librarian as gatekeeper has been well and truly subverted by the new methods of global communication.

Thirdly, unlike the books, articles and videos on a bibliography, the bulletin board is interactive, allowing its readers to write their own contributions or reply to the messages of others. This clearly can have important benefits for a student isolated by illness from her peers and from other normal interactions with a range of people outside the home.

Implications for the teacher-librarian

Teacher-librarians no longer "own" access to information as they did in the days when the card catalogue and associated indexes, located on specific and identifiable sites, were virtually the only points of entry to large holdings of materials. But one of our responsibilities, as I see it, is to work to ensure not only that our students have the information skills needed to use the new technology, but that there is also genuine equity of access for all. ■

Celebrating OASIS Library

Now that OASIS Library is officially in every government school in New South Wales, four schools were invited to share their OASIS experiences. Of these, two are primary, and two are secondary schools; two were trial schools for OASIS; and one is a very small school, new to OASIS.

Firstly, Ros Pickering of Quakers Hill High School writes of the OASIS experience in her school. Quakers Hill High School is located in Western Sydney, and is a new comprehensive high school, opened in 1993, with a current enrolment of 480 students in Years 7-9.

Implementing OASIS Library

OASIS is fully implemented. I had the big advantage of beginning OASIS with a new library, and so avoided the chaos of change. Within weeks of the school's opening, a file server was delivered and OASIS Library began. In the first year, I depended heavily on parent volunteers for data entry. The support I received from Met West Library Consultant, Gail Henley, was important in ensuring a trouble free implementation. The process of putting the collection onto OASIS went smoothly—although the methods/ tools used have changed to suit needs. Deciding on, setting up, and initial use of a modem to access the SCIS database was a challenge.

Tools used

SCIS records have been essential. I used product ordering initially (on-line ordering by ISBN). To minimise delays in having new resources available for borrowing, I now search on-line for SCIS and Dewey numbers, and order records using Recon. Skeleton records are entered. A mix of Rapid Retrospective and my current methods holds promise for 1996.

Networking

Implementation of a CD-ROM network in the library is planned for 1996. I envisage that a number of Enquiry dedicated machines will be retained to ensure direct access to the Library's general resources.

OASIS Library as a management tool

Time to explore OASIS management potential is a big factor, and more training for teacher-librarians and library assistants is needed. Much knowledge of OASIS is needs driven...(how do you print for the auditor the computer software accession register?...there must be a way to print recall notices on these urgently needed resources!) There will never be enough hours in a day! Given finite human resources, priority setting is essential—as is taking decision to ensure that the most important things happen. The challenge of developing and implementing co-operative planning and teaching programs is ongoing and vital. However, the learning involved with OASIS has meant that to date time has not been freed up for CPT as much as I would like.

Version 2 compared with version 1

I'm trying to practise relaxation breathing instead of frustrated finger tapping during the change operator/change

menu delays...but it is reassuring to know that the computer is busy avoiding mega-crashes! I'm sure we could all suggest some useful fine-tuning changes for the next version!

Famous last words

"Yes", I airily assure those important people who ask for it, "the computer software accession register can be printed at the press of a button!" Later, I take a browse through likely menus—can't find it, can I! The manual doesn't help either. But confidence in OASIS is not misplaced, and it can be done. How? Let me think...

Darryll Hopkins is teacher-librarian at Cambridge Park High School near Penrith at the foot of the Blue Mountains. The school has an enrolment figure of around 1,100. The library was a pilot for the OASIS Union Catalogue, in which records of three other schools were on the OASIS Library database and students and staff could borrow resources from the other locations.

All books in the collection are finally entered after 5 years! Periodicals in high demand have been entered and students have had personalised ID library cards, (with the Information process outlined on the back) for the last 3 years. Most of the school's computer software has been entered and backed up. Site licences have been appropriately filed. A second partial stock-take was done at the end of 1995. The priorities for 1996 are videos, vertical files and senior vertical files/HSC materials, followed by posters, maps and all library equipment. Library clerical time is often scarce, as school assistants are undergoing multi skilling and helping out in other areas where there are staff absences or high demand for typing.

Implementation was not problem-free because of our involvement with the OASIS Union Catalogue. Our first Recon download was problematic, and caused numerous errors in the subject heading authority files; and the current teacher-librarian then made the decision to enter all books manually. Looking back, Rapid Retrospective or error-free Recon downloads would have sped up the data entry, as is possible now. We now use SCIS on Disk and on-line searching services.

Networking

Whole school networking is at the investigation stage, and there has been a plan to link staffrooms, OASIS Library, CD-ROM stackers and a curriculum server. We are still hesitant to proceed with the plan due to high costs and the problem of getting every user back to the front menu when a system check is required. At present,

the library utilises 2 stand alone CD-ROMs. When CD-ROMs are networked, there will be 5 terminals which will run only OASIS Enquiry.

OASIS Library as a management tool

OASIS is great. Data entry is easier for all types of resources including software, equipment, magazines. Subject headings are always correct, especially with the new Subject Headings disk. Circulation is quicker, overdue are more easily processed and controlled, we save trees (no need for an accession register). Enquiry is user friendly and accurate...What more can I say? There is obviously more time for co-operative planning and teaching. Theoretically, there is more time for other tasks—but where does my time go?

Version 2 compared with version 1

Our school went through some difficult and frustrating times with the OASIS Union Catalogue. We were subject to more crashes than other schools due to the unstable nature of our unique software. Records were often lost or corrupt. Version 2 was a much welcomed improvement. We wait in anticipation for the new improved Version 3—maybe an enhanced Windows version?

Famous last words

Teacher-librarians need support for OASIS! They often call upon support in a state of stress after a crash or hardware failure and need understanding support from people with a sense of humour who may have been in the same position and can calmly talk them through to get the system operational. They also need constant in-service at reasonable cost, because of the many modules available.

Roz Lopez is teacher-librarian at James Erskine Public School, which has an enrolment of 820 pupils, and began in 1988. It was chosen as a trial school for OASIS Library in 1989, and the entire collection was entered and operational when Roz began in 1990.

OASIS Library as a management tool

The enquiry package is very user friendly for both students and staff. Staff especially don't require my help in locating resources. The stock-take module is very flexible—you can isolate any section of the collection without closing the library down, and resources don't have to be in shelf order before commencement of stock-take. This is a big time saver! Time saved by classes doing their own borrowing with the supervision of a teacher gives me more time for administrative tasks and /or co-operative planning. I have been using on-line cataloguing for the past 4 years. This is the biggest time-saver! Clerical staff can enter approximately 200 books in one hour. (The only task I like to do is check the SCIS subject headings). With a new library collection and a rapidly growing school population, it is essential that resources are on shelves as soon as possible.

Version 2 compared with version 1

I am very happy with the new features, for example delayed back-up which saves system crashes and pre-

cious school hours; circulation is more user friendly; and, in General Resources, 'copying to a new record' is a great time-saver.

Famous last words

I feel that I am lucky that my only experience with OASIS has been in a school which was already fully automated before I began. However, I will never forget my first week here—finding the courage to turn on the fileserver and then receiving an update that had to be completed and returned by the end of the week and contained 10 pages of instructions. Talk about getting in at the deep end!

Jenny Carter, teacher-librarian and Jan Hall, Senior school assistant at Kurrajong North Public School have been through the OASIS conversion experience most recently. They write from their "beautiful small school situated in a magnificent setting with views to Sydney and Centrepoint Tower" where the enrolment is 30 children, "and growing".

OASIS conversion is 90% complete, and began in September 1994, when Gail Henley organised us to start entering our books manually. The process was long and tedious, but we found one advantage over schools who used Rapid Retrospective—we already had our accession numbers entered. We are now using Rapid Retrospective for the last 20% of the collection.

OASIS Library as a management tool

OASIS is great. However, it will be better when our library is relocated to the old school residence. Our teacher-librarian, Jenny, is frequently thrust headlong into the computer screen when borrowing is taking place, as it is set up behind the door from the office, which is also the thoroughfare from the infants classroom to the playground. 90% of our books are now on computer and circulation has been taking place since Term 3, 1995. As most of our books were entered manually, a number of anomalies have been encountered, which will have to be fixed, when time permits. In the meantime, children are requested to choose another book as "the computer doesn't like this one"!

Famous last words

Advice from Library Consultant (yes, it was you, Gail!)..."Throw out all books over 15 years old". Problem: In a very small school, existing books number around 2,000. If we followed that advice, our books would have been reduced by about 70%. Yes—we know many are "old fashioned", but even amongst today's youth who supposedly only like monsters, dinosaurs and ghouls, there are still some "old fashioned kids" whom we believe may still read our old favourites.

Even our old encyclopedia which announces that "One day man will walk on the moon" surely has a place in our historical archives—just to remind children that all of today's modern innovations have not always been around. ■

Support for teacher-librarians 1996

Michelle Ellis, Acting Senior Curriculum Adviser—Libraries and Information Literacy, and the *Scan* editor have gathered together the following summary of support available to teacher-librarians state-wide, post-restructuring. Two districts are not represented here—Granville and Wollongong. If these two districts would like to publicise their plans for 1996, or if any other districts would like to add to this summary, or if there are any errors, please contact the editor on (02) 808 9501. All districts expressed concern about the continuation of OASIS Library support; of funding in terms of clerical support and relief days for organisers of professional development; and of funding to support the HSC English Bibliography collection. When these levels of support are known, they will be published in *Scan*.

Curriculum Directorate support for teacher-librarians in the new district structure

Curriculum Directorate support for teacher-librarians continues virtually unchanged. The Library and Information Literacy team will continue to provide support to teacher-librarians through the Senior Curriculum Adviser (SCA)—Libraries and Information Literacy, the journal *Scan*, and SCIS (Schools Cataloguing Information Service).

Professional associations

The professional associations for teacher-librarians—ALIA Schools Section, and ASLA(NSW)—are very active in their own right. They provide another level of support to teacher-librarians in NSW, by providing professional development and networking, and by lobbying on behalf of teacher-librarians.

Networks for teacher-librarians

Country regions

The following country regions:

Hunter
North Coast
North West
Riverina
South Coast
Western

have established very effective teacher-librarian groups organised regionally. These networks have operated formally with elected committees to organise professional development activities and informally to encourage interaction and support on a personal level. A number of former regions have developed strategic plans for school libraries in their areas, for example, The Hunter Region, North West Region and Western Region, while Riverina Region has plans underway for a strategic plan. Professional development activities include seminar days

during the year as well as 2–3 day conferences either annually or bi-annually.

The professional organisations—Australian Library and Information Association School Libraries Section and ASLA(NSW)—provide assistance in terms of identifying speakers and funding for travelling and accommodation of these speakers (for example, Western region asked ALIA to fund Dr Delia Neuman from the University of Maryland to be keynote speaker at their two day conference).

A number of these regional groups have regular newsletters. One, Western Region Teacher-Librarians group, produces a small journal *Ad Lib*, which now operates as totally self funded journal purchased by teacher-librarians within the region.

Metropolitan Regions

Metropolitan regions all have had support groups based around the ERC. They hold meetings once a term (no release). These meetings usually consist of speakers and/or workshops on a variety of topics. OASIS User group meetings again organised around an ERC have also been held once a term (no release).

The future of these groups under the restructuring

All of the above groups wish to continue in their present groupings. A number of the country groups have already had meetings to change their name from one which reflects the Regional structure to one which reflects the new district structure. The majority of these groups cover a number of districts because with only one teacher-librarian per school they feel the need for larger collegial groups.

All of the groupings are predominantly Government schools, which is one of their strengths because they are able to focus on Department of School Education priorities in both their professional development activities and newsletters. These groups have provided a contact point for liaison between the Department of School Education and the teacher-librarians within a region and a voice for

contact between the teacher-librarian and the Department of School Education. Speakers from within the Library and Information Literacy team at Curriculum Directorate have been to speak and run workshops at regional meetings. This allows the Senior Curriculum Adviser—Libraries and Information Literacy and her team a chance

to interact and spread the word on changes in policy, and explain issues that are of concern. Some groups have held their meetings at Ryde to allow teacher-librarians to see the work of the section.

Following is a detailed description of existing teacher-librarian networks, and their plans post-restructuring.

COUNTRY NETWORKS

ALBURY, WAGGA WAGGA, GRIFFITH, DENILIQUN

Title of network

RIVPAT—the professional association for teacher-librarians in the Riverina.

Key functions

Professional development, regular meetings, annual conference, newsletter—*RIVPATTER*.

Contacts

Wendy Gibbons, Griffith North PS
Sandra Lucas, South Wagga PS
Ken Walker, Finley HS

Scan contacts:

Albury: Cath Frew, Tumbarumba High School

Wagga: Sandra Lucas

Griffith: Wendy Gibbons

Resources

RIVPAT has been actively supported by the School of Information Studies at Charles Sturt University Riverina. The HSC English Bibliography collection is housed at Albury North High School, Teacher-librarian: Maureen Bowden

Plans 1996

- Annual conference, *Children's literature and the Internet*, to be held at the Griffith Ex-Services Club, 26–27th. April.
- Professional meetings.
- OASIS Library: RIVPAT members have a wide variety of talents between them, and will continue OASIS support on an informal basis, whilst looking for more formal support in the new district structure.

BATHURST, ORANGE, DUBBO, BROKEN HILL

Title of network

The Western Districts (NSW) Teacher-librarians' Association (formerly Western Region Library Task Force)

Key functions

To provide support for teacher-librarians and classroom teachers (especially small schools) in the districts, in library and information literacy through publication of *Ad Lib* (see below) and professional development activities, at least three a year. Seminar days attract 85–100 participants. The Biennial Conference attracts 100–110 participants.

Contacts

Chairperson: Maureen Nicol, Dubbo School of Distance Education

Secretary: Edna Rollings, Mulyan Public school, Cowra

Treasurer: Birigit Smith, Mudgee High School

Ad Lib: Margo Lindgren (Editor), Coerwull Public School, Lithgow

Small Schools: Colleen Braithwaite, Wongarbon Public School

Committee: Kath Joyce, Canobolas Rural Tech High School

Chris Bayliss, Blayney Public School

Nikki Adams, Willyama High School, Broken Hill

Christine Warhurst, School of the Air, Broken Hill

Scan contacts

Bathurst: Margot Lindgren

Orange: Edna Rollings

Dubbo: Maureen Nicol

Broken Hill: Nikki Adams

Individual teacher-librarians with special expertise

Former library consultants: Maureen Nicol; Chris Bayliss (Blayney PS); Dianne Sweeney (Coonabarabran HS)

Facilitators, School based support course for untrained teacher-librarians: Dianne Sweeney; Maureen Nicol; Matti Novak (Kelso HS Bathurst)

Editorial and publications: Maureen Nicol, (*Off the shelf*, 2nd edition; Member of writing team for the *Teacher-librarians' handbook*, currently under revision; Editor 1980-1995, *Ad Lib*); Margo Lindgren, (editor, *Ad Lib*, 1995).

Plans 1996

- Western Districts' Biennial Library Conference, **contact:** Maureen Nicol.
- Quarterly publication of *Ad Lib*. The journal is self funding, paid for by a subscription of \$25.00, professional in content and formatting. Content includes contributions by practising teacher-librarians of successful educational programs, reports of conferences etc. It is an excellent vehicle for disseminating information to and mutual support for a widely dispersed group of colleagues.
- Committee meeting 1 per term. AGM to be held Term 1, Week 6.
- Professional development activity 1 per term—Usually focusing on a specific interest of teacher-librarians—for example, information technology and information skills. Early Term 2, there will be a Literacy 1 day conference, with John Marsden as keynote speaker; early Term 3, there will be a getting ready for Book Week day, using the expertise of CAPA (Creative and Performing Arts) group.
- OASIS Support: On an informal basis, support will be available through *Ad Lib*, where teacher-librarians can write in to share their experiences, problems, systems, practices in OASIS with other teacher-librarians. Additionally, there are many informal OASIS user groups set up.

Resources

The Western Region section of the HSC English Bibliography is currently housed at Bathurst High School, Teacher-librarian: Judith Page.

MAITLAND, NEWCASTLE, TAREE, LAKE MACQUARIE

Title of network

The proposed new name for the Hunter Region Library Management Committee is *Mantle*—the professional committee of teacher-librarians in the Maitland, Newcastle, Taree and Lake Macquarie areas. The committee consists of 2 representatives from each district (1 primary and 1 secondary).

Key functions

To provide a linking structure between teacher-librarians in government schools within the districts of Newcastle, Lake Macquarie, Maitland and Taree; to organise such professional development activities, conferences and submissions as may meet the identified needs of the combined districts; to liaise between the districts and State Office personnel; to undertake such other professional support activities as may be determined from time to time; and to promote and consolidate links with other professional groups.

Contacts

- Newcastle: Kerry Wellham, Wallsend PS (Primary)
Wendy Muskin, Newcastle HS (Secondary)
- Taree: Shirley Roth, Bulahdelah Central (Primary)
Valerie Dyball, Wingham HS (Secondary)
- Maitland: Graham Smith, King St PS Singleton (Primary)
Julianne Harris, Mount View HS (Secondary)
- Lake Macquarie: Susan Swetnam, Glendale East PS (Primary)
Deidre Braidwood, Gateshead HS (Secondary)

Scan contacts:

- Newcastle: Wendy Muskin
- Lake Macquarie: Anne Britt, Rathmines PS
- Taree: Ruth Higginbottom, Grahamstown PS
- Maitland: Graham Smith, King St PS

Plans 1996

- Annual conference, at Newcastle City Hall, on 2nd. August, preceding ASLA State Conference, 3rd-4th. August.
- Strategic plan: Will be examined at first meeting of new committee in 1996, to adjust for changes arising from the restructuring.
- OASIS support: No plans

Resources

The HSC English Bibliography collection is housed at Newcastle High School, Teacher-librarian: Wendy Muskin.

QUEANBEYAN

Title of network

Southern Tablelands Educational Libraries Association (STELA)

Key functions

To provide opportunities for discussion and activities that assist the development of educational resources programs; to increase the expertise and professional standing of persons involved in educational resource programs; and to promote cooperation among libraries in the district. Membership open to teacher-librarians, teachers, librarians from public and specialist libraries in the area. An OASIS Library training and development group is also active in the area.

Contacts

- President: Leonie Todd, Goulburn West PS
- Secretary: Jill Wisbey, St Patrick's College Goulburn

Contacts—OASIS Library group

- Chairperson: Anne Cleary, Crookwell High School
- Committee: Leonie Todd

Scan contact

Volunteer required.

Regular meetings will be maintained in 1996.

SHELLHARBOUR, BATEMANS BAY

Title of network

- (a) Shoalhaven Teacher-Librarians group
- (b) Shoalhaven OASIS Library Users group

Key functions

Professional development

Contact

- (a) Convenor: Kerrie Griffith, Nowra Technology High

Scan contact

Christa Mood, Narooma HS

Individual teacher-librarians with specialist expertise

- Susan Hannigan, Teacher-librarian, Vincentia HS—OASIS Library
- Dot Beaupeurt, Teacher-librarian, Shoalhaven HS—OASIS Library
- Cathie Griffith, Teacher-librarian Vincentia PS—OASIS Library

Resources

- HSC Bibliography for the South Coast region is at Shoalhaven HS, Teacher-librarian: Dorothy Beaupeurt.
- Nowra ERC has a large collection of resources including Aboriginal Resources (which have all been catalogued). Nowra Technology High School has a collection of Aboriginal artefacts. Loans are organised with the Aboriginal Education Assistant—Alf Trindall.

Meetings once per term for both groups will continue in 1996.

Title of network

Southern Highlands Educators Librarians and Teachers Association (SHELTA)

Key functions

Meeting once per term. Professional development including OASIS user group meetings.

Contact

- Convenor: Robyn Karakasch, Mittagong PS
- Maryanne Williams, Moss Vale High School

Scan contact

Robyn Karakasch

Individual teacher-librarians with specialist expertise

- Facilitator, School Based Support Course: Robyn Karakasch
- SCIS Reviewer: Maryanne Williams

Meetings once per term will continue in 1996.

TAMWORTH, ARMIDALE, MOREE (IE OLD NORTH WEST REGION)**Title of network**

North West Districts Library Committee, formerly the North West Regional Library Committee.

Key functions

The group is composed of 6 teacher-librarians plus 2 principals and meets once per term in school time—members organise their own relief and travel. It is currently engaged in developing a strategic plan for the North West Districts Library Committee. This is a formalised support structure for all teacher-librarians in the three Districts. The group provides support and advice for teacher-librarians in schools; liaises with other teacher-librarian networks across the state; plans and organises annual conferences; organises professional development for teacher-librarians across the districts and offers support for those teacher-librarians upgrading their professional qualifications.

Contacts

President: Wendy Smith, Tamworth Public School

Secretary: Kylie Hanson, Glen Innes High School

Treasurer: Liz Adams, Tamworth High School

Scan contacts

Tamworth: Wendy Smith

Armidale: Kylie Hanson

Moree: Jill Jones, Moree Technology High School

Resources

- The North West Region English HSC Bibliography collection is held at Peel Technology High School, teacher-librarian: Sue Marshall.
- North West Region Film and Video Library. This has been held at North West Regional Office in Tamworth, **contact:** Chris McGilvray (Film and Video Librarian). This provides video loans in all curriculum areas to all schools in former NW region.

Additionally the following district teacher-librarian support groups operate:

- **Tamworth teacher-librarians group.** Meetings once per term, after school hours, **contact:** Wendy Smith
- **Tamworth secondary teacher-librarians group.** Meetings once per term in school hours, for support and advice for secondary teacher-librarians, and to maintain periodical list of all titles held by member school libraries, and inter-library loans between members, **contact:** Sue Marshall, Peel Technology High School
- **Tamworth teacher-librarians OASIS users' support group.** Meetings once per term. Mutual support for teacher-librarians with OASIS (now includes schools under 300), **contact:** Liz Adams, Tamworth High School
- **Northern Tablelands teacher-librarians group.** Meetings once per term, includes 30 government school—primary, central and high schools, holds annual seminar day with all of Armidale district, **contact:** Kylie Hanson, and Marcus Brumby, Glen Innes Primary School.

Plans 1996

- Publication and distribution of North West Districts' Library Committee strategic plan, and support for its implementation at school and district level.
- Committee meetings once per term.
- 1996 Conference—*Magic, wonderment & serendipity* to be held at Calrossy School, Tamworth on 29th. February–2nd. March. Keynote speakers will include Dale Spender, Agnes Nieuwenhuizen, Ross Todd, Robert Burnheim and Ken Dillon. The North West Districts strategic plan will be launched at the conference.
- SCIS training is planned for Term 1, at Glen Innes High School with a Train the Trainers agenda.
- OASIS support: Provided by attendance at collegial group meetings, for which it is anticipated that formal agendas will be developed as the Districts Committee is now in a position to respond to requests.

TWEED HEADS-BALLINA, LISMORE, CLARENCE/COFFS HARBOUR, PORT MACQUARIE**Title of network**

North Coast teacher-librarians.

Key functions

Collegial support. Professional development

Contacts

Coffs Harbour/Grafton Teacher-librarian collegial group:

Kathy McDowell, Toormina HS

Ann Johnston, Grafton PS

Marlene Jacobs, Bayldon PS

Summerland Teacher-librarian collegial group:

Marion Silk, Kadina HS

Hastings Teacher-librarians collegial group:

Lorraine Neill, Hastings PS

Jackie McIntosh, Nambucca Heads HS

Tweed Heads Teacher-librarians collegial group:

Julie Murray, Kingscliff PS

Margot Combes, Murwillumbah PS

Scan contacts

Tweed Heads—Ballina: Julie Murray, Kingscliff PS

Clarence/Coffs Harbour: Kathy McDowell

Lismore: Marion Silk, Kadina HS

Port Macquarie: Lorraine Neill, Hastings PS/Anne Smith, Melville HS

Plans 1996

- Meeting once per term for each of above groups.
- Coffs Harbour District runs 2 full day seminars each year.
- Annual conference of North Coast teacher-librarians 1996, 24th–25th May at Greenmount Resort, Coolangatta,

Contacts

Melissa Darnley, Murwillumbah East PS

Margot Combes, Murwillumbah PS

Dorothy Elliot, Bilambil PS

Gloria Cassidy, Mullumbimby HS

Resources

- HSC Bibliography Collection held at Alstonville HS, Teacher-librarian: Ros Sharp.
- Northern Interlibrary Cooperative Scheme (NICS) resource sharing network is being re-established in the Lismore area and involves TAFE, university, public and school libraries. Its role is mainly information exchange whereby knowledge and acquisition of, and access to library and information resources, is facilitated amongst members. Next meeting is 13 March, 1996, at Lismore TAFE Library.
Contact: Marion Silk

METROPOLITAN NETWORKS**BANKSTOWN, CAMPBELLTOWN, FAIRFIELD, LIVERPOOL****Title of network**

Previous networks in these districts included the Chester Hill ERC Librarians network. Members of this group have been reformed mainly into two districts—Bankstown and Fairfield. Schools will continue to meet as one group in order to have sufficient numbers to attract guest speakers. Teacher-librarians who were formerly part of this network, but have been reorganised into a different district are welcome to continue to attend meetings.

Key functions

Professional development

Contacts:

Cheryl Barnier, Fairvale HS

Margaret List, Prairiewood High School

Plans 1996

- Teacher-librarians' meetings will continue in 1996 once per term. OASIS user group meetings once per term.
 - First meeting 5th. March, 1996 at Cabramatta HS
 - Second meeting 23rd. May, 1996 at Bankstown GHS
 - Inservices will be developed to be run on a **self-funding basis** as required, and will be held after school, covering such topics as:
 - OASIS for new users
 - SCIS on line and Rapid retrospective
 - Access to information—on line and on disk
- Contact:** Margaret List

RYDE, NORTHERN BEACHES, HORNSBY, GOSFORD**Title of network**

Metropolitan North Districts Teacher-librarians committee

Key functions

Annual conference.

Contacts

Toni Lindley, Killara HS

Liz Maxwell, Pennant Hills HS

Lesley Abrahams, Chatswood HS

Anthea Scholes, Entrance HS

Carolyn Baker, Entrance PS

Annette Patterson, Balgowlah Heights PS

Lesley Pickup, Mowbray Rd, PS

Scan contact

Anthea Scholes, The Entrance HS

Plans 1996

Annual conference 3rd. May, 1996 "Linking school libraries in the Information age"

Resources

HSC English Bibliography Collection is held at The Entrance High School, Teacher-librarian, Anthea Scholes.

Title of network

Hornsby District Teacher-librarians group

Key functions

Professional development

Contacts

Liz Maxwell, Pennant Hills High School

Barabara Deece, Hornsby GHS

Toni Lindley, Killara HS

Plans 1996

Meetings will continue in 1996 once a term, with OASIS meetings planned on the same basis. OASIS meetings will probably expand to include an "Internet Users Group".

Resources

HSC English Bibliography Collection is held at Hornsby GHS, Teacher-librarian, Barbara Deece.

SUTHERLAND, ST GEORGE, PORT JACKSON, BONDI**Key functions**

Professional development.

Contacts

Pamela Noller, Sydney BHS

Mandy Alexander, Beverley Hills GHS

Mary McNally, Strathfield South PS

Anne Larsson, Gynea Tech HS

Di Collins, Peakhurst HS

Martha Heeren, Kingsgrove HS

Scan contact

Andrew Barber, Newtown High School of the Performing Arts.

Resources

HSC Collection held at Fort Street HS, Teacher-librarian: Vicki Chiplin.

Plans 1996

- Teacher-librarians' and OASIS User group meetings will continue once a term.
- Plans are underway for an inservice on a Saturday in March, 1996. It will be a "meet the author" day and flyers will be sent to schools early in the new year.

PARRAMATTA/BLACKTOWN/ MOUNT DRUITT/PENRITH**Key functions**

Professional development; OASIS support

Contacts

Annette Brown, Toongabbie PS

Ros Pickering, Quakers Hill HS

Scan contact

Jenny Foster, Winmalee PS

Plans 1996

- Collegial professional development meetings will be held once per term as usual.
- It is intended that OASIS support meetings, such as the Beresford Road PS group, and the Winmalee HS group, will continue.

Resources

The HSC English Bibliography collection is housed at St. Mary's Senior HS, Teacher-librarian: Rikki Brown.

Lastly, Cheryl Barnier, teacher-librarian at Fairvale High School writes on behalf of HSC English bibliography collection holders on the fate of the collection in 1996.

The HSC English bibliography WILL be produced in 1996.

It is surprising that many English teachers and teacher-librarians are not aware of the existence of this collection which contains articles related to the HSC English papers over the past twelve years. Because of copyright restrictions, the centralised collection (which was previously held in the DSE Library) was dispersed to one school in each Region in 1994.

At a recent meeting of the collection holders (one site per region in the old terms), schools which currently hold the

collection agreed to support the collection for another year. At the end of 1995 each site has collected articles to support the texts in the 1996 English courses. This involves going to nominated libraries to photocopy articles which the DSE library has identified for inclusion in the bibliography. Articles are then stamped and labelled, and duplicate copies made for each of the other nine sites according to the agreement made between the Department of School Education and CAL (Copyright Agency Limited). The DSE library will produce the bibliography to accompany the collection and distribute it to schools. ■

The HSC English Bibliography arrived in schools in week two of term one in 1996.

Look out for it!!!

**A CALL FOR
RESPONSE
FROM
TEACHER-
LIBRARIANS**

**Please try out Voyager,
the new SCIS software.
Teacher-librarians around
the state are asked to try
out the new Voyager soft-
ware, recently installed
for SCIS.
Please fax your comments
to:
Anne Dowling
Divisional Librarian
SCIS. Ph.: (02) 808 9587
Fax: (02) 808 9413**

Into the information age is reprinted from *The Practising Administrator*, No. 4, 1995. The article brings to the attention of Principals a new role required in schools—that of director of information services, and how well prepared teacher-librarians are to take on such a role. Following the article, we have a report from teacher-librarian Michele Huet, who began in a similar role in 1996 in a Canberra school.

Into the information age

A director of information services for your school?

Mal Lee is Managing Director of ITEC (Information Technology Education Connection Pty. Ltd)

The information age demands that we rethink the way we structure and staff our schools—and a director of information services may be a key person in that regard. The time has come for all schools to give serious consideration to creating such a position. As we move further into the information age it is becoming increasingly apparent that schools need a high level person to co-ordinate the provision of information services to the total school community.

The old industrial age configuration of senior staff, with its distinct division of labour, and its subdivision of learning in the secondary sector into discrete parts, needs to be superseded by a model that emphasises the holistic nature of learning and positions staff accordingly.

Years of experience have shown the folly of relying on the heads of the subdivided units to bring about the integration of the learning experiences. Their prime allegiances is to their own staff, unit and specialist area. Rosabeth Kanter rightly observed in her seminal work on change that 'Where segmentalist approaches dominate (organisations) find it difficult to innovate and handle change. Change threatens to disturb the neat array of segments, and so changes are isolated in one segment and not allowed to touch any others.'¹

BREAKING DOWN WALLS

It is important to recognise that the development of information literacy, or what Peter Drucker refers to as 'infolit-eracy', is the responsibility of every member of the school and not solely the computing staff or the IT coordinator.

*'Times change and we must change. We are at the point where we are beginning to move from computer literacy—basically knowing the ABCs—to doing something with them. And that's going to be very exciting and a very, very challenging prospect for the years ahead.'*²

As electronic networking breaks down the walls of the specialist learning areas, and indeed the walls of the school itself, so it becomes imperative that each school have a senior person who can integrate all of the elements.

The stage has also been reached when Australia needs to capitalise upon the immense information service talents within its teacher-librarian ranks. The throwing of teacher-librarians into the deep end of the pool and obliging them to automate their libraries has inadvertently led to the creation of a sizeable body of staff with a deep understanding of and commitment to the information services required by today's schools. Not only do teacher-librarians understand what is required to support the teaching/learning process, but most also have a sound appreciation of the technology, networking and the on-going staff training that will be needed to develop information literacy.

At the 1995 second National Conference on the *Information highway and the nation's schools*, one in four of the participants was a teacher-librarian. The vast majority of these were women. Very few occupied a promotions position, yet virtually all recognised their knowledge had placed them in an unusual position of power.

Daily, it is becoming more important for schools to have a senior person, a leader, a director of information services, who has a deep understanding of the many elements to be

woven together to create an integrated learning organisation, one which can provide a holistic education for the information age.

The director of information services needs to have a strong understanding of:

- the big picture and the role of information services in a knowledge-based society.
- teaching/learning approaches and the type of curriculum required to meet the individual needs of each student.
- the type of organisational structures that will actively support the development of individualised, holistic learning.
- the fundamental importance of human and electronic networking, and the need for schools to move from an isolated world to become part of the global learning network.
- the technology required to support an integrated learning organisation. This person would in essence be the school's chief information officer and as such would need to have a high level understanding of the hardware and software required. S/he should not be seen as the technician nor the network manager.
- the vital place of on-going staff training and development.

Directors of information services need to be leaders. They can be expected to be one of the key forces within the school community that helps move schooling into the information age. Enthusiasm, optimism and persistence will be vital traits. They ought to have responsibility within the school community for all those operations and staff that provide information services. The area of responsibility would obviously include the 'old' library and the school's information system/s, but would also oversee the school's internal networking, and its linkages with the external networks.

The position thus should be a merit appointment. It should matter not from whence the person is selected. It could just as readily be a former teacher of history, teacher-librarian, mathematician, early childhood specialist or computing coordinator.

What Australia's schools desperately need are visionaries who can bring about real educational change in all parts of the schools, and help position the organisation to thrive on the dynamics of rapid change.

A director of information services should go a long way towards fulfilling that need. It is worth thinking about and planning for.

REFERENCES

1. Kanter, R. *The change masters: innovation and entrepreneurship in the American corporation*. Simon and Schuster, 1983, p.28. SCIS 396583
 2. Drucker, P. 'From computer literacy to information literacy', in Wang, C. *Technovision*. McGraw-Hill, New York, 1994. p. xxv.
- The assistance of Ross Todd (UTS) and Lyn Hay and James Henri (Charles Sturt University) in shaping this article is acknowledged.
Reprinted from: *The Practising Administrator* 4—1995. p. 22.

Michele Huet has recently been appointed to an executive position, as a teacher-librarian, at St. Clare of Assisi Primary School, Conder, ACT, within the Catholic system. She comments on Mal Lee's article from this perspective.

Teacher-librarians have always been directors of information services. They have always had a strong understanding of:

- the role of information services
- teaching and learning approaches
- organisational structures for holistic learning
- human and electronic networking
- on-going staff training and development, and, more recently
- an understanding of the technology required to support integrated learning.

Many teacher-librarians are already actively involved in Information Technology (IT) in their schools. Others are sidelined in the politics of the school structures and others still are resisting change. As the pressure grows for schools to incorporate IT into the curriculum, 'Australia needs', as this article so rightly says 'to capitalise on the immense information service talents within its teacher-librarian ranks.'

Australia needs to capitalise upon the immense information service talents within its teacher-librarian ranks.

Teacher-librarians also need to reconstruct their role, to extend their use and understanding of IT from merely administration and management systems to incorporating the new technologies which are delivering the information explosion which we now refer to as the 'Information Age'. Making information accessible is a much broader and more challenging task than it has ever been.

The challenge is not only to introduce and utilise the new technologies but to place them firmly and ethically in the learning context. If the technology is placed only on top of existing outmoded models of education, and schools do not seek to develop and define new models which have the potential to open up the walls of the classroom and place learning even more firmly in the hands of the learner, then education risks becoming irrelevant to the real world of the future.

The incorporation of information literacy skills into IT is essential. This is absolutely necessary in this resource rich environment. Literacy is no longer limited to the print medium and neither are the thinking skills needed to process information. Once again, teacher-librarians are ide-

ally placed to ensure that these skills are incorporated across the curriculum.

The argument that the director of information services in the school should be a merit, that is promotions, position is a strong one. Whilst teacher-librarians have been well placed to coordinate IT in their schools, they have rarely been in executive positions where they could be influential. Technology is beginning to redefine roles and structures within schools and forward thinking and innovative administrators are looking for the best way to integrate and coordinate IT.

The awareness of administrators, of the 'immense information service talents (of) teacher-librarians' needs to be raised. Articles like this, published in journals like *The Practising Administrator*, can be influential. Having recently been appointed to an executive position

(IT coordinator/teacher-librarian) at a relatively new school, with one of my main responsibilities to be IT, I became aware of the visionary outlook of the principal. The IT coordinator is seen in a far broader sense than a computer coordinator. The integration of technology into the curriculum and the utilisation of its potential to shape teaching and learning is a priority. The principal's vision of the role of the teacher-librarian is very much in accord with the vision of the role of the teacher-librarian presented in this article.

There is no doubt that the redefining of the teacher-librarian role to incorporate executive teacher and IT coordinator will be a challenge. Now is the time to take up the challenge to help shape the future of education or risk being relegated to a purely administrative role. ■

PROFESSIONAL DEVELOPMENT FOR TEACHERS

Kerry Wellham is teacher-librarian at Wallsend Primary School.



With constant changes happening in education, its curricula, teaching and learning, it is becoming more difficult for teachers to keep up to date. The Department of School Education and other bodies provide support through a variety of information and resource services to contribute to teachers' professional development. However, for a variety of reasons that include time, unfamiliarity, reluctance and fear, these support facilities are under-utilised. It is part of the role of the teacher-librarian, with the support of the Principal, to promote the value and use of these services.

District support

There will be considerable support for teaching and learning and teachers' professional development at district offices.

Support services for teacher-librarians

Support services aimed directly at teacher-librarians and the school library include the Schools Catalogue Information Service (SCIS), the New South Wales Curriculum Information Network (NCIN) and Scan (which you obviously know about, because you are reading this article!) SCIS is the national database for schools and contains information about curriculum documents and published materials that support teaching and learning in schools. There are over 450,000 records on the data-

base, covering K-12, all curriculum areas and all types of materials. Included are special subsets. One of these is NCIN, a database of information on over 4000 curriculum resources created by NSW state curriculum bodies, regions and schools. It supports and provides information for all people involved in curriculum planning, development and implementation. Each resource contains an abstract describing the content of the item, information on using the resource, where it is available and its cost if any. Why ask committees to reinvent the wheel if another school is prepared to share its efforts with you? (Most teacher-librarians would, of course, be aware of these support services.)

Support services available for teachers

Membership of the Department of School Education Library offers a range of services available either by visiting the library itself at Ground Floor, 2-10 Wentworth Street, Parramatta, where the hours are 8.30am to 5pm Monday to Friday; or by fax, mail or phone. Reader Services staff can search databases world-wide and journal articles and books are either supplied from the library's own collection or by inter-library loan at no charge to the user. Membership of the library is available to all DSE staff whether permanent or casual. After registration, the user is sent a UNILINC card which can be used at other UNILINC libraries, such as University of Western Sydney, University of Technology, Australian Catholic University, and Charles Sturt University. The library collects in all areas of educa-

tional policy including teaching, curriculum development, administration and management, marketing, assessment, special education and counselling. The library's collection is around 110,000 books and videos and 400 journal titles. ERIC microfiche documents are available, as are syllabuses, support documents, exemplary units of work, HSC exam papers etc. The library produces the current awareness publication *InformED* approximately 7 times for per year, which provides the necessary forms for literature searches, loans, and copies of articles, as well as information on new resources in the library, on literature searches recently carried out which are available to anyone, and tables of contents of recent journals. *InformED* goes to all government schools and aims to increase the accessibility of current information to all teachers especially those in remote areas. It is a publication that offers more than its simple blue cover reveals. The library also coordinates the HSC English Bibliography collection, and sends it to the holder schools each year.

Online services

Databases available online via the Internet, bulletin boards, and public and university libraries include ERIC (Education Resources Information Centre), APAIS (Australian Public Affairs Information Service) and *Current index to journals in education* (CIJE). Both teachers and students can access information from other associations such as the Bureau of Census and Statistics. The Internet, of course, provides a vast new focus for professional development, through the home pages of special interest groups, and through the limitless sites one can visit. An article in this issue on Internet training methods will be of help to teacher-librarians involved in training teachers. The Department has added satellite dishes to its schools for use by staff to access online and current information services. It is to be hoped that teacher-librarians will be the forerunners in encouraging staff to use and appreciate the force of this utility.

Professional associations

There is a variety of publications and associations either initiated by or encouraged by the Department for its teachers. Associations such as ACER (Australian Council for Educational Research), ARA (Australian Reading Association), PETA (Primary English Teachers' Association), CBC (Children's Book Council) and the New South Wales Computer Education Group encourage professional development of teachers and provide a variety of resource materials and publications to support the curriculum. Professional associations for teacher-librarians are ALIA Schools Section, which this year will produce a newsletter twice a term; and ASLA(NSW), which provides

its members with *Access* journal, and produces *Teacher & Librarian*. Joining details appear in this issue's *Columns*.

The role of the teacher-librarian in professional development of teachers

The value of all of the above sources can not be understated. Many educationalists have written about the value of information services and why the need for them is growing at a rate far greater than many teachers realise. We are being encouraged to develop children as independent learners, however many teachers still lack that ability for themselves.

Using a variety of information services is also important for teachers to cater for their own varied learning styles. Teachers must find time for professional development, be more discriminating in their readings, make their needs

known and consider contributing to associations themselves. Principals must attempt to cause change in attitudes and promote the establishment of professional libraries in their schools and to develop strategies for their effective use. This is where the teacher-librarian has an invaluable role: a role in knowing of and promoting information services that cater for the information needs of teachers.

The teacher-librarian has an invaluable role in knowing of and promoting information services that cater for the information needs of teachers.

Promoting information sources to teachers

At school level the support of the Principal is essential. By being given time at staff meetings, the teacher-librarian can enlighten staff on the value of certain publications. Conducting a 'run' through *InformED*, highlighting its various sections by way of overhead transparencies, and inviting staff to create their own literature searches could encourage a greater appreciation of the publication. *InformEd*, as well as other publications such as the NCIN database, can be sent to all staff. Content pages from all periodicals can be photocopied and included in the weekly staff newsletter. Teachers will see whether a specific magazine holds an article that may be of particular interest to them. Sometimes it may be useful to just photocopy the relevant article and hand to the teacher individually. Leaving the teacher with a comment such as "Tell me what you think" or "Let me know whether this supports your policy (theme, programming...)" encourages the teacher to actually read the article and allows them to feel that they have real support for their teaching. The more teachers feel they gain from these services, the more they are likely to use them.

Teacher-librarians can promote information services by including them in a library newsletter published each term or semester. A single, simple promotional page can leave teachers with something concrete to refer to. The teacher-

librarian needs to be aware of the needs of the staff. This includes not only the class teachers, but also any specialist teachers such as STLD, music, PE, dance, ESL and LOTE. Do not forget the diverse needs of executive, school counsellors, part time teachers and teachers new to the school (including interns and prac teachers). Attendance at some of the school committee or KLA meetings can often ensure that the teacher-librarian will be aware of the needs of the group and can provide information on available resources for that particular group. Remember, outside inservicing is sometimes more effective and efficient.

Teacher-librarians need to be aware of what other libraries are doing to promote external information services within their school community. Attendance at relevant local, district and state association meetings and conferences allows a sharing of ideas and ideals, as well as offering support. Holding regular teacher-librarian meetings at school libraries and other institutions grants teacher-librarians insight into the services offered by the Department of School Education and other providers, such as Internet, and allows this information to be taken back to their schools.

Evaluation

As staff use the services and resources offered, the efficacy of the strategies can be evaluated. Ask yourself questions, such as the following:

- Are teachers using the services available at district offices?
- Are they using *InformED* for literature searches, and are they requesting articles for future reference?
- Have resources been purchased using the NCIN database (or do people still only purchase resources from the booksellers who arrive at school)?
- Are publications being used/read/reviewed?
- Do teachers talk about issues raised in some of the articles?
- Has the attitude of teachers to their profession become more positive?
- Are teachers requesting more outside help when approaching a new curriculum, policy or procedure? Are they keen to update their knowledge?
- Is there time for teachers to appreciate the need and value of a particular service, such as Internet? Are they comfortable with using the service or is there a fear or uncertainty about that service?

The list could continue. What is apparent in the evaluation of the use of external information services and resources and the strategies employed to encourage their use, is that observation is essential. The teacher-librarian (and Principal) needs to be aware and to consult with staff to determine needs of staff and effectiveness of services. ■



RESEARCH COLUMN

Ross Todd is Senior Lecturer, Department of Information Studies, University of Technology, Sydney. Ross begins here as referee of our new research feature.

Welcome to *Scan's* new research column, which from this issue will be a regular feature. Before you decide to turn the page because of the mention of the word "research", let me encourage you to read on. The purpose of this column is to feature current research in school librarianship and education that is vitally relevant to the day-to-day practice of teacher-librarians, and to show how this research can your role in your school.

Why research?

I believe there are some important reasons for presenting this research in *Scan*. The first reason is that research provides a strong basis for effective practice. I'm concerned that research is often neglected. This may be because research seems very controlled and limited when set against the constantly changing and busy roles of teacher-librarians, and because some research doesn't translate easily into practice, let alone enter the mainstream of educational thinking and decision-making. **This column will give emphasis to the implications of research for practice, and how the research can be integrated meaningfully into practice.** The development of information literate students is the central component of the teacher-librarian's role, and so this column will especially feature current research being undertaken in this area.

Secondly, I believe that a strong research base underpinning practice can substantially enhance the credibility

and profile of individual teacher-librarians working in schools, and the important role they play. This is also important from the perspective of strategic pragmatism. For example, over the last couple of years, I've talked to many classroom teachers about information literacy. While I sense some valuing of the rhetoric of information literacy, the major barrier to its integration into curricula is not so much the lack of expertise in developing teaching and learning strategies (although this is still a major problem), but rather, the absence of research-based evidence to confirm that what they will be doing comes from a sound research base. "Where's the evidence that information literacy actually makes a difference to learners?" is the question I'm most frequently asked by teachers. It is acknowledged that much of the recent developments in establishing an information literacy framework in schools, both here and overseas, has been led by teacher-librarians. Teacher-librarians, equipped with such research evidence, can be a powerful force in schools! We will miss significant growth opportunities if such research is missing from our thinking and practice.

Thirdly, I believe that research can encourage greater reflection in practice. Research raises important issues and implications, and taking the time to reflect on these in the context of your own work environment is an important step forward. Valuing a research culture for practice will also provide opportunities for teacher-librarians to actively participate in research. I believe that there is much excellent practice, but often it remains unknown to the profession because it is not documented or shared. Much useful evidence is lost.

What will this research column focus on?

In each column, there will be a feature article (not too long!) of some recent research. It will identify a practice-based issue or problem, provide some comment on the current literature surrounding this problem, discuss who was involved and how the data was collected, discuss the findings and draw conclusions. An important feature of these articles will be a discussion of how you can take this research and incorporate it into your day-to-day work to build effective information practice.

Space permitting, there will be some extended and/or short abstracts of relevant research published elsewhere. We will be tapping into the ERIC database for some of these abstracts. This will keep you up to date on what is happening in the international arena.

From time to time, there will be some short discussions on how you might contribute to strengthening the research culture of your profession. Research is not just for the academics—there are so few of them compared to the number of teacher-librarians in Australia. This column will provide you with some ideas and systematic strategies to explore your own practice and to accumulate the evidence that shows you are a force to be reckoned with. The column will feature aspects such as: how to undertake some action research; how to undertake a school-based needs analysis; how to develop a questionnaire; how to do a case study; how to get some funds to do some school-based exploration, and so on. ■

The research featured in this column comes from Dr Penny Moore, who presented a key note address at the ASLA conference in Fremantle in October 1995. Penny is Research Manager at The Open Polytechnic of New Zealand in Wellington, and has taught in library and information studies and education at Victoria University of Wellington. Her research interests centre on information literacy for children and adults.

It is commonly accepted that the information age has arrived, leaving some of us bewildered, some struggling to stay afloat and others surfing the internet with enthusiasm. Educational literature describes some of the skills we need to survive in the face of the tide of information, but the field is complicated by the speed with which technology is developing and changing access to, and use of, information. An added challenge for teachers is that of translating research findings into action in classrooms where resources may be less sophisticated and one is personally already on a steep learning curve with technology! Amidst all these changes and challenges there are two factors that remain comparatively stable:

- the characteristics of the learners at particular stages of development, and
- the thinking processes that underlie information seeking and use.

Rationale for the study

The study described here aimed to explore these thinking processes from the viewpoint of children, aged 11 to 12 years. The project began with the premise, based on metacognitive research, that expert learners have the ability to manage learning situations to optimise learning outcomes (Brown, Bransford, Ferrara & Campione, 1983). Since metacognition (thinking about thinking) is said to develop with increasing knowledge and experience, it seemed reasonable to assume that Year 6 students would have some knowledge and expertise in this arena, but that it would be incomplete and probably inconsistently applied. In addition, research on information retrieval tasks based in a library had already demonstrated that thinking processes are made public in this setting (Moore, 1988). Thus the project aimed to reveal thinking processes and illuminate the ways in which children manage complex learning situations.

This article focuses on interactions between phases of information problem-solving and aspects of the underlying thinking, suggesting ways of making these visible to children through self-questioning.

Context of study

A class of Year 6 children was invited to teach the researcher how project work is really completed. They were the experts and were asked individually to think aloud and explain the processes and challenges as they sought information to complete a project on birds. For the purposes of this exercise their class teacher did not offer the levels of support she considers essential, rather the focus was on what happens when learners are set adrift with a poorly defined topic. Individual efforts to define, locate and evaluate the information needed were recorded on video tape as children thought aloud. The children viewed their own tapes and clarified points as necessary. Audio recordings were made of these latter discussions. In all, 12 girls and 11 boys from a suburban school in New Zealand took part in the study, and all but three submitted completed projects, which were also included in the data to be analysed.

This rich database was analysed in terms of the children's knowledge of themselves as learners, their understanding of learning tasks involving information problem-solving, their knowledge of library systems and materials, and their knowledge of the demands of producing a project report for assessment. A further set of research questions concerned interactions between these variables and the ways they could be managed to advantage.

What emerged

The study highlighted the continuity and internal dynamics of the information problem solving process and led to the development of the following model, which emphasises the central role of questioning activities, both at the cognitive and metacognitive levels (see figure 1).

For instance, having recognised a need for information, we often generate specific questions to direct our information search. Having selected and located some

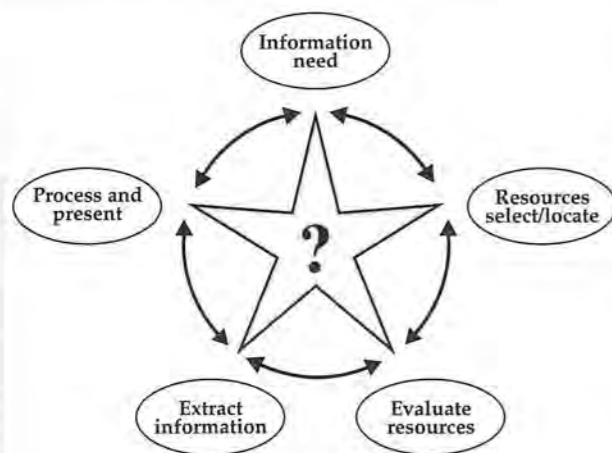


Figure 1: Dynamics of Information Problem-solving

resources, we check their appropriateness (an activity which could be guided by a checklist of questions) then perhaps redefine the original information need, or progress to critical reading and evaluation of the content of the resources, and so on). On another level, the way we progress through information problem solving is determined by the answers to our (mostly tacit) questioning about the information to hand (Is it up to date, can I understand it? Does it add to, or conflict with, what I know already?), and Where we are in the whole process? (Have I got enough information now, if not, how has my information need changed?).

While self-questioning at this level was rarely evident among the research participants, some made it clear that they are aware of a host of features of their own learning and the resources they must use. In some cases, this "knowledge" was inaccurate and in most cases it was incomplete, but nonetheless, it guided progress through information seeking and use. To illustrate findings, the behaviours of a few children will be described, together with some of the overall patterns that emerged.

Difficulties with the information process—Sara, Peter and Jane

The continuity and dynamics of information problem solving became apparent as actions taken during each step not only determined which step would follow, but also constrained possible actions within the next step. For example, Sara identified a need to know what birds eat. She underlined the keyword in her question, located a Dewey number for BIRDS in the catalogue, then sought a book with "eat" in the title. Her conclusion was that "they don't write many books about what birds eat". What was needed here was help to evaluate the question itself (Could it be broken down into bite-sized pieces like "What do ducks eat?") and to think about the ways authors were likely to write on the subject. How would information about birds eating appear in the contents table? Would it be different in the index? As it was, lack of success at this point resulted in the question being abandoned.

Nearly half the students interviewed stated that they found question-making difficult. They were aware that some questions are better than others when it comes to library research. They were sure that prior knowledge was an important factor here, but differed in opinion as to whether it helps or hinders. Indeed, during observation of their attempts to solve this information problem, students verbalised on average just four items of existing knowledge about birds.

Teachers often encourage brainstorming activities to prompt activation of prior knowledge, but as the students talked about how one comes up with questions, they rarely reported reviewing what was already known. Typically they responded to a direct question by emphasising the unknown. For example, Peter said, "I don't really think of what I know. I like to find out things I don't know, so I know more." In contrast, Jane said she "sort of" thought about things she already knew, but went on to say that the teacher said there was no point in asking about things

she already knew. Jane could review what she knew, but did not know what to do with the result. The challenge here is to find ways of modelling the next step, i.e. to identify knowledge gaps and focus questions accordingly. The decision to ask a particular question in a particular way strongly influences subsequent action, as illustrated above by Sara. At the very least, the questions asked dictated search terms for evaluating titles, contents tables and indexes, indicated what sort of information students expected to find in the library, and to a certain extent reflected what students expected to do with the information found. For instance, Sara also asked the question, "What kinds of birds are there?" This time she found a book that listed bird species in the contents table and announced that she now had her information. Questioned about how she would use it, she said, "I'll just write them all down." [pointing to the contents listing] And then at the back, page 95, "I'll write them down too." [the index list] She later checked a list in a second book against the first to see whether "I've got that one." Her final report included a list of species culled from various sources. The list was not organised in any recognisable manner, but it was long. (A subsequent pilot study has found that children of this age are generally agreed that their work will be assessed in terms of quantity.)

If this student had more sophisticated strategies available, she apparently did not see this setting as one appropriate to their application. The implication is that teachers need to ensure that students have an appreciation of what is involved in "doing something" with information. Often their expectations are embedded in the assessment criteria and may remain hidden from students until the marked assignment is returned. Across the group of students observed there was little recognition of a relationship between learning and assessment activities. Choosing the "best" learning strategies demands knowledge of the assessment criteria before learning activities commence.

Successful information handling—Kieran

In contrast to the above illustrations of points at which information problem solving fails, the final case to be considered is that of Kieran whose understanding of interactions between phases of the information problem solving process was outstanding. For example, he appreciated the fact that some questions cannot be answered easily using library resources. He described appropriate questions thus:

"It's got to be a wide question, and it's got to be an encyclopaedic sort of question, a book sort of question, like "What birds are there in New Zealand?" and it'll be easy to find."

He admitted that he didn't know much about birds, so he selected a book "that looked interesting" and identified a duck to meet the demands of the assignment. He scanned a page of the book then left it open on the floor while he searched for further information on the same species. He returned to this first book twice, once to check whether the teal was a rare bird, and then to find out how big it

was, because this information was needed to make selection or searching of other books more efficient. His whole approach to information problem solving was very flexible. He could use every cue from the environment and his own thinking to direct and redirect his activity, making the whole appear effortless. Interestingly, his finished work did not reflect the sophistication of his search strategy, instead he met the minimum perceived requirements of the assignment, which perhaps is an indication that he selected learning strategies appropriate to the assessment criteria as he saw them.

Summary of findings

Overall, this study revealed some gaps in Year 6 children's knowledge of library search procedures that were not obvious from their responses to initial questioning about how they would find information. Most stated that, having generated some questions, they would identify keywords, look up the subject index for a Dewey number, go to the shelves and find the book. If any part of that sequence failed, they often seemed surprised and confused and few students seemed prepared to examine their search strategy. It may be that their knowledge of the library system precluded such examination. For example, decimal points were interpreted by some students in terms of the number of books on the shelf rather than differing aspects of a topic.

Similarly, students' expectations for books were strongly tied to their current purpose. The assumption seemed to be that books would match their reading abilities, levels of prior topic knowledge and be organised according to their conception of the research topic. For example, one boy expected an index to include the heading HAWKS, with WINGS and COLOURS OF as subheadings. Indeed, the reactions of many students led to the suspicion that they approached information problem solving with the expectation of finding the exact answer to their questions in the exact format they required. When expectations were not met, books were frequently evaluated as useless and returned to the shelf although the interviewer could see that relevant information had indeed been found.

What do the findings mean for the classroom?

The model presented in Figure 1 emphasises the central role of questions in the information problem solving process. Children are encouraged to generate questions to drive their search for information, but, due to language and conceptual differences, those questions may need to be modified at various stages of the process to meet the demands of library systems and resources be they paper-based or electronic. Classroom activities comparing the ways questions shape what can be found could make this subtlety apparent to learners and lead to discussion of what information is and how it is arranged. The notion that knowledge does not always fit neatly in a single Dewey category could also be introduced.

On another level, the model presented can be used to generate checklists of questions to help children monitor and regulate progress through information problem solving. For example, one could begin with brainstorming and examine the topics that arise by asking oneself "Which would be easy (difficult) to write lots about right now? Which ones interest me? Can I make a question about them?" This particular approach would have been of value to at least 30% of the participants in the study described.

Another set of self-questions focuses on points at which information problem solving stalls. "What does it mean when the search term I want is not in the catalogue, the book is not on the shelf, the information conflicts with what I read two minutes ago?" The way learners interpret events such as these determines the action that follows. Judicious questioning about what one does when information seeking attempts go wrong and what might have made them go wrong will provide insights into the children's understanding of information systems and resources and the demands of resource-based learning. Sharing those insights and pointing out linkages between actions in various stages of the information problem solving process will help students appreciate the continuity and dynamic nature of the process.

This brings the discussion back to information problem solving as a whole. The children in this study expected to find relevant information by using a simple rule, but when any part of it failed, few had alternative ways of making progress. In addition, many were unaware that some information problems require construction of answers from fragments of information found in a variety of places. To improve student abilities to find and use information, we should make explicit the problem-solving nature of the task. A raft of strategies and an understanding of the conditions prompting their use needs to be built for each subgoal, but we must not lose sight of the continuity of the process. Thus we need to address the thinking underlying each phase of information problem solving and also to consider how the phases are combined to complete the task.

A key to that thinking lies in reflection on personal attempts, successful and unsuccessful, to find and use information. Modelling that thinking with a class has the potential to promote independent learning.

REFERENCES:

- Further information about metacognition can be found in: Brown, A. L., Bransford, J. D., Ferrara, R. A., & Campione, J. C. 'Learning, remembering and understanding' in P.H. Mussen (Ed.) *Handbook of developmental psychology*. (3rd ed., Vol. 3, pp77-141). New York, 1983
- This study can be found in greater detail in: Moore, P. A. & St. George, A. (1991). 'Children as information seekers' in *School Library Media Quarterly*, 19 (3), 161-168.
- Moore, P. A. (1995) 'Information Problem Solving: A wider view of library skills' in *Contemporary Educational Psychology* 20, 1-31. ■

Kathleen Garland 'The information search process: a study of elements associated with meaningful research tasks' in *School Libraries Worldwide*. 1(1), January 1995, 41-53.

(This is a new journal from IASL, the International Association of School Librarianship. It's worth a subscription.)

I've often heard teacher-librarians claim that teachers don't set good research tasks or assignments. What makes a good research task? How can teacher-librarians help teachers set meaningful research tasks, ones that require students to construct meaning from a variety of sources, rather than plagiarising large chunks of information? Kathleen Garland's research provides some very practical suggestions for designing research tasks.

This study examined six research tasks undertaken by 387 students of all ability levels and from a variety of content areas at Holt High School, Michigan. Its purpose was to identify elements associated with effective research tasks which contribute to student achievement and satisfaction. Students responded to a survey at the completion of their research projects, and a selection of these students, and teachers involved were followed through with in depth interviews.

The study came up with the following attributes of effective research tasks:

- Links to current learning are essential. Research projects closely connected to and built on content studied in class and where students have some prior knowledge provided greater levels of interest and motivation.
- Students generally face research tasks with uncertainty and apprehension, and teacher and teacher-librarian intervention throughout the whole process can successfully moderate these feelings.
- Pre-task explanation, clarification and directions help students clearly understand the goals of the task, particularly with novel or unique assignments.
- Students need to clearly understand how they will be evaluated on the research project.
- Providing opportunities for students to exercise choice in content area and in the form of presentation gives them a sense of control and ownership of the task.
- Students need to clearly understand the research process—what the steps are and how these can be managed.
- Students need practical help, not just with identifying and locating information, but also in internalising and making sense of the information. The message is do not abandon students, particularly when

they are analysing and constructing information. Teachers acknowledge that this help reduces regurgitation of information and plagiarism.

- Research topics that are personally relevant to students and that provide intrinsic motivation can encourage higher levels of motivation and interest. Situating research topics in the real world of students is a good start.
- Students' level of satisfaction with the outcome is related to their understanding and mastery of the information skills involved. Students do recognise the value of information skills!
- Providing opportunities for students to talk about the information they are working on at various stages in the process helps them to be more satisfied with the research process.

This study highlights the importance of pre-task planning and collaboration by teachers and teacher-librarians, and the importance of effective information skills development as an essential component of the research process. You might like to use the findings as a useful checklist in your negotiations with teachers, or perhaps as a basis for staff development, particularly in the context of integrating information technology in learning. If you wish to find out how your students and teachers respond to research assignments set in your school, the appendix of this study includes a copy of the student questionnaire, and student and teacher interview questions.

The second research report worth checking out is by Carol Kuhlthau, also in *School Libraries Worldwide*.

Carol Collier Kuhlthau 'The process of learning from information' in *School Libraries Worldwide* 1(1), 1-12.

Carol has made a substantial contribution to our understanding of the information search process of school students over the last 10 years, and her research concludes that process is the key to helping students gain an understanding of learning from information. Her research has stemmed directly from the problem that she observed where children commonly approach their own library research as if there were only one right answer and one perfect project, and that they often do not engage in a process of using information to construct their own meaning. Overall, this study, as well as her earlier studies, provide strong evidence that an understanding of the constructive process through guided self-awareness substantially increases students' confidence and competence in learning from information. The study presents an information search process built around the tasks of **initiation, selection, exploration, formulation, collection and presentation**. She also concludes that teaching the information search process is essential, rather than assuming that students will somehow acquire the process along the way.

The study also provides some practical strategies for effectively teaching the information search process. These include:

- At all stages of the process, provide deliberate, well planned classroom opportunities for students to recall, summarise, paraphrase and extend information. Independent research is not isolated research, but should be integrated into a continuous dialogue of learning.
- Other important strategies include collaborating, continuing, conversing, composing and charting:
 - **Collaborating:** Use strategies such as brainstorming, delegating, networking through a team approach to research, more closely matches real world information seeking tasks. Provide instruction that promotes collaboration in the process of information seeking.
 - **Continuing:** Information seeking is a constructive process involving many sources, not just a one-stop shop for one source. Take time to discuss with students the concept of "enough". What is enough information for closure and presentation?
 - **Conversing:** Provide opportunities for students to discuss the search process from their particular perspective, through questions such as: What ideas seem important to you? What questions do you have? What problems are emerging? What is the focus of your thinking? What inconsistencies do you notice in the information you have encountered?
 - **Charting:** Have students present timelines and flow charts of their searches, so they can review a completed search and reflect on what went well and what might be improved.
 - **Composing:** Composing promotes thinking, and it might be worth recommending to students that they keep a research journal where they record ideas, questions and connections as they progress through their search. This can be an important tool for formulating thoughts and developing constructs, and providing meaningful feedback to students. ■

Contributions and suggestions for future columns are welcome. We are looking to publish reports of research in the areas of information literacy and learning, and information technology and learning. All reports are refereed.

Guidelines:

1. Report should be approximately 2000 words.
2. Report should contain a statement on the rationale, aims, participants, brief outline of methodology, findings and conclusions. A clear discussion of the practical implications for practice is essential.
3. Send reports (on disk or e-mail) to Ross Todd, Department of Information Studies, University of Technology, Sydney, P O Box 123 Broadway NSW 2007. Phone: (02) 330 2722; Fax: (02) 330 2723; E-mail: Ross.Todd@uts.edu.au

Deadlines for **Scan** copy this year are:

- Issue 3: 10th May
Issue 4: 9th August

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.

BLAKE, Quentin
Clown.

Cape, 1995
ISBN 0224045105

Blake's latest, textless picture book is certain to become a classic. A succession of small, expressive, and very mobile character sketches, interspersed with larger framed illustrations which establish scenes and settings, tell an engaging story of a small, discarded clown doll. The story is infused with considerable warmth, good humour and some pathos. It details the little clown's adventures and misadventures on the city streets before he lands (literally) in the highrise home of a small girl living in obviously disadvantaged circumstances. In effect, the pictorial story is a discerning, and very thoughtful, social commentary. An absolute must in every home, school and library collection. B. Richardson

LEV: Preschool Lower primary

AVAIL: \$19.95

EVAL: Highly recommended SCIS 843599

CANNON, Janell
Stellaluna.

Koala, 1995
ISBN 1875846212

Magical artwork captures the imagination in this beautifully produced picture book. Little Stellaluna, with her fragile vulnerability, gentle expressions and soulful eyes is bound to become a favourite character with young (and not so young) readers. Unfortunately the text lacks the same kind of magic. The story of the little bat who, separated from her mother, is reared with baby birds seems contrived. The text is overlong, the language too flowery and the dialogue inappropriate. No doubt children and many adult readers will overlook these shortcomings owing to the stunning illustrations and the exceptionally fine packaging of the book. B. Richardson

LEV: Preschool Lower primary

AVAIL: \$16.95

SCIS 837546

CARROLL, Jessica and SMITH, Craig
Billy the punk.

Random House, 1995 (A Mark Macleod book)
ISBN 0091829011

Just when you think the Punk Era is dead and gone, you pass one on an inner city street. Punk rockers live on in this

tale of Billy, who observes a motley group of typical spiky-haired punks. Fascinated by their tatty clothes, all held together by safety pins, Billy begins to emulate the unique Punk look and manner...much to his teacher's horror. Refreshingly, Billy's parents don't inflict harsh punishments and they are soon vindicated; as in real life, there is always a new fashion trend on the way. The illustrations, often drawn from a small child's perspective, fill every corner with colour. The variety in size of the text makes this picture book fun to read aloud. I. McLean

LEV: Lower primary Middle primary

AVAIL: \$19.95

SCIS 835188

CREBBIN, June and LAMBERT, Stephen
The train ride.

Walker London, 1995
ISBN 074453237X

Simple, rhyming couplets followed by a recurring refrain "What did I see? What did I see", combine with softly-edged, warmly coloured, naive illustrations to take the reader on a journey. To the textual rhythm that echoes that of a moving steam train, the reader joins a child and her Mum as they travel out of the town, through meadows with grazing sheep, horses and cows; past a farmhouse and tractor, into a tunnel, by a gaggle of geese, under an air balloon sailing high in the sky and, finally, into the station by the sea where Grandma waits with a welcoming smile. Warmly recommended for pre and early schoolers as a satisfying, involving read. Ideal for sharing. B. Richardson

LEV: Preschool Lower primary

AVAIL: \$17.95

SCIS 834678

CUMMINGS, Phil and SMITH, Craig
Marty and Mei-Ling.

Random House, 1995 (A Mark Macleod book)
ISBN 0091827280

Every class has a Marty: that inquisitive, observant, loud, and sometimes insensitive child who is constantly getting into trouble just for being himself. Marty is very excited about having a new girl join the class, but Mei-Ling misinterprets his behaviour as teasing. When Marty gets separated from his parents at a kite festival ("My Mum and Dad are lost!" he yells), Mei-Ling's family show him kindness until the big reunion. This is a useful resource on tolerance. It provides insights into the differences between genders, races, personalities and more, but is also just plain fun. The vibrant, humorous illustrations are richly detailed. I. McLean

LEV: Lower primary Middle primary

AVAIL: \$19.95

EVAL: Highly recommended SCIS 832404

DOHERTY, Berlie and BIRMINGHAM, Christian
The magical bicycle.

Collins, 1995
ISBN 0001937405

A delightful story about a young boy's efforts to ride his shiny new bike, this picture book is sure to be one many a young child can relate to. The text is written in a lyrical style with short, repetitive words on each page. This is beautifully complimented by the large illustrations which are realistically portrayed in an effective fuzzy style. When at last the young boy finally manages to ride his bike, after many failed attempts, he likens it to a magical experience in which he can ride "like a bird over mountains" and "like a ship over



oceans" with appropriate illustrations to bring the story to a very satisfactory conclusion. J. Eade

LEV: Preschool Lower primary Middle primary

AVAIL: \$19.95

SCIS 837163

GRAMBLING, Lois G & LEWIS, HB

Can I have a stegosaurus, mom? Can I? Please!?
Bridgewater, 1995

ISBN 0816733864

Very similar in concept and cadence to the *There's a hippopotamus...* series, this is a pleasant work which will undoubtedly appeal to the masses of young dinosaur fans who keep every book on dinosaurs off school library shelves; the twist at the end will delight them too. Subtitled illustrations accompany a text which is wholly the supplication of the narrator (and the expression of his fears, dislikes and aspirations) and which reads aloud very well, but is very firmly imbued with the US culture. F. Gardiner

LEV: Lower primary

AVAIL: \$19.95

SCIS 843402

GURNEY, James

The world beneath.

Millennium, 1995

ISBN 1864290323

Writing a review of this work, the sequel to *Dinotopia*, is very difficult: it is so clearly a labour of love for the author/illustrator, but as so often is the case, this results more in a feat of self indulgence than a satisfying experience for the audience. The illustrations are beautifully executed in fine detail but their origins are firmly in the early part of the century. The plot is meandering and unengaging, told in such florid, and again old fashioned, prose that young readers will be lost after a couple of pages. There will be plenty of grandparents who see this as a return to the sort of books children should be reading, as opposed to the horrors of the real world, and among our students there may be young apprentice Gurneys who will be engaged. F. Gardiner

LEV: Upper primary

AVAIL: \$29.95

SCIS 843375

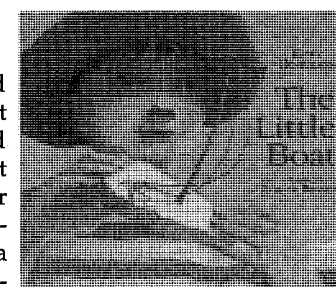
HENDERSON, Kathy and BENSON, Patrick

The little boat.

Walker, 1995.

ISBN 0744521815

A little boy constructs and plays with a tiny boat at the beach. A small wind eventually takes the boat out, out over the sea. After a long, documented journey the boat is found by a little girl in another country, and she begins to play with it just like the little boy. The gentle illustrations suitably display the vastness of the ocean as compared to the little boat. With only two exclamation marks and no full-stops at all, the rhythmic story-poem is endless... like the ocean? This picture book is suitable for 3-10 year olds and would complement studies on summer, the sea or writing. It could be used with older children to display the similarities of peoples the world over. Recommended. R. Bodlay



LEV: Lower primary Middle primary

AVAIL: \$19.95

KLA: HSIE; English; CA

SCIS 838778

HERRICK, Steven and SCOTT, Ann Marie
The place where the planes take off.

UQP, 1995

ISBN 0702227277

During Joe's weekend with his Dad they visit the place "where the planes take off". As they sit on the sandhills or comb the beach they speculate on the destination of each plane as it takes off overhead—perhaps to Brisbane with the big pineapple, or Darwin with the big buffalo, Singapore with the big lion's head or Canada with the big totem pole. Softly rendered, spatially interesting illustrations combine with a simple text built around a repetitive structure. The book offers opportunity for discussion on geography and travel, pollution, and relationships between children and access-only parents. B. Richardson

LEV: Preschool Lower primary

AVAIL: \$12.95

SCIS: 841702

INGPEN, Robert

The dreamkeeper: a letter from Robert Ingpen to his grand-daughter, Alice Elizabeth.

Lothian, 1995

ISBN 0850917026

Visually this picture book provides an exotic, sensual feast. Cover, endpapers, calligraphy, and remarkable, luminous illustrations in Ingpen's incomparable style are all produced on beautiful paper. Text and illustration together explore a magical world "where the real meets the imagined". Readers learn about the dreamkeeper and his assistants, Tally, the tame goblin, and the dreamkeeper's sister, Nun-the-Wiser, and the ways and means by which the creatures of dreams are caught and returned to the Dreamtree. All except the fairies, who are free to travel whenever and wherever they like. B. Richardson

LEV: Lower primary Middle primary

AVAIL: \$19.95

SCIS 841791

JOHNSON, Angela and PILKEY, Dav

Julius.

Orchard, 1995

ISBN 1852139439

A fun-filled story, with illustrations that burst with colour and humour, this is the tale of a pet with a difference. Julius is a pig who shares the home of Maya, and her parents and brings mess and mayhem and, as promised by her eccentric grandfather, teaches them fun and sharing. This picture book is one to laugh over, as well as drooling over the collages and colour. M. Williams

LEV: Middle primary

AVAIL: \$19.95

SCIS 830523

JORGENSEN, Gail and ARGENT, Kerry
Gotcha!

Omnibus, 1995

ISBN 1862910197

When an uninvited, unwanted blow fly arrives at Bertha Bear's birthday party, the chase is on to swat it - over "muddy banks ... through marshy swamps ... over pebbly paths and BIG round rocks". Camel, crocodile, stork and tortoise get collected along the way and they all end up, of course, back where Bertha started from. And the fly? Not an overly original theme, but another wonderfully exuberant text from the author of much loved *Crocodile Bea*, one

which again begs excited reader anticipation and lively participation. Kerry Argent's superb illustrations are vibrant and joyous, enhancing and extending the text. An absolute delight, ideal for reading aloud and a must on every early childhood bookshelf. B. Richardson

LEV: Preschool Lower primary
 AVAIL: \$18.95
 EVAL: Highly recommended



SCIS 837639

KELLER, Holly
Geraldine's baby brother.

Julia MacRae, 1995
 ISBN 1856816311

In her deceptively simple, pared-back style, Keller tells a perennial tale. Geraldine Pig is quite put out by all the attention received by the new baby. Efforts by other family members to make her feel just as wanted and loved are unsuccessful and it is not until Geraldine spends some time alone with her new brother that she shows signs of acceptance. Text is basic, but Keller conveys much through her delightful, boldly coloured illustrations. The extended family exudes warmth and caring while Geraldine exhibits many of the endearing and frustrating attitudes and behaviour of young siblings everywhere. An enjoyable read, offering much to discuss and explore. B. Richardson

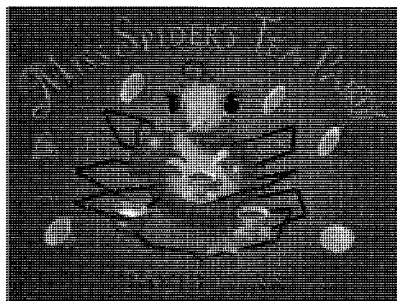
LEV: Preschool Lower primary
 AVAIL: \$19.95

SCIS 840856

KIRK, David
Miss Spider's tea party.
 Hodder, 1995 (Children's Australia),
 ISBN 0733601499

[811]

This colourful picture book tells the simple tale of a poor spider. Despite her beauty, her enticing green eyes and her glorious tea set, no-one wants to come to tea. Not the ants, nor the butterflies, nor the fireflies. Her tale of woe is told in rhyme and splashed into vibrant life by the full page illustrations that dance with their glowing, luminous reflections and rich use of primary colours. Read aloud this unusually illustrated picture book with a group of younger children and they will sympathise with poor spider, and be in awe at the opulent illustrations. L. Williamson.



LEV: Preschool Lower Primary
 AVAIL: \$24.95

SCIS 842041

KITAMURA Satoshi
Sheep in wolves' clothing.

Andersen, 1995
 ISBN 0862645859

Obviously inspired by the expression "a wolf in sheep's clothing", this clever, humorous little story tells how three sheep friends get tricked by four wolves who steal their woolly coats and set up in the garment business. Led by Elliott Baa, private detective, the sheep track the thieves and retrieve their wool, albeit now knitted into striped coats. The simple, straightforward text is brought to life by bright-

ly hued, stylised illustrations notable for their spirited exuberance, sly detail and offbeat humour. This picture book is sure to become a favourite "let's-read-it-again" lap title as there is so much to enjoy and chuckle over visually. B. Richardson

LEV: Lower primary Middle primary
 AVAIL: \$19.95

SCIS 844824

LONDON, Jonathan and VAN ZYLE, Jon
Honey Paw and Lightfoot.

Chronicle, 1995
 ISBN 0811805336

The author has set out to write a series of books familiarising the reader with the lives of endangered animals and birds. In this book, he details the birth and early life of a grizzly bear, Lightfoot, and his mother, Honey Paw. Both the strength and vulnerability of the bear is shown. The story is enriched by the beautiful illustrations which display the magnificence of the bear, but the majestic beauty of its domain as well. The book achieves its purpose in that it forms a good introduction to the bear and is suitable for studies related to endangered species. It is also a book to be enjoyed for its beauty. R. Bodlay

LEV: Lower primary middle primary
 AVAIL: \$19.95

KLA: HSIE; CA

EVAL: Highly recommended

SCIS 836686

MATTINGLEY, Christobel and SPUDVILAS, Anne

The race.

Ashton Scholastic, 1995
 ISBN 1863882014

Perhaps more appropriate for teachers than students, this picture book for older readers details the problems encountered by Greg who is condemned to failure whenever the task depends upon his impaired sense of hearing. Neither he nor those around him can explain the problem or bridge the yawning gulf that separates him from his peers - until a more perceptive teacher arrives. The very simple text construction, the tension of the story, the focus on sport, and the apparent age of Greg and his peers would make this a useful work for engaging students who are still having difficulty in decoding text beyond the years of early childhood. Spudvilas' oil paintings are a series of portraits filled with emotion. F. Gardiner

LEV: Middle primary Upper primary
 AVAIL: \$9.95

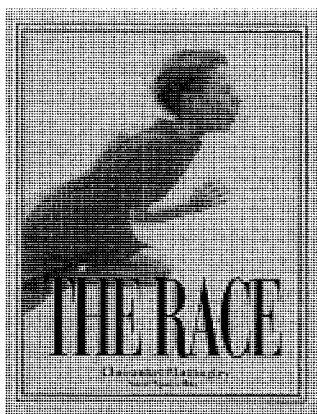
SCIS 831027

OKTOBER, Tricia
Bushfire.

Hodder, 1995 (Children's Australia)
 ISBN 0733601154

[821]

In the aftermath of an Australian bushfire—where do the animals go? How do they survive? What do they eat? How do they escape the heat? This picture book, with its colourful full-page illustrations and a rhyming text, gives the answers. The overriding message is that fire is essential for the cycle of the Australian bush, and life continues. The poetry and illustrations fulfil the task adequately; and if you are looking for such information and are not too fussed about



truly creative illustrations or original poetry, then this resource would be appropriate. L. Williamson.

LEV: Lower primary Middle primary
 AVAIL: \$19.95

KLA: HSIE; ST

SCIS 842047

PRIOR, Natalie Jane and DENTON, Terry
The Paw in destination Brazil.

Allen & Unwin, 1995
 ISBN 186373807X

A sequel to *The Paw*, this story reintroduces the character of Leonie, a young girl in the guise of a master thief. Once again the story is brought to life by Denton's brilliant, colourful illustrations, while the storyline this time is more one of protecting endangered species rather than of stealing. The text is large and clear and tends to curve around pictures and climb down when necessary. The text and pictures are full of humour and overall the story is interesting and very appealing. My only criticism comes with the fact that Leonie is after all, a thief, who at the end of the story even forges a cheque for \$1,000,000, which although for a good cause, is a criminal offence and maybe not the right message to send to young children. J. Eade

LEV: Lower primary Middle primary
 Lower secondary

AVAIL: Paper \$14.95

SCIS 842713

RAFFA-MULLIGAN, Teena

Grandpa goes to Mars.

Plantagenet, 1995
 ISBN 0646227084

[821]

This delightful story will have wide appeal. Grandpa Green is 83, a positive thinker and determined to fulfil his dream to travel to Mars. When he is rejected by the military for their training program on the grounds of his age, he begins a peaceful demonstration by setting up camp outside the military establishment and becomes a celebrity. Written in catchy rhyming verse, it is a funny and inventive book. Subtle social comment and colloquial terms like "Aussie battler" would ensure its value for motivating discussion while humorous brightly coloured illustrations enhance the lively and entertaining storyline. J. Anderson

LEV: Middle primary Upper primary

AVAIL: Paper \$9.95

SCIS 842786

RAPPAPORT, Doreen and YANG, Ming-Yi

The long-haired girl.

Dial for Young Readers, 1995
 ISBN 0803714114

[398.20951]

Woodcuts add beauty to the retelling of this Chinese legend. The woodcuts are printed on Japanese rice paper and painted with watercolour and ink. Further treatment would be of interest to art enthusiasts/studies. It is the story of Ah-mei whose village is beset by drought. Thus, the villagers must trudge to a far stream for buckets of water for their crops. Whilst gathering herbs in the nearby mountains one day, Ah-mei accidentally discovers a stream that would save her village, but in so doing angers the god of thunder. She has a choice: save her village but lose her life, or forget about the life-saving stream. What will she choose? This picture book would complement studies involving decision-making, drought, communities and legends. R. Bodlay

LEV: Upper primary Lower secondary

AVAIL: \$19.95

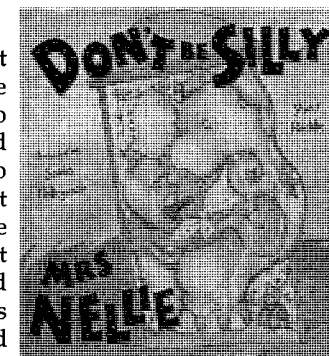
KLA: HSIE; CA

SCIS 837166

RODDIE, Shen and HOLLEYMAN, Sonia
Don't be silly Mrs Nellie.

Orchard, 1994
 ISBN 1852138440

Mrs Nellie is an elephant who is afraid of mice. One day, Mouse forces her to confront her fears and analyse them, by trying to pinpoint what it is about him that frightens her. She finally comes to realise that her fears are irrational and she becomes good friends with Mouse, his wife and their sixteen children. This wonderful picture book is full of verbal and visual humour. Larger than life, double page, brightly coloured illustrations exuberantly portray mouse's attempts to allay Mrs. Nellie's fears as they are full of action and detail. Lots of fun dialogue make it great for reading aloud while a challenge exists for the reader to find the sixteen baby mice on each page. This would be great for motivating discussion. J. Anderson



LEV: Lower primary Middle primary

AVAIL: \$19.95

EVAL: Highly recommended

SCIS 837723

SCHNEIDER, Antonie and DUROUSSY, Nathalie
Treasure hunt.

North-South, 1995
 ISBN 1558583785

Perhaps the German original was more appealing, but unfortunately this translated version offers little to that popular genre—pirate picture books. It reads not unlike those laboured readers children are no longer inflicted with. The illustrations depict interesting landscapes, but poppy-eyed heroes whose expressed fears are never explained and a happy ending that is just too cute, disappoints. M. Williams

LEV: Middle primary

AVAIL: \$19.95

EVAL: Consider before buying

SEABROOKE, Brenda

The swan's gift.

Walker, 1995
 ISBN 074453299X

Anton is a farmer who had fallen on hard times; his family does not have enough to eat. While out hunting he sees a swan but cannot bring himself to kill it and it seems as if the swan is speaking to him. With a cry it rises up from the lake and showers Anton with drops of water that turn into diamonds. Never again will his family go hungry. Closely aligned to the folk tale genre, this beautiful tale explores its universal theme with depth and richness. The gentle story is supported by muted watercolour illustrations which subtly contribute to the warmth and changing moods of the tale and are in harmony with the lyrical text. A must for lovers of folk tales. J. Anderson

LEV: Lower primary Middle primary
 Upper primary

AVAIL: \$19.95

SCIS 838773

SMITH, Lane
Glasses who needs 'em?

Penguin, 1995
ISBN 0140544844

A zany, humorous book which will appeal to devotees of off-beat humour. A rather oddball optometrist tries to convince his young patient that wearing glasses will not make him look like a "dork". He points out some rather bizarre examples of the use of glasses in order to convince him of their value. The minimal text is supported by softly coloured muted illustrations which have an almost surrealistic feel. An interesting technique varies the size and colour of the text for emphasis. The book is full of verbal and visual humour but may have limited appeal to its targeted age group. Interesting and different. J. Anderson

LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 840166

THOMPSON, Lisa

Up and over.

Weldon Kids, 1995
ISBN 1863023836

This most unusual picture book is designed to stimulate the imagination. There is no one way of looking at the very Australian illustrations which contain all sorts of unusual items such as old-fashioned labels and bizarre characters. The text, which is more like a conversation than a storyline, depicts the thoughts of those on a balloon trip and the type is set in different ways to match the content, such as large for emphasis, and sliding down the page when the balloon starts to fall. Although this book may not appeal to everyone, it could be used by teachers in the classroom as a stimulating discussion starter. J. Eade

LEV: Middle primary Upper primary
Lower secondary

AVAIL: \$18.95 SCIS 833421

TREVASKIS Ian and COX David

Gumboots.

Random, 1995 (A Mark McLeod book)
ISBN 0091826810

Each pair of gumboots waiting by the back door of the McGuffy family's farmhouse has a story to tell. Tom's would tell of the day newly laid eggs were dropped in red paint, Sophie's of yabbing and being stalked, Elizabeth's of a lunch being lost to the magpies, Archie's of being filled with milk and chased by hungry calves, Mrs McGuffy's of being much maligned, Mr McGuffy's of hard farm work, Grandpa's of memories of a gentle, beloved storyteller. One pair waits for an unknown someone to claim them. Told with warmth and humour in smooth, flowing text and expressive, joyful drawings, this picture book is worth buying. B. Richardson

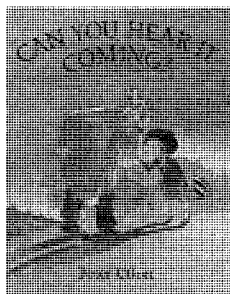
LEV: Lower primary Middle primary
AVAIL: \$19.95 SCIS 843600

UTTON, Peter

Can you hear it coming?

Andersen, 1995
ISBN 0862645506

Young Sophie has been cooking sweets, using her own made-up recipe, but nobody is very interested in trying one of her foul-smelling wim-wams. Through some marvelously repetitive sequences, all firmly set in reality, the tension starts to



build. From a gentle beginning, the action explodes in a wild and zany, imaginative climax. Predictively, Sophie's wim-wam candies provide a unique solution to the mystery. The text contains a subtle humour and plenty of descriptive words which are useful for later discussion. Similarly, the illustrations in this picture book contain considerable detail. I. McLean

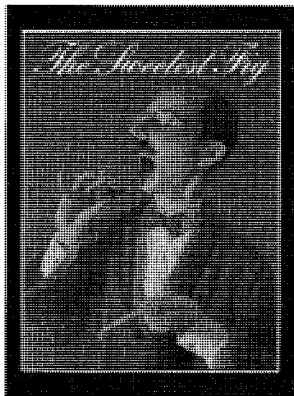
LEV: Lower primary Middle primary
AVAIL: \$19.95 SCIS 836087

VAN ALLSBURG, Chris

The sweetest fig.

Andersen, 1995
ISBN 0862644984

In this beautifully illustrated morality play, Monsieur Bibot, a miserly Parisian dentist, has a satisfying comedown when he fails to show compassion to an elderly patient. The woman had offered to pay him with two luscious figs...and the promise that they could make Bibot's dreams come true. He eats the first fruit and, sure enough, a strange nightmare becomes reality. When the greedy man tries to manipulate the magic of the second fig, he experiences his just desserts. Clean layout, high quality paper and the artwork's textured sepia tones combine to make this book so appealing. The whimsical expressions on the face of Marcel, the dentist's little dog, are delightful. I. McLean



LEV: Lower primary Middle primary
AVAIL: \$19.95
EVAL: Highly recommended SCIS 836063

VYNER, Tim & Sue

Coral trail.

Gollancz, 1995
ISBN 0575059354

Believing she is being pursued by an enemy, the octopus warns the other inhabitants of the coral reef of the approaching danger as she meets them on her way back to her den. Each creature however explains to her their own means of protection against enemies. The simple explanation given in the main text is supplemented by a section at the end which details the protective measures more thoroughly. Enhancing the overall appeal of this picture book are the vibrant acrylic paintings which provide the reader with a vicarious experience of the colours of the Great Barrier Reef. F. Gardiner

LEV: Lower primary Middle primary
AVAIL: \$9.95 SCIS 828233

WILD, Margaret and BROOKS, Ron

Old pig.

Allen & Unwin, 1995 (A Little Ark book)
ISBN 1863738134

This book is very reminiscent of "John Brown, Rose and the midnight cat". Apart from the fact that it shares the same illustrator, its theme is also very similar with an older character preparing a younger one for the fact that they are about to die. In this case, the two characters are Grandmother Pig and her grand-daughter. Soft watercolour illustrations add much to the appeal of the book, while the simple text is unusual in that it is written in soft grey ink. A pleasant pic-

ture book which would have to be handled carefully with young children due to its sensitive nature. J. Eade

LEV: Lower primary Middle primary
AVAIL: \$19.95 SCIS 844990

WILSON, Lorraine and BRUERE, Julian

I speak two languages.

CIS-Cardigan Street, 1995 (Stepping stones)
ISBN 187563391X

This picture book simply expresses the realities of life for children who find themselves a part of a world where they are required to speak and learn one language at home and another at school. The main character is a young Vietnamese girl who tells her story in one or two sentences of clearly presented text per page, while the rest of the page is taken up with colourful realistic watercolour-style illustrations. This book would be an interesting discussion-starter to use both generally in the classroom situation as well as with groups of children from non-English speaking backgrounds. J. Eade

LEV: Lower primary Middle primary
Upper primary

AVAIL: \$14.95 SCIS 832034

Other titles in the series are:

I have two dads SCIS 832042

I miss Harley SCIS 832040

My first sleepover SCIS 832038

WOLFF, Patricia Rae and ROOT, Kimberley
Bulcken

The toll-bridge troll.

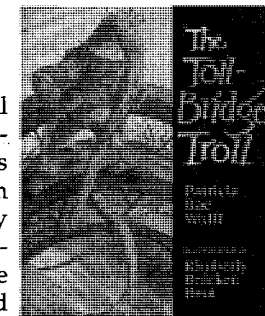
Browndeer San Diego, 1995
ISBN 0152776656

What an unusual ending to a troll story! With a wisdom far surpassing his years, Trigg continues to trick the troll into letting him cross the troll's bridge on his way to school. Then one day, an agreement is struck. Good to encourage creative thinking, this story would also complement studies involving folklore, mythical beings and first days at school. The illustrations are clear, bright and realistic and help to make this a good read aloud picture book. R. Bodlay

LEV: Lower primary

AVAIL: \$22.95

KLA: HSIE SCIS 837414



Fiction for younger readers

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

ASHTON, Charles

The giant's boot.

Walker, 1995
ISBN 0744541069

This warm, satisfying story combines elements of realism and fantasy. Ritchie discovers a boot, worn by a giant thousands of years before, which over time had turned to stone. In the ensuing months, tensions develop in his family until they become almost unbearable. His mother becomes very ill and bedridden and his father doesn't cope with all the extra responsibility. When Ritchie responds to the magic in

the boot things begin to sort themselves out. Short chapters, large print and realistic family settings make this a worthwhile bridging novel. The text is simple yet expressive, and suitable for reading aloud. J. Anderson

LEV: Lower primary Middle primary
AVAIL: \$14.95 SCIS 844993

CAREY, Peter

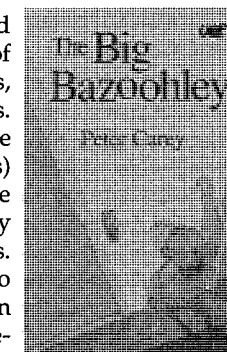
The big bazooohley.

University of Queensland Press, 1995
ISBN 070222832X

The post-hippie theme of the child assuming responsibility in the face of unreliable parents emerges in this, Carey's first book for young readers. Sam's quarry is the elusive Mr de Vere, whose purchase of his (Sam's) mother's paintings will provide the money to pay the hotel bill so rashly run up by his impecunious parents. His quest, however, brings him into contact with another lifestyle, in which the parents are not just irresponsible but exploitative. There is much of the Carey originality evident in the plot—and some non-didactic messages. Other winners for the young audience include the intellectual and moral superiority of the child characters and the accessible but not oversimplified writing style. F. Gardiner

LEV: Upper primary

AVAIL: Paper \$9.95 SCIS 841942



CIENCIN, Scott

Windchaser.

Millennium, 1995 (Dinotopia)
ISBN 186429034X

Based on the original *Dinotopia* picture book by James Gurney, this is one of four novels in this series written by three different authors. The story begins on the prison ship *Redemption* when Hugh, a convict boy, saves Raymond, the ship's surgeon's son, from certain death at the hands of a group of mutinous convicts. The two boys are saved from a watery grave by dolphins, who deposit them on the shores of Dinotopia, a land where humans and saurians live happily together. Raymond meets a wounded skybax called Windchaser, who, like Raymond, is suffering a great personal loss; while Hugh finds it hard to trust this new land and its inhabitants where everyone trusts and respects one another. Containing all of these elements, this is a well-written adventure story which could be the beginning of a very popular new series. J. Eade

LEV: Middle primary Upper primary
Lower secondary

AVAIL: Paper \$5.95 SCIS 841356

Other titles in this series include:

River quest SCIS 841357

DUMBLETON, Mike

Pumped up!

Allen & Unwin, 1995 (Little ark first read-alone)
ISBN 1863738355

This witty, original tale would appeal to older reluctant readers as well as those graduating to simple chapter books. Benny is obsessed with expensive sports shoes. One day he discovers his grandfather has invented an amazing pair of boots which makes the wearer unstoppable on the basketball court. When the boots are stolen, Grandpa creates some

incredible incidents on the court with a remote control device. A new invention brings about a rather bizarre ending. Humorous black and white line drawings, amusing text and a fast pace make this a fun read with wide appeal. J. Anderson

LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$8.95 SCIS 842060

HALL, Penny

The big scream.

Angus & Robertson, 1995

ISBN 0207187754

A whimsical collection of adventures / mishaps with the common thread being Albie, Tess, Lee and Lee's maybe step-sister, Dani. These five short stories possess a simple charm sure to endear the characters to the developing reader. The author has injected life into seemingly everyday events, from trying to deal with an environmental crisis through to the ever increasing complexities of the nuclear family. Beth Norling's black and white line sketches serve to add dimension to some of the characters without encroaching on the text. This is for those readers searching for an uncomplicated, uncluttered story. R. Dobson.

LEV: Middle primary Upper primary
AVAIL: Paper \$8.95 SCIS 831130

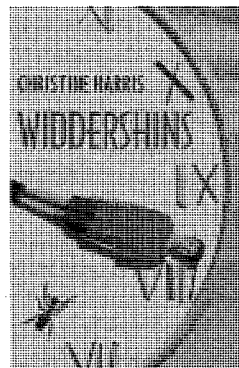
HARRIS, Christine

Widdershins.

Random House, 1995

ISBN 0091830060

Containing thirteen short stories, each with their own little supernatural or bizarre twist in the ending, this is an extremely readable book. It is sure to entice both lovers of supernatural stories and those young readers whose concentration span is well suited to stories which are sharp and short. All the main characters are young boys or girls who find themselves in situations which range from normal everyday boy meets girl dilemmas, to hauntings, werewolves and human replicas. This book would be an asset to any school library and could be an answer for many reluctant readers. J. Eade



LEV: Middle primary Upper primary
Lower secondary
AVAIL: Paper \$9.95 SCIS 839092

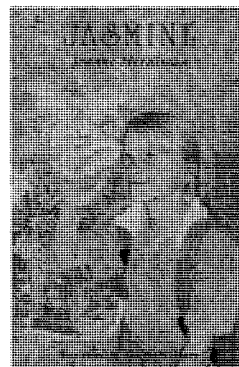
HORNIMAN, Joanne

Jasmine.

Omnibus, S.A., 1995

ISBN 186291253X

Rather like the early spring days in which it takes place, this work of quiet charm ambles along without reaching any great heights. Jazz, who doesn't particularly like being called Jasmine, is a quiet young girl in need of friends, or at least the courage to make them. How this is remedied makes a predictable yet relaxing read. Great attention is given to details throughout the book, quite often making the setting seem more important than the action. Margaret Power's black and white line sketches serve their purpose



without distracting the reader. Don't open this book expecting a story about fairies and magic. R. Dobson.

LEV: Middle primary Upper primary
AVAIL: Paper \$9.95 SCIS 836645

HUNT, Nan

A patch of sunlight.

Omnibus, 1995

ISBN 1862912564

Henry misses his older sister Fran, who ran away from home after a family argument. Forced to go on a school excursion, he experiences strange bright flashes where he sees events unknown to him but related to an unsolved mystery. After heavy rains, the group is stranded on a farm, and Henry experiences a supernatural event which nearly costs him his life but allows him to solve the mystery. The story is arranged in short chapters and features large type and black and white line drawings. Competently crafted, it combines mystery with an Australian setting and very natural dialogue. The unpretentious and simple language would make it accessible to a wide audience. J. Anderson

LEV: Middle primary Upper primary
AVAIL: Paper \$7.95 SCIS 839102

JONES, Carol

Going de Loco.

Mammoth, 1995 (Mammoth mystery)

ISBN 1863303022

Although Lou P. DeLoco wrote to the "Normal Australian Family" TV show in the hope that his family would be chosen, the DeLoco family is far from normal. Lou himself has read the *Encyclopedia Britannica* from cover to cover. His mother, Charlotte, is obsessed with gardening, constantly calling her children names such as "my little zucchini" and "pumpkin". His grandfather builds moats and bomb shelters and his grandmother is a dare-devil who loves danger and goes abseiling and motocross riding. Add to this his sister, Letitia, who thinks she is a vampire, and a brother Boofy, who lives in a dog kennel, and you have one very eccentric family. Although half of the book revolves around a mystery where the family have to find the missing Boofy, on the whole the story is quite bland and the characters too exaggerated to be believable. J. Eade

LEV: Middle primary Upper primary
AVAIL: SCIS 838666

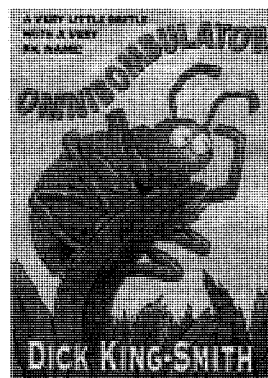
KING-SMITH, Dick

Omnibombulator.

Doubleday, 1995

ISBN 0385404794

This is the story of a very small beetle whose parents gave him the longest made-up name they could think of to make up for his small size. Children will learn some information about beetles, such as the fact that they have six legs and are in constant danger from larger predators such as birds. The inevitability of death is highlighted when Omnibombulator's parents come to a sticky end. Beautifully illustrated in black and white, and accompanied by legible, double-spaced text, written in Dick King-Smith's easy, relaxed style, this is sure to be a popular choice for younger readers. J. Eade



LEV: Lower primary Middle primary
AVAIL: \$19.95 SCIS 836385

LEESON, Robert

The amazing adventures of Idle Jack.

Walker, 1995

ISBN 0744541050

Idle Jack is a sleepy fellow, who does what he is told and follows instructions literally. His passivity and gentleness triumph over a variety of scoundrels. The chapter on his escapades at school is particularly delicious. Leeson draws on elements of traditional folk literature to develop this comic tale. Jack eventually comes to the attention of the princess, and, of course, lives happily ever after. Line drawings by Axel Scheffler begin each chapter, but the text is uninterrupted by further illustration. This well-presented and entertaining story would be effective read aloud. J. Buckley

LEV: Middle primary
AVAIL: \$14.95 SCIS 845013

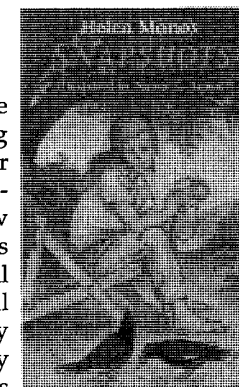
MANOS, Helen

Snapshots.

Omnibus, 1995

ISBN 186291270X

Ali is adjusting to the recent change in her life. She has to move, going to live with her mother and her mother's friends. Her initial rebellion dissolves as she comes to know Angelo and Simon. Angelo's illness is not identified to Ali as AIDS until the final chapter. The emotional cycles of loving and grieving may have been more fully captured by disclosure earlier in the story. Ali is a strong character whose responses would be of interest to readers. Illustrations by Naomi C. Lewis add to the poignancy of this gentle short novel. J. Buckley



LEV: Middle primary Upper primary
AVAIL: Paper \$9.95 SCIS 846251

MATTHEW, Andrew

Captain Midnight and the granny bag.

Orchard, 1994 (Bunch of baddies)

ISBN 1852137789

In this silly tale in the true tradition of British farce, Captain Midnight is a willing yet inept highwayman struggling manfully to purloin the funds required to marry his Polly. The secret to success can be found in the most unusual places and ways as they both find out. Andre Amstutz's simple cartoonish line drawings add somewhat to the story's whimsical nature and support rather than dominate. Dick Turpin this is not, but as a lighthearted romp it will appeal to some. R. Dobson.

LEV: Middle primary Upper primary
AVAIL: \$15.95 SCIS 837675

MCBRATNEY, Sam

Francis Fry private eye.

Collins, 1995 (Colour jets)

ISBN 0006750273

Francis Fry is your typical trench coat and slouch-hat detective who begins the story by defying the reader to find him in a very colourful crowd, from which he states he doesn't stand out. Of course he does and is very easy to spot. From this beginning the reader is instantly drawn into his madcap world and his quest for a missing parrot. The satisfying conclusion to his case reveals that Francis Fry is also a very kind, humane, if not somewhat bumbling, detective. Colourful,

cartoon-like illustrations and clear, easy-to-read humorous text make this an ideal choice for children who are just beginning to read independently. J. Eade

LEV: Lower primary Middle primary
AVAIL: Paper \$8.95 SCIS 836449

MEE, Michelle

The sky is blue with clouds like fishbones.

University of Queensland Press, 1995.

ISBN 0702227072

Childhood revisited—in ten stories from the life of a child a generation ago—church and school ritual, drive-in theatres, library visits, Saturday ballet lessons, grandparents, shop windows and Christmas. The stories are linked chapter-style as the author recounts her childhood. Within each story the guilts and feelings of youth are expressed in appropriate situations, thus showing young readers that they are not alone in their feelings. It would also serve to help today's generation understand how their parents/grandparents felt about everyday life. It could support studies relating to the Australian culture, family and feelings and provides an excellent example of both discursive and descriptive writing. R. Bodlay

LEV: Upper primary
AVAIL: Paper \$9.95 SCIS 829371

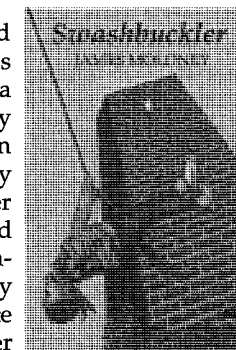
MOLONEY, James

Swashbuckler.

UQP, 1995 (UQP storybridge series)

ISBN 0702228257

Peter's estranged father has gambled away the family home, so Mum has relocated herself and the children to a less desirable area. After the first day at his new school, Peter is set upon by the inevitable bullies. Not exactly a surprise, but then a stunned Peter is rescued by an unlikely caped swashbuckler dressed in a Scaramouch outfit! The hero is quickly unmasked to reveal a nerdy classmate named Anton, but it takes a longer time for Peter to determine just why his new friend spends so much time retreating into his world of dragons, sword-play and outmoded speech. The story is warm and engaging, handling both humour and pathos equally well. I. McLean



LEV: Middle primary
AVAIL: Paper \$9.95 SCIS 835286

ORR, Wendy

The bully biscuit gang.

Angus & Robertson, 1995 (Skinny Books)

ISBN 0207185409

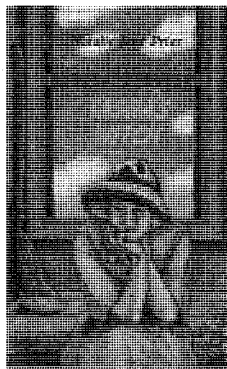
On their first day at a new school Kirsty and her sister are targeted by Melissa and her gang, who prey on the other kids for snacks and the contents of their lunch boxes. This time, however, the bullies have chosen the wrong victims. Kirsty thinks of a clever idea to get even, and Melissa and her mates are taught a lesson they won't forget. Wendy Orr's clever, humorous story is well told in accessible language and dialogue, ably complemented by Mike Spoor's hilariously expressive, cartoon-style illustrations and speech balloons. Another "bound to be popular" Skinny title ideal for emergent and reluctant readers. B. Richardson

LEV: Lower primary Middle primary
AVAIL: Paper \$7.95 SCIS 837077

PRIOR, Natalie Jane

Tasha's witch.University of Queensland Press, 1995
ISBN 0702227935

Tasha is sure her neighbour, Liz, is a witch but she just cannot prove it. Gradually, Liz becomes a friend and takes Tasha on as an apprentice witch amid normal, everyday life. After a year of being neighbours and friends, Liz moves. This becomes a time of adjustment for Tasha. This fantasy, set in modern-day Australia, entwines imagination and reality into a good read for 11-14 year olds. Younger children would enjoy having it read to them, as the implication is that this story could happen to any-



one. It is written in a clear, concise form, suitably descriptive, with an easy flow to the story. R. Bodlay

LEV: Middle primary Upper primary
Lower secondary

AVAIL: Paper \$9.95 SCIS 835283

RUBINSTEIN, Gillian and DENTON, Terry

Jake and Pete.Random House, 1995
ISBN 0091830079

This is the story of two barn-wise kittens—one half-blind, the other with no sense of smell—that set out to find a "mice" [nice] home. Thus, it is written using "kitkid" grammar and vocabulary. The story reveals the harshness of life for two unwanted kittens and expresses the desire in all for a secure home. This book would be ideal for discussions about the needs and wants of pets and wild creatures (e.g. birds) and contains varying perceptions of things manufactured. Showing that kindness and a pleasant appearance do not always go hand in hand, it also exemplifies co-operation. It is a good book for independent readers sufficiently confident to tackle the "kitkid" language. R. Bodlay

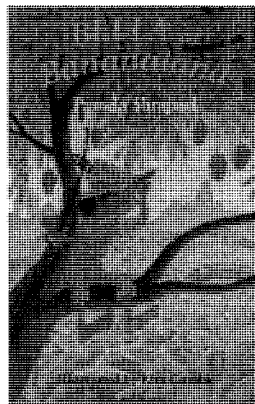
LEV: Middle primary

AVAIL: Paper \$8.95 SCIS 832033

SHRAPNEL, Pamela

Bella of Bananaland.Omnibus S.A., 1995
ISBN 1862912572

Bella is an appealing young girl; she is stubborn, imaginative and adventurous. When her mother arrives home with two "squirmy, grizzly twin brothers", Bella is considerably put out. She goes out exploring, finds a fruit bat and decides to make this animal her baby. Naturally, her parents don't quite share Bella's point of view. How the young girl handles her dilemma is the main focus of the story. Kim Gamble's delightful and humorous drawings appear every second page or so, and with the simply written text and engaging story line, make this an appropriate book for the newly independent reader. L. Williamson



LEV: Middle primary

AVAIL: Paper \$9.95 SCIS 843079

SMITH, Helene

Operation Clancy.Fremantle Arts Centre, 1994.
ISBN 1863681116

What a great read! I could not put this book down until I'd finished it as the story flows and the action is swift. Tony lives a normal life with his uncle, believing his parents to be dead. Then one day his picture is published in the newspaper and strange things begin to happen. This is a good adventure story involving everyday characters and is suitable for 11-14 year olds. However, it could easily be read to younger children. It would complement any studies involving family or community. R. Bodlay

LEV: Senior primary junior secondary

AVAIL: Paper \$7.95

EVAL: Highly recommended SCIS 818261

WILSON, Jacqueline

Double act.Doubleday, 1995
ISBN 0385405375

Joining the other novels which tell two sides of the story, such as *The pain and the great one*, the narration this time is shared by twin girls who, during the novel, undergo the beginnings of the painful process of separation. Although the large print and line drawings signal that this is a novel for younger readers, it does have substance—in plot, length and theme—and therefore would be an excellent novel to put in the hands of those whose reading skills have well outstripped their ages, as well as the ten-year-olds (and thereabouts) who will identify with the heroines. F. Gardiner

LEV: Middle primary Upper primary

AVAIL: \$19.95 SCIS 836380

Fiction for older readers

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

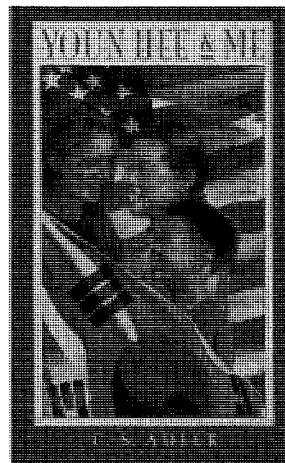
ADLER, C.S.

Youn Hee and me.Harcourt Brace, 1995
ISBN 0152000739

Eleven year old Caitlin narrates this story of change and adjustment. Her adopted brother, Simon (Si Won), has another sister—Youn Hee—still living in Korea. Caitlin is unprepared for their differences in behaviour and expectations when Youn Hee joins the family. Youn Hee becomes their conscience. She has a laudable respect for teachers and parents, is appalled at Caitlin's conspicuous consumption and, as an orphan, understands how precious a family is. Adler's characters are somewhat flat and the dialogue is ordinary, but the worthy themes of overcoming ignorance and jealousy, and abhorring prejudice, find pleasing voices in Caitlin and her family. W. Muskin

LEV: Upper primary

AVAIL: \$19.95 Paper \$8.95 SCIS 844679



BAILLIE, Allan

Dream catcher and other stories.Omnibus, 1995
ISBN 1862912556

Things are often not as simple as they at first appear. There is a fine line between reality and fantasy in the thirteen short stories presented in this collection. Each tale is immediately gripping. Strange circumstances draw the reader into situations which tend towards the unusual, if not bizarre. Simple, direct language makes these quirky, often chilling narratives accessible to a wide range of reading abilities. Brief, but skilfully drawn descriptions of place and characters enhance the style and imaginative content of these stories. It is a book that should absorb even reluctant readers. C. Sly

LEV: Lower secondary Middle secondary

AVAIL: Paper \$9.95

KLA: English SCIS 843141

BOOCK, Paula

Home run.Hyland House, 1995
ISBN 1875657665

Here is another compulsive read from this award-winning New Zealand author. At her new school, Bryony finds that to become accepted by the softball group, she must compromise her normal standards of decency and honesty. While there is this focus on peer group pressure and acceptance, there are other, deeper, societal themes targeted in this novel. With devastating honesty, Boock explores race relations and the gap between poor and privileged. While readers are left with hope that the budding friendship between Bryony and Ata will survive their vastly different backgrounds and economic circumstances, some will feel sadness and frustration that, on a broader scale, much is left unresolved. B. Richardson

LEV: Upper primary Lower secondary
Middle secondary

AVAIL: \$12.95

EVAL: Highly recommended SCIS 843087

BROWN, Janice

A dangerous place.HarperCollins, 1995 (Lions)
ISBN 0006749461

Set in a dismal future century, the involving story of young Joe Attwood's mysterious expulsion from the secure and fortunate life he knew, drags the reader into a real and frightening world. Why has this privileged orphan's generous sponsorship in "the CORPS" been cut off? After a violent mugging results in a temporary bout of amnesia, Joe has no choice but to become a frightened fugitive from justice. He moves from one motley group to another, never sure which ones are worthy of his trust. Reassuringly, Joe discovers that there are still some honourable people on both sides of society. The author's description of this possible future earth is sketchy but, through Joe's eyes, it is always believable and often quite scary. I. McLean

LEV: Upper primary Lower secondary

AVAIL: Paper \$8.95 SCIS 832966

Bruce Coville's book of nightmares.Lions, 1995
ISBN 0006750761

This spine-chilling and gripping collection of thirteen short stories would have wide appeal to those competent readers who thrive on the inexplicable and the bizarre. Written by a variety of experienced authors, they cover a diverse range of

topics, but have the common elements of being scary and suspenseful. Well-crafted, they are interspersed with black and white line drawings, and are guaranteed to attract a wide readership. J. Anderson

LEV: Upper primary Lower secondary

AVAIL: Paper \$8.95 SCIS 838973

Other titles in the series include:

Bruce Coville's book of aliens SCIS 836384

Bruce Coville's book of ghosts SCIS 836379

BUNNEY, Ron

Eye of the eagle.Fremantle Arts Centre Press, 1995
ISBN 1863681264

Powerful images of a family's massacre, seen through the uncomprehending eyes of a young Aboriginal boy, open this sad tale of violence, upheaval and destruction. Gulap and Yudang escape death and flee to another tribal group. Their mistrust of white people saves their lives, and after another slaughter they move further into harsh bushland. In a poignant story, simply told, Yudang and Gulap's journeys become symbolic of a whole people's flight from violent and arrogant invasion. Acknowledged advice from the Pilbara's Intjibarndi people enabled Bunney to add details of traditional tribal life to a story whose point of view will challenge readers of more conservative history. W. Muskin

LEV: Lower secondary Upper secondary

AVAIL: Paper \$9.95 SCIS 842787

CASWELL, Brian

Deucalion.University of Queensland Press, 1995.
ISBN 0702228656

Literary speculation on future directions of human society is often categorised as science fiction. This may be a convenient label for Deucalion, since it deals with the telepathic faculties of humans crossed with the Elokoj, indigenous people of a planet invaded in the next millennium by humans frozen to survive the 50 year space journey. But teachers who appreciate its elegant approaches to ideal communication, morality in government, environmental destruction, the treatment of indigenous peoples after invasion, and the peaceful resolution of conflict, may prefer to consider it an appropriate early introduction to Utopias. This is particularly true as its plot, style, characterisation, suspense and humour offer something for almost everyone over the age of fifteen. H. Gordon

LEV: Middle secondary Upper secondary

AVAIL: Paper, \$12.95

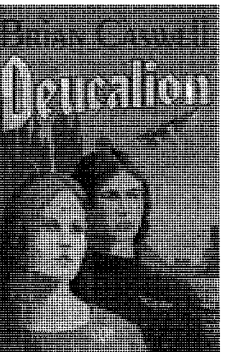
KLA: ENGLISH; HSIE

EVAL: Highly recommended SCIS 841945

CASWELL, Brian

Maddie.UQP, 1995
ISBN 0702227358

The final book in the trilogy of the students at Boundary High, *Maddie*, like *Mike* and *Lisdalia*, deals with the difficulties for teenagers of steering a clear course through the turbulence of school, family and peer group. For Vietnamese-Australian Maddie, the problems are compounded by her tormented brother Minh, who feels responsible for the death



of his mother in a refugee camp in Thailand, even though he was only five at the time. Caswell's stints as writer-in-residence at various secondary schools and tertiary institutions have served him well: the nuances of speech and sentiments have a clarity and authenticity that come only from an intimate knowledge of his characters; and his plots exhibit confidence in his ability to follow the characters through their journeys towards maturity. F. Gardiner

LEV: Lower secondary Middle secondary
 AVAIL: Paper \$9.95 SCIS 842555

CHEKOV, Anton Pavlovich

The bet.

Angus & Robertson, 1995 (Masterpiece)
 ISBN 0207188742

One of an innovative series targeting new age (often reluctant) readers reared on the visual image, Chekov's story of the young lawyer who wagers his freedom to prove his point about the value of life at any cost, is a well known classic and needs no critique. Rather it is the presentation of this story which is new and unfamiliar, and will undoubtedly engender debate. Print purists will possibly find the constant change and variation in print (style and size) superimposed on, and interposed by, grainy, at times surrealist images, distracting, even irritating. Modernists will find the interpretation creative and stimulating; an inventive marriage of art and literature. This deserves a place on library shelves. B. Richardson

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$12.95 SCIS 837639

Other titles in this series include:

Blame the wind SCIS 837774
Down at the dump SCIS 836436
The foundling SCIS 836558

CLARK, Margaret

Back on track.

Random House, 1995
 ISBN 0091831628

Disturbing accounts of daily survival are captured in this diary of a street kid. A new boyfriend's promise of love and security gives Simone the opportunity she needs to escape from her family circumstances. Her hopes are soon shattered when there is no one to meet her in the city and she has to learn to survive on the streets. Fifteen-year-old Simone experiences desolation, brutality, illness and drug addiction. Her only true friend is her diary. This book begs understanding and compassion for all homeless young people. A simple, honest, no-nonsense style makes it compelling reading. C. Sly

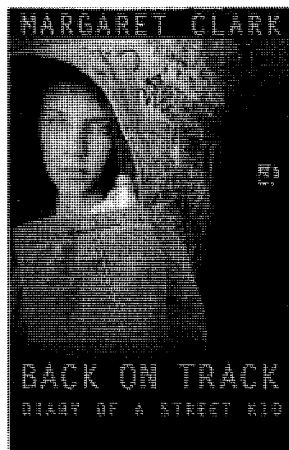
LEV: Middle secondary Upper secondary
 AVAIL: Paper \$14.95 SCIS 841873

CLARK, Margaret

Hot or what.

Random House, 1995 (Mark Macleod)
 ISBN 0091830303

In this sequel to *Fat chance*, Clark once again lets us share in the life and adventures of Lisa Trelaw. Only this time she's been remodelled and renamed Rebel, has moved to Sydney, and is being manipulated by Natalie, her "minder" from the



modelling agency, and Emanuel the sleazy photographer. Because of her common sense and down-to-earth attitude, she does learn to control her life and become professional. Using a very likeable narrator and humour, Clark explores the serious issue of pressure on young females to conform to an image. Will Lisa win Teen Model of the Year? Will there be more adventures? I hope so. W. Muskin

LEV: Upper primary Lower secondary
 Middle secondary
 AVAIL: Paper \$9.95 SCIS 834691

COLLINS, Alan

Joshua.

University of Queensland Press, 1995
 ISBN 0702228095

This title completes the Jacob Kaiser trilogy begun with *The boys from Bondi* and *Going home*. Joshua, raised by widowed Jacob, arrives at his majority facing complex family ties, the claims of Judaism, and military conscription, all of which are refocused for him by urgent new sexual attractions. His passive acceptance of decisions made for him by others takes him finally to Israel, where he finds both identity and direction. Though at times unbelievably facile in plot, the book contains some powerful writing, and broaches issues of importance for Australian adolescents, such as religious and social diversity and personal commitment. H. Gordon

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$12.95 SCIS 841946

CORMIER, Robert

In the middle of the night.

Gollancz, 1995
 ISBN 0575059834

Every Cormier fan knows his work is not the sort to give you a warm and fuzzy feeling; this novel will make its readers very discomfited. It concerns the aftermath of a tragedy: the poisonous nature of bitterness; the acceptance of guilt; and the burden of its penance—the underlying Catholicism that occurs in his books is very pervasive in this one. The bitterness of one of the protagonists spills over into perversion and nudges this work further into the horror genre than any of its predecessors, which means of course that teenagers will love it. Apart from a brief lapse into melodrama near the end, the writing is first-rate and Cormier's favoured theme, the nature of evil, is explored with great skill and perspicacity. F. Gardiner

LEV: Middle secondary Upper secondary
 AVAIL: \$24.95 SCIS 846301

Dark house.

/ compiled by Gary Crew

Mammoth, 1995
 ISBN 186330455X

The unifying leitmotif of this collection of stories is houses (sometimes dark, sometimes not), interpreted by some eminent authors including established writers of adult fiction (Margaret Halligan, Peter Lawrance, Carmel Bird). Some of these houses are malevolent, even life-sapping (McRobbie's *Album*) but some are reflective and life-affirming (Zable's *Beyond night*). Overwhelmingly, the narrators are male, and many stories have macabre twists (Pausacker's *The princess in the tower*) or gruesome endings (Lawrance's *All the king's men*), but there is a great variety in both tone and narrative voice, and the high calibre of writing makes this collection very appealing. W. Muskin

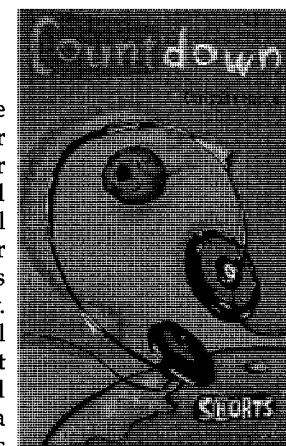
LEV: Lower secondary, middle secondary
 AVAIL: Paper \$9.95 SCIS 842305

HARRIS, Christine

Countdown.

Omnibus, 1995 (Shorts)
 ISBN 1862912696

Nuclear experiments in space have caused an asteroid to alter course. In 48 hours it will enter the earth's atmosphere and destroy the planet. Four school friends hear the news together but react in very different ways to the approaching tragedy. Although this is a shorter novel designed for older reluctant readers, the plot is credible and well-crafted and provides a realistic study of adolescents and family dynamics. This is a thought provoking book which could generate interesting discussion. J. Anderson



LEV: Upper primary junior secondary
 AVAIL: Paper \$8.95 SCIS 839116

HAWKE, Rosanne

Re-entry.

Albatross, 1995
 ISBN 0732410487

Settling back into Australian society, after spending most of her life in Pakistan, promises to be difficult for adolescent Jaime. The sense of not belonging is made stronger by her open and often-articulated love and admiration of Pakistani society, and unfamiliarity with the Australian ways. Gradual acceptance by a few more mature schoolmates and a Pakistani family living in Australia, help her to see that the inexperienced Australian school students don't have a monopoly on insularity. The use of diary entries, and progressive revelation through writing about her recent life in Pakistan for a school assignment, gives variety to the story and helps convey the growing sense of objectivity that is her learning experience. The story deserves better than the rather flimsy physical packaging it has received. M. Steinberger



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

JINKS, Catherine

Pagan's vows.

Omnibus, 1995
 ISBN 1862912750

In the third of the Pagan series, the eponymous hero has entered a monastery with his noble lord Roland – and not since *The name of the rose* have we come across such a monastic hotbed of intrigue and corruption! Not one to look the other way, Pagan seeks justice and brings disaster down upon himself and the hypersensitive Roland. Not nearly so squalid as its immediate predecessor, *Pagan in exile*, this novel is written in the same fast-paced style, with continuous asides from Pagan. It should appeal to students who are interested in medieval history or who can identify with a teenager who's brilliant but not too disciplined. F. Gardiner

LEV: Middle secondary
 AVAIL: Paper \$14.95 SCIS 846247

KLEIN, Robin

The sky in silver lace.

Viking, 1995
 ISBN 0670862665

Following on from *All in the blue unclouded weather* (summer) and *Dresses of red and gold* (autumn) Klein presents the winter story of Viv, Cathy, Heather and Grace in the cold, big city. Moved from Wilgawa without Dad, the family's small town values are in danger of corruption by big city temptations — lots of movies, "mock duck" sandwiches and no hats! Despite being set over 40 years ago, the narration has a contemporary feel, and the characters are timeless (no angst-ridden adolescents in sight). Klein has delivered another warm, well-written tale that invites the reader to hope for the appearance of book number four soon. W. Muskin

LEV: Upper primary Lower secondary
 Middle secondary
 AVAIL: \$19.95 SCIS 843191

MARRIOTT, Janice

Crossroads.

Omnibus, 1995
 ISBN 1862912653

This is a compelling and convincing story of the unlikely relationship between well-adjusted, sixteen-year-old Ellie, and eighteen-year-old William who is carrying an emotional burden of unresolved grief and guilt over his mother's death. If this sounds bleak and heavy it isn't. Marriott weaves her story with compassionate understanding and real insight. The reader is able to empathise with these two believable youngsters, with their feelings, their concerns and their hopes for the future. While the story doesn't have a traditional "happy-ever-after" ending, it is realistic and the reader is left with hope that, perhaps, the two just may find each other again. B. Richardson



LEV: Middle secondary Upper secondary
 AVAIL: Paper \$9.95
 EVAL: Highly recommended SCIS 843074

MARSDEN, John

The dead of the night.

Pan Australia, 1995
 ISBN 033035647X

In this haunting sequel to *Tomorrow when the war began*, Ellie continues the sometimes chilling, variously action-packed and suspenseful story of the group of teenaged friends' struggle to survive and resist. How do they deal with their fears, losses and differences in the face of ongoing danger and occupation? Have other groups remained free, and what new dangers does contact with them bring? Ellie's first sexual experience is sensitive, safe, realistic and not overly detailed. This is an intriguing and compelling, though at times, tedious portrayal of people, their motives, social control and organisation, friendship, romance, loyalty, teamwork, political and international responses to violations of countries by other nations, war crimes, and the impact of war on ordinary people. C. Foley

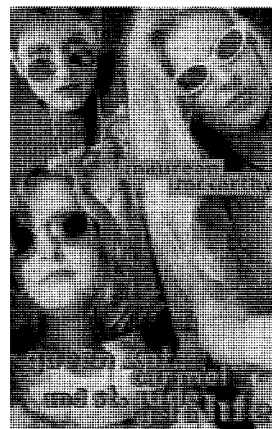
LEV: Middle secondary Upper secondary
 AVAIL: Paper \$9.95 SCIS 829138

McCAFFREY, Anne and NYE, Jody Lynn
The ship who won.
Orbit, 1995
ISBN 1857233158

In a first rate adventure tale of the science fiction genre, the authors create a world of the future, with an unassuming hero in Keff, the space explorer/researcher, looking for an advanced alien race with an unknown language system. His partner, Carrialle, is a disembodied brain who lives in the ship and provides the information he needs to survive. They land on a distant planet and are caught up in a perilous game of space wizardry and oppression of one race over another. Themes of love, responsible government and use of natural resources drive the plot. A good read. J. Watts
LEVEL: Upper primary Lower secondary
AVAIL: \$35.00 SCIS 840097

McCARTHY, Maureen
Queen Kat, Carmel and St. Jude get a life.
Penguin, 1995
ISBN 0140375430

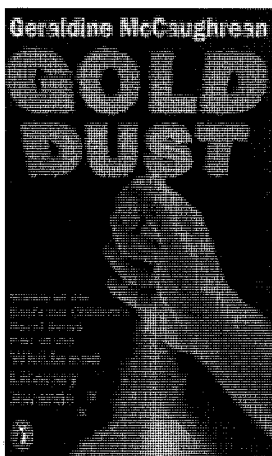
Carmel McCaffrey, Jud Torres, Katerina Armstrong—all eighteen, all from the same country town, all in first year at uni and all looking for something from life. Each tells her story and all go through cathartic pain: wealthy, privileged Kat's slide into drugs, sex and sleaze; shy, overweight Carmel's depression; fiery, blunt Jude's obsession with politics. The interconnected stories are told in different voices, giving different insights and adding texture and layers to the story and depth to the characters. Their experiences as gauche, naive students ring true, there's no tidy conclusion, ends are left and possibilities suggested—just like real life. W. Muskin



LEVEL: Middle secondary Upper secondary
AVAIL: Paper \$14.95 SCIS 844536

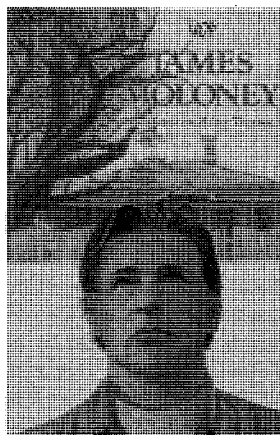
MCCAUGHREAN, Geraldine
Gold dust.
Penguin, 1995
ISBN 0140368868

After rumours spread of a gold strike in Sierra Vazia, the township explodes with miners, equipment, dealers and shadowy, sinister figures. At first seen as its saving grace, the promise of new riches threatens to destroy the community's very existence. Central to the story is the storekeeper Da Souza and his family, living in a decaying Brazilian township on the edge of the Amazon. Each of the carefully drawn characters accomplishes a heroic deed. A finely crafted tale and a worthy award winner, this is a modern day allegory of the effects of greed and the disasters which inevitably follow. J. Watts
LEVEL: Upper primary Lower secondary
AVAIL: Paper \$8.95 SCIS 843200



MEYER, Carolyn
Drummers of Jericho.
Harcourt Brace, 1995 (Gulliver books)
ISBN 0152004416
Anti-semitism had never been an issue in the bible belt town of Jericho, when Pazit Trujillo arrives to live with her father. After a year in Israel, where she had mixed with people from all nations, she was unprepared for the bigotry and hatred levelled at someone different. Her stance against a certain formation of the marching band and the consequent reaction by the people of the town is a sad indictment on modern society. Only Billy Harper, the band's bass drummer is prepared to see both sides of the situation, and risks much more than Pazit in defending her. J. Watts
LEVEL: Upper primary Lower secondary
AVAIL: \$19.95 SCIS 844677

MOLONEY, James
The house on River Terrace.
University of Queensland Press, 1995
ISBN 0702227420
The restoration of a long-neglected family house leads sixteen-year-old Ben Fielding to become involved in researching his family history. Ben's research reveals a pattern of conflict reaching back 130 years, beginning with the new white settlers and local Aboriginal people. As well as social injustice, Moloney raises the issue of just what historians choose to take from the historical record and the veracity of its interpretation. Excerpts from research documents and journals provide a variety of different narrative voices but also a certain unevenness. Despite the ending being too pat, and some obvious plot devices, this remains an appealing story. W. Muskin
LEVEL: Middle secondary
AVAIL: Paper \$11.95 SCIS 842704



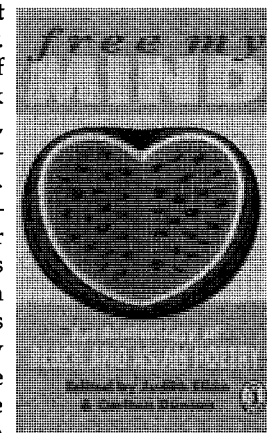
RISH, David
Mongrel.
Angus & Robertson, 1995
ISBN 0207187576
Judy Bishop unwillingly goes to a country town to stay with her grandfather for a time. Her mother's relationship with a new man, her father's mysterious disappearance and the experience of trying to fit into a new school and small community all converge to make her a very prickly person, with difficulties in her relationships with everyone. Her rescue of an injured dog gives new focus to her life, making her, and other people, easier to live with. Maturity comes as she is forced to face the outcome of her mother's relationship, the revelation of her father's secret, and the truth about her beloved canine companion. A satisfying novel for the reflective student reader. M. Steinberger
LEVEL: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 829463

Poetry and drama

Resources are in Dewey order.

Free my mind: an anthology of black and Asian poetry.
Penguin, 1995
ISBN 0140365109 [808.81]

There is a haunting pathos that echoes through this anthology. Compiled to redress the lack of recognition for international black poetry, these poems reflect a pride, a determinism and an acknowledgment of the poets' identities. There is also a sense of loss—either for their own innocence or of life's experiences, sometimes denied them by other cultures. In contrast, delightfully humorous poems such as "According to my mood" challenge poetic licence and life's rigidity. Those that are written in local dialect add a uniqueness to the themes developed. A resource such as this would be an interesting inclusion for units analysing personal choice, identities and alternative viewpoints. A powerfully reflective collection. E. Maxwell.
LEVEL: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$14.95
KLA: English SCIS 837824



He said, she said, they said: poetry in conversation.
/edited by Anne Harvey
Penguin, 1995
ISBN 0140368124 [808.81]
Written by such well known poets as Charles Causley, Kit Wright, Roger McGough, Walter de la Mare, Ian Serraillier, Lewis Carroll, Christina Rossetti and many others, this fine collection of poems is divided into the following sections: Conversations; Talk to the animals; Ghostly gossip; Imagine that; Words on the wind and What the parents said. This, along with a detailed contents page, makes it easier to find the type of poem required and as they are all in the form of conversations, they are sure to appeal to children. Simple, effective black and white sketch illustrations complement many of the poems. J. Eade
LEVEL: Middle primary Upper primary Lower secondary
AVAIL: Paper \$9.95
KLA: English SCIS 837854

Never take a pig to lunch and other poems about the fun of eating.
/ selected and illustrated by Nadine Bernard
Westcott
Orchard, 1995
ISBN 1852139447 [808.81]

Obviously humour and innovative word play were important criteria for the selection and presentation of this collection of verse. Bold, brightly coloured and comic illustrations are as much a feature as the verse; offering the child a visual as well as an oral and auditory feast. This is verse to chant along with, chuckle over, laugh or groan out loud about,

depending on reader age and/or disposition. Many are old and familiar, with favourite poets like Ogden Nash, Jack Prelutsky, Eve Merriam and David McCord represented. Those looking for an entertaining collection that doesn't take food or eating too seriously will find this meets the bill. B. Richardson
LEV: Lower primary Middle primary
AVAIL: \$22.95
KLA: English; HSIE SCIS 837712

Poems about day and night.
Wayland Hove, 1995 (Poems about)
ISBN 0750211253 [808.81]

Containing seventeen poems depicting various day and night activities, this book is clearly set out using large bold type and beautiful colour photographs and illustrations which are sure to appeal to younger children. The poets include some well-known names such as Shirley Hughes and Judith Viorst and range in nationalities from English, American, Canadian and British/Jamaican. The poems themselves are short and child-oriented and the book also contains a contents page, an index of first lines and usage notes, all of which make it a useful classroom resource. There are ten books in the series, all on different themes. J. Eade
LEVEL: Preschool Lower primary Middle primary
AVAIL: \$26.95
KLA: English;ST SCIS 837303
Other new titles in this series include:
Poems about growth SCIS 837306



BIL BIL, Marjorie
It just lies there from the beginning: Aboriginal stories and poems from the Top End.
IAD, 1995
ISBN 0949659851 [820.8]

From an adult perspective, this book is aesthetically pleasing but children may find it too quiet. It is well-sized and bound, printed on naturally coloured, recycled paper and illustrated with interesting, sage green, screen prints in naive style. The writing is simple, natural and unforced—with the rhythm and cadences of the spoken voice. The tone is conversational, the presence of the storyteller almost tangible, although not intrusive. The poetry and stories tell of the life of the Marri Ammu people from the Top End. The reader learns much about the society, its culture and its Dreaming, and the importance of its storytelling tradition. B. Richardson
LEVEL: Upper primary Lower secondary Middle secondary
AVAIL: \$14.95
KLA: English SCIS 842975

ATTARD, Karen
Whisper dark.
Five Islands, 1995 (New Poets 3)
ISBN 1875604359
Powerful, often stark and painful images alternately seduce and assault the senses and sensibilities. This is not comfortable poetry. Attard speaks from a woman's perspective,

about women's experiences, both personal and universal. The experiences are familiar to women, known by women, but the audience need not and hopefully will not be only women. For the poems speak of relationships between male and female, young and old, past and contemporary; between lovers, wife and husband, mother and son, daughter and father, persecuted and persecutor. They resonate with raw human emotion—love and jealousy, anger, frustration, bitterness, sorrow, hurt. Unsettling, disturbing and thought provoking. B. Richardson

LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.50
KLA: English SCIS 844451
Other new titles in this series include:
Rhythm in a dorsal fin SCIS 844450

CHOATE, Alec
Mind in need of a desert.
 Fremantle Arts Centre, 1995
 ISBN 1863681183 [821]
 Vivid pictures of the Australian landscape dominate this collection. Whether set in vast deserts, lush rainforests or secluded bush scenes, there is a sense of wonder at the timelessness of the country. Humanity and environment combine in a harmony which is conveyed through a variety of sensuous images. Even poems based in suburbia or in far-off lands are portrayed with a certain awe of these unique moments. Choate's direct language makes his perceptions readily accessible to the reader. This poetry, beautiful in its simplicity, lauds the glory of nature. C. Sly
LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.95
KLA: English SCIS 840101

FOGARTY Lionel G.
New and selected poems: Munaldjali, Mutuerjaraera.
 Hyland, 1995
 ISBN 1875657185 [821]
 In this collection is a selection of writings, mostly poetry, from Lionel Fogarty's previous five publications, with the addition of some new poems. The reader is left in little doubt as to Fogarty's position on black/white relations—past, present and future—in Australia. His writing is direct, raw and passionate. The tone is proud, at times angry, sometimes sad and grim, but rarely despairing. He speaks as an Aboriginal activist using the Creole language of the Murri people about whose spirituality, anguish and suffering he wishes to raise awareness. Strong language is present including in some titles. This offers a powerful statement—unique, challenging and biting. It is for readers who wish to understand or share Fogarty's motivation and message. B. Richardson
AUD: Adult
LEV: Upper secondary
AVAIL: Paper \$19.95
KLA: English SCIS 837981

HUGHES Robert
Highgate Hill.
 Hale & Ironmonger, 1995 (Contemporary Australian poets)
 ISBN 0868065404 [821]
 Robert Hughes takes the reader on a tour of an ordinary Australian suburb revealing, with thoughtful insight and just a hint of the voyeur, the ordinary and not so ordinary (some quite eccentric) people who inhabit each and every

dwelling. The reader truly gets a feeling for this neighbourhood, and a close, almost intimate, knowledge of the inhabitants, their families and their fascinating inter-relationships and interactions. Overall there is a pervading sense of wasted living, immense sadness and little joy in these vivid pen portraits, although Hughes's observations are sometimes spiced with wry humour and even acerbic wit. Natural rhythms and cadences make the poems ideal for reading aloud and the clear, precise language and imagery make them accessible to younger readers. The uninviting cover belies the book's engaging contents. B. Richardson



AUD: Adult
LEV: Middle secondary upper secondary
AVAIL: Paper \$12.95
KLA: English
EVAL: Highly recommended SCIS 833537

NICHOLLS, Sue L.
Ultimately female.
 Five Islands, 1995
 ISBN 1875604316 [821]
 Through her shared experiences of "childhood pain, adolescent angst, adult confusion" we discover something "ultimately female" in the work of this modern Australian poet. Her finely chosen words create cameos of early or more recent memories. Gentle yet incisive images stir the senses. Domestic situations are portrayed with an insight that takes the reader beyond the mundane. The sentiments of this poetry are easy to relate to and evoke personal recollections on significant people and events in one's life. Such gems are worthy of attention. C. Sly
LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.50
KLA: English SCIS 844455

Information

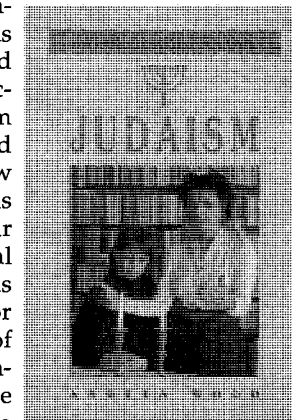
Resources are in Dewey order. The category KLA is intended to provide a guide as to which Key Learning Area the resource supports. These, and the age level, should only be used as a guide as many resources transcend age and subject barriers.

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

PENNEY, Sue
Judaism.
 Rev. ed. Heinemann Oxford, 1995 (Discovering religions)
 ISBN 0431073902 [296]

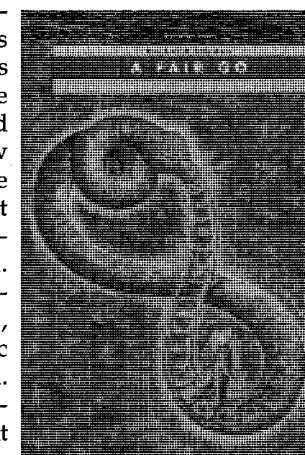
The layout makes this a comfortable book to use in lessons or for assignments. Designed to be read in double page sections rather than accessed from the brief index, each spread includes sections for new words and quoted prayers, as well as photos and clear explanatory text. Occasional cartoon type illustrations emphasise some facts, for example the ten plagues of Egypt. The detailed list of contents is a useful entry to the information. There is also a helpful comparative timeline showing the development of the major world religions. M. Hamlyn.



LEV: Upper primary Lower secondary
 Middle secondary Upper secondary
AVAIL: \$16.16
KLA: HSIE SCIS 821019

LINDEN, Richard
A fair go: social justice in Australia.
 Cardigan Street, 1995 (Australian issues)
 ISBN 1863914684 [303.3]

Social justice can be a complicated concept for students to understand, but it is defined simply here as "the things we feel society should provide for people". How society operates to affect the level of social justice is a vast topic, so only the most prominent issues are introduced. Topics include domestic violence, poverty, police, rape, private enterprise and public responsibility and women. The coverage is not exhaustive but provides an excellent introduction. The language is accessible and a balanced range of viewpoints is expressed. These strengths are reinforced by the frequent extracts from contemporary sources and recent events reported in the media (for example the crash of Skase and Bond) to which students can relate. An index and bibliography (with many journal references) complete this resource. It would be useful for students of legal studies, general studies and some aspects of home economics subjects. D. Collins



LEV: Upper secondary
AVAIL: \$21.95
KLA: HSIE, TAS SCIS 841720
Other new titles in this series include:
Beaten up, beaten down SCIS 841724
Crossing borders SCIS 834661
Free for all SCIS 834663
On the edge SCIS 834659
Under the influence SCIS 841728

DUFTY, David
Asia 2000.
 Curriculum Corp., 1995 (Access Asia)
 ISBN 1886366257X [303.495]
 Challenging students to envisage life in the Asian region, including Australia, in the year 2000, this contemporary resource will be of use across a range of subjects. It deals with topical issues as diverse as the generation gap in Japan, sustainable forestry and designing the future in Malaysia. The strength of this text lies not in depth of information, but in its ability to stimulate further inquiry by asking pertinent and probing questions. Useful features include a table of contents, glossary, activities and resource lists. L. Monticone
LEV: Lower secondary Middle secondary
AVAIL: Paper \$19.95
KLA: HSIE SCIS 846050

MORGAN, Nancy Battista
Violence: myth vs reality. [videorecording]
 Altschul Evanston, 1994 (Reversing the trend)
 ISBN none [303.6]
 This American production on teenage violence challenges some common misconceptions: that carrying a weapon and/or being in a gang provides protection; for example that you can stay in control when doing drugs. In conjunction with the narrator, interviews with victims and young offenders of violence help emphasise how easily these things can lead to senseless violence. Some conflict resolution skills are also discussed. Sure to provoke discussion, this is one that may convince some Australian teenagers not to follow the lead of America. D. Threlfo
LEV: Lower secondary Middle secondary
AVAIL: \$95.00
KLA: HSIE; PD/H/PE SCIS 843315

KOHEN, J.L.
Aboriginal environmental impacts.
 UNSW Press, 1995
 ISBN 0868403016 [304.2]
 Academic, well-researched, yet readable, this work is relevant to those interested in Australian environmental change (flora and fauna), the relationship of Aborigines with the land over time and their skilled management of it. It is written by a white biological scientist who states his cultural bias. A sound argument for the sophistication of Aboriginal technology is presented. Significant fragments are worthwhile for teachers and keener, more able students investigating Australian environmental change over the last 200 years. Fire and its place in the Australian environment before and after Aboriginal arrival, and since European colonisation, is detailed, including disasters that could have been avoided had Aboriginal burning practices continued. The book illustrates what we have to learn from traditional Aboriginal land management. It makes a valuable contribution to our understanding though access is limited to chapter headings and an index which, while comprehensive, is more effective for the knowledgeable reader. C. Foley
LEV: Middle secondary Upper secondary
 Professional
AVAIL: Paper \$24.95
KLA: HSIE SCIS 838861

CUSH, Cathie
Women who achieved greatness.

Raintree Steck-Vaughn, 1995 (20 events)
ISBN 0811449386 [305.4092]

Twenty women, prominent in a range of activities, are profiled in this attractively presented book. A surprising amount of information is given in the well-illustrated double-page spreads. Scientists and politicians, educators and human-rights activists, entertainers, business people and a photographer are represented. A balance of the expected (Mead, Montessori, Meir, Gandhi and Earhart) and the more unusual (Violeta Chamorro, Aung San Suu Kyi, Wilma Mankiller) is achieved. Quotations from their works, maps, newspaper reports and tables accompany the multitude of photographs. The tables, in many cases, extend the readers' knowledge, as they guide readers to, for example, other Nobel Prize winners, other executive women, or key events in a country's history. (It is telling that women are treated separately in this series!). M. Steinberger

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: \$24.95 SCIS 828388

Other new titles in this series include:

Artists who created great works SCIS 834883

Business leaders who built financial empires SCIS 838359

Discoveries that changed science SCIS 828391

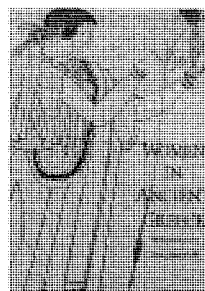
Structures that changed the way the world looked SCIS 834889

Transportation: milestones and breakthroughs SCIS 833184

BLUNDELL, Sue
Women in ancient Greece.

British Museum, 1995
0714112968 [305.40938]

Senior students and ancient history teachers will find this book a rich source of information on the position and role of women in ancient Greek society. Scholarly in its depth and solid factual basis, the work is nevertheless highly readable, and organised in a manner that will aid quick reference. The subject of women in myth provides a stimulating and well-researched opening section to the book. Blundell then divides her topic chronologically, dealing with the Archaic Age, the Classical Age, and in a short postscript, the Hellenistic Age. Poetry, theatre, law, sex, religion, sculpture, philosophy; all are major topics; all are assessed from a wide-ranging base of evidence. A particularly strong section is Blundell's analysis of the view of women as presented by the male poets, and contrasting presentations in Sappho's poetry. Recommended. M. Steinberger



LEV: Upper secondary
AVAIL: \$66.00 SCIS 836108

BURSZTYNSKI, Sue
Potions to pulsars: women doing science.

Allen & Unwin, St. Leonards, NSW, 1995
(True stories)
ISBN 1863739270 [305.43]

Very brief accounts of the lives and achievements of eighteen women scientists from 300 B.C. to 1986 are used to promote the concept of women's intellectual equality in this

male-dominated field. The simply-told stories show characteristic female persistence despite disapproval, exclusion from chosen fields of interest, primary roles as housekeepers or menial employees, and unethical acceptance by men of the recognition and honours properly belonging to the women. The style and depth of information are appropriate for primary students, but the content will also appeal to teachers of junior secondary science, careers and social sciences. H. Gordon

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95
KLA: Science; HSIE SCIS 837729

RYAN, Jan
Ancestors: Chinese in colonial Australia.

Fremantle Arts Centre, 1995
1863681078 [325]

Other books on the history of the Chinese community in Australia have concentrated mostly on the eastern states and gold rushes. This volume is the more welcome for its balancing focus on the Chinese in Western Australia. Leading up the declaration of the White Australia Policy in 1901, Ryan deals with many issues surrounding the life and role of the Chinese in the West. Recruiting policies and practices are examined, looking at the contentious issues of immigrant labour in the nineteenth century. A study is also made of the working life of the Chinese, as well as cultural practices. Reports of court cases, by and against the Chinese, make fascinating reading, and an examination of the level of involvement in crime and white prejudices has interesting resonances for our own time. A good collection of documents and photographs support the text. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: Paper \$19.95 SCIS 832824

Living with dragons: Australia confronts its Asian destiny.

Allen & Unwin, 1995
1863738800 [327.9405]

A wide range of writers, representing a diversity of opinion, has been gathered together in this timely volume on the role of Australia in an Asian context. The lack of a strong editorial line is refreshing, and may be surprising to readers familiar with Sheridan's writing in the *Bulletin* and *Australian*. Writers included are Gareth Evans and Tony Easson, former ACTU executive. Sheridan himself, diplomat Stephen FitzGerald and author Linda Jaivin contribute chapters on aspects of Asian culture, human rights and ethics. George Yeo, Singapore Government Minister and Noordi Sopiee of Malaysia analyse the subject of a common Asian culture. Senior students and staff members will find this a stimulating exchange of ideas. M. Steinberger.

LEV: Upper secondary
AVAIL: Paper \$19.95 SCIS 832424

FISHER, Vicky
Career planning. [videorecording]

Video Education Australasia, 1995 (30 min.)
ISBN none [331.7]

Thoughtful, interesting and well-structured, this video is a thoroughly professional production. The infectious enthusiasm and confidence of the three young people whose career planning we sample, contribute to providing positive and effective peer role models. In examining their pro-



posed career choices (law, journalism, make-up artist), factors affecting these career plans and considerations in decision making are investigated. The range of external influences includes family expectations, peer pressure, media images and subject marks and choices. Internal influences incorporate personality, skills and aptitude. Limited use of text and summary is effective and the brief lesson notes are helpful. This is a stimulating and motivating video which balances student aspirations, motives and expectations with the experience and knowledge of professional expertise. C. Foley

LEV: Middle secondary Upper secondary
AVAIL: \$89.00, closed caption version available
KLA: Careers SCIS 832772

DISSEGNA, Janine
The ribbon of life: coastal conservation in Australia.

Cardigan Street, 1995 (Green issues)
ISBN 1863914706 [333.91]

The intended reader of this brief book is difficult to identify. Our coastal ecology is presented as a many-faceted environmental issue: ownership, varied uses, development, pollution, erosion, habitat destruction, and win-win policy-making. This is a promising beginning, but the superficiality of the information makes it inadequate for senior science or geography, while the language and concepts are a little advanced for younger students. The text is well-documented, but sparsely illustrated in black and white, further discouraging younger readers. The debater or general studies student seeking to treat all aspects of the topic may find it a useful prompt. H. Gordon

LEV: Middle secondary
AVAIL: \$21.95
KLA: HSIE SCIS 841707

Other new titles in this series also reviewed:

Keeping the animals [333.95]

Deadly invasions [632]

PYERS, Greg
Keeping the animals: wildlife conservation in Australia.

Cardigan Street, 1995 (Green issues)
ISBN 1863914714 [333.95]

Part of a series looking at major environmental problems in Australia today, this book examines our attempts to conserve native animals. It has three parts: the illegal wildlife trade; the conservation of animals by legislation (eg CITES), captive breeding and habitat preservation; and the consequences of extinction of species. Information is presented clearly and accurately with a balanced point of view. Concepts such as biodiversity, landcare, the role of national parks and personal action are fully explained. The case studies of captive breeding programs are fascinating examples of conservation in practice. The text is supplemented by photos, index, short glossary, list of acronyms, bibliography and most importantly a complete list of threatened species. A superior library resource for use in senior and junior geography, general studies and science. D. Collins

LEV: Middle secondary Upper secondary
AVAIL: \$21.95
KLA: HSIE; Science

EVAL: Highly recommended SCIS 841798

Other new titles in this series also reviewed:

The ribbon of life [333.91]

Deadly invasions [632]

UNDERWOOD, Shelley
Forestry.

Cardigan Street, 1995 (How Australia works)
ISBN 1863910115 [338.1749]

This brief, well-planned learning resource defines and locates Australia's forest types, and places their current status in a historical context for the student. Human and animal needs which are met by forests, and the processes involved in managing forestry to provide them, are explained in simple language with ample high-quality illustrations. Chapters are so arranged that the information leads logically to a rationale for preserving and expanding existing forests throughout Australia. This is provided in the last chapter, with suggestions for individual action. H. Gordon

LEV: Lower secondary Middle secondary
AVAIL: \$24.95
KLA: HSIE SCIS 841321

Other titles in this series include:

Fishing SCIS 840873

RICHARDSON, John L
Travel and tourism in Australia: the economic perspective.

Hospitality, 1995
ISBN 186250458X [338.4]

The author has not included a bibliography as very few books have been written about this topic to date, which is precisely why this book is so valuable. It is the first comprehensive study of the economic consequences of tourism on Australia. It is an ideal library resource for sections of the Commerce and Business Studies syllabuses. The extensive knowledge and industry experience of the author is supported by press references, official reports, industry publications, statistics and interviews with people currently working in tourism. He divides the book into six sections: The context within a global industry, Where people travel, Spending by travellers, Economic impacts on the whole economy including taxation, Investment and Planning for future expansion. Much of the text is also attractive to the general reader as "tourism" is defined widely to include international travellers and domestic visitors including daytrippers. It is clearly written with a synopsis of each chapter, extensive footnotes and a comprehensive index. D. Collins

LEV: Upper secondary Professional
AVAIL: Paper \$29.95 SCIS 839128

MALONEY, Noel
The changing law. [videorecording]

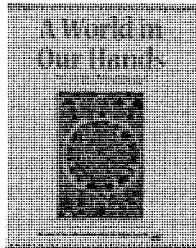
Video Education Australasia, 1995 (25 min.)
ISBN none [340]

Escalating change puts pressure on the law to adapt to suit society. This videorecording examines how these legal changes are facilitated. Divided into four sections, it considers Law making bodies, Reasons for change, Pressure groups and Effects of new laws. Topical case studies such as the mandatory reporting of child abuse and current changes to legislation on euthanasia are used as examples. This concise, informative resource would be a useful overview for students of legal studies and general studies. C. Sly

LEV: Upper secondary
AVAIL: \$79
KLA: HSIE SCIS 835326

A world in our hands.

/written, illustrated and edited by young people of the world
Tricycle Berkeley, 1995
ISBN 1883672317 [341.23]



Written by international youth to celebrate the 50th anniversary of the United Nations, this is an inspirational collection. It is divided into four sections: the development of the United Nations; its functions; possible futures; and the role of youth. Through poetry, art and prose, youth eloquently expresses its fears, desperation, hopes and optimism. Idealism is balanced with stark realism. The striking artwork alone makes this work worthwhile, but its real strength lies in the perceptive views of the young writers about this important organisation and the challenges the future offers it and the rest of the world. It would be an excellent discussion starter and general resource with a wide range of applications across the curriculum. L. Monticone

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: Paper \$24.95
KLA: HSIE; CA; English SCIS 843529

CUNNEEN, Christopher
Indigenous people and the law in Australia.

Butterworths, 1995
ISBN 0409300632 [342.94]

Butterworths' reputation for excellent legal resources is realised in this introductory text on Aboriginal and Torres Strait Islander people and the law. Designed to meet the requirements of the Legal Studies syllabus, sections of it are also relevant to general studies. Topics include history of, and current government policy, dispossession, protection, child removal, over-representation of Aboriginal people in the criminal justice system, Mabo, Native Title legislation and land rights. Civil law issues are examined in housing, employment, consumer protection and anti-discrimination laws. The final chapter looks at international law and Australia's obligations. An outstanding feature is the inclusion of an indigenous perspective through lengthy quotes and interviews, reinforced by the original artwork cover and the foreword by Pat O'Shane. The result is a well-written, balanced text interspersed with discussion, questions and supported by a lengthy index, bibliography and list of contact points. D. Collins

LEV: Upper secondary
AVAIL: Paper \$32.00
KLA: HSIE SCIS 837742

GOTT, Robert
Under the influence : drugs in Australia.

Cardigan Street, 1995
(Australian issues)
ISBN 1863915435 [362.29]

This dispassionate, well-organised presentation of Australia's drug use and abuse is the more powerful for its balanced treatment of the issues involved. Average family drug-consumption statistics make a brief, shocking introduction, followed by descriptions of currently illegal drugs and arguments for and against their legalisation. Separate chapters on cannabis, alcohol and tobacco pinpoint health outcomes, social problems and the annual cost to the nation, with special mention of adolescent use. The pressures of competition and the unfair advantage offered by performance-enhancing or pain-killing drugs in sport are depressingly analysed. Finally, a summary of over-the-counter and pre-

scription drugs describes the nature, uses, and beneficial and detrimental effects of each drug. H. Gordon

LEV: Middle secondary Upper secondary
AVAIL: \$21.95
KLA: PD/H/PE; HSIE
EVAL: Highly recommended SCIS 841728

Global issues of our time.

/edited by John Lidstone. Cambridge University Press, 1995
ISBN 0521421632 [363.7]

From an Australian geographer comes a collection of positive reports on solutions to current world problems. A Brazilian lecturer reports on rainforest management and a Shanghai professor writes on population control methods. Each chapter covers one of twenty such issues and includes clear maps, graphs, and black and white photographs. A three page index guides students to such popular topics as acid rain, global warming and Australia's soil erosion. The use of brief questions scattered throughout gives this the appearance of a text book, yet with the assistance of detailed subject headings, and review notes, this should provide much assistance to debating teams, and students of geography, general studies, agriculture and science. M. Williams

LEV: Middle secondary Upper secondary
AVAIL: Paper \$16.95
KLA: HSIE; Science SCIS 833242

Ozone: protecting the invisible shield.

[videorecording]
National Geographic Society, 1994 (28 min.)
ISBN none [363.73]

This is a series of extremely informative documentary style presentations aimed at senior students. The videos are of exceptional quality, easily sustaining interest with use of superb computer generated 3D models, animations, photomicrographs, electron microscope images, laboratory footage and interviews with leading scientists. Each video gives a thorough account of its subject matter and relates its history as well as present day activities. Complete with teacher notes listing objectives, important vocabulary and suggested activities, these videos are most worthwhile resources. D. Threlfo.

LEV: Middle secondary Upper secondary
AVAIL: \$69.00
KLA: Science SCIS 842945

Other titles in this series are:
Virus SCIS 842773

HUGHES, Kylie
Bullying is uncool. [videorecording]

Video Education Australasia, 1995 (13 min.)
ISBN none [371.5]

This brief videorecording provides an interesting springboard for discussion on the issue of bullying in schools. A somewhat tough-looking commentator, Lenny, admits to having been bullied when he was young. He speaks to school children about their experiences, as either victims or perpetrators of bullying. Strategies for dealing with this problem are presented and, through role play, Lenny shows how different outcomes can be achieved when potential victims react more assertively. Suggestions for discussion questions are included with this kit. C. Sly

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$75
KLA: PD/H/PE SCIS 843351

HAMSTON, Julie
To market.

Curriculum Corporation, 1995 (Access Asia)
ISBN 1863662553 [381]

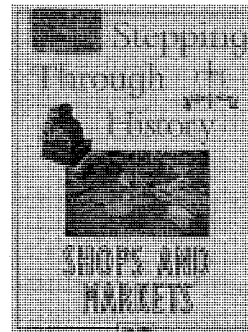
The excitement of Asian markets is brought within students' realms of experience by this resource. This is achieved through the use of numerous photographs and personal accounts of their market experiences written by children from Thailand, Vietnam, Japan and India. Further, this well-set out text also provides information on the types of markets, the role of markets, the production of goods sold in markets, international trade and markets in Australia. A table of contents, coloured chapter headings and subheadings, boxes containing statistics and a section of activities all contribute to the ease of use of this resource. L. Monticone

LEV: Middle primary Upper primary
AVAIL: Paper \$14.95
KLA: HSIE SCIS 846085

BURNS, Peggy
Shops and markets.

Wayland Hove, 1995 [Stepping through history]
ISBN 0750215216 [381 09]

If this book is indicative of the whole series, then every library should have the complete set. As well as the various chapters, there are included a timeline, glossary, list of books to read, and index. Although British, the book includes lots of locally relevant information presented in a good-sized type and clear, simple sentences. The mostly coloured photographs and illustrations are clear, interesting and informative.



This book would enhance research skills and make research a pleasure, and would be an excellent resource for studies involving shops, markets, shopping—yesterday, today and tomorrow, history, packaging and preserving, and consumerism. R. Bodlay

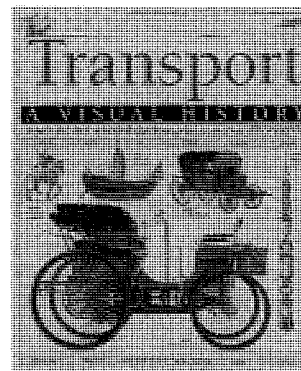
LEV: Middle primary Lower secondary
Middle secondary
AVAIL: \$26.95
KLA: HSIE
EVAL: Highly recommended SCIS 837320

Other new titles in this series include:
Travel SCIS 837316

WILSON, Anthony
Transport : a visual history.

Angus and Robertson, 1995
ISBN 0207183201 [388.09]

Very early in this world's history, the first Chinese hang-glider hung from a large kite. Anthony Wilson's visual history dates this event at 100 BC, following Chinese invention of padded saddles, ships' rudders, the wheelbarrow and a nomad's cart which converted to a tent. Within divisions of "ages", pages are subdivided into "modes" i.e. Land; Water; Air and Milestones (logging spe-



cial events and statistics.) A number of illustrations, mostly coloured, if small, chart the progress of a wide range of transport from 10,000 BC to the present. Commentary is limited to description and application. A useful reference. J. Watts

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$24.95
KLA: HSIE SCIS 842688

ROWE, Julian and BURNS, Peggy
Language and writing.

Wayland, Hove, 1995 (Legacies)
ISBN 0750212713 [410.9]

There is an interesting interplay of writing and language in ancient times with contemporary usage both in description and impressive illustrations. Examples such as the development of our own alphabet and technological changes in modes of communication are cited alongside the products of the Sumerians, Babylonians, Egyptians, Phoenicians, Greeks, Romans and Chinese. Inclusions of a comprehensive timeline, glossary and additional reading facilitate the text's value as a reference tool as well as highlighting interesting components for the casual reader. E. Maxwell.

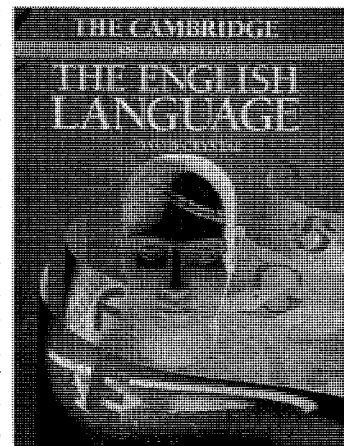
LEV: Upper primary Lower secondary
Middle secondary
KLA: English; HSIE SCIS 842094

Other new titles in this series include:
Costume and clothes SCIS 842092
Politics and government SCIS 847793
Science and technology SCIS 847792

CRYSTAL, David
The Cambridge encyclopedia of the English language.

Cambridge University Press, 1995
ISBN 0521401798 [420]

What an impressive publication—visually and in content! The scope of this resource is enormous. Presented in six distinct but highly interrelated parts this tome details the history of English, its vocabulary, grammar, spoken and written usage. Reference access is well-structured, including a comprehensive contents page and three indexes, a glossary and other sources of information. Within articles there is good cross-referencing; the coloured tables and illustrations make it an excellent reference tool and a fascinating book to browse. References to linguistic and stylistic usage and the influences of literature outside the United Kingdom and the United States is extensive. There is plenty here to appeal to the Australian reader—a must for secondary libraries and one for home as well. E. Maxwell.



LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: \$75.00
KLA: English
EVAL: Highly recommended SCIS 839374

LEVINE, Shar and JOHNSTONE, Leslie
Everyday science: fun and easy projects for making practical things.
 Wiley, 1995 [507.8]
 ISBN 0471110140

The subtitle really says it all. Organised under the following headings: light and optics; heat; earth science; chemistry; electricity and magnetism, are 25 interesting and relevant projects. Children are encouraged to think about, learn and reflect on scientific principles while they make a range of useful and fun objects which include a pinhole camera, kaleidoscope, telescope, solar oven, barometer, sundial, bath salts and burglar alarm. Each project is clearly set out and described, with a ready reference list of materials required. A useful glossary and an index are provided. This would be a great way for children to learn science and have fun simultaneously. B. Richardson

LEV: Upper primary lower secondary
 AVAIL: \$16.95
 KLA: Science; ST SCIS 841796

BINGHAM, Caroline
Incredible universe.
 Penguin, 1995 (Snapshot/A Dorling Kindersley book)
 ISBN 0140376755 [523.1]

Tonnes of information is presented in an appealing, credible and easy-to-read format. It is a comfortably-sized factual book in large print, about the universe, with concise sentences and clear, relevant photographs. Each double-page is like a chapter, and contains all the sorts of information young minds seek. The variety of presentation styles used is also to be commended. It contains short questions for information review. R. Bodlay

LEV: Upper primary Lower secondary
 AVAIL: Paper \$6.95
 KLA: HSIE
 EVAL: Highly recommended SCIS 835068

Other new titles in this series include:
Incredible costume SCIS 835066
Incredible inventions SCIS 837970
Incredible Wild West SCIS 837975

KERROD, Robyn
Let's investigate science. [series]
 Heinemann, 1995 (1994)

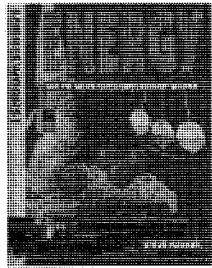
Clearly presented, up-to-date information and strong graphic design make this series reprint a must for school libraries. Each book in the series begins with an introduction to the topic and an overview of the contents. Photographs, drawings and, in particular, excellent diagrams are effective in reinforcing the concepts presented. Although the text would require a reasonably high level of language competency, the facts are clearly explained and supported by the excellent graphics. Active participation is provided in the form of "investigate" activity boxes, "work out" problem solving boxes, and questions interspersed throughout with quite detailed answers at the back. A comprehensive glossary, index and timeline complete this well-written, attractively presented series. J. Anderson

LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: \$19.95
 KLA: ST, Science
 EVAL: Highly recommended

Titles in this series are:
The solar system SCIS 833159
Electricity and magnetism SCIS 833161
Force and motion SCIS 833222
Plant life SCIS 833165
Natural resources SCIS 833169
Communications SCIS 833168

PARKER, Steve
Energy.
 Macdonald Young, 1995. (Science works!)
 ISBN 0750016663 [531]

With its beguiling layout, this book is a comprehensive exploration of energy, its occurrence, relevant discoveries and its application in machines and engines. Parallel to the main text are inserts of four strands: famous firsts; fascinating facts; DIY (easy experiments) and Special FX, which are clearly illustrated. Thus the book invites browsing for short interesting information and activities. The brief index provides access to the facts. It is an excellent resource book for teaching junior science as well as for reference and general interest. M. Hamlyn



LEV: Upper primary lower secondary
 Middle secondary
 AVAIL: \$26.95
 KLA: Science SCIS 841761

GANERI, Anita
I wonder why the sea is salty and other questions about the oceans.
 Kingfisher, 1995 (I wonder why)
 ISBN 1856973131 [551.46]

This book targets a wide range of commonly asked questions about the sea such as Why is the sea salty? Which is the biggest ocean? What is sand made of? These are organised according to their focus, for example: general science, people and the sea, animal life, geography and geology. Format is large, answers are provided in simple language, printed clearly in generously sized print, and supported by attractive illustrations. Included is a contents list of the questions and a simple index. The book would serve best for browsing as its scope is so broad and general that details offered the investigator are limited. B. Richardson

LEV: Lower primary Middle primary
 AVAIL: \$9.95
 KLA: ST SCIS 843212

Other titles in this series include:
I wonder why spiders spin webs SCIS 843500

MARTIN, Fred
Flood.
 Heinemann, 1995 (Focus on disasters)
 ISBN 0431068364 [551.48]

This is a comprehensive overview of how and why floods occur, their effect on people and the environment, and what measures are being taken to prevent future flooding in high risk areas. Although the focus is world wide, well-known flood areas like Bangladesh and Venice are highlighted as well as more recent disaster areas. Photographs and diagrams add realism to the text and instead of captions "photo notes" are provided which give more detailed information about the illustration, while interesting snippets of information are highlighted in "Did you know?" boxes. Clearly

presented information, attractive layout and language easily accessible to competent readers make this a valuable and up-to-date resource. J. Anderson

LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: \$19.95
 KLA: ST; HSIE
 EVAL: Highly recommended SCIS 837994

Other titles in this series include:
Earthquake SCIS 833541
Volcano SCIS 833546
Weather SCIS 837991

O'TOOLE, Mitch
Water.
 Cambridge University Press, 1995 (Science and our future)
 ISBN 0521438233 [553.7]

From this Australian science teacher comes a rather specialised account of the involvement of the CSIRO in research on water: its use, abuse and future prospects in this dry continent. Numerous colour photographs and diagrams illustrate blue-green algae, salinity, microscopic life and much more, as detailed in the index. However the wide range of other organisations and approaches to water management are not covered here; instead, individual scientists and their experiments are the focus of this publication. M. Williams

LEV: Middle secondary
 AVAIL: Paper \$19.95
 KLA: Science SCIS 822935

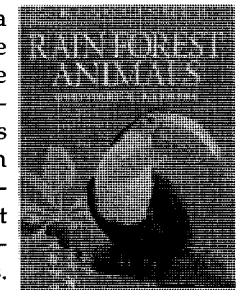
JOHNSON, Jinny
Dinosaur skeletons and other prehistoric animals.
 RD, NSW, 1995
 ISBN 0864387946 [567.9]

Dinosaur fanatics and interested others will love this vibrant, informative book. Fifteen different dinosaur skeletons, including favourites like tyrannosaurus, stegosaurus and triceratops, are presented vividly against a black background. Related information for each is presented in readable, scattered segments accompanied by lifelike illustrations and diagrammatic representation of size in comparison to humans. Some fold-out pages, a pronunciation guide and well-formatted timeline information are worthwhile additions. While there are no subheadings, layout and text variations assist accessibility. Presentation caters to a variety of age groups with enjoyment for independent readers from about ten years and younger children including preschoolers who would appreciate the visuals and discussion. This attractive book will provide pleasure and information for a wide-ranging audience. C. Foley.

LEV: Middle primary Upper primary
 Lower secondary Middle secondary
 AVAIL: \$22.95
 KLA: HSIE; Science; ST SCIS 846088

CHINERY Michael
Rainforest animals.
 Kingfisher 1995 (Questions and answers)
 ISBN 1856973050 [574.5]

Utilising the question and answer format this book targets a broad range of animal life that inhabit the world's rainforests. Fortunately an index and contents are included for those wanting information in a hurry or wishing to target a specific topic, as the general organisation appears somewhat



random. Questions are allocated a page or double-page spread with the answers clearly presented in large print accompanied by coloured illustrations. Additional information is provided in smaller print contained in labels or boxes. The inclusion of a location map with each separate subject would have increased the book's usefulness for young investigators. B. Richardson

LEV: Middle primary Upper primary
 AVAIL: Paper \$8.95
 KLA: ST SCIS 843229

PASCOE, Gwen and JEFFERIES, Veronica
Deep in a rainforest.
 Era, 1995
 ISBN 1863742107 [574.5]

This is a book of colours ... in fact all the colours of the rainbow, and shows that these colours can be found in rainforest flora and fauna. So, as well as teaching/reinforcing colours, children are exposed to the individual inhabitants of a rainforest. The depth of that exposure is up to the reader. It is a book with a multitude of uses; it could easily be used to introduce/brainstorm rainforest studies, for art discussions, identifying plant/animal species as well as for learning colours, motivational writing and reading skills. The water-colour illustrations are apt and fetching. R. Bodlay

LEV: Lower primary
 AVAIL: \$19.95
 KLA: HSIE; CA; English SCIS 833082

WILLIAMSON, Peter
Introducing the pathogens. [videorecording]
 Video Education Australasia, 1995
 ISBN none [576]

In this comprehensive video on bacteria, virus, fungi, protozoa and worms, a short history of infectious disease is given followed by the important contributions made to science by Pasteur and Koch. The characteristics of each group of pathogens are described and new technologies for culturing and identification are demonstrated by medical laboratory scientists. Images under the light and electron microscope of different pathogenic organisms are shown. As well there is some excellent although unpleasant footage of humans suffering symptoms of various infectious diseases. Understanding the method of transmission and need for sterile procedure are emphasised as ways to combat pathogens. A summary concludes the program and accompanying detailed teacher notes make this an excellent resource. D. Threlfo

LEV: Middle secondary Upper secondary
 AVAIL: \$89.00
 KLA: Science SCIS 836182

Australia's wonderful water creatures.
 Penguin, 1995
 ISBN 014037471X [591.52]

In this bright, glossy look at some of the inhabitants of our freshwater ponds creeks and environs, pages are packed with interesting facts about some common and other rarely seen creatures such as dragonflies, cane toads, water dragons and mosquito fish to name but a few. Providing genuine Australian content, each well-laid out page contains roughly one hundred and fifty words, a large colour photograph and a diagram highlighting some important feature. A short glossary, index and a page of illustrations of

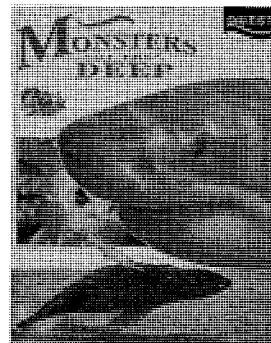
other creatures that may be encountered are useful additions. This is a valuable resource for a proposed unit or purely for those interested in little beasts. R. Dobson.

LEV: Lower primary Middle primary
 AVAIL: Paper \$9.95
 KLA: ST SCIS 835073

Other titles in this series are:
Curious creatures in Australia SCIS 838387

PIROTTA, Saviour
Monsters of the deep.
 Wayland Hove, 1995 (Quest Dangerous waters)
 ISBN 0750211997 [591.92]

I found this book quite irresistible with its grisly tales and facts about sharks, whales, crocodiles, giant squids and other sea monsters. Despite its slightly shock-tactics tone, this well-produced book gives a pleasing blend of historical drawings, current photos, clear diagrams, relevant maps and well-referenced information. The material—although tending towards the fantastic and gruesome—is well-written and gives a good overview of the topic. Some librarians will balk at the subject matter but I feel sure most children would happily crowd over this book, and borrow it frequently. L. Williamson.



LEV: Middle primary Upper primary
 AVAIL: \$26.95
 KLA: ST SCIS 844843

Other titles in this series include:
Pirates and treasure SCIS 844852
The whalers SCIS 847492
Voyages of exploration SCIS 847573

INGRAM, Anne
The great indoors.
 Random House Australia, 1995
 ISBN 009182771X [595.7]

Many incredible facts are revealed in this surprising book. Apart from finding out the what and where of common household insects, spiders and animal visitors, the reader learns how to detect them by their sounds (rats dragging things to their nests have been mistaken for ghosts), smells, tracks and scats. The size, shape, distribution and nomenclature of "poos" are described. Sizes of the creatures are compared in scaled diagrams. The text is interestingly written and satisfyingly detailed. Unfortunately there is no contents list but the index is useful. Guaranteed to fascinate as well as to inform the reader who is not too squeamish. M. Hamlyn

LEV: Upper primary Lower secondary
 Middle secondary
 AVAIL: \$19.95
 KLA: Science SCIS 839391

JOHNSON, Jinny
Creepy crawlies: a closer look at the world's tiny creatures.
 Riverswift, 1995
 ISBN 1898304521 [595.7]

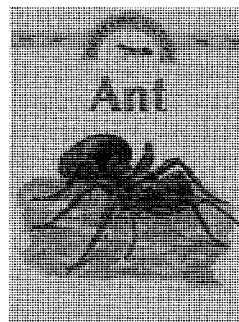
Here is a comprehensive set of stunning stimulus pictures, ideal for those teachers who prefer the convenience and stur-

diness of a large format book to a set of loose cards. The detailed and clearly-labelled illustrations of popular, yet "creepy" examples of nature's minute and monstrous denizens are truly fascinating. Spiders, beetles, ants, grasshoppers etc. are represented singly while other insects and creatures are grouped (e.g. builders, travellers). The book is suited for casual browsing and research by individuals or a focus for intensive group study. The contents page is coded with icons and well-set out. Glossary and index are included. I. McLean

LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: \$19.95
 KLA: ST, Science
 EVAL: Highly recommended SCIS 836092

SAVAGE, Stephen and PRITCHARD, Clive
Ant.
 Wayland, Hove, 1995 (Observing nature)
 ISBN 075021287X [595.79]

A fabulously illustrated work that brings the life of ants to the reader in glorious close-up. The text plays a supporting role yet contains enough relevant information to make this piece a useful resource for its target audience. The highly visual layout will appeal to young and reluctant readers as well as being great for theme work. Each double-page covers a single topic. A short glossary and index have been included. This compact piece is an attractive addition to the series and would be a thoroughly recommended addition to any resource collection. R. Dobson.



LEV: Lower primary
 AVAIL: \$26.95
 KLA: ST SCIS 839464

Other new titles in this series include:
Duck (see review) SCIS 839467
Rabbit SCIS 844848
Salmon SCIS 851998
Seagull SCIS 844854
Spider SCIS 851997

MORRIS, Jill
Australian frogs: amazing amphibians.
 Great Glider, 1995
 ISBN 0947304223 [597.8]

Superbly illustrated and accompanied by clear, easy-to-read factual text, this book is a must for any primary or junior secondary library. The book itself comprises of six pages of general information accompanied by full page illustrations of various types of frogs. All information and pictures are bordered by colourful frames, some reminiscent of Aboriginal designs, with the information on each frog containing a map showing habitat as well as family, genus and species and even a poem. The book also contains a table of contents, index, glossary, a list of reference books, a comparison size chart and an attractive bookmark containing information on the decline in numbers on many species of Australian frogs. J. Eade

LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: Paper \$17.95
 KLA: English; ST; Science; HSIE SCIS 845747

SAVAGE, Stephen
Duck.
 Wayland, 1995 (Observing nature)
 ISBN 075021466X [598.41]

While this book provides a simple and clear outline of the mallard duck's lifestyle from birth to adulthood, it will have little relevance for Australian students. Although the coloured drawings are clear and closely support the text they lack reality. The narrative style text uses short simple sentences and large type face which targets the very young child and is designed more as a picture book than an information text. On the whole the presentation would have little appeal and is rather uninspiring. J. Anderson

LEV: Lower primary Middle primary
 AVAIL: \$26.95
 KLA: ST SCIS 839467

GRANT, Tom
The platypus: a unique mammal.
 UNSW Press, 1995 (Australian natural history series)
 ISBN 0868401439 [599.1]

The third edition of this in-depth and detailed overview of perhaps Australia's most fascinating animal has been revised and redesigned. Based on extensive research, it provides the reader with the latest and most up-to-date research findings on this unique creature. In four sections related to the seasons, the life of the platypus is described in detail through a yearly cycle which covers all aspects of physical characteristics, environment, what it eats, how it reproduces and much more. Illustrations, although mostly black and white photographs and clear line drawings, clarify the information provided and make it a valuable resource for students. Although research-based, the narrative language style make it accessible to competent readers, allowing even primary students to extract some valuable information. J. Anderson

LEV: Upper primary Lower secondary
 Middle secondary Upper secondary
 AVAIL: Paper \$22.95
 KLA: ST SCIS 838859

Other new titles in this series include:
Kangaroos: biology of the largest marsupials SCIS 838860

WILLIS, Terri
Sichuan panda forests.
 Raintree Steck-Vaughn, 1995. (Wonders of the world)
 ISBN 0811463672 [599.74]

Not only the history of the panda's introduction to European people but the current state of their survival in the wild and in captivity are detailed in this interesting and readable book. The life cycle of the giant panda is explained as well as the factors and difficulties to be considered when trying to preserve this endangered species. The research on this and the co-habitant species discussed in the book is authenticated by the World Wildlife Fund. Well-illustrated with photos and with a useful glossary and index, this has a wide range of uses in the curriculum. M. Hamlyn

LEV: Lower secondary Middle secondary
 KLA: Science; HSIE
 AVAIL: \$24.95 SCIS 834511

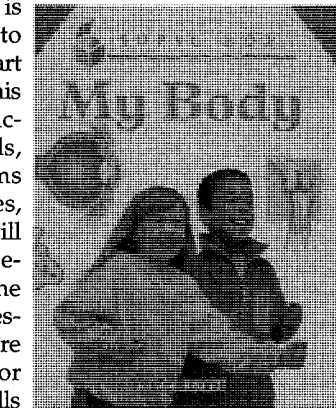
ROYSTON, Angela
The young book of how things work.
 Koala, 1995
 ISBN 1875846182 [600]

Although claiming to be an Australian edition, this resource retains northern hemisphere images and information not pertinent to the Australian scene. It also contains inaccuracies. For example, pp.10, 11—dry cell batteries (carbon positive electrodes not metal nails), pp.14, 15—oven (unfamiliar design), p.19—sewerage (pipes not drains), pp.22, 23—heating (nonstandard), p.27—the watch illustrated does not have quartz written on it. This is all unfortunate, as the book is in other respects an excellent, stimulating, technical resource for youngsters with interesting information provided in an exciting format of clearly labelled, bold, colourful cross sections and diagrams. B. Richardson

LEV: Preschool Lower primary
 AVAIL: Paper \$17.95
 KLA: HSIE; ST SCIS 838775

MOSES, Brian
My body.
 Wayland Hove, 1995 (Topic box)
 ISBN 0750212411 [612]

Finding out about the body is of fundamental interest to young children as well as part of early science lessons. This picture book with its attractive double-page spreads, lively photos and diagrams on topics such as bones, blood, cells and the brain, will aid that undertaking especially with its clear text. The index, word list and suggestions for finding out more make the book useful for introducing information skills too. M. Hamlyn



LEV: Lower primary
 AVAIL: \$26.95
 KLA: Science, HSIE SCIS 842093

Other titles in this series include:
Dinosaurs SCIS 842091

VANCLEAVE, Janice Pratt
The human body for every kid: easy activities that make learning science fun.
 Wiley, 1995. (Science for every kid)
 ISBN 0471024082 [612.0078]

This is a fun recipe book for learning the science of the human body through interesting activities which reinforce the facts introduced from cell theory to heredity. The chapters on various parts of the body are cumulative with 216 terms introduced and further defined in the glossary. The stipulation is that the activities, whether at home or at school, be worked through in order. The explanations of scientific facts and methodology of the experiments are clearly set out reinforcing scientific method. It is a clear and detailed text; interestingly written, with black and white drawings. M. Hamlyn.

LEV: Upper primary, lower secondary
 AVAIL: Paper \$18.95
 KLA: Science SCIS 839617

SANTICH, Barbara
What the doctors ordered: 150 years of dietary advice in Australia.

Hyland, 1995 [613.2]
ISBN 1875657444

What do Australians eat and why? is the question tackled by the author, a culinary historian. She has analysed the dietary advice over our history and from this perspective divides our eating history into three stages—the age of protein, vitamins and fat. This is a fascinating look at the social, cultural and economic influences on our diet, using many extracts from colonial documents, historians, doctors, commercial advertising, newspapers, government manuals and propaganda. This is a very useful resource for the area called "food availability and selection" of the 2/3 Unit Food Technology course. Students will be amused by some of the eccentric advice while teachers will be impressed by the scholarly approach, supported by ten pages of footnotes and seven page bibliography. D. Collins

LEV: Upper secondary Professional
AVAIL: Paper \$24.95
KLA: TAS SCIS 841668

LLEWELLYN, Claire

Tractor.
Penguin, 1995 (Mighty machines / A Dorling Kindersley book)

ISBN 0140377123 [629.225]

This is packed with the bold photography synonymous with many of these publications. All kinds of farm tractors are highlighted as well as many of the implements that can be attached. Each double-page highlights a feature of tractor life with the text adding some interesting facts and unusual trivia. This useful reference work for related themes on farming or machinery would also be highly entertaining for the young enthusiast. A glossary / footnotes have been added at the bottom of each page. R. Dobson.

LEV: Lower primary Middle primary
AVAIL: Paper \$9.95
KLA: ST; HSIE SCIS 835304



PYERS, Greg
Deadly invasions: introduced species in Australia.

Cardigan Street, 1995 (Green issues) [632]
ISBN 1863915419

Poor presentation of good information lets this book down. There is an unfortunate lack of colour photography and those black and white photographs present lack clarity. The first chapter which gives the historical perspective on how and what extinctions of plants and animal have come about, especially suffers from a lack of photographs or sketches of these unfamiliar species. The remainder of the book deals with introduced fauna and flora and their effects in Australia; land use problems and conservation action. This last chapter is supported by an appendix listing helpful organisations. There is also a short glossary, list of abbreviations, bibliography and index. D. Threlfo

LEV: Middle secondary Upper secondary
AVAIL: \$21.95
KLA: Science SCIS 841700

Other new titles in this series are also reviewed:

Keeping the animals [333.95]

The ribbon of life [333.91]

McNAMARA, Andrea and SNELLING, Patrick
Design and practice for printed textiles.
Oxford University Press, Melbourne, 1995
ISBN 0195533712 [677.022]

The processes of designing for the textile industry are followed through from the original design brief to the finished product in this stimulating text. Steps include responding to a brief, incorporating available resources in a design, colour, marking materials, computer design, and finishing a design for presentation. For designers who want to understand the realisation of their ideas, there are chapters on the fabrics themselves, the workshop, the various styles and methods of printing on fabric, recipes for preparing pigments and dyes, and information about career options in the rag trade. The book's planning makes it ideal for use in design & technology and for the independent learner. H. Gordon

LEV: Upper secondary
AVAIL: Paper \$39.95
KLA: CA; TAS SCIS 838752

ALLEN, Traudi
Women's art and feminism. [videorecording]
Video Education Australasia, 1994?

ISBN none [704]

Stimulating, challenging and thought provoking, this video presents a range of artists (not necessarily themselves feminist or political) and their works from a feminist perspective. Video quality is good with technique incorporating a mix of narrative, commentary and interview. Following the 30 minute video presentation is 20 minutes of detailed views of the works. Artists such as Nicole Newman, Yvonne Audette, Mandy Martin and Mona Ryder discuss their works, inspiration, style, media and influences, though there is no representation of other than those of white, middle class background. Central questions posed are: where are the women artists? why aren't they visible? what art are they producing? Women artists' influences on materials and subject, and statistical information are incorporated. Accompanying notes include activities, essay questions and a reading list. This is a worthwhile presentation which fills a gap. C. Foley

LEV: Upper secondary
AVAIL: \$75
KLA: CA SCIS 808039

Aboriginal women artists. [videorecording]
Power Institute of Fine Arts, 1992 (50 min)

ISBN none [709.94]

Four artists give eloquent testimony to the strength of the Aboriginal artistic tradition in contemporary Australian life. It is particularly refreshing that this film deals with artists in the prime of their careers. Aspiring artists will find strong points of identification. Banduk Marika speaks of combining her artistic career with her important role as community leader. Fiona Foley sees her work as firmly in the political arena, challenging the stereotypical images of Aborigines. Bronwyn Bancroft is a shining example of how artists can work to improve the self-esteem of their community while carving out a major international career. The older developing artist is represented in Euphemia Bostock, who values family and community support as she works in an urban setting. M. Steinberger.

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: AFI \$69
EVAL: Highly recommended SCIS 738347

RICHARDSON, Donald
Art and design in Australia: a handbook.

Longman, 1995 [709.94]
ISBN 0582911370

Comprehensive and attractively presented, this book charts and evaluates the development of arts, crafts, architecture and design in this country since 1788. The scholarship revealed in the text is impeccable, yet it is eminently readable, and its wealth of illustrations complement the information. Illustration, although prolific, is clearly subordinate to the text and reduction of size to fit the format has detracted from the visual impact in cases. Chapters end with lists of references and endpapers feature a timeline. Appropriately dubbed a handbook, it is a definitive text with obvious relevance to the secondary visual arts curriculum. J. Watts.

LEV: Middle secondary Upper secondary
AVAIL: Paper \$39.00
KLA: CA SCIS 841671

WILKES, Angela
The fantastic rainy day book.

Five Mile, 1995 [745.5]
ISBN 0867889071

This colourful and attractive compilation of activities is a must for both home and school. Over 60 interesting and varied project ideas which involve painting, making, sewing and baking are presented with step-by-step instructions, photographs and extension activities. The introduction gives ideas on things to collect and ways to organise the materials collected. Star symbols at the top of each page indicate the length of time a project is likely to take, while red warning signs highlight the need for adult supervision. This extremely diverse and appealing collection of activities would provide hours of fun and enjoyment for a wide range of interests and abilities. J. Anderson

LEV: Lower primary Middle primary
Upper primary
AVAIL: \$19.95
KLA: CA SCIS 838982
EVAL: Highly recommended

GREEN, Richard
Images of the Greek theatre.

British Museum, 1995 [792.0938]
0714122076

Equally suited to study of ancient history, art and senior drama, this volume examines Greek theatre as depicted in artistic representations. Images from the British Museum, accompanied by site photographs, models and architectural reconstructions, are used to illuminate the history of the formative Greek theatre. The art works, in pottery, sculpture, mosaics, metalware and jewellery are instructively used and generously sized. Special topics include Aristophanes and comedy, the satyr play, Menander, changes in theatre from the 5th to the 4th Century BC, and the use of the mask. The elucidation of the subject provided by this book will add much to the senior student's understanding. Recommended. M. Steinberger.

LEV: Senior secondary
AVAIL: Paper \$29.95 SCIS 836113

RUSSELL, Heather
Coming, ready or not! a new collection of children's playground games.

Hodder Headline, 1995 [796.1]
ISBN 0340612746

This second collection of playground games is a must for schools promoting safe, fun, playground activities, especially through peer support programs. Derived through consultation with Australian students, it offers a fascinating collection of variations on favourite playground activities such as chasings, ball games, jacks, hopscotch, elastic and marble games, and finally for wet days, pencil and paper games. Text is accessible to competent readers and the layout is attractive with humorous cartoon style black and white drawings. The games are introduced and described by two girls (Dipper and Stretch) and two boys (Fudge and Magpie) who personalise the presentation. J. Anderson

LEV: Lower primary Middle primary
AVAIL: Paper \$12.95
KLA: PD/H/PE
EVAL: Highly recommended SCIS 834675

ANDERSON, William
Laura Ingalls Wilder: a biography.

Harper Trophy, 1995 [813]
ISBN 0064461033

This biography follows the life of a fascinating person who was a pioneer in every sense of the word. She lived to be ninety years of age and had travelled America by covered wagon, train, car and finally plane during her long life. It is written in double-spaced type and accompanied by sketch maps and actual photographs of Laura and her family. This is not only a readable book, but one which teaches much about the true pioneers of early America and this immensely talented and gracious woman who was to deservedly become one of America's most popular children's authors. J. Eade

LEV: Middle primary Upper primary
Lower secondary
AVAIL: Paper \$10.95
KLA: English; HSIE SCIS 837978

Pacific rim discovery: student resource.

Nelson, 1995 [909]
ISBN 017604681X

Students wishing to learn and understand more about the physical and cultural diversity of the lands and peoples of the Pacific rim will find this a valuable and fascinating resource. The book offers a comprehensive overview of the region presenting sociological, historical, political, environmental and technical perspectives in addition to geographical information. Topics are allotted one or two page spreads, introduced with an explanatory text and supported, illustrated and extended by detailed maps, graphs, diagrams, timelines, boxed facts-in-brief, captioned photographs and pictures. It contains clear contents and gazetteer/index of places named on the physical and political maps. B. Richardson

LEV: Middle primary Upper primary
Lower secondary Middle secondary
AVAIL: \$29.50
KLA: Science SCIS 837560



WILKINSON, Philip and INGPEN, Robert
Turning points in history. [series]
Dragon's World, 1995

These beautifully designed and produced volumes are greatly enhanced by Robert Ingsen's illustrations. Using a narrative style, each book introduces about twenty famous people. Inevitably, it is all rather blokey, with only a token recognition of women. Queen Elizabeth even manages to star on the front cover of one while barely appearing inside. The choice of people is rather conservative and predictable. One has a sense of missed opportunities, a feeling that it's all been done before. Nevertheless, one must applaud the inclusion of a number of non-Western figures. Ingsen's evocative illustrations are supported by photographs, maps and tables. As a series, the books cover a lot of ground, and appeal to the general reader will be aided by the clear prose and attractive layout. M. Steinberger

LEV: Upper primary Lower secondary
AVAIL: \$19.95

Titles in this series are:

People who changed the world SCIS 812554
Generals who changed the world SCIS 808987
Statesmen who changed the world SCIS 808989
Scientists who changed the world SCIS 808988

TAMES, Richard
Great explorers.

Watts, 1995 (What happened next?)
ISBN 0749616512 [910.4]

This seems a good idea, an interactive, choose-your-own-ending history, inviting the reader to speculate on the fate of explorers Columbus, Magellan, Cortes, Cook, Franklin, Amundsen and Scott at critical points in their journeys. A colourfully illustrated "newspaper" style is used (modelled on British tabloids?) with racy subheadings and a text mixing contemporary sounding speculation with historical narrative. As each crisis is reached, questions are presented and the reader invited to speculate. An explanation of what really happened follows. The technique works best with real mysteries such as Franklin, and while probably motivational for many readers, might work best if the student really does their own investigation rather than just turning over the page. G. Spindler

LEV: Upper primary Lower secondary
AVAIL: \$22.95

KLA: HSIE SCIS 833475

Other titles in this series include:

Great disasters SCIS 839669
Great events SCIS 849839

ATKINS, Robyn, STELZER, Glen and SMITH, Syd
Heinemann primary atlas.

Rigby Heinemann, 1995
ISBN 0731219570 [912]

Developed by N.S.W. teachers, this atlas is an essential addition to every primary classroom. Each map is accompanied by its own specific key and there are numerous cross-sectional diagrams, graphs and historical data. Information boxes and some spectacular colour photos draw attention to important recent developments in world events, such as the re-unification of Germany, the eruption of Mt Pinatubo and the destruction of the Amazon rainforest. Of particular note are the thematic maps: Australia's indigenous people; our Pacific neighbours; human impact on the environment and Sydney's Olympic Games 2000. I. McLean

LEV: Middle primary Upper primary
Lower secondary

AVAIL: Paper \$16.95 (Also available in class sets of 15 with teaching notes.)

KLA: HSIE
EVAL: Highly recommended SCIS 833287

Daintree River system & rainforest: the wet tropics. [videorecording]

Down Under Videos, 1995 (27 min.)

ISBN none [919.43]

Viewers are taken on a mostly aerial tour of the Daintree area, with some river views of the mangroves and close-ups focusing on specific specimens of flora and fauna. The visuals are accompanied by a detailed narrative. Coverage of forest ecology and management is comprehensive and includes an Aboriginal perspective as well as commentary on the legal and cultural responsibilities associated with mining, logging, farming and tourism. More close-ups and longer held shots would have improved the visual aspect, particularly when the focus is on the forest layers and food chain, while tighter editing could have eliminated a few instances where sound and picture don't properly synchronise. Accompanied by notes and activity sheets. B. Richardson

LEV: Middle primary Upper primary
AVAIL: \$49.95 Down Under Video Pty. Ltd., PO. Box 156, Kingsgrove NSW 2208 Phone 02 759 4066 / 759 6099 / 759 4063 Fax 02 750 3524

KLA: Science SCIS 836765

100 greatest women.

/ edited by Kyla Barber. Dragon's World, 1995 (The 100 greatest)

ISBN 1850283079 [920.72]

Potted biographies and plates with bright colours on glossy paper make this an attractive publication. Each page features one of the chosen hundred, with a portrait, short and simple text, then an illustration relating to the achievements of the famous one. A most useful reference, the 100 subjects are grouped into humanists; reformers; rulers/leaders; business; religion; arts; scientists; explorers and pioneers, but in an annoying oversight by the publisher, no indication is given of the arrangement. One of four volumes, all of which present uncluttered texts, appropriate pictures and maps in an attractive glossy hardcover. J. Watts

LEV: Upper primary Lower secondary
AVAIL: \$24.95 SCIS 841307

Other titles in this series are:

100 greatest men SCIS 840906
100 greatest explorers SCIS 841310
100 greatest medical discoveries SCIS 841313

BEAUMONT, Joan
Australia's war 1914-18.

Allen & Unwin, 1995
ISBN 1863734619 [940.4]

Even in contemporary, multicultural Australia, WWI retains an icon-like quality in our national consciousness. This book simply makes the war's role in Australian history clearer. It will be appreciated by senior and tertiary students for combining breadth and depth with brevity and lucidity. Its six essay-like chapters (there are four contributors) survey warfare, politics, society,



social change, economy, external affairs and the Anzac legend. This wider view is one of the book's values; another is its examination of many of the assumptions and attitudes which both historical and popular accounts have developed and perpetuated. Most are found to be in need of rethinking and Billy Hughes begins to verge upon the unthinkable. But this is not revisionism for its own sake, it is reasoned assessment, invaluable in coming to terms with a real and not a mythical society and moving towards making both our present and past more comfortable and useful to live in. G. Spindler

LEV: Upper secondary Professional
AVAIL: Paper \$19.95
KLA: HSIE SCIS 833605

RUFF-O'HERNE, Jan and SKLAN, Carole
50 years of silence. [videorecording]

Australian Film Finance Corporation, 1994 (56 min.)
ISBN none [940.53]

This compelling program should be required viewing for all mid-to-senior school history students. Jan Ruff-O'Herne speaks of the burden of her shame, yet her need to speak of her time as a "comfort woman" for the Japanese soldiers in Java. Her poignant story is one of endurance and courage, as she finally speaks of her long held secret, impelled by the courage of Korean women seen on TV as they testified in Tokyo. The reactions and support of her family are opportunities for the viewer to empathise, and to reflect on the attitudes to women that kept these happenings secret for so long. Most vivid, however, are the scenes of warmth and support from the other "comfort women", Japanese reporters and observers in Tokyo. The balance of historical evidence and personal testimony is the strength of this video, as Ruff-O'Herne speaks of her ability to forgive, but never forget. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: Ronin Films PO Box 1005, Civic Square, ACT 2608 Ph (06) 248 0851 Fax (06) 249 1640
EVAL: Highly recommended SCIS 828153

BRYANT-MOLE, Karen
My Victorian home.

Watts, 1995 (Who lived here?)
ISBN 0749619619 [942.081]

The Victorian house described here is in London but it could just as easily be in Stanmore or Glebe. Beginning with the house as it now is, the book moves through room by room contrasting then and now, using photographs, drawings and simple explanations of Victorian furnishings, household methods and routines. It is not a house history but the house is used to exemplify Victorian middle class homelife. A glossary, suggested activities and index complete an uncluttered, attractive and informative book. G. Spindler

LEV: Middle primary Upper primary
AVAIL: \$22.95
KLA: HSIE SCIS 837543

Other titles in this series include:

My 1930s home SCIS 854120
My 1950s home SCIS 854121
My Tudor home SCIS 837541

Russia after the Soviet Union. [videorecording]
National Geographic Society, 1994 (28 min.)

ISBN none [947.086]
The main issues facing Russia today since the 1991 collapse of the Soviet Union are unemployment, crime and pollution. The video takes us to four cities on the Volga River

where we meet various people who discuss these issues from their point of view. For example, in Kazan we meet a police officer who is fighting corruption and crime; in Tolyatti we meet an automobile worker worried about unemployment and health hazards at work, and so on. This clever device is very successful as it engages the viewer's interest and illustrates the impact of change to a free-market economy on the lives of real people. A short teacher's guide is included with a synopsis, objectives, glossary and classroom activities. D. Collins

LEV: Middle secondary Upper secondary
AVAIL: \$69.00
KLA: HSIE SCIS 842781

HAYWOOD, John
The Penguin historical atlas of the Vikings.

Penguin, 1995
ISBN 0140513280 [948]

"Blood eagle" was the Viking practice of killing by hacking through a victim's ribcage on either side of the spine and tearing the lungs out! It was no wonder that the Vikings aroused complete fear and terror as they began their great raids of Britain, Ireland, Francia and on to the Mediterranean and the North Atlantic. More than sixty coloured maps cover the history of the Vikings from their prehistoric origins to their demise in the twelfth century. Many aspects of Viking life are dealt with such as their religious beliefs, trade, ships and seafaring, women in Viking culture, effect on conquered peoples, exploration, etc. Over 80 illustrations help to make this fascinating reading (although the reading age is a bit advanced for the junior history students who will make the most use of this text). D. Collins

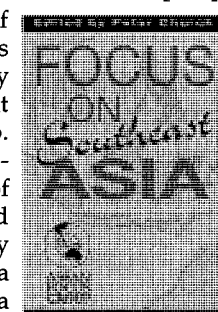
LEV: Middle secondary Upper secondary
AVAIL: Paper \$24.95
KLA: HSIE SCIS 841359

Focus on Southeast Asia.

/ edited by Peter Church. Allen and Unwin, 1995
ISBN 1863739408 [959]

Hurling through thousands of years of history in ten countries in 143 pages is no mean feat, but has been achieved by the editor assisted by two prominent historians for the Asean Focus Group. The result is a balanced and surprisingly detailed account of the annals of these countries, some often overlooked in larger publications. In a country by country treatment, each begins with a timeline and a general overview, then a narrative treatment of its history to the present. This "reader friendly" publication does not presume prior knowledge, nor oversimplify the content. The map section is a worthy feature. J. Watts

LEV: Middle secondary, Upper secondary
AVAIL: Paper \$19.95
KLA: HSIE SCIS 841524



BOOTH, Phil and FULLOON, Sandra
Aboriginal history. [videorecording]

Classroom Video, 1995 (24 min.)
ISBN none [994]

This well-structured short videorecording introduces the student to Aboriginal history. Narrated by actor Rachael Maza, the video uses interviews, archival footage and contemporary filmed material, thereby fulfilling the documentary approach demanded by the current Aboriginal studies syllabus. Major themes include Aboriginal relationship with

the land, first contracts with white colonisers, cultural dispossession, forced removal of children, the use of Aboriginal people as cheap labour and the lack of citizenship and general rights until 1967. Clearly presented, the material is greatly enhanced by the almost exclusive use of Aboriginal speakers, including Neville Bonner, educators and everyday people with a story to tell. Gough Whitlam and Paul Keating make cameo appearances, underlining how very recent is the process of reconciliation. Recommended. M. Steinberger

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: \$65
KLA: HSIE SCIS 829223

SKINNER, Emily, DUYKER, Edward (ed.)
A woman on the goldfields: recollections of Emily Skinner 1854-1878.

Melbourne University Press, 1995
ISBN 0522846521 [994.503]

This is an important addition to the few women's accounts of goldfields life. Emily Skinner, a middle class English girl, travelled alone to Melbourne in 1854 to marry and then spend the rest of her life in the Ovens-Beechworth area. The diary of her voyage out has a particular freshness, and is followed by a longer, more studied account of goldfields life. Living initially in bark huts and tents as her husband followed the strikes, Emily is a sympathetic and acute observer. She offers evocative accounts of domestic life and hardship with remarkably good humour, refusing even to totally accept prevailing prejudices towards the Chinese, Irish or Aborigines. This is enjoyable and immensely valuable source material. G. Spindler

LEV: Middle secondary Upper secondary
AVAIL: \$24.95
KLA: HSIE SCIS 837537

Professional reading

Resources are in Dewey order.

WIGNELL, Edel
The Hobyahs and other plays from around the world.

Bushfire, 1995
ISBN 1875191488 [822]

This book contains five photocopiable plays based on folk tales: *The Hobyahs* [Scottish]; *A trip to the sky* [Russian]; *Ghost wagon* [Australian]; *The mighty sparrow* [African] and *Trickery and mischief* [Scandinavian]. They are in large print and well-spaced for easy reading or highlighting. Plays involves groups or choruses so each child in the class can be involved. The styles are varied including a puppet play, shared reading and a play with songs. As well, where necessary, ideas for props and settings are included. This is an excellent resource for Years 1-3 inclusive and would provide much enjoyment for all participants (and audience). R. Bodlay

LEV: Lower primary Middle primary
AVAIL: Paper \$24.95
KLA: English; HSIE
EVAL: Highly recommended SCIS 838115

GOODHEART, Berny
Oz Internet.
Prentice-Hall of Australia, 1995
ISBN 0724809058 [004.6]

ARPA, DARPA, SLIP, PPP, Fidonet, BITNET and school-sNET. What are they and what do they mean? This Australian Internet guidebook explains the often confusing Internet language and clearly demonstrates how to navigate the information superhighway. In plain language it answers the basic questions such as; what is the Internet? It also provides advice on how to get connected as well as types of modems available and advice on network security. An appendix provides detailed information on public access sites and some very useful World Wide Web site addresses are given. A glossary and index are included. This book, because of its Australian focus, is a welcome addition to the growing number of Internet references. D. Dawson

AUD: Professional
AVAIL: Paper \$34.95 SCIS 842516

HILLEL, Margot and MAPPIN, Alf
Choosing and using literature.

Curriculum Corporation, 1995
ISBN 1863662650 [011.62]

This is for anyone who loves to give students a wide experience of literature. It provides not only a most worthwhile selection of titles but an extensive list of points for discussion with each one. Discussion! not a long list of written activities which will make students groan, but interesting perspectives which enrich the reading and give students a solid grounding in literary appreciation. The featured books are divided into three "bands" which cover approximately K-7. A table at the beginning lists each book and its author and illustrator, date and country of publication, genre, special features and application for older readers. A must-have, will-use resource. F. Gardiner

AUD: Professional
AVAIL: \$24.95
EVAL: Highly recommended SCIS 829835

KULTHAU, Carol Collier
Teaching the library research process.

2nd ed. Scarecrow Metuchen, 1994
ISBN 0810827239 [025.5]

For some 20 years, Kulthau has been studying students who are trying to do that most difficult of tasks: use information. This, her latest account of what she has found, sheds exciting new light on the processes, affective as well as cognitive, and is a most useful adjunct to our own information skills document. Just enough theory nurtures the teacher/teacher-librarian and supports the practical exercises and worksheets that are designed to assist students in focusing on their current needs and assessing their progress metacognitively. For me this is the next step in our quest for ways to enable our students to become independent effective researchers. F. Gardiner

AUD: Professional
LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: \$70
EVAL: Highly recommended SCIS 853275

DILLON, Ken (ed)
School library automation in Australia: issues and results of the first national survey.
Centre for Information Studies, Charles Sturt University, 1995

ISBN 0949060305 [027.80285]
Four aspects of school library automation are examined: a comparison of the various systems being used (quantitative not qualitative); MARC for teacher-librarians; students needs and use of OPACs; and improving access to fiction in school libraries. Since all NSW state school teacher-librarians are now committed OASIS managers, automation generally and OASIS particularly are of interest and concern to us, though the two latter sections of the work command more attention than the former. The bibliography at the end provides further avenues for reading in the areas discussed. F. Gardiner
AUD: Professional
AVAIL: \$20 SCIS 828505

McCOWAN, Colin and McKENZIE, Malcolm
The guide to career education: for careers personnel working in Australian schools and colleges.

New Hobsons, NSW, 1994
ISBN 0646215906 [370.11]

This comprehensive work on the nature and importance of careers education is of particular use to those pioneering a careers curriculum and tailor-made program in their school. From the initial needs analysis to the final program, evaluation at every stage is covered. A K-12 curriculum is developed, including cross-curricular activities which faculty teachers might relate to their classroom activities. This is followed by implementation strategies for each of the five components and a sample program. A brief statement of the careers person's role and information on the provision of resources complete the guide. H. Gordon

AUD: Professional
AVAIL: Paper \$21.95
KLA: Careers SCIS 828942

Educational administration: an Australian perspective.

/ edited by Colin W. Evers and Judith D. Chapman.
Allen & Unwin, 1995
ISBN 1863735240 [371.200994]

Teachers and administrators engaged in post-graduate studies in educational administration, and other future-oriented practitioners, will find this a meaty and rewarding text. Among the seventeen writers represented are Hedley Beare, Gabriele Lakomski, Richard Bates, Brian Caldwell and Peter Cuttance, and the areas covered reflect their diverse expertise in theory and practice. Current and recurring practical issues in Australian education are analysed, including quality assurance, community participation, leadership for quality teaching and learning, funding, and curriculum management. Theoretical perspectives include systems, critical theory, cultural theory, ethics, and education policy, and there are also historical perspectives on non-government schooling and management. The work is both interesting and comprehensive. H. Gordon

AUD: Professional
AVAIL: Paper \$34.95 SCIS 825857

MOLINE, Steve
I see what you mean: children at work with visual information.

Longman, 1995
ISBN 0582804655 [428.407]

In the past, not enough attention has been paid to the elements of visual literacy. This wonderfully practical book celebrates how visual literacy can be integrated across the curriculum. Each chapter details a particular visual literacy

including picture glossaries; cross-sections; flow charts; graphs; timelines; maps and tables. With the impact of technology on classroom teaching, an emphasis on developing students' visual literacy is of paramount importance. Each chapter provides examples of students' work as well as suggestions on how to incorporate visual literacies into teaching and learning practices. The purpose, contexts and outcomes for each of the visual literacies discussed are tabled along with referenced sources in children's books. D. Dawson

AUD: Professional
LEV: Lower primary Middle primary
AVAIL: \$35.00 SCIS 843594

BREM, Caroline
Are we on the same team here? essential communication skills to make groups work.

Allen & Unwin, 1995
ISBN 1863738053 [658.4]

Written specifically for TAFE work-team communication courses, this practical book provides basic communication skills strategies for anyone involved in team work. Different types of communication skills are examined as well as a stage-by-stage examination of the life and death of a team, and the different types of communication needed at each of the stages. There is much in this book that could be applied to the classroom situation for those teachers involved in group-based teaching and learning. D. Dawson

AUD: Professional
AVAIL: Paper \$19.95 SCIS 827278

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, Teloepa Primary
- Jill Buckley, ex Scan editor
- Diana Collins, Peakhurst High
- Darelyn Dawson, Pennant Hills High
- Rodney Dobson, Long Flat Primary
- Jan Eade, primary teacher-librarian on leave
- Colleen Foley, Cranebrook High
- Fay Gardiner, Katoomba North Primary
- Helen Gordon, Maitland Grossman High
- Marion Hamlyn, Wollongong High
- Ian Maclean, Punchbowl Primary
- Elizabeth Maxwell, Pennant Hills High
- Lea Monticone, Social Science teacher on leave
- Wendy Muskin, Newcastle High
- Beverley Richardson, primary teacher-librarian on leave
- Cathy Sly, English teacher, Barrenjoey High
- Graham Spindler, Parliament House Education Officer
- Margaret Steinberger, Irrawang High
- Denise Threlfo, Science teacher on leave
- Jenny Watts, Canowindra High
- Maryanne Williams, Moss Vale High
- Leigh Williamson, Buxton Primary

Childrens' Book Council

■ **Third national CBC conference—Claiming a place.**

Details appeared in the last *Scan* on this conference.

Date: 3rd–6th May

Venue: Sheraton Hotel, Brisbane

Contact: For a registration brochure, and a full list of presenters, please contact the NSW CBC office.
Ph/fax: (02) 810 0737

■ **Book Week news**

Any Where Any Time Any Book is the broad and intriguing theme for 1996 Book Week. Steve Woolman, winner of 1995 Picture Book Award for *The watertower* has designed the Book Week merchandise for 1996.

Important dates for 1996 are:

Shortlist announcement: 15th April

Book of the Year Awards announcement: 16th August

Book Week: 17th–23rd August

Professional Associations

■ **ALIA School Libraries Section (NSW group)**

Membership of the Australian Library and Information Association (ALIA) School Libraries Section brings with it access to programs offered by other sections of ALIA, subscription to *Incite* and *Australian Library Journal*, a full programme of professional development, and a new feature in 1996—a twice a term newsletter, *AliaS*. Members also receive discounts at professional development days, and a tax deduction. Events planned for 1996 are as follows:

Annual general meeting

Venue: University of Technology, Sydney
Conference Room 7065A
Building 2, Level 7

Date: Tuesday 5th March

Professional development

Surfing the Internet

Two Internet training days for teacher-librarians cover all key aspects of the Internet, including e-mail, telnet, file transfer protocol, gopher and the world wide web. Each full-day, hands-on programme is tailored specifically for teacher-librarians. There are 40 places available for each of these sessions.

Dates: 24th February and repeated on 20th April

Venue: Macquarie University

Contacts: Heather Gorrell

St Luke's Grammar

Ph: (02) 9939 1885

Di Simpson

Monte Sant' Angelo College

Ph: (02) 922 3547

Lee FitzGerald

Scan

Ph: (02) 808 9501

Advanced surfing the Internet

This full-day, hands-on programme is for those who already have some experience of using the Internet. 40 places are available.

Venue: Macquarie University

Date: 27th April

Contacts: Same as for *Surfing the Internet*.

Integrating the Internet into learning

This full day's professional development will explore the educational issues of integrating the Internet into teaching and learning strategies, issues surrounding acceptable use, professional development of teachers, and information literacy implications. Practical demonstrations will form part of the day.

Venue: To be advised

Date: Saturday 18th May

Contacts: Niki Kallenberger

State Library

Ph: (02) 230 1603

Michelle Ellis

Curriculum Directorate

Ph: (02) 808 9488

Challenges for the information professional

This will be a smorgasbord of topical issues, such as copyright, interlibrary loans, union catalogues and networks, as well as a literature focus.

Venue: To be advised

Date: 7th September

Contacts: Mary Gibbs

SCEGGS Shore

Ph: (02) 923 2277

Margaret Spinak

St Claire's College

Ph: (02) 289 1929

Kathleen Gilbert

International Grammar School

Ph: (02) 69 9466

ALIA membership details

Contact: Andrew Barber

Newtown High School of the Performing Arts

Ph: (02) 519 1544

■ **ASLA(NSW)**

Membership of ASLA(NSW) (Australian School Library Association—New South Wales branch) provides a subscription to *Access*, the journal of the Australian School Library Association, and to *Teacher & Librarian*, the newsletter of the New South Wales branch of ASLA. A full programme of professional development is offered, and members of ASLA receive 25% discount at courses, discounts on conference registrations and a tax deduction. Events planned for 1996 are:

Annual general meeting and professional development

The guest speaker will be Dr. Penny Moore, on the theme *Information and technology literacies*.

Venue: State Library of NSW

Date: Saturday 17th. February, 9.a.m.

Contact: June Wall

Ph: (047) 51 2252 (business hours)

Author dinner

Guest speaker, Alan Larkin, will provide *Food for thought*.

Venue: State Library of NSW

Date: Saturday 17th February, 7pm

Contact: June Wall

Ph: (047) 51 2252 (business hours)

■ **ASLA(NSW) biennial conference Moving toward the millenium—information access and literature**

The conference will be held in Newcastle on 3rd and 4th August.

More details as they come to hand.

Convenor: Mrs. B. Ericsson

C/- P. O. Box 120

Cardiff. 2285.

ASLA membership details

Contact: Sandra McCormac

Executive Officer

ASLA(NSW)

P O BOX 1336

Parramatta. 2124.

Ph/Fax: (043) 293672

Other prof. development

■ **NSW Catholic primary teacher-librarians conference—Making a difference: putting the role of the teacher-librarian into action.**

This one day conference will be practical and give strategies as to how a teacher-librarian can implement the role. A dinner and trade fair will be held on Thursday night prior to the conference.

Date: 16th May

Venue: Hotel Lawson, Ultimo (Sydney)

Contact: Keyden Weekley

Ph: (02) 9948 3069 Tuesdays and

Wednesdays only

■ **1995 KOALA Awards**

KOALA is a non-profit voluntary organisation which supports Australian literature and is run by teachers and librarians in schools and public libraries. Each year students who are **Friends of KOALA** nominate books for primary and secondary readers and short-lists are prepared for students to vote on by September. The secondary readers' category in 1995 was a clean sweep for John Marsden, who took first, second and third places, with:

Tomorrow when the war began,

Pan Macmillan, 1994

SCIS 791578

Letters from the inside. Pan, 1992

SCIS 709053

Dead of the night. Pan, 1995

SCIS 829138

First and second places in the infants/primary section for 1995 were won by Paul Jennings, Terry Denton and Ted Greenwood for:

Duck for cover! Viking, 1994

SCIS 818026, and

Spooner or later. Viking, 1992

SCIS 725673

Third place was won by Paul Jennings and Keith McEwan (illustrator) for:

The gizmo. Penguin, 1994

SCIS 816713

For further information, or to become a **Friend of KOALA**, contact: Miranda Harrowell

Manager, Collection Services

Ryde Library and Information Services

Ph: (02) 9952 8361

Fax: (02) 9952 8355

■ **The national Dorothea Mackellar memorial poetry competition for schools**

1995's Dorothea Mackellar memorial poetry competition on the theme of *Camped by a billabong* resulted in nearly 4000 poems being submitted by 640 schools from all over Australia. In 1996 the theme is *Dreams*, and details will be in the 1996 brochure and entry form which will be available in March from the Department of Education, the Australia Day Councils, or from the Dorothea Mackellar Memorial Society by sending a stamped business-size envelope to:

National Poetry Competition

P.O. Box 113

Gunnedah NSW 2380

**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 ph.:
(02) 808 9501
or fax:
(02) 808 9413**

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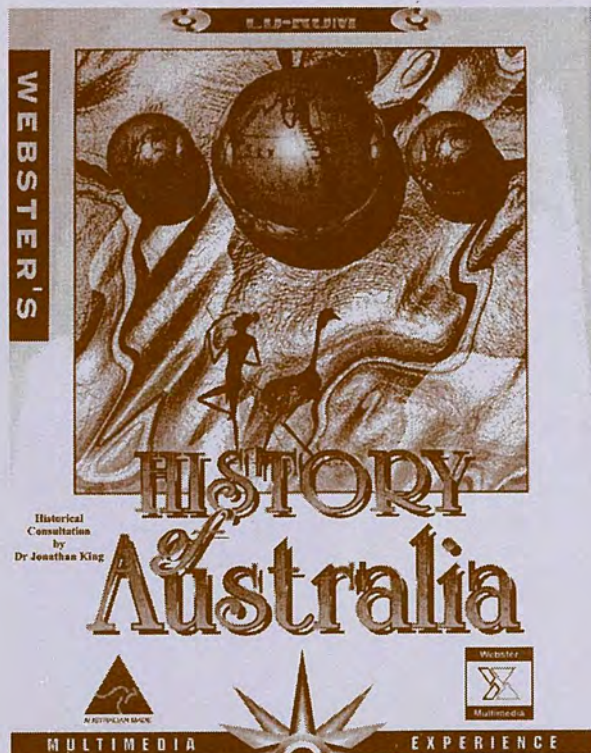


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