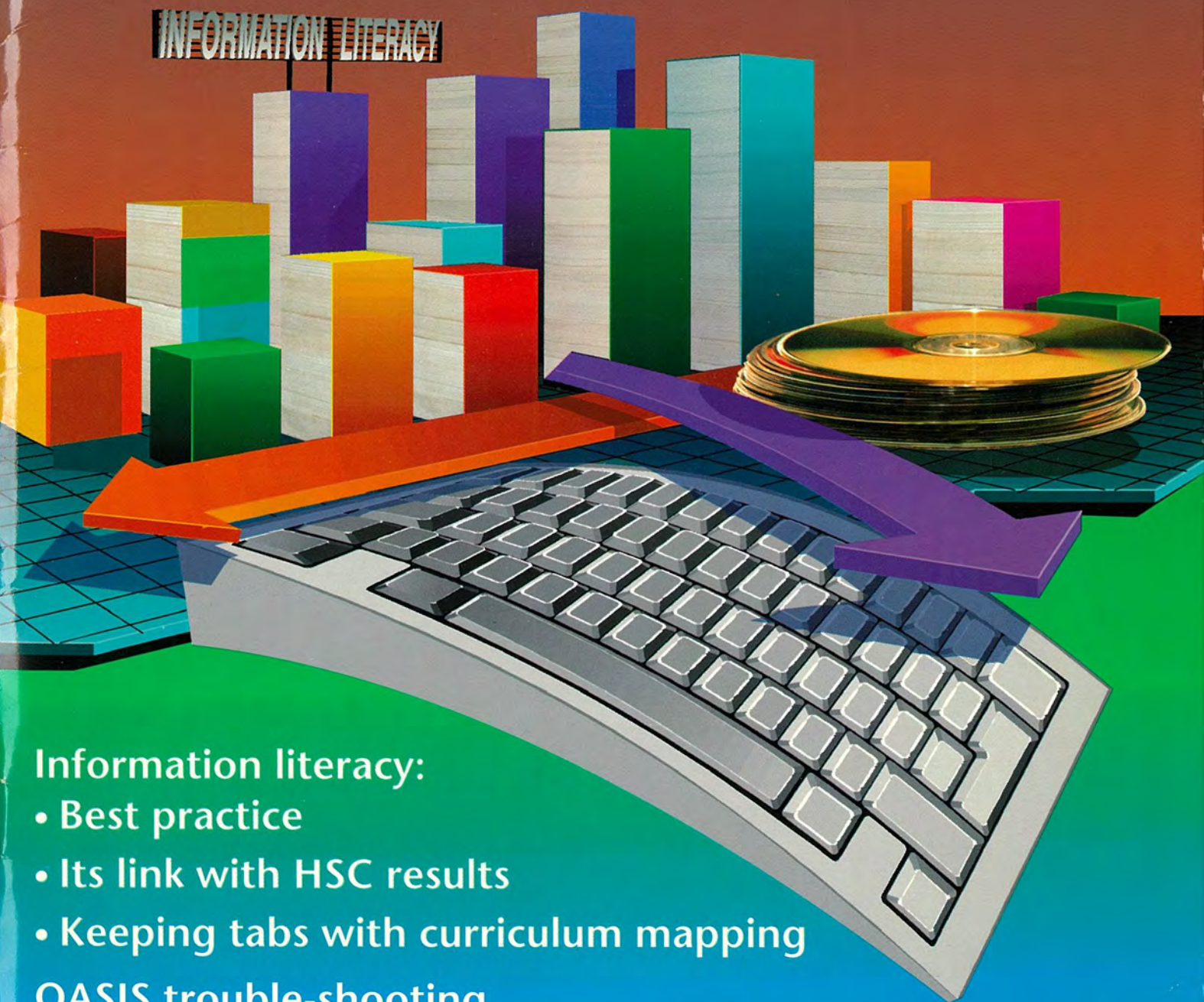


# SCAN

Curriculum Resources and Information Services



## Information literacy:

- Best practice
- Its link with HSC results
- Keeping tabs with curriculum mapping

OASIS trouble-shooting

Metaphors for the role of the teacher-librarian



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Editor  
Lee FitzGerald

Review Editor  
Colleen Foley

Production  
Richard Tabaka, ID Studio  
Computer composition  
Barbara Jones, ID Studio

Subscription enquiries to:  
Scan  
Ph: (02) 808 9501  
Fax: (02) 808 9413

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**C**ongratulations and best wishes to Michelle Ellis, who has just been appointed Senior Curriculum Adviser—Library and Information Literacy; and to Colleen Foley, who is our newly confirmed SCIS Review Coordinator. Both Michelle and Colleen have been acting in these positions, and it is great news to know that they will continue on a more permanent footing.

*Scan* 15/2 goes to press just as an exciting series of professional development opportunities has taken place, or will take place. Conferences have already been held by ITEC; RIVPAT (Riverina teacher-librarians); Metropolitan North teacher-librarians; North West districts teacher-librarians; North Coast teacher-librarians; and ALIA School Libraries (NSW Group). Opportunities ahead include the following:

- 7–8 June: Another ITEC conference, **The information highway and the nation's schools**. An exciting offering at this conference is the virtual conference which will take place simultaneously, allowing those people who can't attend in person to take part.
- 30th June–3rd July: New South Wales Computer Education Group conference, **Shaping the wisdom of OZ: networking the creative nation**.
- 1 August: Catholic primary and secondary professional development day.
- 2 August: **Libraries—setting the agenda**, the conference of MANTLE (teacher-librarians in the Maitland, Newcastle, Taree and Lake Macquarie Districts).
- 3–4 August: ASLA(NSW) biennial conference, **Moving toward the millenium—information access and literature**.

Some of these may be over by the time this *Scan* hits the schools, but it is an interesting exercise to bring together this smorgasbord for teacher-librarians.

In the last issue of *Scan*, we endeavoured to describe the networks which exist for teacher-librarians around the state. We realise that networks are in a process of change, because of the restructuring, and we welcome updated information on your support networks. In this issue, updated information appears on the St. George teacher-librarian network, and on a far south coast users' group.

This issue continues new features for 1996: the **Research column**, focusing this time on metaphors for the teacher-librarian and the library; and the **Best practice in information skills** series, this time from Athelstane Primary School, and Pennant Hills High School. New features this issue are: an **OASIS trouble-shooting page**, included as a result of a perceived need at the *Scan* teleconference earlier this year; and a series of articles on **Internet for primary schools**. This issue's CD-ROM reviews are the last which will appear in a separate section. Next issue, they will be interfiled in the Resources section. Highlights of this issue include articles on:

- **curriculum mapping**, being carried out at Pennant Hills High School (The next issue will carry an article on curriculum mapping in a primary school.)
- **change**: in the culture of the school, and the teacher-librarian's role
- **independent learning** and its effects on HSC results
- **the Internet**: what it's being used for in the Wollongong area; an article on the Internet for novice users, as the introductory article to a series on Internet for primary schools; and reviews of Internet sites for the HSIE area
- **the learning centre** at Cromer High School, and
- **the view from TAFE**.

For our literature perspective, we have Wade High School's Year 9 reviews of young adult fiction, and an article on Eleanor Coerr, and her companion novel to *Sadako and the thousand paper cranes—Mieko and the fifth treasure*.

Enjoy this issue, and contemplate writing for *Scan*. We rely on your contributions.

Lee FitzGerald  
Editor



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



## New appointments

Since the last issue of *Scan*, there have been two appointments to the Library and Information Literacy team. I have been appointed to the position of Senior Curriculum Adviser—Library and Information Literacy. It is an exciting time to take up the appointment as the role of the Senior Curriculum Adviser has assumed an operational focus in the restructure and the opportunity is there to work more closely with teacher-librarians. I have worked as a teacher-librarian in both a primary and a secondary school and this, combined with my involvement in the profession of teacher-librarianship, has given me contact with teacher-librarians around the state and I look forward to building on this network.

Colleen Foley has been appointed SCIS Review Coordinator. Colleen was teacher-librarian at Cranebrook High School where she was very involved in her district networks. She has been a regular reviewer for SCIS and *Scan* for a number of years. Colleen is already looking to new directions for the reviewing process including the development of new guidelines for reviewers particularly in the area of CD-ROM and Internet sites.

## Networks

The Library and Information Literacy team has an operational focus in 1996. As well as providing support to teacher-librarians through *Scan*, SCIS, NCIN and specialist bibliographies, we are able to be part of professional development activities such as annual conferences or professional development days at a District or cross-District level. Participation in these events will enable the team to provide advice on curriculum developments and issues such as the Government technology strategy and the role that teacher-librarians and school libraries can play. At the same time, it will identify for us the critical issues that are facing teacher-librarians in our schools. I can be contacted on ph: (02) 808 9488 or fax: (02) 808 9413.

In the last issue of *Scan* (15/1), we included information on the existing teacher-librarian networks. Our aim was to provide teacher-librarians with the names of people whom they could contact to link into the network of professional development and support which is already available to them. This provision of this information must be regarded as ongoing and possibly changing even within the year. Changes and new information about the networks can be sent to us for inclusion in the Columns section of *Scan*, fax: (02) 808 9413. It should be noted here that in the last issue of *Scan*, the words "no release" on page 30 of the networks article should be replaced by the words "no relief".

## Government technology strategy

One of the major initiatives for 1996 and beyond is the Government technology strategy. This strategy which aims to make new technologies an integral part of teaching and learning has important implications for teacher-librarians and school libraries. Kylie Hanson's article in

this issue points out that teacher-librarians have significant skills and expertise in this area. Information literacy is critical in this strategy as is the link between teaching and learning and the provision of appropriate information services which harness the new technologies. Professional development for all teachers is part of the strategy and, if teacher-librarians have needs in this area, then they should make sure they take part in relevant training opportunities.

In the second semester of this year, the Internet Pilot program will move from pilot phase to full implementation for all schools. Teacher-librarians need to be part of the planning process within schools for the introduction of this service.

## Handbook for school libraries

The *Handbook for school libraries*, originally issued in 1986, has been substantially revised and a new edition will be sent to all government schools in term 2. The project, coordinated by Niki Kallenberger, involved practising teacher-librarians from across New South Wales. The substantial revision was necessary because of the large number of changes that have taken place in education. Since 1986, information literacy has emerged as an essential component across all Key Learning Areas, particularly as new technologies have developed and information is available in a wide variety of formats and from a variety of networks and information services. The planning and development of appropriate information services for the school community is of critical importance.

The second edition will provide information and guidelines on the procedures and practices for policy development, and the organisation and management of information services in New South Wales government schools. Its focus is the creation of a learning environment which develops learners' information handling skills within an effective resource and technology infrastructure.

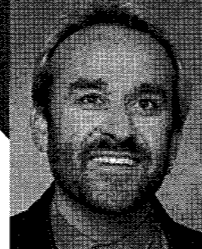
## Australian Council of Library and Information Services (ACLIS)

Beth McLaren, in her role as Senior Curriculum Adviser—Library and Information Literacy, worked very hard to ensure that school libraries were regarded as a significant part of the information sector. One area in which she worked was in the area of inter library loans. School libraries have significant collections of information for students, but the extent of these collections has not been known either to other schools or to other libraries. As a result of the inter library loan summit in 1995, ACLIS has currently recommended to Curriculum Corporation that the information on the holdings of school libraries be added to the information on the SCIS database. The adoption of this recommendation would mean that school libraries would take a greater part in the information network, as its object would be that the holdings of all school libraries are known to all. ■



# YEAR 9E1 AT WADE HIGH SCHOOL REVIEWS YOUNG ADULT LITERATURE

Neil Walpole is teacher-librarian at Wade High School in the Murrumbidgee Irrigation Area of NSW.



In November last year, I was approached by one of our keen English teachers, Ms. Belinda McKellar, to introduce a selection of recent adolescent fiction to her Year 9E1 class of 27 students. She and I discussed recent publications such as Angus and Robertson's *Masterpiece* series and Omnibus' *Shorts* as well as issues-based writings such as *What are ya?* by Jenny Pausacker and *Sleeping dogs* by Sonya Hartnett. We covered many ideas and issues relating to adolescent fiction, including:

- successful teenage fiction: what makes it so?
- style of presentation and its relation to content, and
- cover design and expectation.

We agreed that we would ask the class to review a selection of adolescent fiction, (one per student) dated 1989 and later, from the perspective of users. The criteria for this reviewing process would be framed in terms of the above three areas with a particular emphasis on the difference between **expectation** and **actuality**. Were student expectations raised by cover design, blurb and author reputation met by reading the novels?

Ms. McKellar used *Discussing literature* by Hazel Edwards as a structural reference for the students' reviewing process:

## The reviewing program

We began with an introductory lecture and discussion about the publication process. This involved comparisons between various publishers e.g Random House, Angus and Robertson and Omnibus as well as discussions and illustrations of audiences and potential markets. Students were encouraged to participate in this discussion in terms of their own experiences with adolescent fiction.

A selection of books was arranged randomly on the library classroom tables that fitted the 1989 onwards time-frame and were considered to be a spread of genres and authors. In total some 150 books were displayed from hardbacks to softcovers and series. This display was supplemented by access to the OASIS online catalogue for further reference, reservations etc. The books also included popular series such as *Dolly* because we felt that such titles play a significant part in the publishing market for adolescent fiction in Australia.

Students chose their own books and proceeded to read them over a two week period. Whilst this was in progress

Ms. McKellar instructed the class on the finer points of review writing and furthered the discussion about the major areas of concern to publishing. The reviews were presented, marked and handed to me to collate the findings of the review. The following broad conclusions from Year 9E1 were gleaned from the reviews:

## What makes successful teenage fiction?

- depth in characterisation
- detail in plot, settings
- writing in the first person
- fast pace
- clearly marked chapter headings with suggestions about the content
- maintaining a chronological order of events
- few illustrations (possibly only at the beginning of chapters)
- a good cover
- a good sized font, and
- understanding of the adolescent point of view.

## Cover design should incorporate:

- a catchy title
- a design which is relevant to the novel, and is not misleading, and
- photographs for realistic novels and paintings for fantasy and science fiction.

## Some general conclusions:

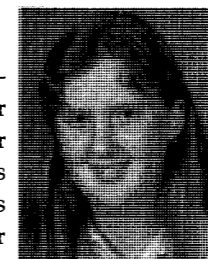
- Some of the books lacked depth, and had shallow, repetitive and predictable plots.
- Some of the characters lacked detail, and were flat and lifeless.
- Misleading covers and other stylistic features can disguise a lack of substance.
- **Style** is an important element in reader satisfaction.
- Many boys were dissatisfied with the books chosen.
- Good writing was acknowledged. Students are well aware of what constitutes talented prose.
- We have at Wade High School a discerning audience of adolescent readers who know what they like and openly articulate their preferences.

## Selected student reviews

(These reviews have been condensed for publication)

### Macdonald, Caroline *Speaking to Miranda*.

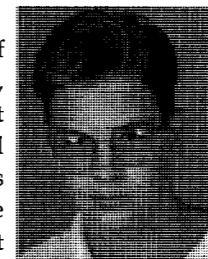
The novel centres around the relationship of Ruby Summerton to her father Rob, who adopted Ruby after her mother drowned. Seventeen years after her mother's death, Ruby decides to look for her family, her real father and answers to her many questions about her mother. Ruby's imaginary friend Miranda plays an important part in the story. All the characters are mysterious at first, especially Miranda, and are not what they seem. Though slow to get started, Ruby's quest to find things out about her past and her mother keeps you enthralled. I found it hard to put down as there were so many questions to be answered. The book's cover is not misleading but has little to do with the plot. There are no illustrations in the book, which is written in the first person. The novel should appeal to teenagers in Years 7, 8 and 9. Sally Mooney



Sally Mooney

### Palmer, Jessica *Healer's quest*.

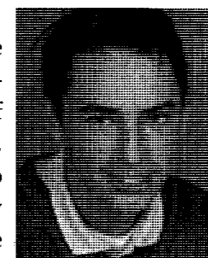
*Healer's quest* is the first in a trilogy of fantasy novels. It is an easy read, which didn't challenge me much, but it is an interesting story. It is a good example of the fantasy genre, as it is rich in all the elements which make fantasy. Set in the past on a planet resembling earth, the story has Zelia, part human and part fairy, as the main character. She has the task of getting the staff of Queb, an evil wizard, and her quest for the staff forms the main body of the story. The world the author creates resembles Tolkien's Middle Earth, where the Hobbit's adventures took place. I found the book interesting, entertaining, well thought out and well written, and it made me keen to read the two other books in the series, *Fire wars* and *Return of the wizard*. Each of the books in the series can be read without having to read any of the others. Anyone in the 12-19 years area would enjoy this book, depending on their style of reading. Sam Howard



Sam Howard

### Palmer, Jessica *Fire wars*

*Fire wars* is a fantasy, the second in the Renegade series. It deals with the possibility of there being other planes of existence where mythical creatures, both good and bad exist. There are two main characters, Zelia and Ares. They are under threat from Satan, and are forced to protect the doors of the planes from the elements that turned evil due to Satan. If they fail to do so, Satan can help himself to the souls of the mortals. The story is written through the eyes of an all-seeing narrator, and this I think is perfect for this type of story. The cover is very attractive and mysterious, and incorporates an illustration of the nine planes which is necessary to understand exactly at which plane and place the story is happening, as the story jumps from



Craig Smellie

plane to plane. I thought the book was extremely well-written and very entertaining. However, it is a little confusing and I would recommend reading the first book, *Healer's quest* first. I think the book is worthwhile for keen readers between 12 and 16. Craig Smellie

### Caswell, Brian *Dreamslip*

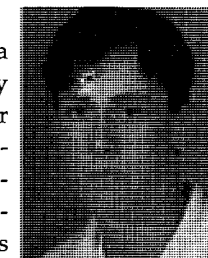
This is a novel about time travel, and since it is a cross between fantasy and science fiction, is a complicated but interesting book. The twins, Martin and Rebecca are not average 15 year olds because when they dream, they slip back in time and relive the memories of their ancient relatives. One day, Rebecca doesn't wake up, and Martin know that she is lost in another time, perhaps even dead. He goes on a desperate search through time, not knowing where to begin, as all of time is against him. The cover provides a fair introduction to the novel, as it shows Rebecca trapped in the circle of time and Martin searching for her. There is also a rip in the sky, which I think is meant to represent the hole in time which the twins slip through. Although the book is interesting, it is at times hard to understand as it jumps from past to present and back again. Lisa Peterson



Lisa Peterson

### Cross, Gillian *Wolf*.

The title of the novel summons up a picture of a savage beast, blood thirsty and baying at the moon, and the cover contains a graphic picture of a werewolf sort of character, leading the reader to believe that they're in for a gripping, terrifying read. However, this expectation couldn't be further from the truth of the novel, and I think the cover is purposely misleading. The story is set in modern day Britain, in the suburbs of Lambeth, and is a tale of mystery and terrorism, in which Cassy comes to terms with her childish mother, Goldie, and the fact that her father, Mick, is a member of the IRA. Gillian Cross has managed to give all characters a 'three-dimensional' feel to them, and the reader gets right into their inner thoughts and feelings. Overall, the book contains an appealing mixture of humour, horror, tension and drama, though at times the deep, complex descriptions of the character's inner feelings became a bit boring. I think that *Wolf* will appeal to younger high school readers with good reading skills. Ryan Signor



Ryan Signor

### Kelleher, Victor *Parklands*.

This is science fiction written for an audience of 14-16 year olds. From the cover, you would think that is a horror novel, but there is really nothing scary about the book. It is easy to read with large print. The novel is set in a time when the earth was invaded by aliens and the remaining human population lives in an enclosure watched by their captors. Cassie is rebellious about the way humans have to live and does not believe the stories that they have been



Adam Lasscock

told by their 'keepers'. She and her two friends escape and then the fun really starts. Kelleher makes some underlying points about the environment and how we are treating it in this interesting and enjoyable read. Sometimes, however, Cassie's behaviour is hard to understand. Adam Lasscock

**Pike, Christopher *Road to nowhere.***

A dark and stormy night sets the scene for what will be the longest night of Teresa Chafey's life, perhaps even the last. Teresa is running away from home, and picks up two hitch-hikers. They begin to tell each other stories, and Teresa realises who the hitch-hikers are and the reason for the ache she has in her wrist—a self-inflicted injury she has been unable to remember. The book falls into the horror genre, and also deals with teenage issues and relationship problems. It is written in typical teenage language and is easy to read. The cover attracts the reader interested in horror, showing a map in the background and a knife through the ace of heart's card dripping blood. The story keeps you interested from start to finish, and the ending is completely unexpected. I would recommend this story mainly to teenagers. Demelza Bates



Demelza Bates

**Disher, Garry *Blame the wind. (Masterpiece)***

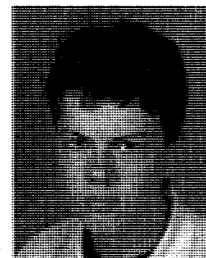
Rob and Carl take off in a four wheel drive to go camping at their Dad's new, but old, house out on a remote farm. What they find when they arrive is not what they expected. *Blame the wind* is a new style of book designed for older teenagers who do not find reading interesting or easy. The story is reasonably short with a great deal of pictures and photographs over the writing. These illustrations are great to look at, but, as you are reading, it is a bit distracting as your eyes are drawn away from the type. I didn't really enjoy this book as I like to sit down with a decent sized book with a little more depth in story and characters. Rochelle Trembath



Rochelle Trembath

**Scott, Hugh *Something watching. (Master of menace)***

*Something watching* belongs to the horror genre, and is best suited to a young teenager as it doesn't go into great depth and doesn't contain difficult words. The cover is well-suited to the book as it shows exactly what the book is about. It is written in the first person in short, easily understood chapters, each chapter cleverly leading onto the next. The novel contains no illustrations. I would recommend this novel to any young teenager who likes mild horror, an unpredictable plot about the part that magic plays in events. James Smeeth



James Smeeth

**A final comment**

The reviews have proven to be an excellent guide to collection development and may be an indication to publishers as to how they might better target their adolescent audience. The students were very serious about their task, displaying a maturity beyond their years when it comes to the assessment of motives and the cynical calculations of cover designers and stylists. They know what constitutes a good book and are willing to dissect any failed attempts at image over substance. This is a healthy sign for the future of generation X.

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# A companion for Sadako

*Fay Gardiner is teacher-librarian at Katoomba North and Wentworth Falls primary schools, one of our most perceptive reviewers, and a former Scan editor.*

**E**leanor Coerr is of course known for her beautiful *Sadako and the thousand paper cranes*, one of the books that those of us who read aloud to children either have to detach ourselves from, or warn our audience of the impending shedding of tears.

In her recent address to the students at Blue Mountains Grammar School, Eleanor told of the origins of the story, how as a young newspaper reporter in Ottawa longing to work in foreign lands, she was posted to Japan in 1949. For a year she stayed with a farmer, his wife, their two children and the grandfather, on their farm where there was no plumbing or electricity, surrounded by rice fields.

**HIROSHIMA: THE SADAKO STORY**

Visits to Hiroshima and Nagasaki revealed terrible sights both with regard to the landscape and the human population as a result of the devastation wreaked by the atomic bombs which fell on both cities. Eleanor had never witnessed anything so distressing, and some years later when it was suggested to her that she return to Hiroshima, she refused to consider it. 'It's different now, you'd be very surprised,' her friend told her, so Eleanor allowed herself to be persuaded. Her surprise at the beautiful new Hiroshima was overwhelming, particularly the Peace Park in the centre of which was a statue in an enormous fountain, depicting a little girl holding up a paper crane. Under the arch supporting the statue were thousands of cranes.

'Who is that girl? Is she someone important?' Eleanor asked her friend, who told her the story of Sadako Sasaki, a little girl who in 1945 lived with her family on the outskirts of Hiroshima. When the atomic bomb was dropped the Sasaki family thought it was an earthquake or an industrial explosion. The true cause was soon revealed however and the personal extent of the tragedy was evident some years later when Sadako developed leukaemia.

Documented on the statue are the amazing deeds performed by Sadako during her hospitalisation: her work for other sick children; her letters to world leaders seeking commitment to peace; her courage in the face of her own debilitating illness; the journal she wrote for her family. And of course she made cranes—from everything she

could get her hands on. Friends visited the hospital on the day that Sadako died and made the remaining cranes: Sadako had made 634 of the 1000. Under the statue is a big black marble slab inscribed with 'This is our cry. This is our prayer. Peace in the world'. This was the inspiration of Sadako's classmates.

After she died her diary was printed by some high school students, but it soon began to fall apart and they decided that if they didn't do something better she would be forgotten. In two years this enthusiastic team raised \$25,000 but when they asked the best sculptor in Tokyo to build the statue of Sadako, he told them that they would need more than \$25,000. The city of Tokyo came to their assistance however and provided the rest of the money.

This was the story that inspired Eleanor but no one had Sadako's whole diary; eventually she was able to piece it together and use it as the basis for the book that is surely one of the most poignant pleas for world peace ever written.

Following publication of the book nearly 20 years ago, Eleanor started to receive packages full of paper cranes, always with a note that said, 'Please take these to the statue.' She wrote to the mayor of Hiroshima and asked if she could send them. 'No don't send them, bring them and make a speech under the statue on August 6,' was the mayor's reply.

This Eleanor did, accompanied by Sadako's mother, father and brother. It was very hot and Eleanor thought she could not make it through the day but when she mentioned leaving she was told, 'No, you can't go yet because something beautiful happens after dark: the Japanese people bring lanterns bearing the names of their loved ones who died in the atomic devastation because we believe that every year on August 6 their spirits come back and reunite with the family. At the end of the day we have to tell the spirits to go home, way out over the ocean. So we put the lanterns by the ocean and the spirits can find their way.' Eleanor did not regret being persuaded to stay for this moving ceremony.

Sadako was at first buried near the statue but her parents tired of tourists taking their photos so they moved away and took her ashes further away, out of Hiroshima.



AND WHAT OF NAGASAKI?

The people of Nagasaki have long been jealous because Eleanor Coerr didn't write a story about their ravaged city. They took her to see lots of statues but she didn't ever find one to match Sadako's. Then about three years ago a man said 'I think I have a statue.' He took Eleanor to a big school on a hill overlooking the city where there was a statue of a little boy in his dad's oversize overalls.

'Who was he?' Eleanor asked.

'I don't know,' replied the man, 'but couldn't you make up a story about a boy who loses everything in war and has only his dad's overalls?'

As Eleanor was about to say no to the request, a woman bent down and began to polish a brass plate under the statue. Eleanor's protests about a woman who not only appeared elderly but was also scarred, having to clean the plaque were met with the explanation that this was not her job, it was she who had inscribed the single word on the plaque: 'Peace'.

When this woman, whose name is Mieko, was a young girl, she and three of her friends had been wag-

ging school. When the bomb was dropped on Nagasaki, the four of them were hiding in a cave near the school. Although they were severely injured by flying shards of glass, they lived.

Mieko had been a splendid artist at school, an artist who painted not pictures but words, the Japanese characters. To be an artist of the highest calibre one needed five treasures: rice paper; inkstone with a hollow place inside for the water; an inkstick made from pine tree ashes and glue; a brush; and lastly, beauty of heart. After sustaining her terrible injuries, Mieko had lost the fifth treasure because she was crippled, had to live with her grandparents, and was teased.

The announcement of a contest to do a beautiful rendition of the Japanese characters for 'peace' lured Mieko back to her painting after a lapse of many years. Mieko not only won the contest but retrieved the fifth treasure.

Nagasaki now has its own book, *Mieko and the fifth treasure*, inspired by the real Mieko, a companion for Sadako.

*Our students know what constitutes a good book and are willing to dissect any failed attempts at image over substance.*

ELEANOR COERR'S BOOKS:

Sadako and the thousand paper cranes., Hodder Headline, 1995, SCIS 841800

Mieko and the fifth treasure. [illustrated by Junko Morimoto], Margaret Hamilton, 1995, SCIS 854794

The big balloon race. [illustrated by Carolyn Croll], Harper & Row, 1984, SCIS 489196

COERR, Eleanor

*Mieko and the fifth treasure.*

Margaret Hamilton, 1995

ISBN 0947241841

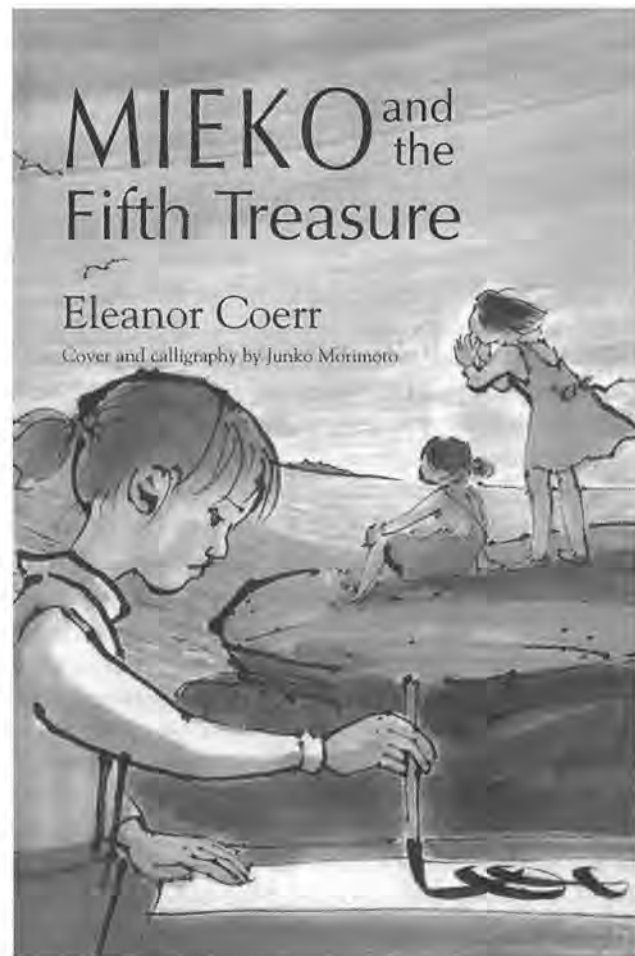
Mieko lost that most intangible of treasures—the fifth treasure, or beauty of heart—when the atomic bomb was dropped on Nagasaki. Also destroyed was her ability to use the other four treasures—a fine sable paint brush, an inkstick, an inkstone shaped like a lily pond and a roll of rice paper—because a jagged piece of glass had cut deep into the muscles of her hand causing them to become useless. This easy-to-read book will charm young readers who will identify with Mieko as she strives to regain her lost skill. They will rejoice as she rediscovers friendship and regains the fifth treasure. Junko Morimoto's fine illustrations admirably support the text. R. Elston

LEV: Middle primary Upper primary

AVAIL: \$14.95

KLA: HSIE

SCIS 854794 ■



The view from TAFE



Beth McLaren is Manager, Sydney Institute of Technology Library, Ultimo. She writes here of similarities and differences between the work of teacher-librarians and TAFE librarians, and finds much common ground.

TAFE libraries, like school libraries, have as their core business the provision of information services and information resources to support the curriculum. More recently TAFE libraries have also adopted a role in the teaching of information skills. The New South Wales launch of national guidelines for TAFE libraries, titled *Focus on learning*, at a conference in January has given further support for this role.

For a teacher-librarian moving to TAFE as I did in July 1995, there is much that is familiar. Equally there been much to learn. Librarianship is a profession in which acronyms are used constantly—however TAFE has its own set and mastering these as well as the different educational jargon has been one of the first challenges! I now work in the VET (Vocational education and training) sector. I've learnt to speak of 'training' as well as 'teaching and learning', to refer to Training Divisions instead of the Board of Studies, to speak of 'courses' not 'subjects'.

Structure of TAFE and its libraries

Within TAFE NSW, eleven Institutes and the Open Training and Education Network (OTEN) are responsible for the delivery of educational programs to students. Each Institute consists of a number of campuses, many of which have on-site library services to students. The exceptions are very small campuses which receive a service from another library within the Institute. At the Sydney Institute of Technology (S.I.T.) campus, libraries are located at Eora, Petersham, Enmore (The Design Centre) East Sydney, Randwick and Ultimo.

The size of each library in TAFE, its collection and its staffing is related to student enrolments at the campus. The campus libraries at S.I.T. vary in size from the Eora

library, staffed by one librarian, housed in a 40 square metre room with seating for up to 8 clients to the Ultimo library, occupying 7,550 square metres over three floors, with a significant branch library in another building on Broadway, a total of 46 staff and seating for 590 clients.

The working environment at S.I.T. Library, Ultimo

Library staff at S.I.T. work closely with campus staff, including the campus manager, but report to the Manager, Library and Learning Resources Unit, Marilyn Hart. I am responsible for the management of the Ultimo campus library and, as a member of the Institute Library Policy and Planning Group, for developing and implementing library policies across the Institute. I also have Institute wide responsibility for matters relating to staffing within the Institute library. The sense of isolation which is often experienced by teacher-librarians is absent. There is real joy in working with a team of committed information professionals. On the other hand, there is greater separation between the teaching and the library staff than in a school library. This may be more evident at S.I.T. because of its size (1,200 equivalent full-time teaching staff, 800 full-time equivalent administrative staff and 22,394 full-time equivalent students) than in smaller Institutes.

Information literacy in TAFE libraries

The Ultimo campus library provided 60 hours a week of library education in the first four weeks of Semester 1 this year. Much of this was in the form of tours designed to introduce students to the library and its services. For example, in 1994, some 14,046 students were provided with library user education but, within this, only 3,151 students received specialist instruction—some of which would have included teaching library information skills in the context of the curriculum. In implementing the information literacy agenda advocated in *Focus on Learning*, TAFE librarians are seeking to change this balance and devote more time to teaching students information skills in context. A range of strategies which are not so expensive of our librarians' time but which will serve the purpose of attracting students and their teachers to the library will need to be developed to replace the traditional library tours. Audio tours, self paced learning packages, videos, and powerpoint demonstrations are all



Selecting a serial title.



being considered as a means of providing an introduction to the library and its services.

The staff at Ultimo are organised into five teams, three of which are Faculty liaison teams. This has provided a greater curriculum focus to the work of the library. Staff in these teams work with teaching staff in specific faculties to ensure that the services of the library meet the information needs of teachers and students. Members of these teams will play a key role in developing partnerships with teaching staff to teach information skills in a curriculum context.

**The view from TAFE has much in common with school education—information literacy, curriculum support, funding, selecting, acquiring and organising materials, working with teachers are common threads.**

Mike Eisenberg was the keynote speaker at the S.I.T. 1995 library conference. Mike's advocacy of the integration of information skills in the curriculum and his challenge to librarians to adopt a more pro-active role in working with teachers and students were seen as supporting the new directions of *Focus on Learning*. Library staff are now exploring the issues associated with implementing a new agenda within existing limited resources.

### Curriculum support

One of the greatest challenges for TAFE libraries is to provide the range of materials required to support the diversity of educational and training programs being offered. Students undertake study which may result in a Statement of Attainment, a Certificate or an Associate Diploma. The background and age range of students is equally diverse. The TAFE student body is much less homogeneous than that of a school. In addition the number of subjects offered seems staggering—2,300 at S.I.T., 700 of which are not taught at any other TAFE in New South Wales.



TAFE teacher working with students in the library.

Another challenge is to provide an effective information service to the many part time teachers and students. The 22,394 equivalent full time students studying at S.I.T. in 1995-96 translate into 56,937 individual students. It is difficult to provide a personalised service to such numbers and to identify and meet the needs of students who are only on campus for a few hours a week.

Curriculum in TAFE is developed in 10 Training Divisions currently located with a number of Institutes. S.I.T. has four of these—Arts and Media, Business services, Personal and Community services and Prevocational education. The Ultimo library provides the library and information services which support the work of staff in each of these Training divisions. This is the equivalent of a school library having responsibility for information services to sections of the Board of Studies.

### Technical services

TAFE NSW has adopted a centralised approach to the provision of technical services but with a different model from the one adopted by school education. The NSW TAFE library network of almost one hundred libraries is well served by an effective acquisition and cataloguing team based at OTEN in Strathfield. All the materials held by NSW TAFE libraries are catalogued onto a central database using Dynix software. Many of the libraries have direct online access to the database for OPAC searching, for circulation and for placing orders for new materials. One of the priorities for TAFE is to ensure that such online access is extended to all libraries in the network.

The central catalogue has been produced as a CD-ROM product which gives offline libraries access to a catalogue of the materials held in all TAFE libraries as well as providing an index to their own collection. The CD-ROM is also used to supplement the OPAC access available in online libraries.

The centralised approach to acquisition also yields significant discounts with suppliers, as TAFE Collection services is responsible for the expenditure of some 90% of the State learning materials budget. Libraries are encouraged to order the bulk of their resources through Collection services, although discretion remains to purchase urgent items locally. Selection of all materials remains a local

responsibility and is undertaken in consultation with teaching staff.

### Funding

The major funding for the purchase of library resources comes within the TAFE Commission budget. This funding is divided between the Institutes on the basis of student numbers and also covers the resources for the library supporting the TAFE executive, the library used by the staff at OTEN and the production of the CD-ROM catalogue.

Institutes may supplement this funding from within their own budget, and libraries can earn additional funds or seek sponsorship. At S.I.T., a contract on the student photocopying machines provides some additional revenue. There is also increased interest in charging for services to community members who may wish to use the local TAFE library. Organisations offering similar courses to TAFE (private providers) but without a library service may be interested in purchasing such a service from TAFE in the future. There is no equivalent to the generous, hardworking P & C Associations which often contribute so much to school libraries.

### Services to clients

TAFE libraries have qualified library staff rostered to service points within the library whenever the library is open. The Ultimo library is spread over three floors and two sites. Within this, we have four service points. Para professional staff (assistant library technicians and technicians) are rostered to the circulation desks and librarians and technicians staff the reader services desks.

The same range of materials as are found in school libraries are available in TAFE libraries. Books and AV items are shelved together and may be borrowed by both staff and students. Serials are an important component of all collections and in many libraries are interfiled with the lending collection. Indexes on CD-ROM are being used to provide access to serials. Use of CD-ROMs is largely for such indexes and for encyclopaedias. There seems to be less relevant material available in this medium to support the TAFE curriculum than there is to support the school curriculum.

By using the OPAC or CD-ROM catalogue, library users can locate materials held in any TAFE library. Once registered with the library of the Institute at which they are enrolled TAFE students and staff are able to borrow from all libraries within the network. Inter-library loan is offered to all staff and to students in some libraries. TAFE libraries include seminar rooms (some equipped with videos), group study rooms, a variety of student seating (carrels, large tables for groups, comfortable browsing areas), and carrels equipped with audio-visual equipment. Library opening hours vary from campus to campus and are dependent on the staffing of the library. The Ultimo campus is open from 8:30 am to 9:00 pm Monday to Friday and from 9:00 am to 5:00 pm on Saturday during term time—a total of 70.5 hours. One consequence of this is that it is not possible to have a staff meeting at which all staff are present—a number will be rostered to the



Students search for information using CD-ROMs and computers.

desks and others may not have arrived at work because they are on the night shift. We overcome this by running all general staff meetings twice in the same day.

TAFE libraries strive to provide customer-oriented services. This focus on the customer is an increasingly important aspect of all TAFE programs. A number of TAFE Institutes have recently participated in a customer survey to evaluate their services. It was pleasing to find from the results of this that students viewed the library as important, although not as important as the canteen! The results of the survey are being used at S.I.T. to inform decision making about the library and its services.

The academic year, as in school libraries, is the major influence on the ebb and flow of work in the library. The first few weeks of Semester 1 is a time of high demand. TAFE Library borrowers must re-register each year, bringing with them proof of re-enrolment. This is a direct result of both the varying length of courses and of the volatile nature of the student body. In addition, many teachers book library orientation tours for their classes during this period. The last weeks of term often see an increase in student numbers in the library as assignment deadlines loom. Vacation periods are quieter, although the number of short vacation courses now being offered is creating increased demand even during this period.

Thus, the view from TAFE has much in common with school education—information literacy, curriculum support, funding, selecting, acquiring and organising materials, working with teachers are common threads. The challenges and opportunities are similar. A number of joint use TAFE/school libraries across the state, the advent of JSS/TAFE courses and TAFE's increasing participation in the delivery of HSC courses gives both organisations even more common ground. It might be interesting to explore further areas for greater co-operation between TAFE and school libraries. ■



*The fundamental aim of the library program is to assist students to meet their changing information needs and help them to become lifelong learners by giving all students access to appropriate resources, the latest technology and the skills to use them.*

## Best practice in information skills 1: Athelstane Primary School



*Helen Campbell is teacher-librarian at Athelstane Primary School.*

Athelstane Primary School is in Arncliffe, a southern Sydney suburb. The school population is around 460 students, with 72% of Lebanese origin, 11% Macedonian, 13% from various backgrounds such as Greek, Fijian, Indonesian, Tongan and the remaining 4% are from English speaking backgrounds. The school is well resourced with ESL teachers able to give extra support to these students with special language needs.

them. For example, in Years 1–3, units on *The farm*, *Australian animals*, *transport*, and *food* have been resourced with appropriate books and videos which the students can read themselves. At the same time resources for the upper primary units on *migration*, *gold*, *natural disasters*, *Aboriginal land rights* and *conservation* for example, have been strengthened.

### Use of the library in Years 5 and 6

In Years 5 and 6, the class teacher, the teacher-librarian and the ESL teacher usually work together in the library to provide optimum conditions for students to develop information skills with teacher support. The students are divided into three groups which rotate each week. Each teacher provides a learning experience for one group.

### Some activities used in team-teaching lessons for Years 5–6:

- Use multiple copies of non-fiction books in a guided way using a proforma sheet for the students to find information on a particular theme.
- Students watch a video, pausing occasionally so they can answer specific questions which they have been asked to focus on.
- Use the CD-ROM to find information. Students usually have a prepared sheet to help them find the information on the computer.
- A pilot group of 60 students are learning to access the Internet to find information. This activity has been very useful for Year 6 students who are currently learning about government.
- Students use simple problem-solving general knowledge research cards where they have to decide which book, atlas, encyclopedia or dictionary will give them the information they need.
- Students work in pairs through an OASIS enquiry worksheet to answer specific enquiry questions. This guides them through the different fields of the enquiry screen, for example:
  - \* *Is this book available for loan?*
  - \* *When was this book published?*
  - \* *What is the shelf location?*

### CPPT philosophy at the school

In a whole school approach, we give particular emphasis to team teaching and co-operative programming and planning. At the beginning of each term, the grade teachers, ESL teachers, community language teachers and the teacher-librarian meet to plan, collaboratively, the library program. Every class has a regular scheduled time in the library. Years 5 and 6 have one hour lessons every week. Year 4 has an hour slot once a fortnight and the other classes have half hour weekly sessions.

The fundamental aim of the library program is to assist students to meet their changing information needs and help them to become lifelong learners by giving all students access to appropriate resources, the latest technology and the skills to use them. It aims to develop the six information skills: **defining, locating, selecting, organising, presenting** and **assessing**. Particular emphasis is given to the skills of locating, selecting and organising in the library time as there is high demand for the use of the library space and resources. The skills of defining, presenting and assessing are addressed on a planned, regular basis in the classroom.

A writing program for all students concentrating on the use of different text types has been developed over the past four years which requires students to gather information or field knowledge, before they organise and present their report, procedure, explanation, exposition or discussion. Funding by the Disadvantaged Schools' Component for this continuing program has enabled the purchase of resources to support teacher developed units of work. The aim has been to have resources on unit themes at the appropriate level of the grade studying

Students with particular language needs benefit from this small group work through hands-on computer experience and help with accessing encyclopedias, dictionaries and indexes.

### The library program K–Year 4

We have decided this year to have team teaching by the class teacher and teacher-librarian only in years K–4. Lessons are planned together and are linked to the science or human society unit being studied in class. There is a high literature component linking an appropriate fiction book or CD-ROM to the current theme.



Students at Athelstane Primary School.

Sometimes the students are divided into two groups, one taken by the class teacher and the other by the teacher-librarian. At other times, students remain in their class groupings and are supported collaboratively by their teacher and the teacher-librarian.

### Some activities in Years K–4 information skills:

- Students listen to a story related to the theme or unit being studied and identify simple parts of the book, for example, title, author, illustrator.
- Students watch a video related to the theme and participate in a discussion to identify salient points or issues which emerge.
- Using a team teaching approach, most students participate in group activity while others are guided in small groups in the use of the CD-ROM computer and the enquiry terminals.
- Students have a proforma sheet with headings and a variety of easy reading non-fiction books on a single topic and find information using easy indexes.

Demonstrated improved student learning outcomes lead us to feel confident that this approach will give our students from Year 1 to Year 6 the hands-on experience with books and computer databases which will provide them with a sound basis for lifelong learning. ■

## Best practice in information skills 2: Pennant Hills High School



*Darellyn Dawson, teacher-librarian, provided the following introduction to Jennifer Michalski's account of an information skills program in visual arts.*

There are numerous strategies that teacher-librarians can use that will assist teachers to incorporate information literacy and resource-based learning into their teaching practices.

At Pennant Hills High School, teaching staff are regularly invited to attend our workshop sessions dealing with information literacy, resource-based learning, critical thinking skills and learning styles. These workshops are offered throughout the year, for example this year in Term 1 all teachers new to the school were invited to attend an information literacy and resource-based learning workshop.

We have also targeted at least one 'risk taker' in each of the KLAs. These are the teachers who are agreeable to test-running some of our ideas for resource-based learning. We have found that when we use this approach, it is the 'risk taker' who advertises successful units of work to the other

staff members in that KLA. Knowing that the unit of work has already been successful, other staff in that KLA are then more than happy for their classes to participate in it. With over 80 staff at this school, we have to devise ways in which we can reach most of the staff. We have found that using 'risk takers' is a most effective strategy.

We know that we are being successful in these endeavours because we now have a critical mass of teachers who are incorporating information literacy strategies into their teaching and learning.

The following example of best practice has been written by a 'risk taker'—Jennifer Michalski, who has been a visual arts teacher at our school—who is one of those helping take this library into new frontiers of teaching and learning.



## Information literacy in visual arts

Jennifer Michalski was head teacher, visual arts, at Pennant Hills High School at the time of carrying out this program, and is now Consultant/Director of General Studies K-12, Masada College.



Using the library is always a delight. It offers a change to the classroom adding variety, and a stimulating learning environment for students. More importantly, it is vital for students who face employment and training in the 21st century to have sound research-based learning skills. The information and communication revolution demands a future where individuals will be required to problem solve effectively and access information for a great many situations. Information literacy learning experiences offered by the library are highly challenging to students. One of these was a research assignment for Year 9 visual arts students aimed at developing independence in learning.

*The information and communication revolution demands a future where individuals will be required to problem solve effectively and access information for a great many situations.*

Visual arts students are usually enthusiastic about their time in the visual arts classroom and will not relinquish it for many other activities. So it was with some reluctance that my students made their way to the library for a major part of the term. To encourage their participation, I emphasised the experience would be of great interest to them.

The teacher-librarians and I prepared a series of activities for research-based learning that identified a variety of learning styles, and met the needs of the students and the teacher. The term's work was named 'Endangered, Enraged, Encaged' and involved investigating animal images, and culminated in a sculptural work, conceptually expressing students' responses. An excursion to Taronga Park Zoo for observation drawings preceded the library experience.

Students were required to extend their knowledge and develop their critical thinking by researching animals in the library. They worked on A3 paper sheets and these became part of the documentation to be included in the term's assessment. Each station was named a 'cage' and students could move freely in the library completing cages as access and inclination allowed them.

Directions were as follows:

### Cage 1: Library enquiry

Use computer terminals to develop a bibliography with full bibliographic details of at least 10 references on animal welfare. Include

- author
- title
- date, and
- publisher.

### Cage 2: Audio-visual

View one of the videos on animal welfare. Use a mind map to present the ideas discussed.

### Cage 3: Poster collection

Use the poster collection to gain ideas, impressions, textures, symbols and signs related to the animal/animal group you have chosen. Record on the sheet or attach photocopies.

### Cage 4: Periodicals

Use periodicals such as *National Geographic* to search for symbols or textures that relate to your animal group, as far as they are 'endangered' or 'encaged'.

### Cage 5: Endangered species

Choose 5 endangered species and write a few sentences on each expressing why they are endangered.

The students were motivated and involved. The assignments were of a high quality and were finished with care. The resulting visual arts works were extremely sensitive, reflecting the degree to which the research had impacted on their learning. ■

## SCIS REVIEWING PANEL

Since 1992 reviews have been provided by a panel of reviewers from across the state with expertise in Key Learning Areas and/or across curriculum perspectives. Members of the panel are provided with relevant materials (CD-ROMs, software, videos, books etc) for review in areas of their expertise. Internet site reviewers will also be required. Teaching staff who would like to be considered for inclusion on an eligibility list, should the current panel be expanded, are invited to submit a written application (max. 2 typed pages). Successful applicants will be required to review an item before acceptance to the panel. Active members of the current panel do not need to reapply. For further information, including remuneration, contact Colleen Foley, SCIS Review Coordinator.

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

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

Ms Colleen Foley, SCIS Review Coordinator  
Private Bag 3 (3a Smalls Road), RYDE 2112  
Phone (02) 808 9478 Fax (02) 808 9413

Closing date: Friday 21st June 1996.

# Independent learning? But what about the HSC?



Frances Plummer is a social science teacher at Pennant Hills High School. She has worked closely with senior students as a facilitator for self-directed learning, using the library as a centre of learning and encouraging students to go beyond its physical walls in accessing information through technology. Frances also works closely with teacher-librarian Dorelyn Dawson in promoting information literacy as an integrated curriculum in research-based learning.

Students are graduating from our schools into a rapidly changing environment of information technology. Educators have a responsibility in developing students' skills and competencies to be independent learners in further education and the workplace. Students need not only to be literate but able to demonstrate skills in information literacy in order to make meaning of the expanding sources and content of information.

In undertaking studies for a Higher School Certificate, how then can we as educators place emphasis on information literacy and independent learning while meeting the content demands of course syllabuses? Any diversion from a content-oriented approach seems to be risk-taking for teachers and putting students at risk in their Higher School Certificate examination. However, the law and justice case studies of the disadvantaged component of the legal studies HSC course clearly suits an independent learning approach where the students use the library as a base for research, and take responsibility for their own learning outcomes in the completion of the unit of work. This has been undertaken at Pennant Hills High School over 1994 and 1995 by legal studies students.

## HSC results following an independent learning approach to legal studies

The 1995 Higher School Certificate results confirm the independent learning process contributed to students successfully preparing and presenting material for an external examination. Of the seventeen legal studies students from our school, eight were placed in the 91-100% percentile band and four in the 81-90% percentile band. Students commented that questions they constructed from the syllabus as part of the research and assessment process appeared in the actual examination. The student who topped the group reflected on the independent learning process as a most valuable experience in devel-

oping skills for future tertiary studies. The students indicated that they valued the research experience as their preferred learning strategy to complete the case study.

## Choosing a topic

Students were given an outline of the syllabus and asked to select one case study choosing from aborigines, women, migrants or other disadvantaged people. Why give a choice? Experience indicates that when given choice students tend to:

- be more committed to the task and its completion
- demonstrate their preference in learning the research styles
- show increased motivation for success
- utilise their prior knowledge and experiences particularly from other HSC courses.

Choice also overcomes the problem of forcing all students to do the same case study when clearly individuals had strong preferences for a particular topic.

## The information skills process applied

An important aspect of the information skills process for the students was identifying and defining their information need. The use of the syllabus and an information grid expanded to A3 size enabled students to focus on the issues posed as questions for research. The information grid encouraged students to record prior knowledge as an important step in the **defining** phase. Independent information retrieval allowed students to articulate their needs and follow through with action. The information grid was used as a notetaking tool to record references **located**, and information recorded for future **selection** and **organisation** into expanded responses to the issues. At each stage of the information skills process, students were required to evaluate the resources for relevance and current content. All issues had to be covered but the order



was not prescribed. **Presentation** was in the form of documentation analysing each issue.

The conference process with each student (in pairs or small groups) was an important part of learning, and occurred as ongoing reflection of their progress. It enabled students to meet deadlines and be prepared with summaries, documentation and arguments. Students' response to the conferencing process was that they were more focused on the strengths and weaknesses of the research, were challenged to improve where there were gaps in their knowledge and to have a positive attitude to achievements to date.

Students were required as part of the assessment process to write two questions, with the given criteria that one question required a detailed knowledge of the legislation involved, and the other had a component of evaluation of the effectiveness of current legal practices. The nominated questions were answered under exam conditions. Additionally, for the final evaluation, students presented their findings in conference reporting, and had to be able to satisfy depth of content, legislation and evaluation of the issues involved. Evaluation was an ongoing process involving both informal and formal assessment of the learning that had taken place.

### Information resources and information technology

Over two years of participation in legal studies, students had opportunities to develop and practice the information skills process and became familiar with on-line searching, the CD-ROM network and computer indexes. The schools research service—Infocus—developed by the State Library of NSW proved a valuable source of current material. (*See end of article for contact details*). Students were encouraged to extend their search for resources beyond the school library by locating primary sources and faxing or telephoning directly. Guest speakers were contacted and interacted with small groups of students. Separate questions in the 1995 Higher School certificate examination required students to refer to legislation in the Social Security Act and Domestic Violence Act. Each area had been selected by the students for guest speaker input.

The variety and quality of information accessed was far beyond the time and energy capacities of one classroom teacher. Interestingly, while each student had negotiated an independent study, groups formed around the common case studies and resources were photocopied and shared. Students who were initially reluctant to share resources, soon realised the benefit of a cooperative learning approach. Photocopying was certainly more selective as students applied analysis to determine what was relevant and satisfied their information need.

### Outcomes for student as independent lifelong learners

The learning process involved in this unit contributed to students' development of information literacy skills and added value to their school education. Indicators of success were demonstrated by each student, as follows:

- All 17 students completed the research for all the issues.
- Students were organised and confident in preparation for the assessment task.
- Performance in the assessment task indicated their understanding of the content and ability to frame questions to demonstrate their evaluation of the issues as prescribed in the syllabus.
- Intellectual skills were enhanced as they became experts in their case study, while the teacher took the role of facilitator—for the lower ability students this was particularly empowering.
- Students enjoyed being in control of the learning process and were responsible in making decisions about organising their time on task.
- Students demonstrated on-going abilities to seek and retrieve information from a variety of sources.
- Students valued the learning experience as a process that would be valuable in further education, with transferable skills.

### In conclusion

Observation of students' learning and information retrieval skills throughout the process indicated skills development of higher order thinking to provide solutions to real information problems. Students had to be flexible in seeking information paths: where one source failed to meet their need alternatives were sought. Each of the processes required complete cognitive skills from condensed notetaking to evaluation of the resource and its relevance to the issue.

Students felt that they were successful in taking control of the learning process. They demonstrated that they were responsible for their learning outcomes. Giving students responsibility validates their achievements as learners, stimulates success and personal pride in learning.

Students valued the importance of learning how to learn as much as the content. Most significantly, they recognised the growth in their maturity from Year 11 to Year 12 in undertaking a self-directed study. They viewed the Higher School Certificate as a motivator and took a risk!

Contact details for *Infocus*:  
State Library of NSW  
Ph: (02) 230 1519 ■

**The 1995 Higher School Certificate results confirm the independent learning process contributed to students successfully preparing and presenting material for an external examination.**

# Curriculum mapping and the information literacy program



*Darelyn Dawson is teacher-librarian at Pennant Hills High School. In the last Scan, Darelyn outlined the process she and teachers undertake when planning and carrying out integrated information skills programs. Following the ALIA workshop given late last year by Mike Eisenberg—Professor, School of Information Studies, Syracuse University, New York—she has begun to implement curriculum mapping in the school. Curriculum mapping holds great promise for primary and secondary teacher-librarians who are carrying out integrated information skills programs in their schools, and are concerned that some students may miss out, or experience in a piecemeal fashion, information skills instruction.*

**M**any teacher-librarians have successfully implemented the information skills process into information literacy programs integrated into the teaching/learning programs operating at their school. However, all too often, because of constraints upon the teacher-librarian's time, these programs are conducted in cooperation with some **but not all** classroom teachers. The teacher-librarian's access to all of the students in the school is therefore limited. Too often, attempts to provide students with life long learning skills become piecemeal.

There is a need for teacher-librarians to develop an incremental, across the curriculum approach to the teaching of information literacy, so that we can be sure that the information skills process in its entirety becomes part of the information literacy skills of every student, and that the steps in the process are reinforced on a planned, recurring and integrated basis.

Mike Eisenberg has written two very interesting books that deal with strategies for developing curriculum initiatives: *Curriculum initiative: an agenda and strategy for library media programs*, and *Information problem-solving: the big six skills approach to library & information skills instruction*. The latter has a companion volume containing worksheets and graphics masters to assist with implementing curriculum mapping, amongst other things. It is *Resource companion for curriculum initiative: an agenda and strategy for library media*

*programs*. Mike also conducted ALIA inservice courses in a number of NSW regions last year while he was visiting professor at the University of Technology, Sydney. In these sessions, he spoke about curriculum mapping and demonstrated how to incorporate the ideas in his books to the information literacy program, in both primary and secondary schools.

### INFORMATION LITERACY

'Information literacy' as it is used in this article can best be defined as a combination of the skills involved in the information skills process and literacy skills. These literacy skills include not only a student's ability to read, write and evaluate but also to use skills in higher order thinking. Additionally, the information literacy program recognises different learning styles of students with units of work that cater for all learning styles and at the same time are resourced-based. Curriculum mapping can be added to the range of strategies employed by teacher-librarians in their information literacy programs, and can play an integral part in planning and assessing these programs.

### CURRICULUM MAPPING

Before teacher-librarians can "integrate instructional efforts with class curriculum, they must know what the classroom curriculum is" (p56 *Information problem solving*).



A way of finding out is curriculum mapping, which is "a descriptive portrait of the tasks undertaken and how much time was spent on any given set of items, concepts, skills or attitudes. A map is not a lesson plan. A map is past-oriented, it is a recording of what was taught" (English, 1978). As Eisenberg indicates, mapping is intended to reveal the bottom line, the actual curriculum being taught to students.

Having thus identified what is being taught across the curriculum, the teacher-librarian can identify units of work that can be targeted for an information literacy program. Curriculum mapping also provides the teacher-librarian with a record of the information skills each student has practised and where the emphasis should be placed in the ensuing year. The results of curriculum mapping also provide immediate action statements for the library management plan.

The curriculum mapping process involves:

- collecting data on actual curriculum units
- organising the data by fields of interest (e.g. subject area, time period, Year)
- presenting the data in some form of table or chart.

This can be done easily using database management software, such as Microsoft Works. The information contained on the database can then be sorted and presented in differing formats depending on your purpose. Alternatively, the information can be handled manually. Figure 1 provides an example of a Data collection sheet necessary to begin curriculum mapping, adapted from *Information problem solving* (p61). Figure 2 is an example of a curriculum map that has been adapted for use at Pennant Hills High School. Figure 3 is a proforma for the use of readers.

Data collection at Pennant Hills High School involved giving data collection proformas (Figure 1) to staff in the Key Learning Areas. Members of the Library Committee were then given the responsibility of mapping units of work, using the data collection sheets, for their Key Learning Areas in Years 7-10. This was not done before they had a clear idea of what was being asked of them. Examples of curriculum maps for Years 7-10 were given to them. These maps were based on units of work that had been part of the library program during the past twelve months. Once the data collection sheets have been completed, the teacher-librarian can transfer the data onto curriculum maps. Each year has a separate map (Figure 3) and the units of work for each KLA are recorded.

WHY CURRICULUM MAPS?

- A central aspect of the curriculum map is whether or not there is evidence of units of work that have the potential to cater for most or all of the student cohort in, for example, Year 7. In addition the teacher-librarian would be looking for units of work that extended over a reasonable period of time.

An example from Figure 3 is the English unit on *Film as text*. It is such subject areas and units of work that become prime targets for introducing and expanding information literacy skills of students. It is up to the teacher-librarian then to make approaches to teachers to include the targeted units of work in the library program.

- The maps also indicate whether the organisation, teaching methods used or assignment requirements need to be varied. An additional column has been added to Mike Eisenberg's curriculum maps for our purposes—Design. This is important as there should be a variation of assignment designs using techniques such as grids, Bloom's taxonomy and information management sheets. The teacher-librarian needs to make sure that the same assignment design is not being repeated too often with the same year group.

Future plans include working cooperatively with the major primary feeder school, where the teacher-librarian is also mapping the curriculum—and adapting the curriculum map template to suit the integrated unit style of primary teaching and learning. The next issue of *Scan* will carry an article on curriculum mapping for primary schools.

Curriculum mapping will greatly benefit future planning of the K-12 information literacy program as these schools work towards becoming learning communities.

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*There is a need for teacher-librarians to develop an incremental, across the curriculum approach to the teaching of information literacy, so that we can be sure that the information skills process in its entirety becomes part of the information literacy skills of every student, and that the steps in the process are reinforced on a planned, recurring and integrated basis.*

Figure 1: Curriculum mapping data collection worksheet Pennant Hills High School

Year: _____	Number of students: _____
Teacher: _____	Total periods of instruction: _____
Subject: _____	Term: _____
Unit: _____	

Level of instruction:

- introduced
- reinforced
- expanded

Comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Organisation (grouping) of instruction:

- whole class
- small group
- individual

Comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teaching method(s):

- lecture
- demonstration
- media (film, video)
- discussion
- independent study
- project/report
- other

Comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Assignment(s):

- test
- observation
- short written assignment
- written report
- oral report
- physical project/product
- other

Comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Assignment design:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

General comments on the unit:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date: \_\_\_\_\_

Eisenberg, M. and Berkowitz, R. *Curriculum initiative in action: an agenda and strategy for the information age*.





In October 1994, Telecom's optical fibre trial began linking the University of Wollongong to Smiths Hill (Selective) High School, Wollongong High School of the Performing Arts, and Keira Technology High School—all in central Wollongong. With the University as a trial service provider, the three schools were able to access the Internet. Following are reports from each of the trial schools' teacher-librarians on the impact of access to the Internet on their students.

# Just me and my URL!



Georgia Phillips was teacher-librarian at Smiths Hill (Selective) High School at the time of writing this article. She has just been appointed Project Officer [Communications] at Training and Development Directorate.

At Smiths Hill High School, the Internet can be accessed in one Power PC Macintosh lab and in the library, and is currently being connected to all main staff rooms, and the Principal's and Deputy's offices. In the library, four computers (3 NECs and a PowerMac) are connected to the school server via optical fibre. Other non-OASIS library computers will be connected as soon as another hub is installed. OASIS uses the same hub, but is not, as yet, available on the school network. The one gigabyte file server then connects the school network by fibre to the Unix server at the University of Wollongong.

## EARLY LESSONS

Term Four in 1995 was really the beginning of use of the Internet for research in the library. Every day has been a learning experience for staff and students since then. Some of the lessons we have learnt are outlined below:

- We caught a **boot drive virus** from a student disk in the early days of Internet access (which also temporarily infected our OASIS floppy back-up drive.) Now we have banned students from using their own disks. Instead we have barcoded boxes of disks for borrowing overnight, though we may instead decide to sell these for \$1.00 refundable upon return.
- We quickly saw we had to set up, at the very least, specified parameters for use, if not a detailed **acceptable use policy**. *Chatting* (on-line communication, usually at a fairly uninspired level) and *mudding* and *mushing* (on-line interactive game playing) can monopolise computers. We've also given up on lock outs or hiding file manager and system folders. These were just too cumbersome when installing new CD-ROMs and we were discouraged by the supplier from whom we lease our PCs. All programs are backed up for emergency reinstallation, which hasn't been necessary so far, perhaps since we took the challenge away.

Consequences of mucking with system files, hogging time, accessing inappropriate sites or materials, and using non-virus-checked disks range from temporary to permanent

denial of Net use. Signs are posted at each computer to this effect, and constitute our only acceptable use policy thus far. All students must agree to these rules before using Net/CD-ROM computers. Longer acceptable use policies may refer to laws regarding copyright, libel and hacking; netiquette regarding language use, plagiarism and offensive material; safety issues in giving out personal information and password security. Many acceptable use policies are available on the Net should you wish to go further.

One place to start is: <ftp://ftp.classroom.net/wentworth/Classroom-Connect/aup-faq.txt>, the Classroom Connect site for frequently asked questions about acceptable use sites.

## POPULAR SITES

So much for the prelude! What do students really use the Net for? We track use through an anonymous survey form and periodic perusal of bookmarked sites and the **History of viewing** menu which is in Netscape. Not surprisingly, the following sites are found to be of interest to teens:

- Game cheats for *Ultima*, *Mortal kombat* and *Battle isle*
- Music sites such as *Nine inch nails* lyrics, *Metallica*, *Red hot chilli peppers*, *U2* and worse
- Sports sites such as Italian soccer, NBL, NFL, surfing and Formula 1 Grand Prix, and
- TV sites such as *The Simpsons*, *X-Files*, *Beans* and *Butthead*.

No surprises here!

Usually students find these sites through the **Netsearch** facility of Netscape, using **Infoseek**, which is the first search engine to come up. Students are given the opportunity to browse on the Net if no one is researching. Girls are particularly encouraged and get priority. A lunchtime reservation book gets signed up by the same few netheads, in search of shareware mostly, so my next move may be to designate certain lunchtimes reserved for certain years or classes. These introductory sessions would be especially possible on Wednesday to Friday lunchtimes, when I have another teacher-librarian on duty in the library.

## RESEARCH SITES

When our classes have done some real research, here are some of the sites we've found of value:

**Society and Culture** research has located great North American Indian sites, New Zealand's *Sheep* home page, the *Amish* home page and some South Pacific Island culture information.

**History** searches have hit on the *Viking* home page, *JFK* and *Rabin* pages, *Gateway to world history*, lots of World War 11 reminiscences, and Roman, Mayan and Aztec sites through the *Archaeology and adventure* page. Issues searches have found good information on the *Scottish euthanasia society* home page, many women's studies sites, heaps on French nuclear testing, especially linked from the *Greenpeace* home page, good links to environmental information from the *Environmental resources information network (ERIN)*, and Nelson Mandela's *Long walk to freedom*, published on the Net.

**Geography** uses *Virtual tourist* and the *CIA world factbook* site, the *United Nations* home page, and every day sees another country with official or unofficial home pages, from Canada to Sri Lanka and Indonesia.

**Science** searches for genetic engineering and diseases have used the *DNA ID kit*, *Medweb* and the *Pathology and virology centre*.

One student made the remark that **Netsearch** is good for getting to a site, but sometimes the site is so big it is hard to find specific information. Often a 40 minute period is not enough time. And this leads to the real problem teachers and students must come to grips with. **It's anarchy out there!** While indexes are proliferating and even indexes to indexes, key word searching of most search engines can lead to time consuming circuitous wanderings. It can also lead to a great deal of advertising, to sophisticated scholarly documents and to personal interest and opinion with few clues as to who is publishing the information or why. It's so easy to **click** without much **thought**. Without skills of evaluating sources, and adequate time, students can be quickly frustrated by an overwhelming amount of irrelevant, incomprehensible information. **Surfing rarely yields diamonds. The real gems must be mined.**

## MINING NOT SURFING

I've been lucky to have Net access from home for over a year now. With time to search properly, I've located such gems as: the *US glass ceiling commission report*; the *WWW virtual library*; *Australian world heritage areas*; *Gateways to world history*; *Reeds hot topics*; *Smithsonian natural history* home page; the *AskERIC* home page for lesson plans (including the teaching of information skills); and the *Library of Congress* and *National Library of Australia* to search for citations and publishers!

Of course, I've also gleaned sites from: *OZTL\_NET* and *LM\_NET* recommendations; the 6 week Net course I did on the Net at the University of South Carolina, run by Ellen

Chamberlain, in October of last year; the *Herald* computer pages; and computer mags, including *Internet Australasia* and my personal favourite (but not suitable for all), *Geek girl*.

## OUR OWN LIBRARY URL (UNIVERSAL RESOURCE LOCATOR)

Finding good sites at school and at home means that an extensive list of bookmarks has been accumulated. Trying to keep bookmarks on the four computers at school has proven time consuming, and there's always the possibility that kids will delete them. So, what's the next step? My own URL.

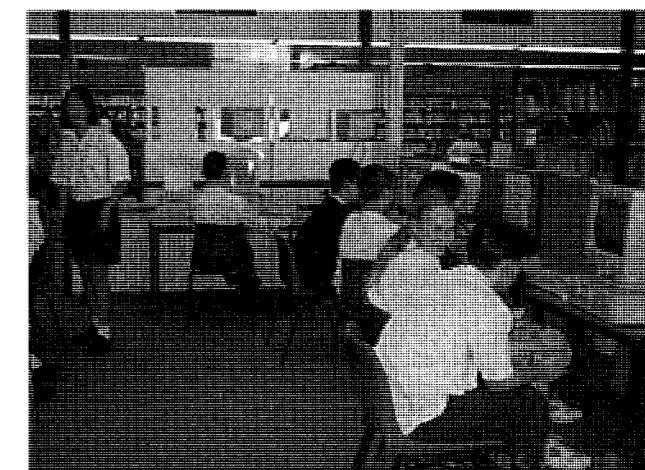
With the help of our school Mac mentor, Dave Schmelitschek, it hasn't been hard at all. With the help of students, especially Aidan Marks, our genius student network consultant(!), Dave has set up the school's URL at <http://foyer.uow.edu.au/schools/shhs/shhs.html>. Here he

has provided space for the school pages, for all of our subject departments and the library. We've taken time to think about research information to be included, including bibliographic style and footnoting guides, and the useful links we'd like to be listed. I've even had permission to include Margaret Phillips' (no relation) *Being DEFINITE* research strategy, long used in our library. My dream is to link in my OASIS catalogue or at

least a searchable title list, but this seems too hard at the moment! And library photos should be uploaded soon. But the main page I will use to assist students in their research on the Net is my own *Library hot spots* list.

## SETTING UP A HOT LIST

To set up a hot list, all I've had to do is save bookmarks to disk, and use **Web weaver** to edit, copy and paste, the *Library hot spots* list. Webmaster Dave oversees and uploads at his house using his larger disk and his account. No learning html language for me! While I will continually have to re-test links (sites change addresses or disappear all too frequently) and re-evaluate and add new sites, this seems to me the way to go to give on-going direction to



Students access the net at Smiths Hill High School.



student searching. It saves time, gives a focus to subject searching, and saves addresses from term to term and year to year. I realise not everyone will have the interest or unique set of circumstances which have enabled the construction of our own URL for the library. But, if you are interested, there are heaps of sites on the Net on creating your own web site and several good texts are recommended. (Please email me for the site list.) Otherwise, please visit our site:

<http://foyer.uow.edu.au/schools/shhs/library/hotspots/hotspots.html>.

(This site will give you the addresses of all the research hot spots listed in this article).

Then let me know what other links to add. Just email me:

[georgiap@shhs.nsw.edu.au](mailto:georgiap@shhs.nsw.edu.au)

Happy mining! ■

## Internet at Wollongong High School

*Marion Hamlyn is teacher-librarian at the school.*

At Wollongong High School of the Performing Arts, the Principal encourages the development of information technology in the school through an information technology focus group which includes all of those with a special interest—teacher-librarian, English and maths head teachers, resource, art, industrial arts, social science, maths, two science and three computer teachers. The computer co-ordinator heads the committee.

The Telstra Internet trial was seen as the initial information technology program for the school and the technology was organised by the computer co-ordinator on a limited budget (including an input from the library budget). This resulted in a network of 7 x 486 DX-40 IBM compatible computers with a 486DX2-66 system (4Mb RAM) file-server in a tower with 3 triple speed CD-ROM drives. The school-preferred platform is IBM.

Because of our computer compatibility with Telstra, and with their help, we were the first of the 3 schools up and running. We rushed in with glee!

### USE FOR RESEARCH BY CLASSES

As the Internet trial is our school's only access point to the Net at present, a section of the library was rearranged to house the terminals next to a class research area so that teachers can divide their classes between the Net and other forms of information seeking. All usage requires forward booking in the library. Classes book in on the traditional basis simply specifying the Internet as well as library space. Considerable successful usage is made of this system by those classroom teachers who have researched the Net at home and are therefore able to guide their students in finding the required information within the lesson time. Once the routine has been established, these students can be sent in small groups from class (with prior booking of course).

Computer studies classes exploring the communications element of their course make good use of Net access in class groups and individually in study periods.

### INDIVIDUAL USE

During the pilot period, the co-ordinator organised that students who wished to use the Net during their free time purchase a licence that they could forfeit if they did not

keep to the rules which we had set up. To gain the licence they had to pass a test, pay \$10 (for consumables), and get a contract signed by their parents. In the contract, students agreed to the rules of usage including a priority list of uses and a provision that inappropriate use would result in losing the licence. This agreement is also displayed on a large poster on the wall.

Individual users book daily for lunchtime use, according to the agreed priority.

### PITFALLS OF INTERNET ACCESS

- Whilst positively spreading the responsibilities, the committee process has led to students attempting to play off one teacher against another. Daily discussion with students of the priorities for use becomes a time-wasting exercise.
- When the Net is down, a fairly frequent occurrence, there is a deal of time-wasting. One willing science teacher with considerable computer knowledge was naturally chosen as trouble shooter to liaise with the University. When the Net is down, it is necessary to chase up that teacher in class and he then has to find time to ring the University to check where the fault lies and then possibly correct it.
- Equity of access also became a problem because boys with prior knowledge (and \$10) dominated lunchtimes and excluded others, particularly girls who were intimidated by the conspicuous confidence of the boys. To address this, we divided lunchtimes into two "boys only" and two "girls only" days (the 5th day being Sports day is for Year 7 only). This was particularly successful for the girls once the boys got their noses back into joint!

### USE BY STAFF

In general, most staff are intrigued but daunted. They just don't have time to play and it is not yet a priority. There is a need for guidance and instruction in effective usage for staff and students, but this can only be met by one teacher instructing one to one for some time. It is impossible for the teacher-librarian in the busy lunchtime context to conduct training without other teachers being present to help.

These teething problems and expansion of the network are now under discussion.

## Using the Internet at Keira Technology High School

*Maryrose Winser is teacher-librarian at the school.*

There are two main areas in the school providing access to the Internet—a computer lab and 12 Macs in the library.

Our information technology committee decided that we should

- provide as wide an access as possible to the Internet for research
- encourage use of the Internet as one of a number of sources of information for all students
- ensure that all students have experience in accessing information from the Internet in computing studies, and design and technology classes.

### USE IN THE LIBRARY

Senior students have access to the Internet during their study periods. Junior students only use the Internet while they are with their class or with a group during lesson time. Given the limited number of computers available, the Internet is not available before school and during lunchtime in order to allow students to use CD-ROMS and other applications such as ClarisWorks, Creative Writer etc. The Internet is available after school to all students. Students must specify a research topic when they reserve a computer to use the Internet. At this stage, students have virtually unlimited time on the Internet.

### SUCCESSSES

- Enthusiasm for using the Internet has motivated many students who have in the past been reluctant researchers.
- Senior students have found extremely useful information about current statistics for geography and economics, about environmental issues and policies, about a range of health issues and policy directions.
- A number of key addresses have proved very popular across all years. The use of bookmarks and the collecting of addresses have been undertaken by a number of students. We try to provide an updated list with comments about the nature and usefulness of the information at the various addresses, but more time needs to be spent on this area.
- Students have been favourably impressed with the range of interesting and useful information about indigenous people worldwide.

### PROBLEMS

- Frustration occurs when students cannot get access and when expectations of quickly finding required information are not met. However, with greater experience, the problem is being slowly overcome and students are gradually more willing to try other addresses and other resources.

- Although initial fascination with the various "chat" addresses (introduced as part of their e-mail instruction) has waned, students have been told that such addresses are generally not regarded as part of their research and that they are not to be used in the library. This has not been a problem.
- Initial fears about the accessing of unsuitable information have not been realised. Initially, consequences for misuse of the Internet were set out clearly and the reporting of such misuse to parents seems to have acted as a deterrent.
- There is a lack of time for staff to learn how to access information from the Net. Some teachers are very knowledgeable, but others have very little familiarity with the Net, and consequently may miss out on valuable resources. More staff development in this area is obviously necessary. ■

## TEACHER LIBRARIANSHIP BY EXTERNAL STUDY

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

The course is offered through the Department of Library and Information Science at Edith Cowan University and is available for students throughout Australia and overseas.

It is a one-year full-time course which could be completed over two or more years of part-time external study. Applicants should have completed a three or four year teaching qualification and have at least one year of teaching experience in primary or secondary schools.

Students may commence studies in either first or second semester each year.

Graduates are eligible for full professional membership of the Australian Library and Information Association (A.L.I.A)

For further information and enrolment forms, please contact External Studies, Edith Cowan University, Goldsworthy Road, Claremont 6010. Telephone (09) 273 8500.



**EDITH COWAN UNIVERSITY**  
PERTH WESTERN AUSTRALIA

# REVIEWS OF INTERNET SITES

Our series of internet reviews continues with sites for HSIE. 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. Internet site reviews appear on the DSE site ([www.dse.unsw.edu.au](http://www.dse.unsw.edu.au)).

## 3D reconstruction of ancient Egyptian mummy.

[/http://www.pavilion.co.uk/Health\\_services/Brighton\\_Healthcase/mummy.htm](http://www.pavilion.co.uk/Health_services/Brighton_Healthcase/mummy.htm)

This easily navigated site contains an excellent report on a CT X-ray scan of an Egyptian mummy. As well as descriptive text, thirteen illustrations or figures, accessed from different sites using hypertext links, are included to complement the text. This would be an excellent source for senior ancient history students and teachers. Text is readable, though some subject specific terms are used. Preparation for student use could include downloading prior to use, as downloading does take some time. C. Foley, A. Littlewood

LEV: Upper secondary  
 KLA: HSIE  
 SUBJECTS: Senior ancient history  
 SCIS HEADINGS: Mummies  
 MEDIA: Text; Graphics  
 SOURCE: England  
 EASE OF USE: Point and click  
 DATE REVIEWED: 11/8/95  
 EVAL: Highly recommended

## Aboriginal studies.

[/webnet.com.au/koori/main.html](http://webnet.com.au/koori/main.html)

This site offers a treasure trove of hypertext heading entries and related Internet sources. Major headings include **Aboriginal and indigenous peoples studies** and **WWW systems, Australian Aboriginal history documents, Other WWW systems, Services of interest, Databases of interest and Aboriginal indigenous peoples studies gopher services**. There is a range of Australian sources, and links to information about American Indian and Pacific/Polynesian/Melanesian indigenous peoples from a variety of United Nations and US sources. A commitment of time is required to explore relevant curriculum resources. It requires time to prepare pathways and dump bookmarks to disk, then access for students, as it's easy to get lost here. Included are many bibliographic listings, and sources of information in a variety of formats that would suit more advanced users. C. Foley, A. Littlewood

LEV: Upper secondary  
 KLA: HSIE  
 SUBJECTS: Aboriginal studies; history 10-12; legal studies  
 SCIS HEADINGS: Aborigines; Indigenous peoples  
 MEDIA: Text; Graphics

SOURCE: Australia (ANU)  
 DATE REVIEWED: 11/8/95 (last revised 30/12/94)

## The Australian indigenous population. (KOORI homepage)

[webnet.com.au/koori/homekori.html](http://webnet.com.au/koori/homekori.html)

This site offers the following hypertext headings: **The art; The history; Living off the land; Social control; Impacts on Aboriginal life; Aboriginal assimilation; Self determination; Aboriginal land rights; Cultural resilience; Aboriginal outstations; Aboriginal population; External databases; and contact points**. There's an Email contact for further information or comments. **The art**, for example, offers colour images with contacts for more information, and a hypertext entry into text. This has brief, general information of the sort available elsewhere, but students will enjoy using another medium. **Social control** gives "religion"-related information, the Dreaming, and links with art and lifestyle. For each topic on the **Koori homepage**, quality, general, mostly brief, text information is offered, with no links to other sources. C. Foley, A. Littlewood

LEV: Upper primary Lower secondary  
 KLA: HSIE  
 SUBJECTS: Aboriginal studies; history 5-12  
 SCIS HEADINGS: Aborigines  
 MEDIA: Text; Graphics  
 SOURCE: Australia (Melbourne)  
 DATE REVIEWED: 11/8/95

## Australian picture gallery.

<http://www.csu.edu.au/australia/gallery>

A site within *Australian government* homepage, this offers a range of graphics, (no text), grouped under headings for each state and territory, and a section of other topics. Each small graphic can be enlarged. Examples of graphics include aerial views of Sydney, the Opera House, Darling Harbour and the proposed Olympic stadium. Other topics comprise Aboriginal cave painting and new styles of dance and music expression. This is a very easily navigated site, which because of the absence of text, can be used by a wide range of students. C. Foley, A. Littlewood

LEV: Preschool Lower primary Middle primary  
 Upper primary Lower secondary  
 KLA: HSIE; CA  
 SUBJECTS: History; geography

SCIS HEADINGS: Australia  
 MEDIA: Graphics  
 SOURCE: Australia  
 DATE REVIEWED: 11/8/95

## Bureau of Metereology.

[gopher://gilgames.no.BoM.Gov.AU:70/11/Australian%20Climate%20](http://gopher://gilgames.no.BoM.Gov.AU:70/11/Australian%20Climate%20)

This easy-to-use site provides climatic statistics, classified by state, for places across Australia, Australian islands and Antarctica. Coverage is reasonably comprehensive as there are, for instance, 55 towns or suburbs just for NSW. Each entry includes latitude, longitude, elevation, daily maximum and minimum temperatures, precipitation and number of rain days each month. Three similar records are available for Antarctica. Each capital city is treated individually, along with Christmas, Cocos, Lord Howe, Norfolk and Willis Islands. The large number of places for which statistics are available makes this a useful resource for use within a geography program. K. Coleman, M. Ellis

LEV: Middle secondary Upper secondary  
 Professional  
 KLA: HSIE  
 SUBJECTS: Geography 7-12  
 KEYWORDS: Climate/Climatic Statistics  
 MEDIA: Text  
 EASE OF USE: Click and point; easy; contents page  
 SOURCE: Australian  
 DATE REVIEWED: 8/8/95

## Commonwealth Budget Papers 1995-96.

[http://www.nla.gov.au/finance/budget\\_95](http://www.nla.gov.au/finance/budget_95)

The 1995-96 Budget Speech, as delivered in Federal Parliament on the 9th May 1995, is available verbatim. **Statement 1** gives a summary of the Budget, along with relevant tables and graphs. Cross-referencing, using hypertext, is provided to P.S.B.R. graphs and Commonwealth Government debt over time. Whilst the search for text-based material is easy, it does take some intuitive tracking, to locate the graphs and tables. K. Coleman, M. Ellis

LEV: Upper secondary Professional  
 KLA: HSIE  
 SUBJECTS: Economics  
 KEYWORDS: Budget  
 MEDIA: Text; Graphics  
 EASE OF USE: Straight forward for text. Takes time to track down related graphs and tables.  
 SOURCE: Australian  
 DATE REVIEWED: 8/8/95

## Commonwealth Department of Tourism. Australia.

<http://tourism.gov.au/welcome.html>

This homepage provides information (current as of June '94) on key facts and figures, such as the number of visitors, employment within the tourist industry, and the economic worth to Australia of tourism. The **Snapshot of Australia project** provides hundreds of photographs (unfortunately without labels), organised into different geographical areas of Australia. Information about the Ministry of the Department of Tourism, including media releases, parliamentary secretary and biographical notes is contained under one hypertext link. **Travelling to**

Australia has visual displays and excellent photos, and currently displays information on the Northern Territory and Tasmania, including an interactive tour of Tasmania. The **Key government tourism programs** section, which indicates how to apply for grants, would be of little value to students. The information in this easy-to-use site is very general, limiting its use with senior students. K. Coleman, M. Ellis

LEV: Upper primary Lower secondary  
 Middle secondary Professional  
 KLA: HSIE  
 SUBJECTS: Commerce; geography  
 Ease of use: Click and Point (easy)  
 SCIS HEADINGS: Tourist industry  
 KEYWORDS: Tourism  
 MEDIA: Text; Graphics  
 EASE OF USE: Very easy to use  
 SOURCE: Australia  
 DATE REVIEWED: 8/8/95

## Conservation Reserve management plans.

<http://kaos.erin.gov.au/and/management-plan>

Teachers and students looking for case studies on management of national parks within the senior geography syllabus will find this a very useful site. Two national parks, Kakadu National Park and Uluru-Kata Tjuta National Park, are covered. Each begins with hypertext headings and an outline of the contents. Information is comprehensive and authoritative in this easy-to-use, mostly text-based, site. K. Coleman, M. Ellis

LEV: Middle secondary Upper secondary  
 KLA: HSIE  
 SUBJECTS: Geography  
 SCIS HEADINGS: National parks and reserves; Kakadu  
 MEDIA: Text; Graphics  
 SOURCE: Australia  
 DATE REVIEWED: 8/8/95

## Educational Programs (Holocaust Memorial Museum)

[www.ushmm.org/education/ed.html](http://www.ushmm.org/education/ed.html)

This easily navigated site within the US Holocaust Memorial Museum contains nine black and white photographs and a series of hypertext headings including **Guide to teaching about the Holocaust, Brief history of the Holocaust, Children in the Holocaust, Videography of Holocaust related material**. Whilst the **Brief history of the Holocaust and Children in the Holocaust** are written at a senior language level, and contain dense text which may discourage less literate students, they are interesting and readable, and provide useful information on the topic. C. Foley, A. Littlewood

LEV: Middle secondary Upper secondary  
 KLA: HSIE  
 SUBJECTS: History 7-12  
 SCIS HEADINGS: Holocaust, Jewish 1939-1945  
 MEDIA: Text; Graphics  
 SOURCE: US  
 EASE OF USE: easily navigated; dense text  
 DATE REVIEWED: 11/8/95



**Egyptology resources.**

<http://www.newton.cam.ac.uk/egypt/>

This easily used homepage provides an index to materials available for ancient Egypt enthusiasts and researchers. Sites are wide-ranging and include gossip and conferences, online publications, other contacts, and reference pages, as well as some example pages with useful materials. C. Foley, A. Littlewood

**LEV:** Upper secondary Professional  
**KLA:** HSIE  
**SUBJECTS:** Ancient history  
**SCIS HEADINGS:** History, ancient  
**MEDIA:** Text  
**SOURCE:** Cambridge University  
**DATE REVIEWED:** 11/8/95

**Environmental resources information network.**

<http://www.erin.gov.au>

This homepage, from the Australian Department of the Environment and related agencies, provides environmental information under five major headings: **Air** (weather & climate); **Land & water**; **Humans and the environment**; **Life** (biodiversity); **Marine and coasts**. These content headings take the user to sites within Australia and overseas. It also includes a section on **Integrating environment and development** (sustainable development) and a section entitled **State of environmental reporting**. Each month within the section **What's new?** there are regular updates which include media releases, newsletter updates, and network updates. It's a very easy-to-use site and, as most sites within the homepage are Australian, speed was good. The download time on graphics coming from overseas is very slow. The primarily text-based information under each heading is very detailed and authoritative (CSIRO, Government departments and university research papers for the most part) and is best suited to senior students and as a source of teacher reference. There is strong curriculum relevance for geography 2/3 units, legal studies, biology 2/3 unit and environmental economics. K. Coleman, M. Ellis

**LEV:** Professional Upper secondary  
**KLA:** HSIE  
**SUBJECTS:** Geography; legal studies; biology  
**KEYWORDS:** Biodiversity; El Nino; Global warming; Sustainable development  
**MEDIA:** Text; Graphics  
**SOURCE:** Australia  
**DATE REVIEWED:** 8/8/95

**Greenhouse information-ERIN**

<http://kaos.erin.gov.au/air/climate/greenhouse/greenhouse.ntml>

This site within ERIN (Environmental resources information network) concentrates on the Greenhouse effect and includes information on some of the myths which surround it. The three major headings: **Inside the Greenhouse**; **Greenhouse gas invention**; and **Grappling with Greenhouse** provide comprehensive and authoritative information principally from the CSIRO. The inclusion of Government policy and suggestions for developing strategies to combat greenhouse would prove useful to students wishing to develop their own strategies. The heading **Climate change** covers the **International climate change convention** from the Secretariat for the U.N. and

provides an international perspective for the problem. Teachers and students will find it easy to navigate through the hypertext headings to find useful information. K. Coleman, M. Ellis

**LEV:** Upper secondary  
**KLA:** HSIE; Science  
**SUBJECTS:** Geography 2-3 unit  
**SCIS HEADINGS:** Greenhouse effect; Climate  
**MEDIA:** Text; Graphics  
**EASE OF USE:** Easy  
**SOURCE:** Australia  
**DATE REVIEWED:** 8/8/95

**Impact of global warming on threatened vertebrates.**

<http://kaos.erin.gov.au/life/end-vuln/animals/climate/climate-change/cc->

This site provides a well-set-out report from the state, territory and federal ministers and the CSIRO on the predicted effects of global warming on four already threatened Australian species. The layout is excellent, with hypertext links from headings and contents for each heading, allowing the user to quickly find the most appropriate information. This is a text-based information site with tables and graphs supporting the report. As well as providing authoritative information to support the geography and science syllabus, the report provides an excellent model for developing report writing skills in these two syllabus areas. K. Coleman, M. Ellis

**LEV:** Middle secondary Upper secondary  
**KLA:** HSIE, Science  
**SUBJECTS:** Geography; biology  
**SCIS HEADINGS:** Endangered species; Greenhouse effect  
**KEYWORDS:** Habitat; Global warming  
**MEDIA:** Text  
**SOURCE:** Australia  
**DATE REVIEWED:** 8/8/95

**Land and water.**

<http://kaos.erin.gov.au/land/land>

This is a site within ERIN (Environmental resources information network). The major hypertext headings cover conservation, forests, landcare, rangelands and wetlands. Within each hypertext heading are further headings providing useful information on Australian and world heritage sites. The authority of the site is excellent, with the CSIRO, or a highly respected scientist in the field, providing information, scientific papers and reports. The information is for the most part text-based, and contains a small number of further hypertext links. Navigation is easy and, because the source is predominantly Australian with few graphics, the information is quickly accessed. This is a valuable site for use within both geography and science programs. K. Coleman, M. Ellis

**LEV:** Middle secondary Upper secondary Professional  
**KLA:** HSIE  
**SUBJECTS:** Geography  
**SCIS HEADINGS:** Water conservation; Environmental protection  
**MEDIA:** Text; Graphics  
**EASE OF USE:** Easy and quick  
**SOURCE:** Australia  
**DATE REVIEWED:** 8/8/95

**Native title cases.**

<http://www.arts.uwa.edu.au/Anthropwww/ntcases.ntm>

A collection of legal authorities and documents relating to the Mabo decision and the Federal Native Title Act is provided at this site. Hypertext links take readers to a summary of the legal significance and authority for a number of principles related to both the Mabo and Native Titles Acts. Hypertext links also allow you to view a case or documents about a case. The comprehensive information is updated regularly by the Department of Anthropology, at the University of Western Australia, and would be useful for both students and teachers of legal studies. K. Coleman, M. Ellis

**LEV:** Upper secondary Professional  
**KLA:** HSIE  
**SUBJECTS:** Legal studies  
**SCIS HEADINGS:** Aborigines - Land rights  
**KEYWORDS:** Mabo  
**MEDIA:** Text  
**SOURCE:** Australia  
**DATE REVIEWED:** 8/8/95

**RMS Titanic 83 years later.**

<http://www.lib.virgina.edu/cataloguing/vnp/titanic/titanic>

This page contains a readable introduction to the Titanic disaster and then invites students to explore a range of topics using graphics from original newspapers. Topics to explore include the passenger list, map of the disaster, survivor list, inaccurate and misleading reporting, headline coverage, editorial cartoons, high society on the high seas, people versus nature... nature wins, aftermath and inquiry, plus references. Students would enjoy looking through these sources, particularly when involved in evidence studies. The use of graphics means there will be some waiting time. Teachers might consider downloading from this site prior to use. C. Foley, A. Littlewood

**LEV:** Lower secondary Middle secondary  
**KLA:** HSIE  
**SUBJECTS:** History  
**SCIS HEADINGS:** Titanic ship; Shipwrecks  
**KEYWORDS:** Disasters  
**MEDIA:** Text; Graphics  
**EASE OF USE:** Point and click  
**DATE REVIEWED:** 11/8/95  
**EVAL:** Highly recommended

**This is Australia - A comprehensive index to information on Australia.**

<http://www.Telstra.com.au/metd/Australia>

The Telstra homepage links users to a host of other sites that contain information about Australia and includes lists of web sites and web site indexes. The **Australia in brief** section is a valuable overview of Australia, providing brief factual information on population, the States and Territories, Government, flora and fauna. The **Australia New Zealand Studies Center** provides access to sources of information about Australia, New Zealand, the Pacific and Oceania and Asia. The **Guide to Australia** gateway provides links to sources of information on Australia with authoritative and detailed facts and figures on Australian

geography. The gateway provides maps, rail timetables, a guide to each state and territory; and current weather and climatic statistics for all of Australia. The information is updated regularly. K. Coleman, M. Ellis

**LEV:** Middle primary Upper primary Lower secondary Middle secondary  
**KLA:** HSIE  
**SUBJECTS:** Geography; commerce  
**SCIS HEADINGS:** Australia; New Zealand  
**KEYWORDS:** Weather; Climate; Population  
**MEDIA:** Text; Graphics  
**SOURCE:** Telstra, Australia  
**EASE OF USE:** Click & point  
**DATE REVIEWED:** 8/8/95

**Threatened Australian plants.**

<http://kaos.erin.gov.au/life/end-vuln/general/plant-bro.Html#HDRP-blees>

The Australian Native Conservation Agency is the authority for this very useful site on Australia's endangered plants. Information is provided on each of the threats, with hypertext links providing more detailed information on each threat, ranging from habitat to dieback. Within each article, further hypertext links take the user to each of the feral animal threats, such as cattle or rabbits. A very basic but easily read table is provided for a comparison of threats. This is an information text-based site with no graphics which students will find easy to navigate. K. Coleman, M. Ellis

**LEV:** Lower secondary Middle secondary Upper secondary  
**KLA:** HSIE; Science  
**SUBJECTS:** Geography  
**SCIS HEADINGS:** Endangered species; Feral animals  
**KEYWORDS:** Habitat  
**MEDIA:** Text  
**EASE OF USE:** Very easy and fast  
**SOURCE:** Australia  
**DATE REVIEWED:** 8/8/95

**United States Holocaust Memorial Museum.**

<http://www.ushmm.org/index.html>

This homepage gives a range of categories or sites for further searching including **general information**, **planning your visit**, **Research Institute**, **education**, and **other resources**. Other information includes a memorial message and the ability to query the archives data. A message advises when the page was updated and a web address to write to with comments of questions (web administration @ushmm.org) is given. The well-organised pages, which include graphics, make this a useful site with a number of easy-to-use access points with various entry points. C. Foley, A. Littlewood

**LEV:** Middle secondary Upper secondary  
**KLA:** HSIE  
**SUBJECTS:** History 7-12  
**SCIS HEADINGS:** Holocaust, Jewish 1939-1945  
**MEDIA:** Text; Graphics  
**SOURCE:** US  
**EASE OF USE:** Click  
**DATE REVIEWED:** 11/8/95 ■

# Internet for novices

We begin here a series of articles on Internet and its uses for primary schools. Jan Eade, casual primary teacher-librarian and reviewer for *Scan*, writes on her discoveries as a new Internet user; followed by Lee FitzGerald, *Scan* editor, writing on the uses of listservs for primary teacher-librarians.

While many secondary schools are experimenting with the Internet, finding sites of curriculum relevance, downloading them for staff and student use, and incorporating them into information skills programs; using listservs and bulletin boards or newsgroups; and sending and receiving email, there are less primary schools doing so. Many primary schools are unsure of how relevant the Internet will be to their needs. It is possible too that there is less opportunity as a primary teacher-librarian to spend time in investigating the potential of the Internet. I am a new user myself, and I would like to share with you what I've found out so far. I'll begin with a glossary of some of the Internet language with which a new user needs to become familiar; then there's an explanation of e-mail and its uses; and I'll list some sites I've found, which you may like to use as a starting point for your own surfing. Combine these with the Internet reviews which feature in *Scan*, and to use the common surfing analogy, you too can be surfing cyberspace, hanging ten, thoroughly stoked!

## A QUICK INTERNET GLOSSARY

- Internet** The network of computers and computer networks located all over the world connected by a common addressing scheme. It can be accessed from a PC dialling into another computer, using a modem.
- FTP** File Transfer Protocol (FTP) is the method by which Internet users download (transfer) files from a remote computer to their own.
- WWW** World Wide Web is the collection of hyper-linked pages on the Internet available through web browsers (software) such as *Netscape*, *Navigator* or *Mosaic*.
- Hyperlink** The ability to click on an image, icon, word or sentence to get to other documents, indicated by a different colour on the page.

This makes it easy to navigate the web, taking the user to linked sites.

- Homepage** A page of information, belonging to a particular organisation, on the WWW, complete with colourful images, text and hyperlinks to other resources. It often looks much like a magazine page. Many schools have set up their own homepages, which provide useful places to start for novice users. One can benefit from the experience of the school with an existing homepage, and use the sites that that particular school has found, rather than reinventing the wheel and finding them yourself.
- Gopher** A search mechanism on the Internet, consisting of easy-to-follow menus which narrow search topics until the information needed is found. A gopher can be accessed from the www by typing **gopher://** at the beginning of the command.
- Yahoo** Yahoo is a subject guide or index to the WWW which provides links to many of its sites.
- HTTP** HyperText Transfer Protocol is a mechanism used by the WWW to transfer information.
- HTML** HyperText Markup Language is the language used to create web pages.

## E-MAIL

E-mail (short for electronic mail) is a quick and inexpensive way to communicate with people anywhere in the world. Using e-mail, primary students or whole classes send and receive messages to other students or classes in other states or other countries which will not only enhance their writing skills, but allow them to find out about different places as well. Although this can be done through the normal post (known by net users as "snail mail"), the beauty of e-mail is that it is so fast your message can reach the other side of the world in minutes, rather than days or weeks.

## HOW TO READ AN E-MAIL ADDRESS

When you sign up with an Internet service provider, you are assigned your own personal spot in cyberspace which stores messages until you decide to read them and send those you create. For example, my e-mail address is **eade@ozemail.com.au**. This may look complicated, but when broken down is quite understandable.

- eade** is my user name.
- @** tells us "eade's" Internet address.
- ozemail** is the service provider where my mail is stored. (You could use a different service provider such as eWorld, On Australia or Compuserve, which uses numbers).
- com** tells us it's a commercial service. (Other types of services are **edu**, **gov**, **mil**, **net** or **org**).
- au** lets us know the site is in Australia.

## E-mail breakdown

To send e-mail, you are presented with the following format, (or something similar, depending on which provider you have chosen)

- To:** e-mail address to which you are sending the message.
- From:** your e-mail address—this will be added automatically.
- Subject:** brief text indicating the contents of the message.
- Cc:** carbon copy—if you want to send a copy to someone else, add the address here. This can be left blank.
- Bcc:** blind carbon copy—unlike the Cc field, addresses here do not appear in the message header of the recipients. This can be left blank.

**Attachments:** can include other documents such as applications, graphics and spreadsheets in encoded packages. This can be left blank. (*It is necessary to send documents that you want to retain formatting as an attachment—this is something I've found out by sad trial and error—Ed.*)

All of the previous fields are known as the header. The actual message goes in the next part which is the main body of the letter and is separated from the header by a line.

Following are some sites which you may find useful. Some may appear very American at present, but links are gradually being made to other countries, including Australia. Be sure to bookmark any which you feel you would like to use so that you don't have to type it in again. To do this just select *Add Bookmark* from the Bookmark menu on your web browser. If you have found sites which you have found valuable, please let *Scan* know so that they can be shared with everyone. Please note that sites listed below were current at the time of writing, but daily changes occur on the Internet.

## Jumping off points (ie. General sites which provide links to many other useful sites)

<a href="http://www.kidlink.org/home-std.html">http://www.kidlink.org/home-std.html</a>	<i>Kidlink</i>
<a href="http://galaxy.einet.net/galaxy/Social-Sciences/Education.html">http://galaxy.einet.net/galaxy/Social-Sciences/Education.html</a>	<i>Einet's education page</i>
<a href="http://GSN.org/">http://GSN.org/</a>	<i>The global school net foundation</i>
<a href="http://freenet.act.edu.au/">http://freenet.act.edu.au/</a>	<i>Australia Capital Territory education information network</i>
<a href="http://www.batnet.com/wombat/children.html">http://www.batnet.com/wombat/children.html</a>	<i>The children's pages at WombatNet</i>
<a href="http://www.dse.unsw.edu.au/index.html">http://www.dse.unsw.edu.au/index.html</a>	<i>NSW Dept. of School Education</i>

## General reference

<a href="http://ipl.sils.umich.edu/">http://ipl.sils.umich.edu/</a>	<i>The Internet public library</i>
<a href="http://thorplus.lib.purdue.edu/reference/other.html">http://thorplus.lib.purdue.edu/reference/other.html</a>	<i>The virtual reference desk</i>
<a href="http://www.cs.uh.edu/~clifton/encyclopedia.html">http://www.cs.uh.edu/~clifton/encyclopedia.html</a>	<i>The free Internet encyclopedia</i>
<a href="http://www.odci.gov/cia/publications/95fact/index.html">http://www.odci.gov/cia/publications/95fact/index.html</a>	<i>The world factbook 1995</i>

## Magazines (Computer and Internet – contain some interesting articles and ideas)

<a href="http://www.geko.com.au:80/living world/">http://www.geko.com.au:80/living world/</a>	<i>Australian computer living</i>
<a href="http://www.pcuser.com.au/">http://www.pcuser.com.au/</a>	<i>Australian PC user</i>
<a href="http://www.ia.com.au/">http://www.ia.com.au/</a>	<i>Internet.au</i>
<a href="http://netguide.aust.com/">http://netguide.aust.com/</a>	<i>Australian net guide</i>

## Educational software reviews

<a href="http://www.edutainment.com.au">http://www.edutainment.com.au</a>	<i>The edutainment page</i>
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## General (KLA's in brackets after the address)

<a href="http://www.csu.edu.au/education/australia.html">http://www.csu.edu.au/education/australia.html</a>	(HSIE)	<i>Guide to Australia</i>
<a href="http://www.vicnet.net.au/~ozlit/index.html">http://www.vicnet.net.au/~ozlit/index.html</a>	(English)	<i>OzLit (Australian literature)</i>
<a href="http://guinan.gsfc.nasa.gov/K12/StarChild.html">http://guinan.gsfc.nasa.gov/K12/StarChild.html</a>	(ST)	<i>Wecome to the planets</i>
<a href="http://www.city.net/">http://www.city.net/</a>	(HSIE)	<i>City net</i>
<a href="http://netvet.wustl.edu/e-zoo.htm">http://netvet.wustl.edu/e-zoo.htm</a>	(HSIE; ST)	<i>The electronic zoo</i>
<a href="http://sunsite.unc.edu/louvre/">http://sunsite.unc.edu/louvre/</a>	(CA)	<i>The webmuseum</i>
<a href="http://www.ucalgary.ca/~dkbrown/index.html">http://www.ucalgary.ca/~dkbrown/index.html</a>	(English)	<i>Children's literature web guide</i>



<a href="http://www.teleport.com/~megaines/windex.html">http://www.teleport.com/~megaines/windex.html</a>	(HSIE)	<i>Encyclopedia of women's history</i>
<a href="http://www.woodwind.com/MuSIG/Home.html">http://www.woodwind.com/MuSIG/Home.html</a>	(CA)	<i>MuSIG online</i>
<a href="http://www.c3.lanl.gov:80/mega-math/">http://www.c3.lanl.gov:80/mega-math/</a>	(Mathematics)	<i>Mega-mathematics!</i>
<a href="http://www.geom.umn.edu/apps/gallery.html">http://www.geom.umn.edu/apps/gallery.html</a>	(Mathematics)	<i>The gallery of interactive online geometry</i>
<a href="http://neal.ctstateu.edu/history/world_history/world_history.html">http://neal.ctstateu.edu/history/world_history/world_history.html</a>	(HSIE)	<i>Gateway to world history</i>
<a href="http://exploratorium.edu">http://exploratorium.edu</a>	(ST)	<i>Explorantet</i>
<a href="http://www.eworld.com/education/resources/museum.html">http://www.eworld.com/education/resources/museum.html</a>	(CA; HSIE; ST)	<i>World:learning: museum</i>
<a href="http://ucmp1.berekley.edu/">http://ucmp1.berekley.edu/</a>	(HSIE; ST)	<i>The US museum of paleontology</i>
<a href="http://ceps.nasm.edu:2020/NASMPage.html">http://ceps.nasm.edu:2020/NASMPage.html</a>	(HSIE; ST)	<i>The national air and space museum</i>
<a href="http://www.physics.uq.oz.au:8001/physics_museum/introduction.html">http://www.physics.uq.oz.au:8001/physics_museum/introduction.html</a>	(ST)	<i>The physics museum at the University of Queensland</i>
<a href="http://nmnhwww.si.edu/nmnhweb.html">http://nmnhwww.si.edu/nmnhweb.html</a>	(HSIE; ST)	<i>The Smithsonian natural history web</i>
<a href="http://www.bushnet.qld.edu.au/">http://www.bushnet.qld.edu.au/</a>	(HSIE; ST)	<i>Bushnet</i>
<a href="http://139.132.40.31/NSPT/NSPTHomePage.html">http://139.132.40.31/NSPT/NSPTHomePage.html</a>	(HSIE; ST)	<i>The new south polar times</i>

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- 'Two-minute Internet glossary' in *FamilyPC Australia*. August/September, 1995 p.41
- 'World wide web for kids' in *Computer living*. November, 1995 p.22

**LISTSERVS AND THEIR USES**

Lee FitzGerald writes on the applications of listservs for primary teacher-librarians.

At Scan, I use the following listservs:

- OZTL\_NET
- BIGSIX
- LM\_NET, and most recently
- InfoLit—Aust.

My uses for them are to send requests for, and to receive articles; to read what's happening to teacher-librarians locally and overseas; to pick up on issues, conferences, discussions etc. on Scan's main business—reporting best practice in information literacy. To turn the focus slightly, from my purposes to what a primary teacher-librarian might get out of either browsing or subscribing to a listserv, following is a smorgasbord of what's been on these listservs in

the last few months which would be of interest to you. Instructions on how to subscribe are included in each case.

The difference between a listserv and a newsgroup or bulletin board lies in the fact of subscribing to a listserv, whereas a bulletin board user retrieves those messages of interest to him from a common or public board, without subscribing. With a listserv, there is no need to search for messages. They are sitting in your mailbox ready to be read.

What you need to subscribe to any listserv is a computer, a modem and communication software, access to a telephone line, and an e-mail address (given to you by whichever provider you choose to go with).

**OZTL\_NET**

This listserv, which is the Australian teacher-librarians' network, can be browsed at the main menu of whichever provider you choose. That is, without subscribing, you can read messages posted, in which case the listserv is being used as a bulletin board. Alternatively, you can subscribe (i.e. receive personal messages, and send messages, to all bulletin board members, or to specific members).

To subscribe to OZTL\_NET:

- post a message to the following listserv address: [ZTL\\_NET-request@listserv.csu.edu.au](mailto:ZTL_NET-request@listserv.csu.edu.au)
- in the subject line, type the command 'subscribe'
- leave the message line blank.

Your subscription is automatically processed by the listserv computer and you will receive an OZTL\_NET welcome message. Read and save this message, as it contains procedures for using the listserv as well as some Netiquette. New subscribers are encouraged to introduce themselves to OZTL\_NET in their first message to the listserv. The address for posting messages to OZTL\_NET is:

[OZTL\\_NET@listserv.csu.edu.au](mailto:OZTL_NET@listserv.csu.edu.au)

Subscribers to BigSix receive a digest of messages every day or so. While many of them are American in flavour, there is much on this listserv which is directly applicable to the teaching of integrated information skills, primary and secondary.

**LM\_NET**

This listserv is probably better treated as a bulletin board, because the amount of mail received if you subscribe to it is mind-boggling and too parochially American, although Australian messages are there. However, if you wish to subscribe, here's how you do it:

- Send a message to: [Listserv@listserv.syr.edu](mailto:Listserv@listserv.syr.edu).
- Ignore the subject line.
- In the body of the message, type: **Subscribe LM\_NET your first name, your last name.**

You can browse this listserv at the NEXUS main menu, or whichever provider you have chosen.

You will find on all three listservs many full-text articles on topics of relevance to teacher-librarians, and many suggestions of web sites to go to, such as:

Classroom connect:

<http://www.classroom.net>

International Association of School Librarianship:

<http://www.rhi.hi.is/~anne/iasl.html>

Big Six WWW site:

<http://edweb.sdsu.edu.edfirst/bigsix/big six.html>

A report on *Management of student access to controversial material on the Internet*, produced by CIRCIT, for the Schools Council of the National Board of Employment, Education and Training, available at: <http://teloz.latrobe.edu.au/circit/schome.html>

**INFOLIT\_AUST**

The Centre for Studies in Teacher-librarianship at Charles Sturt University and the University of South Australia Library recently announced on OZTL\_NET a new listserv for the Australian information literacy community. Lyn Hay and Irene Doskatsch are the listserv co-administrators. The new electronic forum is intended to bring together all parties interested and involved in developing information literacy programs in the primary, secondary and post-compulsory education sectors. InfoLit—Aust aims at creating partnerships within and between educational sectors, and to widen debate on information literacy matters.

To subscribe to InfoLit\_Aust:

- post a message to the following listserv address: [InfoLit\\_Aust-request@listserv.csu.edu.au](mailto:InfoLit_Aust-request@listserv.csu.edu.au)
- in the subject line, type the command **subscribe**.
- leave the message field blank.
- The address for posting messages to InfoLit\_Aust is: [InfoLit\\_Aust@listserv.csu.edu.au](mailto:InfoLit_Aust@listserv.csu.edu.au)

Happy surfing and don't get dumped!

This listserv is administered by the School of Information Studies at Charles Sturt University, in particular by Lyn Hay and Ken Dillon.

On OZTLNET recently of interest to primary teacher-librarians :

- Maggie Roche of Burwood Primary School writing "A day in the life of a primary teacher-librarian" for publication in *Education*, and feedback and additions to the article
- Information skills: resources to use
- Children's Book Council Book Week and short list information
- Conference news: North West Districts conference, *School libraries, magic, wonderment and serendipity*; and the You wish! IASL conference in Jamaica, *Sustaining the vision*, August 3rd-6th, 1996
- Request for Australian classes to correspond with Icelandic upper primary, lower secondary classes
- Debate, and papers on acceptable use of the Internet
- Discussion on such issues as lending CD-ROMs; the value of games on CD-ROM and Internet; library systems, such as Book Mark, OASIS, Microfusion and Winnebago; and incorporating the library into the school review process
- Table of contents and abstracts of next issue of ORANA, and requests for contributions to Scan (!)
- Introductory messages from many teacher-librarians, describing their situations—primary, secondary, NSW and other states, particularly ACT, Victoria and Queensland: These are fascinating to read.

**BIGSIX**

This listserv is run by Mike Eisenberg, of University of Syracuse, USA, and is concerned with the integration of information skills into curriculum. The BigSix perspective is basically the same as that of the information skills process, and the material on BigSix is practical and relevant to all teacher-librarians.

To subscribe,

- send an e-mail message to: [listserv@suv.m.acs.syr.edu](mailto:listserv@suv.m.acs.syr.edu)
- leave the subject blank, and in the message space, type: **subscribe BigSix your name.**
- to mail messages to all BigSix members, send them to: [BigSix@suv.m.syr.edu](mailto:BigSix@suv.m.syr.edu)

On BigSix recently of interest to primary teacher-librarians:

- In response to Mike Eisenberg's call for units of work, incorporating the BigSix skills (information skills process), a **maths unit** for grade six which includes electronic information sources, is ready for downloading in full.
- Earlier this year, there was a lively discussion between elementary library media specialists (primary teacher-librarians), on *Banana splits*—an information skills program for lower primary students, which simplified the information skills process down to a Super 3 skills—*What do you know? What do you want to know? What did you find out?* Mike Eisenberg's unit *Banana splits for BigSix* appears in full.

# CD-ROM REVIEWS

## ● EYEWITNESS ENCYCLOPEDIA OF SCIENCE

Dorling Kindersley Multimedia, 1995

ISBN 0789400928

[503]

### Minimum requirements

Macintosh: System 7 or later; 14" screen; 256 colours; 6MB RAM. Installation was standard.

### Content, navigability and scope

The opening animated sequence does little to challenge the popular view that science is a mystery and could at first sight be daunting. Science is neatly divided into **mathematics, physics, chemistry and life sciences**. Animated sequences appear and topics spring to life with clear, well spoken monologues. Clicking on red items introduces *pop-ups*, and a tiered approach to information. This reference work is comprehensive and clearly set out. It is a non-gimmicky, businesslike rendition with concise definitions, a *see also* icon for cross-referencing and related information and forward screens. Videos are limited to animated sequences. Illustrations are superior and usefully employed to explain concepts. The CD-ROM lacks a home or menu button; returning to the console requires clicking on an inactive screen site. As it is a reference work, it does not encourage the design/ make component of the curriculum. It has word search to the nearest alphabetical listing, showing the scientific category to begin the search. A good feature is the **Who's who** an alphabetical listing of scientists leading to a quick synopsis of their contribution, photo and scrolled time line of significant years and **Quiz master** is

a likeable aspect, sometimes leading to an animated sequence.

### Overall evaluation

This software would be a useful addition to the thematic classroom, as it provides a ready reference source for the inquiring scientist. It can be used for general interest searches and students enjoyed the **Quiz master** section. Graphics are very good. It has components of interactivity, and a tiered approach to reading ability means it is suitable over a wide range of learners. N. Paull & G. Krestensen

LEV: Middle Primary Upper Primary Lower Secondary

AVAIL: \$119.95 New Horizons

KLA: HSIE; science; ST SCIS 854221

Also available:

*Eyewitness encyclopedia of nature* SCIS 847902

### Overall evaluation

Largely visual in impact, this CD-ROM has stunning features that truly enhance its value over any print equivalent. The wealth of illustration has to be admired, and while the text is not scholarly, any user will enjoy investigating the natural world on this creative encyclopedia. K. Hanson

## ● EYEWITNESS VIRTUAL REALITY : BIRD.

Dorling Kindersley, 1995

ISBN 0751315087

[598]

The opportunity to explore the world of birds is provided in this interactive program that has as its setting, a virtual museum.



### Minimum requirements

Windows 3.1: 486SX; 25MHz; 4MB RAM; double speed CD-ROM drive; SVGA.

### Content, navigability and scope

As there is no guide book, initially it is essential to use the *Help* option to become aware of some of the hidden aspects of this natural history museum on birds, and to understand the program's basic arrangement. The journey of discovery begins in the **Lobby** of a museum. Various hot spots that can be operated or any of the **Guided tours** (including self-designed) chosen. The museum is divided into: **Aviary; Behaviour; Anatomy** and the **Viewing gallery**, which are easily accessed. The elevator in the **Lobby** allowing for an extra floor for each CD-ROM in this series that is loaded, is an intriguing addition. Navigation is relatively easy, and tremen-

dously interesting as the user delves deeper into the information, tours, games, videos etcetera. The high quality of the visuals is immediately evident and movement around the program is smooth and absolutely fascinating. Students will enjoy this flight into the world of birds, and learn much from the immense amount of information. Examining the relationship of mythology and birds, observing the use of different types of birds in Aboriginal rock paintings, checking on bird flight paths and become involved in challenging activities, are all part of the breadth and depth of this program.

### Overall evaluation

An expert presentation, this rewarding program will complement similar resources on this topic. It would be invaluable in the school library. D. Dawson

LEV: Upper primary Lower secondary

AVAIL: \$119.95 Roadshow New Media

KLA: Science; ST SCIS 858254

Also available:

*Eyewitness virtual reality : cat* SCIS 858251

## ● MACBETH.

ATTICA Cybernetics, 1995

ISBN 0563373202

[822.33 T5]



Published jointly by Attica Cybernetics, HarperCollins and BBC Education, this package provides enthralling and informative avenues for students to explore the world of Shakespeare, his theatre and *Macbeth*.

### Minimum requirements

Windows 3.1: 80486SX (486DX recommended); 4MB RAM (8 recommended); 5MB hard disk space; SVGA; dual speed CD-ROM drive recommended).

MS-DOS: 5.0 or above; Microsoft Windows 3.1 or above with Multimedia extensions. Installation was standard.

### Content, navigability and scope

Selecting **The life of Shakespeare** opens a wealth of information in all formats on the development, production and publication of Shakespearean plays, against the historical backdrop of Elizabethan England. The scope and depth of discussion on topics (eg. paradox and ambiguity in language) are diverse. When investigating

individual characters, references to particular traits are highlighted so students may hear/see the extract in context. The accompanying teachers' notes provide thorough backup to the multimedia presentation, and a good range of creative approaches to using the disk. As with other CD-ROMs in the *BBC Shakespeare* series, **The life of Shakespeare** (life and times) and **Macbeth** (play and discussion) are provided as separate selections. Choosing **Macbeth** allows users to investigate **plot, themes, language, performance and characters**, or to listen to a complete reading of the play. Moving between screens and following ideas is particularly easy.

### Overall evaluation

This resource will be of great benefit to students of Shakespeare and the theatre. The immediacy of access in multiple formats to Shakespeare's rich language is particularly rewarding. Cross-referencing, diversity in approaches to the plays issues, and the ease of directing and controlling the search, make this a highly useful and enjoyable tool for students. E. Maxwell

LEV: Middle secondary Upper secondary

AVAIL: \$199.00 BBC Educational Videos

KLA: English; HSIE SCIS 858880

## ● WALTZING MATILDA.

Webster, 1995

ISBN 1863981462

[782.420994]

Through Banjo Paterson's famous song, this CD-ROM investigates the rich history of early Australia, including exploration of the outback, war, the Great Depression, bushrangers, and the Federation of Australia. It provides a total cultural experience.

### Minimum requirements

Windows 3.1: 386; 4 MB RAM; SVGA 256 colour. MS-DOS: 5.0 or later; windows compatible mouse. Installation was standard.

### Content, navigability and scope

There is a rich collection of movies, music, slides, and a complete collection of Paterson's poetry, many recited for easy listening. **Cultural influences** develops a feeling for the contemporary society. The top menu bar allows easy access to all sections including the video and music library. General navigation, and travelling between text, pictures, videos and work tools is easy, enjoyable and very user friendly, though accessing different sections requires returning to the contents screen.

This database is organized in book format, with chapters and sections; with entry to the contents screen, all tools and options (eg. timeline, videos) become available. All text, pictures, and slides, including frozen video frames, can be printed.

### Overall evaluation

As a comprehensive reference work, this program provides easily accessible and readily usable information. The text is suitable for primary students, with the slides and videos enhancing appeal. Particular sections can be premarked or highlighted by teachers, so that children can be directed to them, making this a powerful research tool. Moving through the sections of the program is simple and fast, making it an excellent research facility as well as an enjoyable experience for all who use it. M. Hendriks

LEV: Middle primary Upper primary Lower secondary

AVAIL: \$19.95 Webster Publishing

KLA: CPA; English; HSIE SCIS 846936

\* Other CD-ROMs recently reviewed:

<i>Bodysystems : interactive physical education</i> (1995)	SCIS 843653
<i>Conception to birth</i> (1992)	SCIS 817065
<i>Earthquakes : be prepared!</i> (1994?)	SCIS 841928
<i>Electricity and magnetism</i> (1992)	SCIS 841926
<i>Explorers of the new world</i> (1995)	SCIS 858065
<i>Eyewitness encyclopedia of nature</i> (1995)	SCIS 847902

<i>Eyewitness virtual reality : cat</i> (1995)	SCIS 858251
<i>Pathways through Jerusalem</i> (1995)	SCIS 858067
<i>Small blue planet : the real pictures atlas</i> (1994)	SCIS 830607
<i>What's for dinner, thank you!</i> (1995)	SCIS 849201

\* Until these reviews are on the SCIS database, for details contact Colleen Foley, SCIS Review Coordinator Ph (02) 808 9478 Fax (02) 808 9413 ■



# Cromer learning centre and the school library

Brönwen Mitchell is AST (Advanced Skills Teacher), information and study skills, and teacher-librarian at Cromer High School.

During 1995, like many schools across the country, Cromer High was visited by the education consultant, Mike Middleton. Those who have heard Mike speak will attest to his sincerity, enthusiasm, research and polished delivery. Two major developments stimulated by Mike's input at Cromer High have been:

- a change to longer periods and
- the establishment of a learning centre.

It is the latter, and its implications for the library, that I will focus on. The term 'learning centre' could describe any classroom, the library or the whole school. In this article, the term relates to a specific initiative using the uppermost level of Cromer High School library as its base.

## Planning a learning centre at Cromer High School

After a school development day, interested members of staff were invited to meet as a 'flexible structures' committee. The purpose of this committee was to investigate the feasibility and value of the two issues—longer periods (75 mins.) and the learning centre—in relation to Cromer High's learning/teaching environment. As teacher-librarian, I definitely wanted to be part of the discussion and planning stage.

Soon after initial meetings of this committee, the school received notice of an open day at Jannali High School's applied learning centre. Leading teacher, Steve Pickering, and I applied to attend, unaware of the striking similarities between Jannali High and Cromer High.

Firstly, the two schools' libraries are the same design: the generous three-level, mid-1970s' architecture which provides great versatility and useful space. Secondly, both schools are of similar size, have comparable demographic areas, and are surrounded by a specialist sports school, a selective school and a technology school.

With the same library layout, it was easy to envisage a learning centre based on the Jannali model, tailored to Cromer conditions. The presenters at Jannali were inspirational in their enthusiasm, candour and collegial attitude. We returned to Cromer very excited about the potential for a venture we considered a positive move for our school.

Practical considerations, once the general idea was viewed favourably, centred on:

- physical conversion of the upper level of the library from an open space to a more private classroom style area
- staffing, requiring a substantial investment of school funding
- budget allocation, and
- initial resources considered as highest priority items.

My role as AST, information and study skills, was extended to include preparation for the learning centre and, in this capacity, along with the leading teacher and another AST, I was involved in:

- drafting the advertisement for the coordinator's position
- preparing a budget for the learning centre's trial year of operation
- organising quotes for the practical work involved
- proposing local amendments and modifications to the material purchased from Jannali
- culling applications for the coordinator's position to arrive at an interview list
- being a member of the interview panel
- fielding enquiries about the learning centre
- promoting its value
- ordering equipment deemed essential to its initial operation, and
- providing orientation and support for the learning centre coordinator and the programs implemented.

## The learning centre coordinator role and its relationship to the teacher-librarian role

If there was one factor which came across clearly from the Jannali experience, it was the importance of attracting and appointing the right person for the position of learning centre coordinator. There was initial concern that the part-time, trial nature of the job, as advertised, would not attract the quality of applicants considered critical to the learning centre's successful function. We need not have worried. Despite it being a three day per week, casual position, on a year's trial—subject to evaluation by the school and its community—it drew a response that can be accurately described as an embarrassment of riches. The panel had a demanding task to even cull the applicants to a feasible number to interview.

As coordinator of the local network of primary and secondary teacher-librarians, I had let network members know of the position being advertised, as teacher-librarian experience would be a useful background for working in a learning centre. I remember thinking at Jannali, "I don't know which job I want most, teacher-librarian or applied learning centre coordinator!" It seemed as if the best features of the teacher-librarian role comprised the whole of the coordinator's primary role. However, it is apparent that all teacher-librarians are very happy in their current situations as none applied! Perhaps there are some in Scan's readership who will be interested, in future, as learning centres flourish.

Working in a school with a demonstrated commitment to learning benefits all within it and I have been surprised at the number of comments I have fielded—from other schools—regarding the possibility of the learning centre posing a threat to the library's role.

It was the realisation that this perception existed that prompted me to write this article. While our roles overlap, the coordinator and teacher-librarian are complementary rather than interchangeable positions. At Cromer High the learning centre and the library are partners in a mutually productive educational experience.

I have found the whole exercise to be interesting, exciting and satisfying. I recommend that teacher-librarians take a positive, proactive role in relation to their schools' learning centres as early as the proposal stage if possible. The more impact you have in the preparatory stage, the better.

## Cromer learning centre in practice

The successful applicant, Elizabeth Cashmore, has proved to be a wonderful addition to our school staff. Elizabeth's teaching background is the multi-skilled, across the curriculum experience of K-6 teaching. Elizabeth's non-alignment with a particular faculty was also viewed as an advantage. She has a warm, open approach which has been welcomed by staff and students, and gained her ready acceptance and a positive association with the learning centre. There is a strong public relations element in the first year of operation. One of Elizabeth's strengths is her talent for presentation of students' work. There is already an impressive display of completed work which has been contracted through the learning centre. Various strategies are in place to publicise and encourage use of the centre, and the quality of work on show is proving enticing to other students. The open invitation to "just come and look", at lunchtimes on Wednesday, is also popular. Classes are also invited to visit, as a group, with their teachers, at arranged times.

Only weeks into operation and the Cromer learning centre is in demand. Early on it was decided to adopt the name "Cromer learning centre" rather than the generic "applied learning centre". Students may self-refer or be referred by a teacher. Senior students have been quick to appreciate the advantages of working in the place with the newest, fastest, latest, best computers. I have deliberately diverted the most attractive computer software to the learning centre facilities. The learning centre does not purchase teaching resources for its own use. (The idea is to provide support for learning, i.e. reaching out from the centre to the information sources and agencies available within the school and beyond). The learning centre was never intended to be the one-stop-

shop for information. The Jannali personnel emphasised that the learning centre "is a concept, not a place".

Thanks to the honest and "nitty-gritty" nature of the Jannali account of their experiences, we could anticipate and allow for some negative perceptions, eg. addressing the notion that "the learning centre must be for nerds"! Teacher librarians have already countered that one in many guises.

It's early days yet, but the indications are that the Cromer learning centre is not only up and running—it's sprinting along, and the library is happy to be sharing the track. After all, we are on the same team and heading in the same direction! ■

**While our roles overlap, the learning centre coordinator and teacher-librarian are complementary rather than interchangeable positions.**

# OASIS trouble- shooting

OASIS Library support officers from former Metropolitan West, Riverina and Metropolitan North regions—Gail Henley, Sandra Lucas and Christine Bellchambers respectively—outline their most commonly asked OASIS questions. Gail's questions begin the series, and deal with Circulation.

These are fairly simple questions and answers but people often ask them.

**Q** How do I find out what individual people (usually staff) have out on loan and how can I print out a list of borrowed items for them?

- Go to B2 (Circulation) E1 (Loans).
- Wand in Borrower's barcode.
- and in Borrower's barcode from the Circulation Control Card—or you can type the word "Borrower" and press *Enter*. All the resources out on loan will appear.
- Press *L* for List from the Option Bar and you will be able to print out a list of resources out on loan.

If the borrower has overdue items, they will appear as soon as you wand the person's name. If they have other items on loan as well as overdues, use the password to clear overdues, then wand Borrower as explained above to give a complete list of resources out on loan.

**Q** A student has checked on the Enquiry terminal and found the required book is out on loan. How can I find out exactly who has it and when it will be returned?

- Go to B2 (Circulation), E1 (Loans). Wand in barcode Item from the Circulation Control Card—or you type in the word "Item" and press *Enter*. You will be prompted for a title.
- Type the title of the resource and press *Enter*. A window will appear with the nearest match.
- Select the appropriate one by pressing *Enter* or use the *F* for Find option to move through the window. The screen will give details of who has the resource, the date due and any reservations.

The Circulation Control Card makes life in Circulation very easy. If you are not using it, locate it inside the OASIS Library Tutorial Manual and check the Reference Manual 1 pages for explanations of the commands. You will soon find you can't do without it!

**Q** The Principal wants to borrow the brass bell I have on my charge desk. It is not accessioned or barcoded. How can I loan out the bell?

- Go to B2 (Circulation), E1 (Loans). Wand in Principal's barcode. Wand in barcode Item from Circulation Control Card. You will get an Invalid barcode message.
- In the barcode box, type in "bell" (or whatever is appropriate to what you are loaning out) and press *Enter*. You will get another Invalid barcode message.
- Wand in Item again. A box will appear which will allow you to fill in title and loan details, eg. "brass bell" and G for General for Loan category. Press *Enter*. You will now have an entry with "bell" as the barcode, the title as "Brass bell" and date due as whatever is appropriate.
- To return the bell, go to E2 Return and type in "bell" and press *Enter*. The bell will appear as a normal return.

**Q** A teacher wants to renew a large number of resources. He would prefer not to pack them all up as they are currently being used by students. How can I do this?

It is preferable to carry out this procedure in your office or workroom, as you will need to access details not normally available through the password at the Circulation Desk.

- Go to B2 (Circulation), A1 (Borrower details). Find borrower.
- Select <L>oans from option bar. This will bring up a list of all the resources out on loan to that person.
- Put the cursor next to each item you want to renew and <C>onfirm.

**Q** A student wants to borrow an item normally only available for staff. How do I do this?

- Go to B2 (Circulation), E1 (Loans). Use normal borrowing procedures.
- When system indicates Unauthorised loan, wand Override from the Circulation Control Card. The student will be able to borrow after you enter the date due.

NB: Override only works on Unauthorised loan, not Overdues or Borrowing limit reached.

Sandra Lucas, who is continuing as Riverina Region OASIS support person for Terms 1 & 2, contributes her version of the most commonly asked OASIS Library support questions:

OASIS Library support questions tend to be of a "seasonal" nature. After the Under 300 schools basic training, the questions formed the pattern of:

**Q** How do I check the data already entered into Rapid Retrospective?

- You can't! Wait until the data comes back and then check carefully.

**Q** How can I generate another Rapid Retrospective order form on paper?

- You can't! I'll fax you a blank form. Fill in all details, label disks appropriately.

**Q** What do I do when the Barcode reader says memory is full?

- Disconnect number pad from Home base, select Function 19.
- Select "Yes" to Erase memory Y/N.

**Q** Can other operators work in Admin & Finance while I am in Library?

- Yes! BUT all other operators must be logged off when doing any Rebuilds.

**Q** How do I find out the password to exit from Enquiry?

- If on a network, go to another workstation and check System parameters, B1, C1 and <E>nquiry.

But now that most small schools have nearly all of their library resources on the system, their questions will fall into the established pattern of:

- beginning term questions relating to Refreshing students and circulation settings
- mid term questions relating to reports, and
- end of year questions re Stocktaking, and Circulation and Acquisitions roll overs.

Here are some typical "roll over" questions:

**Q** What do I need to do each year to "roll over" in Circulation?

There is no roll over (as there is in Admin/Finance). However, the following may be used as an annual checklist for Circulation.

4th Term:

- Generate the calendar for next year.

1st Term:

- Generate calendar if not generated—B2, F1, Generate, select year, <C>onfirm.
- Enter Holidays—B2, F1, select Holidays.
- Put in holiday dates—from (dd/mm/yy) to (dd/mm/yy), press *Enter*. (Note: Holiday dates run from the first Monday to the last Friday of each holiday).
- Check System parameters—B1, C1, C. Some details may need to be updated, eg. passwords.
- Refresh students and staff from the Admin system. This process can be repeated weekly until classes/new students are all updated.
- Enter the correct Master due date—B2, D2.
- Update the Borrowing limits for each scholastic year—B2, 12.
- Edit or add Overdue messages as desired—B2, G1.
- If you wish to keep only this year's statistics on borrowers and resources, Historical statistics will need to be reset. Before resetting, a final B4, I1 and 13 report should be generated and kept for future reference. Select B4, I2 and I4 to reset the count to zero.
- Do a Weekly housekeeping.

**Q** Is it possible to use "old barcodes" (from previous Year 6 or former students) for Kindergarten or new students?

It is possible to re-use barcodes, as follows:

- During the Refresh process, while downloading the student details in B4, R3, the system asks for the next barcode to allocate. Instead of allocating the next new barcode from your sheet of barcodes, nominate a "dummy" barcode, eg. X00001. All new borrowers will be allocated barcodes starting with X.
- When the Refresh process is complete, select B2, A1—Borrower details. use the Restrict ? option to locate all X barcodes (ie. hold down the shift key and select the question mark. Arrow up to Barcode borrower and press *Enter*. From the option bar select Starts with and type "X" in the highlighted box. Then Escape and count <Y>es). All the borrowers with the X barcodes will now be in alphabetical order so to change each barcode, select Change, wand in required "old" barcode and then select Next.

**Q** How do I use the ASP barcode reader to loan teaching resources located in another part of the school?

The following procedures should assure trouble free Remote circulation. The downloading procedure should preferably be done at a 386 or 486 Workstation. The older 286 machines will not give accurate processing of circulation.

Clearing the memory:

Before commencing any Remote circulation session, it is advisable to clear the memory on the barcode reader:

- Detach the number pad from the home base. Press Function 19. Select "Yes" (to Erase memory Y/N?)

Borrowing, using the portable barcode reader:

- Wand the Loan command (from the Circulation Control Card).
- Wand the Borrower's barcode.
- Wand the Resource barcodes for items being borrowed.
- Wand Finish to end lending.

Returning, using the portable barcode reader:

- Wand the Return command 3 times.
- Wand all resources being returned.
- Wand Finish to end returns.

Downloading Circulation from the portable barcode reader onto the system:

- Download the remote circulation BEFORE doing the Weekly housekeeping, NEVER straight after.
- Attach the number pad to the home base.
- Select B2, JI Remote circulation.
- Select <A>Sp, <C>onfirm.
- On the number pad of the portable barcode reader, Select Function 11, and the borrowing/returning transactions will now download automatically.
- EOF End of file—signals the end of the transfer of transactions.
- <E>scape when finished.
- <C>onfirm Remote circulation (This allows the processing of loans and returns).



**Q** What do I need to do to "roll over" in Acquisitions?

There are no roll over procedures for Library Acquisitions, however, the following procedures will update your Acquisition module for a new year:

- Print a **Budget report** to paper, **B3, D3**, sign it and file it for future reference.
- *Change dissections?* : Dissection numbers should only be changed after checking that all orders using those dissections have been received or cancelled.
- Run **B3, 1I—Late orders** and **Sample report 52**.
- Cancel all late orders (and reorder after you have changed the dissections).
- Globally change the old dissections to the new dissections. This will change the dissections of items in **General resources**, thus keeping the **Resource by dissection** report accurate.
- Add amounts to your budget **B3, E2**.

Lastly, *Christine Bellchambers, formerly OASIS Library support officer for Metropolitan North region, contributes her most commonly asked questions.*

**Q** When lending an item, the system displays the message "unauthorised loan". Why?

There are several reasons why this will occur, so the following checks should be made:

- Check in **B2 Circulation, F1 Maintain calendar** that the calendar for the current year has been generated and the holiday periods are correctly marked with an "H" in the **Classification** column. In term 4 of the current year, it may be necessary to generate the calendar for the following year.
- Check in **B2 Circulation, D2 Borrower** that the master due date for each borrower category is a date towards the end of the current year.
- In **B2 Circulation, D2 Borrower**, with the arrow next to each borrower category, select <L>oans and check that for each resource category linked to each borrower category, there is an appropriate due date and that there is no asterisk (\*) against any of the due dates.

**Q** When lending an item, the message "Note: Item marked as missing on .../... <C>ontinue." is displayed on the option bar. Why?

This indicates that the item was marked as missing either through the finalisation of stocktake or by manually editing the status of that item on the date indicated. You should select <C>ontinue and this will enable the item to be lent. In addition, when the next **Weekly housekeeping** is completed, the status on the item will be changed from "M" for "Missing" to "F" for "Found" so that the item can be counted towards the total of items recovered when the stocktake statement is produced after the next stocktake. Therefore, **do not** manually edit the status of the item.

**Q** Some borrowers claim they have returned the item(s) issued to them, or the borrowers have left the school without returning the item(s) issued to them. What do I do?

For any loaned items that are unlikely to be returned or retrieved, use the printed overdue notices to return the items in **B2 Circulation, E2 Returns** by typing in the barcodes. Then, in **B1 Management, D1 General resources**, in the <C>opies information, edit the status of the items to "M" for "Missing", add the missing date and, in the comment field, enter the name of the borrower and an appropriate comment to explain that the item has not been returned. It is imperative that you return the item in the **Circulation** module before editing its status to **Missing**. If this is **not** done, when the item is written off and therefore deleted from **D1 General resources**, you will **not** be able to return the item and therefore the borrower will not be able to be deleted from **B2 Circulation, A1 Borrower** details when they leave the school.

**Q** Do the schools who received OASIS Library in 1995 as part of the Small Schools Library Program have to pay for their SCIS subscription for 1996?

**No!** The SCIS subscription (\$110), the SCIS online service fee (\$20), and the quarterly updates to the Rapid Retrospective ISBN file for 1996 (\$100) were prepaid until the end of 1996 as part of the Small Schools Library Program. Also, schools who had OASIS Library installed prior to 1995 and took up the Rapid Retrospective bulk registration offer in August 1995, will also receive the above prepaid services until the end of 1996.

*Christine has prepared information sheets to provide step-by-step instructions to assist with various procedures. These information sheets are:*

- Refreshing student borrower information
- Refreshing staff borrower information
- Acquisitions: end of financial year
- Circulation: setting up for a new calendar year.

*For availability of these, please check with the editor on fax: (02) 808 9413. ■*

# Change or be changed

*Kylie Hanson is teacher-librarian at St John's High School.*

**T**he new educational reality is a scenario filled with challenges. Strategic overviews must be developed if teacher-librarians are to begin to shape and control what is happening, rather than responding in a reactive way.

## BEING PROACTIVE

Taking positive action by developing proactive behaviours involves creating direction, anticipating problems and planning for the future. A proactive stance is not always comfortable, but there is usually a feeling of positive direction and accomplishment. It can be a way to create consensus and community feeling for the library and its contribution to educational outcomes.

Specific instances of proactive behaviour by teacher-librarians include:

- stating goals and objectives, long range and short range plans, and involving members of the school community in their creation
- knowing about potential changes in policies or procedures, at the system level and at the school level, in order to predict planning needs and possibilities for positive responses
- serving on planning committees, at the system level and at the school level, in order to know in advance what library materials will be needed
- asking for regular reports or scheduling informational meetings with key personnel
- focusing on activities and strategies that demonstrate integrity and connectedness, as well as confidence and risk taking.

The current debate about content versus process, about the construction of knowledge and its delivery, creates a role for the proactive teacher-librarian, who responds by providing technologically enhanced information services to support teaching and learning in schools. Clearly, school libraries must be linked to the changing needs of curriculum being experienced in Australian schools today.

The Department of School Education has published a number of planning, policy and curriculum documents which have implications for school information services. *Libraries in New South Wales government schools: policy statement* (1987), and *Information skills in the school* (1989) link student learning outcomes and the teacher-librarian's expertise in the planned use of resources, and in imparting information literacy. The teacher-librarian has been identified in *Learning for the future: developing information services in Australian schools* (a joint ALIA and ASLA document) as

a key factor in the attainment of the goals of education, the delivery of the agreed national curriculum outcomes and the development of key competencies.

According to Henri (1988: 57), **the teacher-librarian has a major responsibility to interpret and communicate his/her role and the role of the library resource centre services in the school's instructional program to the principal, classroom teachers, special teachers, pupils and the community.**

Comprehensive school library collections are essential to meet such curriculum requirements as:

- students undertaking studies from a wide range of curriculum areas, including computing and technology
- teaching strategies which place greater emphasis on applications to real life settings and independent research
- obligatory access to up-to-date information in a variety of formats
- greater use of projects, performances, folios and so on in the assessment of student work.

## 'CHANGE OR BE CHANGED!'

Students are never slow to adapt to the newer technologies and expanded access capabilities. Their demands increase daily as they use electronic sources and other new technologies. They want to be able to download, upload, merge and print data from a variety of sources, and their active response has created the litany of 'Change or be changed!' for their teachers, challenging them to embrace the shift from print culture to electronic culture.

Pivotal in this change is the role of the teacher-librarian. Frequently we are at the cutting edge, and, inspired perhaps by the fact of there being only one teacher-librarian in a school, we network and professionally develop beyond our own immediate environment. We invite, we display, we model and we share with our teaching colleagues. The teacher-librarian can provide the window onto new and relevant educational practices for teaching staff in our schools. 'Change or be changed!' implies action for teacher-librarians as well as teachers. Proactive strategies, and clear recognition of the fact that circumstances do vary, are essential for the development of a library service that recognises the school as an information environment responsive to the needs of learners. If teacher-librarians do not respond to change, then they may best be described as technicians, and the technician's ability to function is often dependent on circumstances never varying.

The potential of the information society of the future is dependent on the response of institutions like schools. Provision of intellectual access to resources is a significant challenge for schools as they struggle to respond to a technologically advancing society. As a result, school libraries are facing immense changes in the kinds of resources, facilities and services they need to provide for today's students and teachers.

Strategies to cope with change require actions that can be built upon and that signal intent as well as competence. The accepted approach to improving a service involves a planned, logical sequence of steps with a designated bud-

get and time frame, as well as quantifiable outcomes. To create and deliver a quality library service responsive to the needs of its users, teacher-librarians and teachers need to plan and act collaboratively.

WHY IS THERE A NECESSITY FOR CHANGE?

Continuing educational change as a culture within schools

There is a desire to revitalise the administration and operation of schools and to foster a dynamic environment in which educational change can continually take place. It is vital in a period of change not to focus solely on the changes, but rather on the organisation's core functions of teaching and learning. Teacher-librarians are managing differently in order to support changing scenarios and new priorities, by exercising creative and convincing management strategies.

*It is vital in a period of change not to focus solely on the changes, but rather on the school's core functions of teaching and learning.*

The outcomes from the reordering of decision making and relocation of power in schools have greatly enhanced the potential for leaders to shape their schools' futures, and for teacher-librarianship to come of age. Leadership and inspiration, rather than control and authority, become key management qualities for the teacher-librarian of the future.

Technological change

It is remarkable how persistent has been the traditional concept of the school library as a static collection of books. Schools are coming to an understanding of the nature of technology. Teacher-librarians have demonstrated leadership in bringing technology into schools, and, until recently, this role has largely been seen as a peripheral activity for the dedicated and enthusiastic rather than as central to the core business of the school. However, technological competence is now recognised as one of the major keys to our future, and the educational role of the teacher-librarian will become critical.

Teacher-librarians have the opportunity to use this strategic position to:

- demonstrate the new context for teaching and learning where technology is utilised to free learners from the linear thinking so common to traditional teaching and learning methodologies
- demonstrate an organisational culture in which technology is developed to establish an efficient infrastructure, where creativity is encouraged, and in which the organisation itself is flexible and adaptive.

CHANGING THE SCHOOL CULTURE

Leadership by proactive teacher-librarians is now developing school cultures that recognise the need to strengthen the curriculum link to the school's information services, by acknowledging that:

- the library provides a meaningful framework for the knowledge and information needed in all key learning areas
- the library constitutes an ideal environment for problem solving within its vast information storage
- students and staff can obtain problem solving and information handling skills from the teacher-librarian
- the library provides a natural environment for life-long learning.

Such shared understandings and the development of such a culture of learning will only occur when teachers come to regard themselves as part of one professional community, not many.

CONCLUSION

Moving forward as a learning community requires that a school has access to supportive models which simplify the complex realities of modern schooling. Large numbers of modern, successful organisations have undergone something of a management and leadership revolution in recent years. What is common to most of these is a very simple process: *reminding yourself what your main business is and gearing your management and leadership effort to serve that business.*

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RESEARCH COLUMN

Ross Todd is Senior Lecturer, Department of Information Studies, University of Technology, Sydney. The theme of this column is improving perceptions of the teacher-librarian's role, particularly by making curriculum involvement our first priority.

A short time ago, I came across an article published in the *Canadian Library Journal*, titled 'Batgirl was a librarian' by Alison Hall. It is a humorous study of images of librarians and libraries as portrayed in literature, in films and on television, and is prefaced with the warning that readers may not like what they were about to read. Hall concludes: "Remember, although it may not seem altogether fair we are, ultimately, responsible for our own image, our own reputation. Only we, as individuals, can alter this rather dismal portrayal. We have to ... show the world that there is more to us than our perceived stereotype."

This research column focuses on ways of enhancing perceptions of teacher-librarians, particularly in terms of the important curriculum role they play. The feature article by Dr Barbara Poston-Anderson provides a simple yet effective approach to capturing the perceptions of your school library by your school community in a neutral and meaningful way, and enabling you to use the data as a starting point to building a strong perception of the school library as the intellectual centre of the school.

Barbara's paper also clearly shows that systematic research does not need to be large scale, complicated, time consuming, and outside the realm of practising teacher-librarians. Qualitative data, in the form of words rather than numbers, and found in the rich descriptions of the everyday events of the workplace, can provide a concrete and sound basis for identifying perceptions, establishing strengths and weaknesses, setting priorities, identifying change strategies, and setting long term agendas.

The paper shows how investigating metaphors for your school library can inform and inspire better practice. Metaphors are excellent decentering devices. They enable people to step back from the immediate situation in order to describe the situation. They enable the researcher to cluster like ideas quickly, and to look at what can be done

on the basis of the findings. The real challenge is taking action on the findings reported in this study. One possible way of building on Barbara's research is to ask two sets of questions:

- The school library is like -----? Why? and*
- The school library should be like -----? Why?*

The abstracts of research that follow the feature article provide some sobering conclusions and raise some critical challenges for all teacher-librarians. While in some respects they may be stating the obvious, they assert the centrality of the curriculum role of the teacher-librarian, and suggest that embracing this challenge more extensively will contribute to a stronger image of the teacher-librarian in the school.

Hall, A. 'Batgirl was a librarian' in *Canadian Library Journal*. 49(5), October 1992, 345-347

Dr Barbara Poston-Anderson is Associate Professor in the Department of Information Studies at the University of Technology, Sydney.



Background

Every organisation has a culture of its own, that is "the pattern of development shown by its system of knowledge, ideology, values, laws and day-to-day ritual" (1). Within a school setting, teachers and teacher-librarians, like individuals in other organisations, develop a culture using symbolic forms such as: story, myth, ritual and language. These elements become the "social glue which binds groups together providing them with a context for finding meaning and making sense of organisational life" (2).

Metaphor, that is, describing one thing in terms of another, constitutes one important component of this social glue. The linguistic work of Lakoff and Johnson (3), for example, demonstrates that individuals rely on "interlocking systems of metaphors" to "conceptualise the world" and to provide "a fundamental structure for experience" (4). This suggests that images individuals use to describe the organisation in which they work affect the ways in which they interact with it and with others on the job.

Metaphors for the school library: rationale for investigation

This investigation recognises the importance of metaphor in determining meaning, and uses this medium as a way of learning about how information professionals in schools, both practising and in training, view the school



library. For the purposes of this study, a simile (ie. "X is like a \_\_\_\_"), is regarded as a metaphorical form. This is consistent with other work on metaphor within the organisational context (eg. Morgan, 1986).

### Procedures

This study employs the procedures of **content analysis** in which specific words, phrases or themes are systematically grouped into broad categories for analysis to present an overall picture of the types of metaphor provided by respondents. This knowledge is then used as the basis for a discussion of what such metaphors may signify for professional practice.

A convenience sample consisting of twenty-six individuals working within school libraries and twenty nine third and fourth year teacher-librarianship students was used. Each individual was asked to think of a school library they knew and provide a written response on a blank card to the following request for a metaphor: *'The school library is like a \_\_\_\_.'* Then they were asked to turn the card over and provide an explanation for their answer.

Each response was listed and the explanations were examined for commonality. The metaphors were grouped together for analysis based on common qualities found in the explanations. The aim was to provide insight into how these respondents perceived the image of the school library.

### Findings

Fifty seven metaphors were collected. An analysis of these metaphors and their explanations revealed the following attributes of the school library.

**Figure 1: Attributes of the school library**

<b>Alive (14 metaphors)</b>	<b>Comfortable (11 metaphors)</b>
<ul style="list-style-type: none"> <li>• ants' nest/bee hive (4)</li> <li>• circus</li> <li>• human heart</li> <li>• living poster</li> <li>• pet shop</li> <li>• child</li> <li>• garden (2)/nursery/plant</li> </ul>	<ul style="list-style-type: none"> <li>• cocoon</li> <li>• favourite book</li> <li>• home: warm and welcoming/whose door is open/lounge room</li> <li>• haven (4)</li> <li>• good friend</li> <li>• oasis</li> </ul>
<b>Busy (11 metaphors)</b>	<b>Impetus for discovery and imagination (8 metaphors)</b>
<ul style="list-style-type: none"> <li>• bazaar/department store/market place/shopping centre</li> <li>• dog chasing its tail</li> <li>• ice cream shop in a heat wave</li> <li>• information intersection</li> <li>• railway station/train station</li> <li>• machine that is constantly running</li> <li>• whirlwind</li> </ul>	<ul style="list-style-type: none"> <li>• place: of awe/surprise/learning/magical</li> <li>• perfect classroom</li> <li>• "the Secret Garden"/secret garden</li> <li>• set of monkey bars</li> </ul>

### Dynamic potential (5 metaphors)

- fire cracker
- challenge
- site of a technological revolution
- first aid station
- Mad Hatter's tea party

### Central hub (4 metaphors)

- central work place
- engine room

### Overwhelming (4 metaphors)

- closet
- maze (2)
- ocean

### "Alive" metaphors

The metaphor which most directly expresses this is the **human heart**. The respondent writes: *"While it is still beating, it works well—warm, friendly, welcoming—the centre of the school"*. Being alive suggests an intensity of experience which is captured well in the metaphors of a **bee hive** or an **ants' nest**. The vibrancy of life also characterises the **circus**, **living poster**, and **pet shop** metaphors. Colour, brightness, and a sunshiny atmosphere make the school library a place *"the children loved going to"* for an *"enjoyable experience"*.

Another important quality of life is the potential for growth and development. In this, the school library is like a **child** (ie. *"growing, developing, adapting"*), a **plant** or even a whole **nursery** because *"everybody who comes through the door has to be nurtured"*. But perhaps the living nature of the school library is best captured by the respondent who writes *"The school library is like a garden ... with moments of chaos, sunlight, mud, pleasant silences, intrigue, leisure, prickles, confusion, interest, play ..."*.

### "Busy" metaphors

Metaphors which emphasise the busyness of the school library compare it to other active places where people gather to exchange goods (eg. **bazaar**, **department store**, **market place**, **shopping centre**). Like the **market place**, the school library is *"noisy, happy, never the same from one minute to the next, let alone one day to the next"*.

Respondents also compared it to those places where travellers begin or end their journeys. For example, in a **railway station**, like a school library, *"Everyone is asking questions"*. The metaphors of the **machine which is constantly running** and the **ice cream shop in a heat wave** imply *"frantic demands"*. The school library becomes a **busy intersection** with the teacher-librarian as *"traffic police officer"*. As in a **whirlwind**, *"the children whizz in through one door, have a quick library time, and are whisked out the other"*. At its most frenetic, it is like a **dog chasing its tail** where *"the librarian begins the day with great plans of what she wants to do, and at about 3 pm. when the staff and students leave, she can start them"*.

### "Comfortable" metaphors

Despite its busyness, metaphors suggest that the school library is a comfortable place to be. Not only is it *"warm and welcoming"* like a **home**, but it is *"accepting"* like a **good friend**. Like a **favourite book** which *"must be read*

*again and again"* and from which *"you can get more each time you read it"*, the school library gets better on each visit.

In some cases, metaphors suggest that children find more than just a pleasant environment. They find a warm, safe **cocoon**. Like an **oasis**, the school library provides *"calm amid the busyness"*.

### "Discovery/imagination" metaphors

The metaphors some respondents chose depict a place where children are stimulated to enjoy learning and use their imaginations in a **perfect classroom**. Like a **secret garden** full of *"surprises"*, the school library has its own *"treasures"* if users are skilled enough to find and use them. As one respondent put it, *"the school library is like a set of monkey bars because its uses are limited only by the imagination and skill of its users"*.

## The learning environment cannot be contained, if it ever could, by four walls.

### "Dynamic" metaphors

The dynamic potential of the place is no more obvious than in the metaphors of the **firecracker** which *"lights the sky"* and *"shoots off in different directions"* and the **site of a technological revolution**. A **challenge** to grow and develop, the school library also has the potential to become as confusing as the **Mad Hatter's tea party** or as crisis-ridden as a **first-aid station**, *"where people go if [they're] in trouble"*.

### "Central hub" metaphors

Some metaphors specifically place the school library at the hub of things (eg. **learning centre**, **central workplace**, or **social centre**). It is the **engine room** which *"provides resources for the school to function"*.

But *"so many resources"* can also mean that the school library becomes like an **ocean** with *"so much potential to offer children and teachers"*, but also the possibility of *"flooding"*. A related idea comes from those respondents who described the school library as a **maze**, explaining that although there are *"wonderful things to be used and found"*, you *"must know how to"*. Children need *"keys"* to using the library, such as *"knowledge, [information] skills and experience"*.

### "Overwhelming" metaphors

Perhaps the least positive of all the metaphors for the school library is the **closet**, the place where *"everything is dumped"*. On one level, this image of an unorganised jumble is not unlike the vision of the **maze**, difficult to find one's way through, or even the **ocean** with its constant

flow of ideas and information which can overwhelm the user. On another level, however, the closet presents a claustrophobic view implying the resources stored there are discarded, useless and forgotten.

### Implications for professional practice

Metaphors can be a useful tool in helping teacher-librarians understand how the school library is perceived. Not only can metaphors clarify your own thinking, but they can help you understand the viewpoints of others.

Ask yourself these questions:

- *What image would I give to the school library where I work? How do my users describe it? Finding these things out can be beneficial. First describing a situation by means of a comparative image distances people from the actual situation and makes things easier to see and discuss. For example, if a school library is like a busy train station—and you regard that as positive—what strategies are used in a train station (eg. signs, automatic ticket dispensers)? Is this comparison useful for making the information services in your own school more effective (eg. better directional signs, streamlining processes such as materials check out?)*
- *Is there a discrepancy between the vision you have for the school library and how others perceive it or how you perceive your role as a teacher-librarian and how others regard it? Metaphors are one tool to help you diagnose and analyse the problem. When you view the school library as an engine room and your users see it as a closet, there is a need for dialogue. Rather than a confrontational approach, why not begin the talk with metaphors?*

Metaphors are memorable. A metaphor can be used to inspire your supporters and to gain new converts. A metaphor such as the school library as the **heart** of the educational program can be the basis for rethinking how you organise the physical space in your library, can provide the inspiration for logos for the school library promotional materials, and can help make difficult decisions about how the library budget should be spent.

### How teacher-librarians view their own libraries: implications

The metaphors provided by respondents in this study provide some revealing insights into how the school library is regarded by information professionals themselves. First, these metaphors, with few exceptions, directly or indirectly suggest that the school library is a tangible location. This **place** is characterised by its own qualities (eg. magical) and by those which it inspires in its users (eg. awe, discovery and surprise). People gather in this spot perceived to be at the hub of things (eg. **learning centre**, **social centre**, **bee hive**, **engine room**) for a specified purpose as implied by such metaphors as: **circus**—entertainment; **shopping centre**—exchange of goods; or **train station**—making a journey.

This focus on the **place at the centre** probably reflects the nature of school libraries known to respondents (ie. *Think of a school library you know*). Even so it is worrying that so many metaphors present images of a place self-contained



within its own four walls. Many explanations refer to the library user being "surrounded by so many books" or being encased in a protective "cocoon". Direct or implied links to the outer world are difficult to find. Two notable exceptions are the metaphors: **site of a technological revolution and information intersection**. In the latter, the teacher-librarian is described as keeping "busy moving information from one place to another [and] finding resources from outside the school".

Yet, as a whole, outward looking images, as suggested by such metaphors as **web** or **network**, are absent. This is despite the fact that outward, rather than inward thinking and action may well be what is required to survive in today's world, described as both an information society and as a learning society. No longer is it possible for an individual to meet all of his or her informational needs in one place, such as the school library. The learning environment cannot be contained, if it ever could, by four walls. Resource sharing and networking, already part of the information scene, will no doubt increase in the future as more schools are linked to each other via electronic mail and to the world via the word wide web.

Embedded within these metaphors, too, are several main issues which confront teacher librarians. The first is **setting priorities**. The image of the school library as a **first-aid station** says it best. The knee-jerk response to immediate crises and demands may well be one symptom of the service orientation attached to our profession and may in fact disempower us in the long run.

This raises the second related issue, control versus lack of control. How does the teacher-librarian deal with the lack of control suggested by such images as a **fire cracker** shooting in all directions or a **technological revolution**? Trying to cope, some teacher-librarians attempt to be all things to all people at all times. The result is similar to the image of "a dog chasing its tail". Tension and eventual burnout follow. Strategic planning which prioritises our goals and targets identifiable groups and projects for emphasis at specified times of the year may be one way to help the teacher-librarian focus their energies and maximise the impact of information service on their library users.

The third issue relates to developing student information skills. Several respondents directly stated that such skills are needed if users are to find their ways through the **maze** or to deal with the "ocean of ideas and information". In this potentially overwhelming learning environment, the teacher-librarian is described by one respondent as functioning like a "traffic policeman" at the busy **information intersection** (ie. the school library) and by another as a "train conductor" from whom "everyone is always asking questions" at the busy **train station**. But will one police officer at a busy crossroad or one conductor at a train station be sufficient to meet the needs? Probably not. **Developing the information skills of students so that they are better able to take responsibility for their own learning is one important way to facilitate effective information use. Not only will students be empowered, but the image of the teacher-librarian will shift—from conductor to mentor.**

## Conclusion

In this study, overall, the metaphors display positive images of the school library. But what is unsettling is the strong reinforcement of a traditional view. As a whole the metaphors provide images of an information centre that is self-sufficient but inward looking—one that serves as the hub physically or intellectually for the school. Of course, on the surface there is nothing wrong with this image. In fact, it is reassuring to discover that those who already work as teacher-librarians or are in training have on the whole such positive views. However, one wonders whether these respondents will be able to cope with the challenges provided by new technologies which will demand, by their nature, a more outward looking approach toward information provision. If the metaphors we choose to describe our work environment do affect how we interact with it, as the professional literature suggest, then it is time for a closer examination of the metaphors we use to ensure that images of the school library are more in line with the directions the future will demand.

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Nancy Everhart 'How high school library media specialists in automated and nonautomated media centres spend their time: implications for library media educators' in *Journal of Education for Library and Information Science*. 35(1), 1994, 3-19.

**A** key argument for the implementation of computer information technology in school libraries, including automated catalogues and electronic access to information sources, has been related to freeing up teacher-librarians to spend more time in direct contact with students and teachers, and particularly to strengthen information literacy and other curriculum initiatives. Given that the introduction of information systems in school libraries has been happening for a number of years now, **has there been greater involvement in the curricu-**

**lum role?** This is the central question that Nancy Everhart explores in this research.

18 teacher-librarians were involved in the study, drawn from both automated and non-automated school libraries. The methodology was based on an operations research technique called **work sampling** where respondents wore small electronic devices, similar to pagers, called random alarm mechanisms (RAMs), allowing respondents to monitor their own activities. When the RAMs beeped, respondents were required to record the activity they were performing at that time. An average of 2 or 3 beeps per hour was used in the study. This enabled some 8000 random observations to be made over the time of the study. The responses were categorised into a number of activities: development of the educational program (eg. library policy), curriculum development, instructional development, administration, instructing (clerical staff), selection, production, processing, clerical, providing access, use of technology, reference, organisation, circulation, personal time and other.

Are there work pattern differences between automated and non-automated school libraries? Teacher-librarians with computer systems spent more time than their non-automated counterparts in the development of the broader library policy area, in instructional development, and in the use of technology. This is encouraging. The non-automated teacher-librarians spent more time in circulation and instruction. **However, the study showed that the introduction of computer information systems has not made a difference to the involvement of teacher-librarians in school-wide curriculum development, reference interactions with students or teachers, clerical, providing access, organisation, administration, selection, processing and personal time. Both groups still spend most of their time in administration.**

Everhart concludes that in this study, teacher-librarians were information managers first and teachers second, and that although they would like to spend more time on direct services to students and teachers, many felt that they couldn't because of lack of time. Such a conclusion suggests that teacher-librarians have some way to go in realising the ideals of the profession!

Is this the heart of the concerns about image, positioning in the school, acceptance by the school staff, being actively involved in curriculum initiatives?

Julie Tallman 'Curriculum consultation: strengthening activity through multiple-content area units' in *School Library Media Quarterly*. Fall, 1995, 29-33.

**T**his study builds on the research evidence that suggests that teacher-librarians who are active in a curriculum and instructional role in their schools have a positive impact on their school community's perceptions of their role, and on student achievement as well. The study identifies the concern that teacher-librarians' involvement in curriculum planning with teachers is quite low, with factors such as fixed scheduling, principal's expectations, supervision requirements, amount of

paid professional support staff, nature of employment (part or full time) as critical limiting factors.

The study specifically examines teacher-librarians' involvement in the curriculum planning process. A survey instrument involving 397 teacher-librarians collected data on their curriculum involvement and elements of the school culture. The study showed the following factors:

- Flexible scheduling is an essential ingredient facilitating collaborative partnerships between teachers and teacher-librarians, allowing teacher-librarians to meet with teachers at the teacher's convenience, and to schedule library-based learning on curriculum needs.
- The principal's expectations for team planning among teachers is a key ingredient for encouraging involvement of teacher-librarians.
- The amount of paid support staff did not significantly influence the extent of involvement, nor did years of classroom teaching experience, or status as full or part time.

The study also highlights a useful curriculum initiative, that of **multiple-content area units**. These are units where the teacher-librarian collaborates with a number of classroom teachers at a particular grade level in a primary school and involves the integration of a number of different content areas. It integrates content in a more holistic way, and at the same time, involves a greater number of classroom teachers in collaborative planning and teaching. Such an approach can pay rich dividends, particularly in terms of shaping a whole school commitment to information literacy.

## Implications of the study

Emerging from this study is the suggestion that **teacher-librarians who make curriculum involvement the first priority, and who are proactively involved in collaborative instructional design, are creating a school culture that works for them. Rather than seeing issues such as RFE, fixed scheduling, teaching allocations, and student supervisions in the library as barriers to curriculum involvement, (this places focus on the barriers), teacher-librarians who develop a strong curriculum focus are developing a culture in the school where the barriers are seen as limiting learning, rather than contributing to it.**

One unanswered question in this study is 'How do teacher-librarians get their message across to principals?'

Here is your chance to contribute to this column. How have you successfully negotiated with your school executive? What are your strategies and techniques? Write, fax or e-mail your suggestions to me, and I will compile them and present them as part of this column.

Ross Todd  
Department of Information Studies  
University of Technology, Sydney  
P.O. Box 123  
BROADWAY, 2007  
Ph.: (02) 330 2722  
Fax: (02) 330 2723  
e-mail: r.todd@uts.edu.au ■



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).

Picture books

Picture books are arranged alphabetically by author.

ABNETT, Dan & BAKER, Alan  
*Treasure hunt in the creepy mansion.*  
Koala, 1995  
ISBN 1875846204

The mansion in this intricately and attractively illustrated puzzle-adventure picture book is full of secrets. Robert and Anna creep from room to room gathering clues and solving riddles all the way until they collect the treasure at the end. Almost every type of intriguing device is employed by the author—walking through mazes, unravelling string, matching pairs, solving problems. Younger children will find the book too difficult, as often the clues are not clear. Solutions are on the last page. Older fans of 'solve-your-owns' and *You be the detective* will likely find enjoyment in it, as will older reluctant readers who can be tempted by puzzle picture books. It would not be out of place in high school libraries. R. Elston

LEV: Upper primary Lower secondary  
AVAIL: \$14.95 SCIS 843294

BLACKLOCK, Dyan & WOOLMAN, Steven  
*The lighthouse.*  
Martin International in association with ERA, 1995  
ISBN 1863742220

Pure, timeless magic is tinged with sadness as the reader experiences the lives of Mr and Mrs Wayman in such a way that it is like viewing the old couple over the side fence. Mr Wayman's passion is shaping his hedges into waves, and the bushes into ships that blend delightfully with Mrs Wayman's roses. Tragedy strikes, but life goes on, and the dreamy quality returns by the end. Death, grief and friendship are key themes. The exquisite artwork is ably supported by a simple, yet meaningful text. This would be a joy for older readers and adults, who will probably find more charm in its pages than most, though it could provide support for young people suffering the death of a grandparent or loved one. R. Dobson

LEV: Lower primary Middle primary  
Upper primary  
AVAIL: \$18.95 SCIS 841890

BROWNE, Anthony  
*Bear goes to town.*  
Penguin, 1995 (Picture Puffins)  
ISBN 0140553576

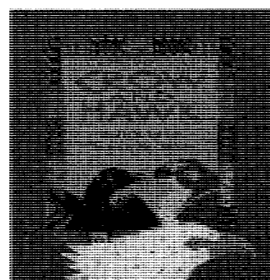
Bear meets a hungry cat during a trip to town. Luckily for Cat, Bear has brought his magic pencil. Everything Bear draws with the pencil becomes real. He draws some food for the grateful Cat, but soon must use the pencil again: to rescue Cat and several other animals from mysterious, black-clad kidnappers. The pencil proves to be most useful when

the freed animals find themselves in the middle of nowhere. In typical Browne style, this picture book is peppered with puns; the illustrations are highly detailed and filled with hilarious in-jokes, cameo appearances and whimsical anachronisms. New details seem to emerge with every re-reading. I. McLean.

LEV: Lower primary  
AVAIL: Paper \$7.95 SCIS 840095

*Crow and hawk.*  
/ retold by Michael Rosen. Studio Editions, 1995  
ISBN 1858911435 [398.2097]

Who is the real mother? What is family? In picture book format, this traditional Pueblo Indian story attempts to address this problem when a dispute arises between Crow and Hawk about the ownership of some chicks laid by Crow but raised by Hawk. This charming folk-tale is boldly illustrated with cut-paper pictures in a Pueblo Indian style. Use of colour is excellent, offering a vibrant experience of Pueblo culture. This challenging story deals with a difficult issue, providing discussion options, affirmation for those whose family is different, and lots of possibility in studying shape and colour. It may have some application for secondary visual arts students. R. Elston



LEV: Preschool Lower primary Middle primary  
AVAIL: \$22.95  
KLA: CPA; HSIE; PD/H/PE SCIS 848977

FANELLI, Sara  
*My map book.*  
ABC, London, 1995  
ISBN 1854062255 [155.2]

The child author of this picture book presents a stimulating collection of maps representing different aspects of her life. This could be useful as an examination of the concept of maps. Children may well identify with the brightly coloured, childish artwork, which could help them explore their perceptions of their world. Some maps are floor plans, others diagrams (eg. a family tree, a plan of the child's day, a page naming different colours) and there's a map of the neighbourhood. Others are labelled drawings of the child's dog, face and favourite foods. This could offer a range of starting points for children's self discovery and a possible comparison with Wheatley's *My place* as an extension activity.

LEV: Preschool Lower primary Middle primary  
AVAIL: \$21.95  
KLA: CA; HSIE SCIS 848956

FOX, Mem & ARGENT, Kerry  
*Wombat divine.*  
Omnibus, 1995  
ISBN 1862911894

Written in Fox's usual simple, but eloquent style, this is a delightful picture book which is sure to become a popular Australian Christmas standard. The story revolves around Wombat, a lovable character who desperately wants to have a part in the Christmas nativity play, but every time he tries out for a part he's either too fat, too small or too heavy. The positive influence of friendship is strongly reinforced in this story as each time



one of his friends gains a part, they comfort and encourage Wombat, until finally the perfect part is found. The illustrations complement the text beautifully, adding to the overall appeal of this excellent book. J. Eade

LEV: Preschool Lower primary Middle primary  
AVAIL: \$19.95 SCIS 849111

GLEESON, Libby & GREDER, Armin  
*The princess and the perfect dish.*  
Scholastic 1995  
ISBN 1863882286

A fairy tale princess spends much of her life trying to rediscover the taste of an exquisite, rare fruit she once sampled as a child. Refusing her parents' attempts to find her a husband, the princess announces a contest: the suitor who can prepare the most mouth-watering meal shall win her hand in marriage. This is a folktale for the modern day. Since all the classical elements remain intact, it is a very satisfying combination. Greder's mixed media illustrations (charcoal, pastels, acrylic paints), quite a departure from his usual style, complement the text of this picture book perfectly. I. McLean

LEV: Lower primary Middle primary  
AVAIL: \$19.95  
EVAL: Highly recommended SCIS 843217

HATHORN, Libby & GOULDTHORPE, Peter  
*The wonder thing.*  
Viking, 1995  
ISBN 0670853283 [553.7]

Despite an important story, much detailed artwork, and a crisp, poetic text, somehow this book does not gel with young readers. For a tale of something as vital and simple as water, the bright lino-cuts of scenes from around the world, while in themselves fascinating and powerful, overcrowd the page. The print chosen for the text disappears amidst such excess, and for many I shared this with, the topic was lost. Only the cover hints at the power of a simpler style. It may, however, provide inspiration for older (even secondary) students of art. M. Williams

LEV: Middle primary  
AVAIL: \$19.95  
KLA: HSIE SCIS 845045

HEBERT, Mary & BLYTHE, Philip  
*Horatio rides the wind.*  
Koala, 1995  
ISBN 1875846379

In this attractive fantasy adventure, Horatio the scarecrow wants to emigrate to Australia with his owner, an English farmer. The obliging South Wind blows him all the way. Many crises bedevil the adventurer but at last the scarecrow touches down under an "orange sun". The brilliantly-hued illustrations in this picture book are bright and clear, covering a large proportion of the available space, significantly enhancing and enlivening the text. Text variations are used to excellent effect. The story—particularly the Australian references—is less convincing, and would be more suited to an English audience than an Australian one. Despite this, the design and presentation of the book has much to offer and secondary visual arts students may benefit. R. Elston



LEV: Lower primary Middle primary  
AVAIL: Paper \$9.95  
KLA: CA; CPA; HSIE SCIS 854024

HOFFMAN, Mary & BINCH, Caroline  
*Amazing Grace.*  
/ translated by East Word. Magi, 1994  
ISBN 1854303368

A bi-lingual picture book, this offers a rare and delightful opportunity. Grace has a wild and vivid imagination. She likes to play parts. So when the school decides to put on a pantomime of Peter Pan, Grace wants to be the lead. Her aspirations are smashed when she is told that Peter Pan was not a girl and he was not black. Grace's Nana tells her "You can be anything you want, Grace, if you put your mind to it". Other relevant themes touch on self-perception, self esteem and a very positive portrayal of Afro-Americans. And Grace shows what determination and conviction can do. Told in both English and Chinese, this tale is complemented by realistic, imaginative, vibrant colour illustrations. This would be an invaluable complementary resource for LOTE. Arabic and Turkish bi-lingual editions are also available. K. Wellham



LEV: Middle primary, Upper primary  
Lower secondary  
AVAIL: \$24.95  
EVAL: Highly recommended SCIS 836221

HUMPHREY-THOMAS, Holly and KUNDRUS, Ulrike  
*What, no potato?*  
Plantaganet, WA, 1995  
ISBN 0646227076 [821]

Spud's dad needs more potatoes to bake, so young Spud descends the ten floors beneath their flat to fetch some from the shop. As the lift stops at each floor, Spud spies the neighbours indulging in amazing, at times bizarre, activities, ranging from partying and cleaning the aquarium, to hot air ballooning and performing on the trapeze. Afterwards they all join together for a great potato feast. While getting practice in counting backwards, the young reader can delight in Ulrike's colourful, crowded and zany interpretations of the simple, understated, rhyming text. Included in this picture book is a recipe for filled baked potato which sounds delicious, and its presentation should tempt the most reluctant appetite. B. Richardson

LEV: Preschool Lower primary Middle primary  
AVAIL: Paper \$9.95  
KLA: Mathematics SCIS 837411

*I spy school days: a book of picture riddles.*  
Scholastic, 1995 (Cartwheel)  
ISBN 0590481355 [793.73]

Brilliantly coloured photographs of large numbers of colourful items related to teaching and learning environments, are arranged on double page spreads to form fiendishly difficult puzzles and riddles in this fascinating picture book. The clues to locating the cleverly hidden items are listed at the bottom of the page in a simple, rhyming riddle. The objects are to be found in unexpected places, but not before visual discrimination is tested to the limit. This is a stimulating puzzle book for younger children and will challenge them similarly to *Where's Wally?* J. Bruce

LEV: Lower primary, Middle primary  
Upper primary  
AVAIL: \$16.95 SCIS 851960

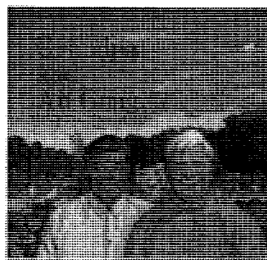
KING, Stephen Michael  
*The man who loved boxes.*  
Scholastic, 1995  
ISBN 1863882170

Written very simply, this picture book is ideal for those students just beginning to read. It involves easy sentences and much repetition in description. The storyline revolves round a man who is unable to tell his son he loves him, but instead expresses it by making him things from boxes and playing with him, despite the negative judgments of other adults. Themes for possible discussion include parent and child relations and expressions of love. The bright and colourful illustrations contribute positively to the appeal of the book, which also stimulates the imagination through the various objects made from the boxes. J. Eade

LEV: Preschool Lower primary  
AVAIL: \$19.95 SCIS 849110

LOH, Morag & MO, Xiangyi  
*Grandpa and Ah Gong.*  
Hyland, 1995  
ISBN 18756557487

A young Australian girl has two loving and attentive grandfathers; her mother's father lives nearby, but Mandy's paternal grandfather, Ah Gong, is a native resident of Malaysia. When the grandfathers finally meet, Mandy is both thrilled by their similarities and concerned about their differences. Will they find enough in common to get along with each other? Perhaps the ancient art of kite flying will prove to be a solution. This brightly illustrated and heart warming picture book is a commendable resource for classroom investigations into multi-racial and extended families, and could support LOTE. A procedure for making and flying a simple origami kite is included on the endpapers. I. McLean



LEV: Lower primary Middle primary  
AVAIL: \$19.95 SCIS 843092

O'BRIEN, Tim & WILSON, Mark  
*The penguin shore.*  
Five Mile, Vict., 1995  
ISBN 0867889209

A delightful combination of the author's vocabulary, rich verse and the artist's superbly detailed and imaginative impressionist paintings, whisks the reader along on a ritual childhood trip to a southern Australian seashore. The climax of the adventure is the viewing of a fairy penguin parade at dusk but, first of all, the two jubilant children indulge in typical playful fantasy: finding pirate treasure, hidden monsters, even dinosaur footprints. This is an exciting picture book which could complement a unit of work on the seashore, beach ecology or penguins. It is almost an excursion in book form and should evoke nostalgic feelings for many Australians. I. McLean

LEV: Lower primary Middle primary  
AVAIL: \$16.95 SCIS 839087

OLIVER, Narelle  
*The Hunt.*  
Lothian, VIC, 1995  
ISBN 0850917077

Narelle Oliver's illustrations leap out at the reader as the tawny frogmouth owl goes hunting. The hunted—the bark moth, bush cricket, brown leaf moth, leaf-tail gecko and others—all merge into the background and disappear. Then the

tawny frogmouth owl becomes the hunted, spied from afar by her natural enemy, the powerful owl. For the teacher wishing to introduce the concept of camouflage at a simple level to a class, this is an excellent picture book. There is a skilled directness about the story and the strength of the illustrations lend particular clarity to the text, reflecting the tension and sense of danger. R. Elston



LEV: Lower primary  
AVAIL: \$19.95  
EVAL: Highly recommended SCIS 847484

OTTLEY, Matthew  
*What Faust saw.*  
Hodder Children's, 1995  
ISBN 0733600964

The family pet, a wonderfully expressive Weimaraner dog named Faust, is the only witness to night time alien invasion of Earth. Firstly, a UFO lands in the bay on spindly legs, then its cargo of dinosaur-like extraterrestrials spread through the town. Faust's numerous attempts to wake his owners only gets him put outside—with the aliens! It's a doggy nightmare, or is it? The sparse text, in a variety of font styles and sizes, curls and twists its way through the rich and vibrant oil-on-canvas illustrations. This picture book is a fun read, and a wild roller-coaster ride through the author/artist's fertile imagination. I. McLean

LEV: Lower primary Middle primary  
AVAIL: \$19.95  
EVAL: Highly recommended SCIS 842043

PFISTER, Marcus  
*Rainbow fish to the rescue.*  
North-South, 1995  
ISBN 1558584862

This sequel to *The rainbow fish* again provides the beautiful colours and sparkles which have great appeal to younger students. Rainbow fish is faced with a dilemma. Accepted as part of the group, he must now choose whether to risk losing his new friends, or rescue a lonely striped fish, who is rejected because he has no shiny scale, from being eaten by a dangerous, hungry shark. Continuing the moral dilemma storyline, the book is great for reading aloud, and for motivating discussion on issues with which younger students can identify. It is a delightful picture book, with short sentence structure, natural dialogue and appealing artwork. J. Anderson

LEV: Lower primary Middle primary  
AVAIL: \$21.95 SCIS 849691

ROSEN, Michael & WILLIAMS, Sophy  
*Moving.*  
Penguin, 1995  
ISBN 0140548955

Spare, poetic text combines with beautifully rendered, expressive illustrations to give a cat's perspective on moving house. The cat watches, curious and apprehensive, as the house is emptied before finding itself unceremoniously bundled into a basket and taken away. When let out, it hides in its new surroundings, refusing to emerge until it is ready. The creators cleverly evoke mood and feeling: Rosen, through careful choice and skilful arrangement of language; and Williams in her portraits and creative use and manipulation of colour, light and shade, space, tone, direction and perspective. The secretive, independent, elusive nature of

the cat, as well as its more playful, lovable and affectionate side, is well caught and communicated in text and picture. B. Richardson

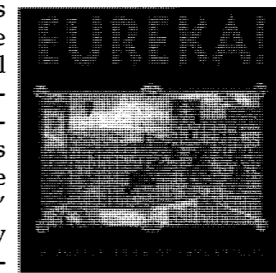
LEV: Preschool Lower primary Middle primary  
AVAIL: Paper \$8.95 SCIS 838399

ROWLAND-ENTWISTLE, Theodore & ALLES, Hemesh

*Eureka! a puzzle book of inventions.*

Angus & Robertson, 1995  
ISBN 0207188823 [902]

Just how far the human race has come, technologically, over the past century is brought home all too clearly in this excellent picture book. It provides a mountain of information and avenues for extension. Each double page is dominated by Hemesh Alles' artwork, depicting some busy scene in the past. Located within each picture are ten inventions not appropriate to that time for the reader to find. Additionally, on each double page, is a half page of text that quickly highlights the major inventions of the period. A vast array of technology is covered in the twelve double page spread. Should the reader have trouble identifying any feature, a thorough outline of each picture is included at the back. This is a wonderful work for any resource centre. R. Dobson



LEV: Middle primary Upper primary  
Lower secondary

AVAIL: \$19.95  
KLA: HSIE; ST  
EVAL: Highly recommended SCIS 849064

THEOBALDS, Prue  
*Prue Theobalds' book of busy bears: a pot-pourri of visual games.*

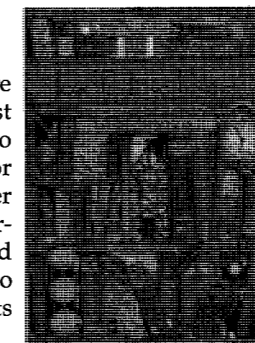
Lothian, VIC, 1995  
ISBN 0850916992 [793.73]

Bears, bears, bears! This picture book is a fun treat for junior bear lovers (and adult reading helpers). Memory, thinking, observation and logic will all be put to the test in entrancing and amusing ways, as children try to solve the bears' problems. Size, colours, counting, the weather, matching objects to size and shape are all involved in these indoor visual games, which encourage thinking and logic skills. This is an activity book to share in class or group, or for individual play. It would be a supportive mathematics resource. J. Bruce

LEV: Preschool Lower primary  
AVAIL: Paper \$9.95  
KLA: CPA; Mathematics SCIS 843021

THOMPSON, Colin  
*How to live forever.*  
Julia McRae, 1995  
ISBN 1856815900

A veritable visual feast, this picture book leads the reader on a quest through a vast, strange library to find a book that has been lost for two hundred years, and can offer the finder the secret to living forever. Here is not your standard library. The shelves turn into smokey, tenement-lined streets



and mist shrouded canyons, all leading to a strange yet wondrous place. The illustrations are stunning, and contain a bewildering array of twists and turns that can have the reader ignoring the story, intent upon discovering every last eccentricity crammed into each double page. It is a tale with a message, of sorts, but the real joy of this book is in the artwork. It is a story for older readers but visually entertaining for a far wider audience. R. Dobson

LEV: Middle primary Upper primary  
Lower secondary  
AVAIL: \$19.95  
EVAL: Highly recommended SCIS 848925

*The Walker book of bear stories.*

Walker, 1995  
ISBN 0744544181

Why are bears such frequently loved characters in picture books? This striking collection presents: well loved toys (Mansell's *My old teddy*); one realistic, scary story (Oxenbury and Rosen's *We're going on a bear hunt*); a reassuring symbol of the need to master fears (Waddell and Firth's *Let's go home little bear*); and a demonstration of early childhood's drive for independence (Miller's *Eat your dinner!*). The eighteen picture books have been carefully reformatted to retain some essential full page spreads. The talented illustrators of these works shine in this anthology, which will delight slightly older readers but may be too rich a feast for the very young. J. Buckley

LEV: Lower primary Middle primary  
Upper primary  
AVAIL: \$19.95 SCIS 852019

WALLER, Marian & WALLER, Ruth  
*The leaping llama carpet.*  
Allen & Unwin, 1995  
ISBN 1863739572

An exuberant and inventive story, this is full of fun and humour. Grandma runs a carpet shop, and her prized possession is the leaping llama rug. Stolen by two men, who had tried to buy it, the magic qualities of the rug begin to emerge. Full of alliteration and occasional rhyme, which make it great for reading aloud, the rollicking, humorous story is complemented by unusual and colourful geometric illustrations. Effective use is made of variety in text size and patterns, making it a stimulating picture book which offers many possibilities for visual arts activities. J. Anderson

LEV: Lower primary Middle primary  
Upper primary  
AVAIL: Paper \$9.95 SCIS 849710

WILDSMITH, Brian  
*Saint Francis.*  
Oxford University Press, 1995  
ISBN 0192799800 [271]

Elegantly designed, this picture book utilises vivid artwork reminiscent of the style of the miniature *The Easter story*. Written in the first person, it tells the life story of St Francis, from his youth as a rich man's son, to the remainder of his life where he worked among the poor and set up a new order of monks. Simply told in natural dialogue, with a vocabulary accessible to young children, the gentle story is supported by superb illustrations which spread lavishly across both pages. These are richly detailed, with bold, clear colours and beautiful hues, further enriched by the addition of gold. This is a beautifully crafted book with wide appeal. J. Anderson



LEV: Lower primary Middle primary  
Upper primary  
AVAIL: \$22.95  
KLA: HSIE SCIS 847251  
EVAL: Highly recommended

WOOD, A.J. & ANDERSON, Wayne  
*Journey to the haunted planet.*

HarperFestival, 1995  
ISBN 0694008125

Although the plot is thin and uninspiring, the twelve holograms scattered throughout this picture book will ensure its appeal. Professor Sponge and his grandchildren decide to take a day trip into outer space in his home made rocket, but things go terribly wrong. They are blown off course and encounter spooky aliens. The holograms work well with the muted double page illustrations, and the vocabulary is accessible to very young children. The illustrations are also a little disappointing in that they give no real concept of the solar system or space travel. J. Anderson

LEV: Lower primary Middle primary  
Upper primary  
AVAIL: \$24.95 SCIS 849067

ZOLOTOW, Charlotte & RANSOME, James  
*The old dog.*

Harper Collins, 1995  
ISBN 0060244097

The story of a boy whose dog dies peacefully one night, this picture book is one which would have to be handled with a great deal of sensitivity with young children. It is written in very large simplistic text, and accompanied by colourful paintings, which add a touch of realism to the storyline. Each page containing text also has a column of autumn leaves on the left-hand side, possibly symbolizing the autumn of the dog's life. Although the main body of the story is filled with sadness, the ending suggests that life still goes on, as the boy receives a new puppy to help overcome his grief. Even though the concept is not new, this book could be very useful in assisting children in coming to terms with the inevitability and acceptance of grief and death. J. Eade

LEV: Preschool Lower primary  
AVAIL: \$24.95 SCIS 856324

## Fiction for younger readers

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

BOWLES, Colin  
*Heroes and dragons.*

Mammoth, 1995 (Mammoth mystery)  
ISBN 1863303871

Samantha is a computer buff with a self-esteem problem. One morning she awakens to discover that she is trapped on the wrong side of her monitor screen. Sam cannot leave the virtual reality world of *Heroes and dragons* until she has located the mysterious hero of the game. She is helped and hindered by many wacky characters, including Stone the crow, Brimstone the dragon, Prince Darren and Rinky the witch. In an effort to be topical, the author makes frequent references to Madonna, Nicole Kidman and the war in Yugoslavia (sic). However, the situations and humour often

seem forced. Computer fanatics may be tempted to turn off their machines long enough to solve the puzzle. I. McLean

LEV: Middle primary Upper primary  
Lower secondary  
AVAIL: Paper \$6.95 SCIS 838671

COLLINS, Paul  
*The wizard's torment.*

HarperCollins, 1995  
ISBN 0732251206

This is a well-written, well-woven tale of Winston the Wizard's apprentice, all of ten years old, and too inquisitive for his own good—but great things await him. His wizard master, Shantele, sees the boy as just a child, with much to learn, and a source of frustration when Winston's enquiring mind leads them both before the Magic Guild to explain the boy's actions. Dragons, witches, monsters, mystery and great evil—this is a fantasy of heroic proportions encapsulated in a highly readable 82 pages, with the hint of a sequel to follow. An unusual addition is a short precis of each chapter underneath each chapter heading, which serves to heighten interest for reluctant readers. This is a quality work, well above most in the area of heroic fantasy. R. Dobson

LEV: Upper primary Lower secondary  
AVAIL: Paper \$9.95 SCIS 840625

DOWRICK, Stephanie  
*Katherine Rose says no.*

Random House, 1995 (Mark Macleod book)  
ISBN 0091830125

Inside the striking, pink, yellow and purple hued cover is the story of a very determined child. 'No' is Katherine Rose's favourite word, persisting as a response as she grows from baby to toddler and even older. Not until Katherine Rose finds herself buried under the bedroom curtains that she has wilfully pulled down to create a cubby do her parents hear her say 'yes'. The longish text is illustrated with David Cox's usual flair for amusing, mobile interpretation and delightful characterisation. Those who have suffered through a child's 'No' stage will empathise with Margaret Rose's hapless parents, but many will question why her behaviour persisted for so long. B. Richardson

LEV: Lower primary  
AVAIL: \$19.95 SCIS 848909

FRENCH, Jackie  
*Alien games.*

HarperCollins, 1995 (Moonstone)  
ISBN 0732251346

This is an assortment of post-Apocalyptic science fiction short stories. Despite the gloomy premises, which have obviously preceded each tale, the protagonists are vibrant, hopeful, resourceful and resilient. The overall effect is quite uplifting and most enjoyable. Several of the stories seem to cry out for expansion to novel length, so intriguing are their settings: a girl yearning to see beyond her community's fallout shelter punches a hole in the wall and discovers a tame horse on the other side; a boy must choose between preserving the oral history of his people or becoming their leader; a forgotten Earth colony finally receives a visitor from home. This is a charming collection. I. McLean



LEV: Upper primary Lower secondary  
AVAIL: Paper \$9.95  
EVAL: Highly recommended SCIS 843187

FRENCH, Jackie  
*Annie's pouch.*

Angus & Robertson, 1995  
ISBN 0207188610

The young reader will breathe in the heat from the dry paddocks of drought-stricken rural Australia as Annie looks for her friends—the wombat and wallaby. Food is short, water is scarce and tempers are frayed. It is the last straw for Annie when her mother leaves, her father disappears into hospital and she is left alone. This is a timely story about conditions in many country areas, and it is one an Australian child will appreciate and read again and again. The cover is especially attractive, and the line illustrations within the book are neither numerous nor varied, but provide a constant reminder of rural Australia. R. Elston

LEV: Middle primary  
AVAIL: Paper \$8.95 SCIS 842419

HONEY, Elizabeth  
*45 + 47 Stella Street and everything that happened.*

Allen & Unwin, 1995  
ISBN 1863738584

Just the book to entice the reluctant teenage reader, this novel is an engaging and involving story, from its eye-catching cover onwards. Numerous illustrations, handwritten letters, and a very chatty style enliven the novel and draw the reader into its world. The plot revolves around family and friends living in Stella Street, their odd neighbours and their even odder imaginings about these neighbours. The story is quite undemanding, proceeds with the maximum of pace, and is all a load of fun. M. Steinberger

LEV: Upper primary Lower secondary  
AVAIL: Paper \$17.95 SCIS 842914

LAWRENCE, Louise  
*Journey through Llandor.*

Collins, 1995  
ISBN 0001856103

Bristling with kelpies, wraiths, goblins, nixies and bogarts, the world of Llandor is a dangerous place for Roderick, Craig and Carrie, who have stumbled upon it, and where they must face the reality about themselves. A well crafted and definitive fantasy tale, this first book of the Llandor trilogy follows the protagonists in their quest to get home, assisted by dwarfs, wolves, the Black Mage and the Moor Wife. The forces of evil, led by the menacing Grimthane, do their worst to prevent the trio's progress. In a tantalising ending, they catch a glimpse of their destination, Seer's Keep. J. Watts

LEV: Upper primary, Lower secondary  
AVAIL: \$19.95 SCIS 845948

McBRATNEY, Sam  
*Oliver Sundew: tooth fairy.*

Walker, 1995  
ISBN 0744541115

In this humorous interpretation of the tooth fairy story, Oliver Sundew, a semi-crippled fairy with only one wing, becomes a hero. Teeth are important in the fairy town where he lives because they are used to cobble the streets. In this particularly difficult case, it is deep in a glass of water and Oliver is chosen to retrieve the tooth, as he is the only fairy

who can swim. Young children will enjoy this imaginative book because Oliver, despite his disability, successfully completed this task and thus triumphs over the town bully, Martin Googegrass. The book is filled with excellent, simple line illustrations which support the text and are fresh enough to challenge the reader's perception of fairies. R. Elston

LEV: Lower primary Middle primary  
AVAIL: \$12.95 SCIS 849040

McROBBIE, David  
*Winter coming.*

Reed for Kids, VIC, 1995 (Mammoth mystery)  
ISBN 1863304819

Effective as a mystery, this story maintains intrigue till the last pages, though pace lags at times. Strange things happen at Joe and Harry's new home. Is Balfour really a detective? Who's the strange man Sam is protecting? Can Sam explain the mysterious disappearances? What is the truth about Sam's family? Characterisation, while realistic, tends to be sketchy, though this does not detract from the storyline. This is an interesting quickread which will have a ready audience with those who enjoy mysteries. It is suitable for less confident readers at the secondary level. C. Foley

LEV: Upper primary Lower secondary  
AVAIL: Paper \$6.95 SCIS 849116

MANOS, Helen  
*Spider, Killer and me.*

Omnibus, 1995  
ISBN 1862912548

A new arrival in the neighbourhood doesn't please Jason, who considers himself leader of the local kids. Spider does seem to be a threat—he is good at cricket, can make useful things, and fits in with everyone. After initial expressions of jealousy, Jason is gently led by his skillful father to see that Spider could be a friend. A good discussion starter on friendship, the story is understated yet emotional. Illustrations by Coral Tulloch emphasise facial expressions. The cover is an eye catching lead into the story. This short novel would appeal to reluctant readers in upper primary. J. Buckley

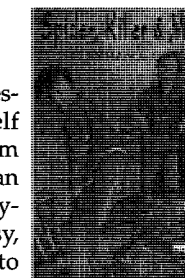
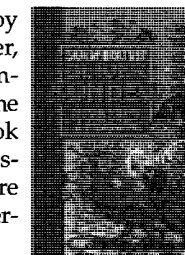
LEV: Middle primary Upper primary  
AVAIL: Paper \$7.95 SCIS 836635

MARTIN, Ann & FITTER, Lisa  
*Waiting for Jason.*

Openbook, 1995  
ISBN 0859106500

A warm, realistic story, this deals with the issues of loss and adjustment. Jason and Pete were close friends, who shared everything. Then one day their world fell apart when Pete moved back to the city with his mother. Using a larger than paperback format, this adopts the unusual technique of having a double page of text followed by a double page coloured illustration, making it an interesting cross between a short novel and picture book. Arranged in chapters, the story is well crafted and satisfying, and many students will empathise with the situations created. Written with sensitivity and insight, it will be an appealing choice for younger readers. J. Anderson

LEV: Middle primary Upper primary  
AVAIL: Paper \$14.95 SCIS 835669



MORPURGO, Michael  
*The wreck of the Zanzibar.*  
 Mammoth, 1995  
 ISBN 0749726202

Very few Australian children would understand the desperate harshness of life on the Scilly Isles in the early part of this century, where every shipwreck was looked on as "a gift from God". However, young readers will appreciate the imagery of this excellent easy-to-read book, where a good omen, the turtle, brings prosperity and unexpected happiness to Laura's family, whose good luck disappeared when her twin brother ran away to sea. A flash-back technique and diary format provides an interesting presentation for the historical aspect of this story. The numerous, hazily executed illustrations give the book an added charm. R. Elston

LEV: Middle primary Upper primary  
 Lower secondary  
 AVAIL: Paper \$7.95 SCIS 835691

POWLING, Chris  
*A razzle-dazzle rainbow.*  
 Penguin, 1994  
 ISBN 014036241X

It comes as no surprise that this novel is penned by one of Roald Dahl's biographers. Not only does he make many references to the latter's work, particularly *The BFG*, but he uses the same invented adjectives, and steers his plot along similarly speedy tracks. Yen spends her birthday money on a rainbow rope, which proves to be rather more than a rope, and which leads her into some mild adventures. Underlying the whimsy is a subtle, light-handed comment on social justice. A pleasant enough story, this should have some appeal for young independent readers. F. Gardiner

LEV: Middle primary  
 AVAIL: Paper \$6.95 SCIS 837811

RIDDELL, Chris  
*The wonderful world of Zoom.*  
 Walker, 1995  
 ISBN 0744539064

The main appeal of this book lies in its cartoon style, comic strip format, interspersed with lively detailed full page illustrations. Sally encounters imps, underwitches, a robot called Elvis, and a professor who lives in a toaster house, when she puts on her magic hat and goes adventuring on her magical vacuum, Zoom. Fresh and funny, with outrageous settings and characters, the book is full of visual and verbal humour, and features extensive use of dialogue and conversational balloons. A rollicking, humorous story, full of action, with easy-to-read text. J. Anderson

LEV: Lower primary Middle primary  
 Upper primary  
 AVAIL: Paper \$7.95 SCIS 838398

RUEPP, Krista  
*Midnight rider.*  
 North-South, 1995  
 ISBN 1558584943

A small community at the mercy of the elements pays attention to Old Fig, who understands the seas and the weather.

He also knows many ghostly tales—the latest about the midnight rider, who rode a magnificent horse along the beach during a storm. The true story of the midnight rider is a secret for young Charlie and the horse's owner, the unpopular Mr Grimm. Their developing relationship and mutual love of the horse grow to a warm conclusion. This story combines adventure, risk taking and emotional growth in a compelling tale. Colour illustrations by Ulrike Heyne add drama to the text. J. Buckley

LEV: Middle primary Upper primary  
 AVAIL: \$16.95 SCIS 848960

STRIKER, Lee  
*Dead kids tell no tales.*  
 Red Fox, NSW, 1995 (Hair-raisers)  
 ISBN 0091831415

Striker (Margaret Clark!) weaves a suspenseful, intriguing tale that draws you forward to the climactic resolution. Lauren has no enthusiasm for the family's move to the country. Her new school is a bizarre experience. Who is Miss Fish really? Why are the kids so strange? Is the school haunted? Is the man in the corridor a ghost? How can Lauren convince someone her fears are real? Language and style capture Lauren's emotions well, and create suspense. Spooky events are frequent but continue to surprise. The mystery's solution is believable yet thrilling. Lovers of *Goosebumps* and harmless adrenalin rushes will appreciate this strange and gripping story. C. Foley

LEV: Upper primary Lower secondary  
 AVAIL: Paper \$7.95 SCIS 841653

WALLACE, Karen  
*Gorgonzola's revenge.*  
 Collins, 1995  
 ISBN 0006748961

Ghost mice happily in residence in an old cottage are displeased when the new owners arrive. The mice undertake a series of ghostly tricks on the dreadful Hugo and Melanie Murdock, who get the message and leave the mice in peace. Gorgonzola is the zesty leader of the mice, whose tactics are amusing rather than scary. The story is brisk. Line drawings by Judy Brown support the text on each page. They contribute much to the fun of this simple story for newly independent readers. J. Buckley

LEV: Middle primary  
 AVAIL: Paper \$7.95 SCIS 842911

WALLACE, Karen  
*Snapper bites back.*  
 Collins, 1995 (Spooky beasts)  
 ISBN 0006748988

Who ever heard of sheep snuffling for worms, cows that lay eggs or chickens that need milking? Two lifeguards, Bulging Brian and Clever Trevor, obviously think this is the normal way of life on a farm. They proceed to get into one scrape after another, watched over by the seemingly alive portrait of Clever Trevor's benefactor—Aunt Emily. While the antics of this pair would be irritating to an adult, the slapstick humour of this easy-to-read book will appeal to young children. The vocabulary is within the range expected for a beginning reader, and the illustrations are numerous, clear and support the text well. R. Elston

LEV: Lower primary Middle primary  
 AVAIL: Paper \$7.95 SCIS 842912

WANDOR, Michelene & KIPLING, Rudyard  
*The jungle book.* [sound recording]  
 BBC Worldwide, 1995 (BBC Radio Collection)  
 (135 min.)  
 ISBN 0563390182

Mowgli, the human child lost in the jungle and raised by wolves, is reaching maturity, and discovers that he may always be an outsider in both cultures. This audio dramatisation is a faithful retelling of Kipling's famous classic. As such, the style is quite different from the Walt Disney animated movie version, with which most children will be familiar. The talented cast, including Freddie Jones as Baloo the bear, and the seductive voice of Eartha Kitt as Kaa the carpet snake, does its best to hold young attention spans. Music and sound effects successfully recreate the steamy jungle atmosphere of Mowgli's world. I. McLean.

LEV: Upper primary Lower secondary  
 AVAIL: \$19.95 SCIS 849124

WITHERS, Kay  
*Skool suks.*  
 Era, 1995 (Junior novels)  
 ISBN 1863742190

Many readers will identify with this junior novel about Michael, a young boy struggling with school and home. When he meets the local vandals, who cannot spell, he thinks he has found new friends. However, when they hurt Daisy, the only person at school who does not think he is hopeless, Michael finds confidence to help catch them. But will they catch him first? Complemented by fine line sketches from Marjorie Scott, this story is an eye opener for all teachers of children with learning difficulties. It is an excellent and supportive read. K. Wellham

LEV: Middle primary Upper primary  
 Lower secondary  
 AVAIL: Paper \$6.95  
 EVAL: Highly recommended SCIS 835912

## Fiction for older readers

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

### Crossing: Australian and New Zealand short stories.

/ edited by Tessa Duder & Agnes Nieuwenhuizen.  
 Mammoth, 1995  
 ISBN 1863304800

Sixteen Australian and New Zealand writers have contributed to this collection of very disparate stories, pulled together by the common thread of crossings: interpreted in literal and psychological ways. There are journeys, and transitions—from immaturity to maturity, ignorance to insight. The authors come from a wide variety of backgrounds (poets, playwrights, picture book, young adult and adult writers, actors and teachers), and it's this diversity that ensures no two stories are alike. All are realistic, except for Glyn Parry's dark science fiction, and all show a quality of writing that belies the sometimes irritating authorial postscripts explaining the stories. W. Muskin

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$11.95 SCIS 849707

FIELD, Erica  
*Stage fright.*  
 Troll, 1995  
 ISBN 0816735174

A simple novel, written very much to a formula, this may ultimately leave most readers unsatisfied. Loneliness in a new town is relieved for American teenager, Alison, by the invitation to join the staff of an old English theme park for the summer. As she immerses herself in her new job, she discovers that a sinister plot is afoot. Together with Robin, the juggler who is gradually revealed to be gentle and loving, she helps unmask those perpetrating the nastiness. It's all rather 'Five go to merrie olde England', very much plot-driven. Characterisation is predictably in stark blacks and whites, with some obligatory gold beneath black exteriors. M. Steinberger

LEV: Lower secondary Middle secondary  
 AVAIL: Paper \$5.95 SCIS 843377

FIENBERG, Anna  
*Power to burn.*  
 Allen & Unwin, 1995  
 ISBN 1863738592

"La magia" is magic power, the kind which generates fear and misunderstanding. What can or should a family do to protect itself when some family members inherit this power? Roberto finds out when he meets his mother's family in Italy. Fienberg's ability to weave fantasy into an intriguing plot is apparent. Vitality abounds, and an atmosphere of suspense is created which builds to a tense although somewhat contrived conclusion. Roberto is a character to care about, deftly developed from the uneasy adolescent with chronically boring parents to the active participant in mystery and magic. This is a fast paced, gripping novel. J. Buckley

LEV: Upper primary Lower secondary  
 Middle secondary  
 AVAIL: Paper \$12.95 SCIS 851326

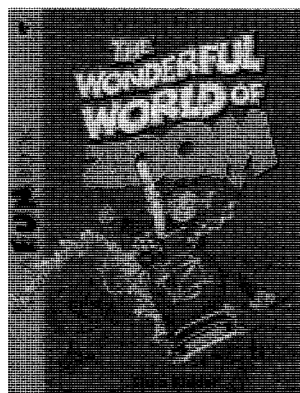
FRANCIS, Dick  
*Come to grief.*  
 Joseph, 1995  
 ISBN 0718137531

Dick Francis provides another enjoyable and easy-to-read thriller. The world of racing is one in which Francis is expert, and he has established a virtual monopoly in the world of the racetrack thriller. His investigator, Sid Halley, no longer a jockey because of his own injuries, this time looks into a series of mutilating injuries to racehorses. Francis weaves in the story of a young girl's fight against a fatal disease, and Halley's growing attachment to the child. All the ingredients are there for a fast-paced read, and this novel does not disappoint. Students who aren't natural readers may well find Francis' books an attractive prospect. M. Steinberger

LEV: Middle secondary Upper secondary  
 AVAIL: \$32.95 SCIS 846374

FREEMAN, Pamela  
*All for love: dramas of love and friendship.*  
 Allen & Unwin, NSW, 1995 (True stories)  
 ISBN 1863738118

Like others in this series, layout is catchy, but as a whole the book lacks the vibrancy of some of the others. The ten stories are drawn from the experiences of actual people, and myths and legends, with fictionalised embellishments. They represent a range of love and friendship dramas. Is it possible to fall in love on the Internet? Will the Hawaiian fire





goddess succeed in love? Why was Phar Lap a special horse to Tommy Woodcock? Could an Australian woman marry a Maasai tribesman? Language is simple and readable. The stories are interesting, various, and at times moving, but generally there is no magic. C. Foley

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$9.95 SCIS 847825

GARLAND, Sherry  
*Indio.*

Harcourt Brace, 1995 (Gulliver/ Great episodes)  
ISBN 015200216

The world of Ipa-tah-chi and her cousin, Xucate, is shattered when Spanish conquistadors invade their village. Garland details the everyday life of the pueblo dwellers, and writes powerfully of the annihilation of an indigenous culture—the people broken by cruelty, disease, slavery and enforced Christianity. The two girls become symbols of the reactions to change. Ipa, pragmatic, intelligent, is a healer who learns to accept and adapt without losing her Indian spirit. Xucate refuses to bow to oppression, and so is raped and beaten, disowns her child and dies miserably. This is a compelling story, well written and researched, with strong parallels to our own history. W. Muskin

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$8.95 SCIS 837404

LANAGAN, Margo  
*The best thing.*

Allen & Unwin, 1995 (A Little ark book)  
ISBN 1863739262

How do you cope with being an adolescent, pregnant, and shunned by all around you? Lanagan has fine ability to enter into the essence of the adolescent, and to convey motivation, emotional change and growth. There is an insistence in style that mirrors the urgency of youth. Turning on the conviction that both parties have the right and the responsibility to make decisions about the course of a pregnancy, the story charts the parallel growth of Mel and Pug, and the child that will become theirs. Along the way there are anguish and fun, friendships forming and dissolving, and adults revealing surprising characteristics. Adolescent readers should find many points of identification in this involving novel. M. Steinberger

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$12.95 SCIS 841884

LINDSAY, Elizabeth  
*Fireraisers.*

Scholastic, 1995 (Midnight Dancer)  
ISBN 0590131060

A hot, dry summer, and the threat of fire, is the backdrop to this ordinary story of Mory, Josh, Lionel and newcomer, Felix, an outsider to the smug, seemingly closed circle of pony riders. The plot contains some excitement—the fire, a puppy snatched. But incidents are strung together with no cohesive overall picture. The language is often old-fashioned, and punctuated with lots of horsey detail. The one-dimensional characters could be seen as boring except, of

course, to other aficionados. Accompanying smudgy black and white illustrations have a strong focus on the horses rather than the people, reflecting the interests of the targeted readership. W. Muskin

LEV: Upper primary Lower secondary  
AVAIL: Paper \$7.95 SCIS 848965

McROBBIE, David  
*Haunted too.*

Mammoth, 1995  
ISBN 1863304738

Variety is central to this collection of eleven short stories, where "to haunt" has been defined very broadly. There is variety in setting: including nineteenth century Scotland and contemporary Australia. Tone ranges from humour (eg. what happens where wishes are mis-heard, as in *Elderwood?*); to grim and even horrifying. There is also diversity in motivation, such as revenge and guilt. Not all of the stories are dark; most have some humour, and many are left dangling—what's left unsaid is equally important. As with McRobbie's previous collection of haunted stories, notes on the author's inspirations (dreams, personal incidents, historical fact) are provided. W. Muskin.

LEV: Lower secondary Middle secondary  
AVAIL: Paper \$9.95 SCIS 848880

MAGGS, Dirk

*The amazing Spider-man.* [sound recording]  
BBC Worldwide, 1995 (180 min.)

ISBN 0563390980

The comic book adventures of reluctant superhero, Spider-man, come to life in this fast moving and entertaining production. The radio play is launched with a snappy rap song, *The amazing Spider-man mastermix*, which summarises the origin of Peter Parker's transformation from angry young man to super powered being. Then the action begins, with Spider-man joining forces with the Fantastic Four to battle arch villains such as Green Goblin, Doctor Octopus, Sandman and Prince Namor the Sub-Mariner. The humour and pathos of the source material has been captured and superb sound effects make up for the lack of visuals. I. McLean

LEV: Upper primary Lower secondary  
Middle secondary  
AVAIL: \$19.95  
EVAL: Highly recommended SCIS 849191

MAGGS, Dirk

*Batman: knightfall.* [sound recording]  
BBC Worldwide, 1994 (180 min.)

ISBN 0563395206

Comic book readers will recall the highly publicised story which featured the fall of Batman at the hands of arch villain, Bane, and the caped crusader's replacement by the disturbed Jean Paul Valley. While the real Batman stubbornly seeks a cure for his broken spine, Robin, Nightwing and Commissioner Gordon must not only contend with the wacky escapees of Arkham Asylum, but also the new Batman's violent, vigilante behaviour. Here is the story once again, adapted as a slick radio serial. There are some confusing moments as scene changes occur abruptly, but the voice cast is excellent. A highlight is Michael Gough, who reprises his role of Alfred the butler from the Batman motion pictures. I. McLean

LEV: Upper primary Lower secondary  
Middle secondary  
AVAIL: \$19.95 SCIS 849192

MARSDEN, John

*Cool school: you make it happen.*

Pan, 1995  
ISBN 033035681X

Marsden uses the conventions of computer games in this clever novel with multiple pathways through the narrative. A teenage student, new to a school, finds many choices to be made, with some surprising results depending on the paths chosen. The novel provides a different kind of fun when read straight through, as most readers will surely be tempted to do. Marsden's well-established ability to create and recreate suspense, his deft touch with humour, and his fine ear for aspects of teenage culture are clearly evident here. M. Steinberger

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: Paper \$8.95 SCIS 835861

MATTINGLEY, Christobel

*Asmir in Vienna.*

Penguin, VIC, 1995  
ISBN 0140380353

This sequel to *No gun for Asmir* recounts the Bosnian Muslim refugee family's situation after escaping from Sarajevo. Muris, their husband, brother and father, had been left behind. The women and children, physically safe in Vienna, suffer fears for him which dominate their waking and sleeping lives. The communication of their emotions is extremely powerful—painfully so for adult readers, since it is delivered largely through the experiences of the child, Asmir, beginning school in a strange land, in a strange language, and haunted by the deaths of his friends. Both as polemic for peace and tolerance, and as a lesson in self perception and human relations for children, this is a moving piece of writing. Helen Gordon

LEV: Upper primary Lower secondary  
Middle secondary  
AVAIL: Paper \$11.95  
EVAL: Highly recommended SCIS 848806

METZENTHEN, David

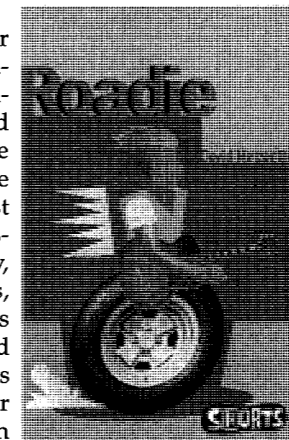
*Roadie.*

Omnibus, 1995 (Shorts)  
ISBN 1862912629

Aimed at middle and upper teens, this well-paced quick-read is ideal for both less enthusiastic or able readers, and those who ravenously consume most that's offered. We are given a realistic and honest glimpse of life for older adolescents: their struggles, family, relationships, friendships, romance, dreams and concerns such as drugs. It is narrated easily by Josh, a sometimes paid, loyal roadie for his older half-brother's band. Will Josh get the band their big break?

This positive, revealing portrayal of young people raises pertinent issues indirectly. It's a must for those difficult to please and a good novel possibility for less able middle secondary students. C. Foley

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$8.95  
EVAL: Highly recommended SCIS 833122



NEENAN, Colin

*In your dreams.*

Harcourt Brace, 1995  
ISBN 0152008853

The uncertainties and insecurities of adolescence are themes in fifteen-year-old Hale O'Reilly's humorous narrative, filled with crises and soul-searching. His Cyrano de Bergerac role in older brother Tom's romance with rich Sheri, leads him to question his sexuality: is he weird? crazy? His tentative relationship with new girl, Clay, resolves many of his queries. Hale is a very likeable narrator, with humorous, sometimes earthy, dialogue. But despite his smart answers and wit, he is not very worldly wise. Neenan presents an appealing story, realistically portraying school life and some of the lighter anxieties of mid teens. W. Muskin

LEV: Lower secondary Middle secondary  
AVAIL: \$19.95 SCIS 844674

PAUSACKER, Jenny

*Getting somewhere.*

Mammoth, 1995 (Central Secondary College)  
ISBN 1863303448

Each chapter of this story of twin sisters chronicles a month in the final year of school for Dinah Carr. Her sister, Eustacia (Stacy), is the brilliant, glamorous twin, with a bright future mapped out. How can the 'second best twin' compete? Changing relationships (with her sister, boyfriend Kyle, friends and parents), and confidence in her own abilities, are threads running through the story. Pausacker uses different narrative voices to reveal glimpses of Dinah through snatches of thought and memories. A very readable style and accessible characters add to the appeal of a novel that affirms the importance of self-confidence. W. Muskin

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$9.95 SCIS 848733

PEYTON, K.M.

*The wild boy and Queen Moon.*

Corgi, 1995  
ISBN 0552527505

Keen readers will enjoy this mature story of horses, riders, the world of competition, family, friends and a challenging mystery. Who is the wild boy who rides the beautiful horse at such strange hours? Is the thief someone Sandy knows? Is Julia all she seems? Can she escape the misery of her mother's competitive drive? Can spoilt, aristocratic Anthony meet the curious conditions and earn his inheritance? This finely tuned novel, with cleverly interwoven themes, offers a thoughtful challenge and a pleasurable read. C. Foley

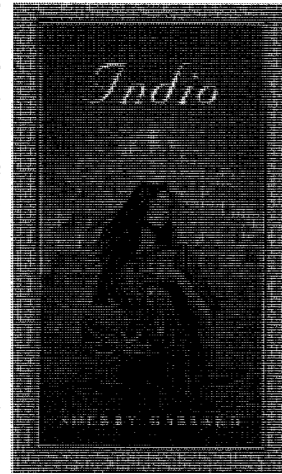
LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: Paper \$7.95 SCIS 844443

RUSHTON, Rosie

*Just don't make a scene, Mum!*

Piccadilly, 1995  
ISBN 1853403555

Chelsea's journalist mother seems to be the ideal parent, but their relationship is less than perfect. Laura, Jemma, Jon and Sumitha also have parent problems. Laura dislikes her mum's boyfriend, Jemma's mum is old fashioned, Jon's ambitions clash with those his father has for him and Sumitha's father insists on her conforming to his old country's



mores and values. This fast paced, humorous novel has a cast of credible characters acting out situations that are common in most households, where teens and parents often clash because of the inevitable changes brought about by adolescence. It is recommended as an entertaining and perhaps enlightening read for teens and parents. B. Richardson

LEV: Lower secondary Middle secondary

AVAIL: \$24.95

SCIS 846984

SEFTON, Catherine  
*Shadows on the lake.*

Penguin, 1995  
ISBN 0140374175

Thirteen-year-old Annie Orr trusts no one since her mother's unexpected death, and protects her family fiercely, rejecting all offers of help. She and Peter fear that Baxter, their older brother, is involved in illegal activities again, and their blundering espionage attempts cause trouble and danger for everyone. The author's fine portrayal of Annie—complete with believably wild adolescent imaginings—and the convincingly drawn family situation, lend strength to a rather flimsy plot involving an unexplained kidnapping in a sleepy locale. Demanding secondary readers may find it short on satisfying detail. Helen Gordon

LEV: Upper primary Lower secondary

AVAIL: Paper \$8.95

SCIS 843400

WATTS, Margaret  
*Alison.*

Random, 1995 (A Mark MacLeod book)  
ISBN 0091828368

Life and loving in a small town is the focus of this novel. Set in a NSW town in the 1960s, the tale is of a young woman who becomes pregnant to a boy she has grown up with, and who is the victim of a violent father. Watts successfully evokes the oppressive atmosphere of life in those years, particularly for girls, and more especially in small communities. Issues of morality, grief, resilience and the ability to change are deftly handled, making this story more than the simple and gentle tale it may first appear. M. Steinberger.

LEV: Secondary

AVAIL: Paper \$14.95

SCIS 847247

WILDE, Nicholas  
*The eye of the storm.*

HarperCollins, 1995 (Lions)  
ISBN 0006748457

Thirteen-year-old Rory must battle with a terrible darkness that besets his being when he moves with his father, younger brother and new stepbrother, Ashton, into the ancient Welsh valley that is to be their new home. Rory finds himself thinking and behaving in unsettling, unpredictable and unreasonable ways which nearly result in tragedy. Family relationships, jealousy, coping with loss and change are just some of the issues explored with considerable insight and compassionate understanding in this taut, gripping, well written novel, which holds the reader in thrall from beginning to its thrilling and suspenseful end. B. Richardson

LEV: Upper primary Lower secondary  
Middle secondary

AVAIL: Paper \$8.95

EVAL: Highly recommended

SCIS 845945



WILKES, Richard  
*Bulmurn: a Swan River Nyoongar.*

University of W.A. Press, 1995  
ISBN 1875560416

Its power as a political document in no way limits this book's success as a gripping, passionate story. Banished from his tribe for unethical discrimination against its mixed-blood members, Bulmurn, the medicine-man, is called on by the elders to avenge the rape and murder of his sister and her husband by four white men. His acquiescence leads to a manhunt where his legendary skills are pitted against trackers and police; his capture, incarceration and escape from Rottneest prison provide the ultimate occasion for reasserting Aboriginal beliefs. I occasionally wished for less anachronistic language, but this is a compelling, one-session read. Helen Gordon

LEV: Middle secondary Upper secondary

AVAIL: Paper \$16.95

SCIS 832738

WILSON, Jacqueline  
*Deep blue.*

Penguin, 1995 (Puffin books)  
ISBN 014037342X

Is the Olympic dream Barbara's or her father's? A high diving accident finally forces her decision to end the dream and seek a normal teenage lifestyle. This leads to conflict with her father, who has been her mentor and only true friend. Thoughtfully, and with insight, parent/child relationships are explored and the pressures and conflicts parental ambitions can impose on family members are examined. Perhaps the story raises more questions than it answers, but it does offer opportunities for discussion and exploration, as it touches on issues such as: family relationships, friendship, independence, teenage drinking, anorexia, heart attack and acceptance of difference and disability (Down's syndrome). B. Richardson

LEV: Upper primary Lower secondary  
Middle secondary

AVAIL: Paper \$7.95

SCIS 840163

## Poetry and drama

Resources are in Dewey order.

ROBERTSON, Marion E & POSTON-ANDERSON, Barbara

*Imagine this: a readers' theatre source book.*

Hodder, NSW, 1995  
ISBN 0733601537

[808.5]

The authors of this valuable resource will already be well known to proponents of readers' theatre. This work is further testament to their enthusiastic encouragement to teachers to use this technique to bring children and literature together in creative and meaningful ways. The book includes a useful outline for both old and new practitioners, covering adaptation of scripts, tips for performance, hints for using the book, references and a bibliography. It contains scripts, songs and further activities for nine popular children's books. All royalties from the sale of the book will be put towards establishing a



memorial to Marion Robertson who died before its publication. B. Richardson

AUD: Professional

LEV: Middle primary Upper primary  
Lower secondary

AVAIL: Paper \$19.95

KLA: English

EVAL: Highly recommended

SCIS 845049

*My wish for tomorrow: words and pictures from children around the world.*

Jim Henson, 1995

ISBN 068814456X

[808.8]

Happy, poignant, sad, full of vibrant illustrations by children, this book is a powerful reminder of all that's most important in life. Its strength and significance is that it's children who are reminding us. The responses from children around the world, gathered as a celebration of the United Nations fiftieth anniversary, reflect dreams that should be every child's right, hopes for a positive future, and range from quite simple observations to very complex understandings. It could have a range of curriculum applications. Text is expressed as poetry and prose. Mandela's foreword and Boutros Boutros-Ghali's introduction are succinct and profound. This book is extremely moving, challenging and visually pleasing. C. Foley

LEV: Lower primary Middle primary  
Upper primary Lower secondary

AVAIL: \$19.95

KLA: HSIE

SCIS 854850

*Monster poems.*

/ selected by John Foster. Oxford University Press, 1995

ISBN 0192761471

[808.81]

A great variety of monsters are paraded through these pages. All their weird and wacky features, peculiar vices and habits are explored through poems that have a mostly humorous, at times gruesome, slant. Selections include those by well known authors such as Jack Prelutsky and Judith Nichols, and contributions by others perhaps less familiar. Each verse is allocated a one or double page spread, and is lavishly illustrated by Korky Paul in colourful, comical, cartoon-type style. Not a book one would recommend as bedtime reading for suggestible younger children, this will provide fun for those who are older and have more bravado. B. Richardson

LEV: Middle primary Upper primary

Lower secondary Middle Secondary

AVAIL: Paper \$9.95

SCIS 847258

*Scarred for life.*

/ edited by George Papaellinas. Angus & Robertson, 1995 (RePublica 3)

ISBN 0207186308

[820.8]

This is issue 3 in a series which provides a forum for new works of contemporary Australian literature. Short stories, essays, poetry, a photo essay and a cartoon story are contained in this volume. They are loosely bound by the theme 'scarred for life'. Controversial issues such as social justice, racial tension, drug abuse, homosexuality and AIDS are broached. Often rather adult in content and style, these works keep readers abreast of the directions in modern literature. While it may have limited use in the school library it is an interesting and thought provoking collection. C. Sly

LEV: Upper secondary

AVAIL: Paper \$17.95

KLA: English

SCIS 842928

*English modern poets. Volume 4: Liz Lochhead, Roger McGough, Sharon Olds.*

Penguin, 1995

ISBN 0140587438

[821]

The curious mix of these three poets is not an enhancement. The major themes are love (courting, marriage, adultery) and sex (little explicit—mostly imagined). Students studying the likes of Marvell and Donne would not be fazed, and would probably admit the language, metaphor and imagery of those Metaphysicals was more effective. There is a mix of free verse and more traditional styles and rhythms, a scattering of British colloquialisms, and some humour and satire for the life-experienced. McGough's tend to be pacier and more creative in language use. While themes students often look for with little luck are present, some poems would make little sense even to mature senior readers. The occasional poem leaps out and seeps into your being, but generally they are repetitive in theme and style and offer little challenge. C. Foley

LEV: Upper secondary

AVAIL: Paper \$16.95

KLA: English

SCIS 847459

GADSBY, Jon

*A book of beasts.*

Random House, 1995

ISBN 1869412753

[821]

Are zebras black with white stripes or is it the other way around? Do buffaloes take off their horns at night? Would you sit down beside a hairy, scary spider? This book of simple poems humourously ponders such questions about a diverse range of animals. Many of these semi-nonsense verses have broken rhythms. The lack of a table of contents or index is frustrating. However, the quirky, rumbustiousness of the poems will probably find favour with a young audience. The colourful illustrations lend a glamour to the volume that all readers, young and old, will appreciate. R. Elston

LEV: Lower primary Middle primary  
Upper primary

AVAIL: Paper \$9.95

KLA: English

SCIS 855709

KROLL, Jeri

*Swamp soup and other poems.*

Lothian, Vict., 1995

ISBN 0850917123

[821]

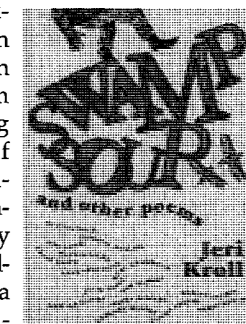
The verse in this attractively packaged collection varies not only in theme, tone and form, but also in style and quality. Topics range from rainbows, rain and wind, to being sick, and even an appreciation of the uses of snot! With its predominantly upbeat rhythms, snappy language and imagery (occasionally coarse), the verse will appeal to children. The contents reads like a 'Who's who?' of Australian children's book illustrators: Mullins, James, Allen, Smith, Spudvilas, Headridge, Vivas, Oliver, Gamble, Millard, Rogers, Ingpen, Lester and Denton. The book thus presents a marvellous opportunity for comparison of artistic style and appreciation of creative interpretation of subject, tone and intent of individual texts. B. Richardson

LEV: Lower primary Middle primary  
Upper primary

AVAIL: \$19.95

KLA: CA; CPA; English

SCIS 848522





*The owl and the pussy-cat and other nonsense poems by Edward Lear.*

/ selected and illustrated by Michael Hague. North South, 1995

ISBN 1558584676 [821]

A comprehensive collection of 24 poems, including the famous "Calico pie" and "The duck and the kangaroo", is presented in this volume. Each poem is easy to locate with a clearly delineated table of contents and an attractively illustrated title page, making a colourful introduction to the book. This is a collector's item for an enthusiast with a well-developed sense of the ridiculous. There is much frivolity in the brightly coloured, animated illustrations and the verse, some of which is difficult to comprehend, and appreciation may require creative input. R. Elston

LEV: Middle primary Upper primary

AVAIL: \$24.95

KLA: CPA; English SCIS 848962

REECE James

*Lester and Clyde running scared.*

Scholastic Sydney, 1995

ISBN 1863884645 [821]

Lester and Clyde have many young fans, and this new adventure will be enthusiastically welcomed. Written in jaunty, rhyming verse, it tells how the two frogs must leave their peaceful pond to seek a new home, following intrusion by humans and consequent despoliation of their environment by toxic pollution. In their travels they encounter a sickly, sneaky-looking frog, a suspicious-looking, gruesome toad, and an aggressive, mangy, feral cat. They do eventually find a clean sparkling pond in which to settle. The strong message for conservation contained in the story is enhanced by colourful, lively illustrations that young children will enjoy. B. Richardson

LEV: Lower primary Middle primary

Upper primary

AVAIL: Paper \$9.95

KLA: English; HSIE SCIS 846261

HOGAN, P.J.

*Muriel's wedding: original screenplay.*

Currency, 1995

ISBN 0868194298 [822]

The screenplay from the very successful film that helped give ABBA's music a new lease of life, is an entertaining, feel good story full of humour and satire. Adolescents in particular, should find appeal with the character of Muriel, the all-time loser, who succeeds through sheer determination, and the realisation that the world she has hitherto known and coveted is shallow and limited. The book demonstrates the cracking pace set by the action, and is a good introduction to the art of the screenplay. Hogan's introduction puts the film into perspective—his story of the making of a film is to some degree a mirror of the themes of *Muriel's wedding*. A selection of colour photographs adds to the attractiveness of the book. M. Steinberger

LEV: Middle secondary Upper secondary

AVAIL: Paper \$14.95

KLA: English SCIS 844404

STEVENS, David

*The sum of us.*

Currency, 1995

ISBN 0868194417 [822]

It is good to see publication of screenplays following so swiftly after the release of films. The successful film is grandly represented in this volume, which includes many stills from the film. Relationships, both transitory and permanent, tolerance and openness, are dealt with in this warm and funny play. Jeff and his father Harry are each searching for a fulfilling relationship after the death of Harry's much loved wife. Harry's acceptance of Jeff's homosexual lifestyle has become so open and enthusiastic that it is well-nigh intrusive. Can Jeff find happiness with this chosen mate? Will Harry's new love learn to accept Jeff? Can any family relationship stand up to so much tolerance and acceptance? This poses all these questions, and essays some answers in fine style. M. Steinberger

LEV: Middle secondary Upper secondary

AVAIL: Paper \$14.95

KLA: English SCIS 844804

*All the world's a stage.* [sound recording]

BBC Worldwide, 1995 (BBC radio collection) (180 min.)

ISBN 0563391650 [822.3]

What a rich anthology! This is a who's who of Britain's (and Australia's) finest actors, past and present, reading Shakespeare. The double disc collection provides selections of Shakespearean drama under the headings: The spring of love, Passion's slaves, The head that wears the crown, and Their going home. There are wonderful interpretations from John Gielgud (*Lear*, *Hamlet*), Richard Burton (*King Henry*), Paul Scofield (*Othello*, *Macbeth*), Leo McKern (*Falstaff*), Laurence Olivier (*Antony*), Peggy Ashcroft (a great *Lady Macbeth* but the voice a touch too mature for *Juliet*), and many other memorable performers and performances. E. Maxwell

LEV: Middle secondary Upper secondary

AVAIL: \$34.95

KLA: CA; English SCIS 849129

SHAKESPEARE, William

*Something rich and strange: a treasury of Shakespeare's verse.*

Kingfisher, 1995

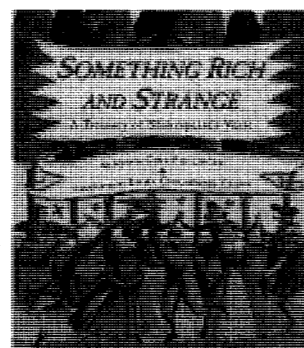
ISBN 1856973875 [822.3]

Carefully chosen and delightfully arranged, this anthology of Shakespeare's verse is spell-binding. It is the perfect book to introduce students to Shakespeare. Each chapter centres on a theme, including: youth, lovers, kings and courts, life and fun. Emma Chichester Clark has surrounded each page with her superb illustrations. An index of first lines, a select glossary and a short biography of William Shakespeare are included. This would be an excellent addition to any collection. D. Dawson

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

AVAIL: \$24.95

KLA: English SCIS 855829



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).

*Designing multimedia.* [videorecording]

Video Classroom, 1995 (25 min.)

ISBN none [006.6]

A concise overview of the process of designing multimedia is presented in this videorecording. For those not already versed in the latest trends in computer technology, this program explains that 'multimedia' refers to the type of interactive material that is available on CD-ROM. This includes text, graphics, animation, video and sound. The viewer is taken through the steps in designing such a program. Using sophisticated equipment and an experienced production team, a kit is designed as promotion material for a mining company. It is an interesting and informative resource on this aspect of computer use. C. Sly

LEV: Middle secondary Upper secondary

AVAIL: \$85.00

KLA: CA; TAS SCIS 846096

PRIOR, Kathryn

*Pilgrimages and journeys.*

Wayland Hove, 1995 (Understanding religions)

ISBN 0750216700 [291.4]

One in a valuable series for primary grades which focuses on the world's major religions, this book examines the many holy sites around the world that are visited by religious groups. The reasons why people go on pilgrimages today are discussed, as are the preparations made for the journeys. Coloured photographs capture the cultural and religious differences of the pilgrims, while clear presentation and large text make it accessible to a wide audience. This is an excellent resource for developing tolerance and providing multicultural perspectives. J. Anderson

LEV: Lower primary Middle primary

AVAIL: Paper \$14.95

KLA: HSIE SCIS 833470

KIMMEL, Eric A.

*Bar Mitzvah: a Jewish boy's coming of age.*

Viking, 1995

ISBN 0670855405 [296.4]

Simply written, and aimed at younger children, this book shows the significance of the Bar Mitzvah in Jewish life over two thousand years. Writing for the American reader, the author shows how this important ceremony for Jewish boys is a reaffirming link between the past and the future. There are explanations of the history, culture and traditions of Judaism, punctuated by individuals' recollections of Bar Mitzvahs spanning 80 years. Precise explanations of Jewish religious observations and the vocabulary involved are supplemented by a glossary. This is an informative glimpse into the Jewish culture. J. Watts

LEV: Upper primary Lower secondary

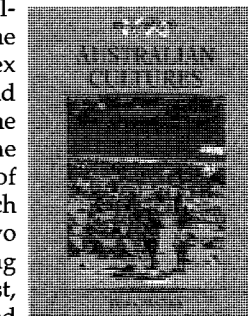
AVAIL: \$19.95

KLA: HSIE SCIS 836237

*Ways of life.* [series]

Macmillan Education Australia, 1995

Each book in this series about cultures of the world follows the same format. The table of contents, index and glossary are clear, colourful and attractively laid out. Sometimes the maps are too small but, on the whole, there is an abundance of good quality photographs. Each chapter covers no more than two pages. This an advantage for young users; while the content is not vast, useful starting points are provided



for further research. One particular drawback of this series is that the size of the print for the sub-headings within each chapter is about the same size as the chapter headings. This could cause confusion for younger researchers. These would be a useful complement to any cultural studies. R. Elston

LEV: Middle primary Upper primary Lower secondary

AVAIL: \$22.95 each

KLA: HSIE; LOTE

Titles in this series are:

- Australian Cultures* SCIS 844866
- Eastern Cultures* SCIS 844868
- European Cultures* SCIS 844872
- Indigenous Cultures* SCIS 844874
- Middle Eastern Cultures* SCIS 844877

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**Families and cultural diversity in Australia.**

/ edited by Robin Hartley. Allen & Unwin, 1995  
ISBN 1863738967 [306.850994]

For any serious study of the family in Australia, this collection of essays is an essential reference. Quoting the most currently available statistics, and consulting widely within the subject communities, this authoritative and scholarly work is both informative and readable. The chapters focus on Aboriginal, Chinese, Filipino, Greek-Australian, Italian-Australian, Latin American, Lebanese-Australian and Vietnamese-Australian families. Colonisation and the migration experience are explored, with an emphasis on what the traditional family has become through immersion in Australian society. Family values, identity, and relationships within the family are amongst the aspects considered. There is an extensive bibliography and index. L. Bowring

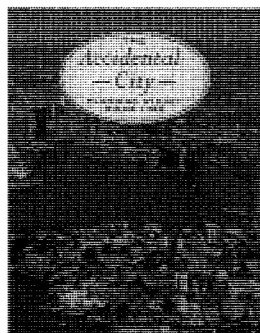
LEV: Middle secondary Upper secondary  
AVAIL: \$27.95  
KLA: HISE; TAS SCIS 849677

ASHTON, Paul

**The accidental city: planning Sydney since 1788.**

Hale and Iremonger, 1995  
ISBN 0868065889 [307.1]

The metamorphosis of the City of Sydney is examined in this chronological account of its seemingly madcap development. Much of Sydney's planning can be attributed to power, greed and politics. It makes interesting reading. Many of the superb photographs are from the City of Sydney Council archives, and depict the ramshackle hive of activity that was Sydney in the 19th and early 20th centuries. The fact that it was difficult to enact the Building Act of the 1870s is evident, with anecdotal evidence recalling a builder going to the Town Hall to inform the clerk he was commencing a building, and that was all he was required to do under the law. This is suited to visual arts students interested in Sydney's built environment, and those with an interest in local history. A comprehensive index, useful chronology and a bibliography are added features. D. Dawson



LEV: Middle secondary Upper secondary  
AVAIL: \$24.95  
KLA: CA; HSIE SCIS 848813

**Nelson Mandela and the struggle to end apartheid.** [videorecording]

Afravision, 1995 (27 min.)  
ISBN 0806888385 [322.4092]

An important video, this offers an insider's view of the struggle against apartheid—the ANC story with Nelson Mandela and many other leaders telling it, supported effectively with local documentary film. Interestingly enough, the telling is very restrained, almost conciliatory—there is, for instance, little depiction of the violence so familiar to the rest of the world. However, the narrative stream is rather muddy, and the audio quality indifferent, often made more so by an intrusive and rather bizarre music track. Consequently, while this is worth using, it will not be as riveting for students as it should be and so needs careful presentation. G. Spindler

LEV: Middle secondary Upper secondary  
AVAIL: \$89.00  
KLA: HSIE SCIS 848545

**Martin Luther King Jr and the civil rights movement.** [videorecording]

Aims Media, 1994 (20 min.)  
ISBN 080688830X [323.1]

This unadorned but excellent survey of Martin Luther King's life underemphasises other contributors to the American civil rights movement of the 50s and 60s. King's influence, advocacy of dignity and non-violence, his vision and inspirational speeches, clearly set the tone of the movement that closed the gap in American democracy created by segregation and denial of rights to southern black citizens. Like other contemporary American icons—the Kennedys, Monroe or Dean—King was never allowed to grow old, though, unlike them, he has not suffered much from revisionism. Even before his assassination, however, black radical wings were turning from him, and one wonders what authority he could have retained in the complex and divided America of the present day. G. Spindler

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: \$89.00  
KLA: HSIE SCIS 848539

**Threatened species conservation in schools.** [kit]

Gecko, NSW, 1995  
ISBN 0646236180 [333.7]

This excellent resource, too comprehensive to describe completely, contains a program of activities for junior secondary science students, also applicable to geography and environmental education. Full teacher's notes include unit organisation, assessment strategies, and a chart relating each activity to the syllabus. Quality suggested resource lists support the extension of all activities, which incorporate discussion cards, worksheets, plant and animal identification, local organisations, collecting local area data (sheets provided), preparing management plans and compiling a local database. The whole purpose of the kit is to raise awareness of and encourage proactive concern for fragility in the local area. Helen Gordon

AUD: Professional  
LEV: Lower secondary Middle secondary  
AVAIL: \$30.00  
KLA: HSIE; Science  
EVAL: Highly recommended SCIS 846213

**The fashion business.** [videorecording]

Foundation for Advancements in Science and Education, 1994 (12 min.)  
ISBN none [338.4]

A snappy, slick American production, this video is packed with information presented in very easily digested bites. The material is divided into several sections: a short history of Levi Strauss and the cultural phenomenon of jeans; and the decisions behind a new pair of Levis (design, colour, costing, publicity). Emphasis is placed on the importance of the market, on demographics, the whole creative process and overall image of the product. The extensive teacher's notes suggest student activities, and provide a thorough examination of the topic, linking the video to numerous curriculum areas—language, geography, science and art. This is an entertaining and informative resource. W. Muskin

LEV: Middle secondary Upper secondary  
AVAIL: \$79.00  
KLA: CA; HSIE; TAS SCIS 846087

SANDERS, Pete

**What do you know about child abuse.**  
Gloucester, 1995 (What do you know about)  
ISBN 074962096X [362.7]

Expressed simply and directly, this provides a good overview of child abuse. Text variations, and comic-style illustrated storylines, provide access to the information and ease the reader along. It is intended for children individually, or for carers to read with children, making use of points for discussion, though no discussion guides are given. Effort is made in both text and illustrations to cover a range of people and types of abuse, though some stereotypes could be noted from illustrations, and some information could be seen as oversimplified. The book is structured to develop understanding, then move through to what can be done about abuse. The listed contacts are British, yet there is much positive content with which a range of readers could cope. C. Foley

LEV: Upper primary Lower secondary  
AVAIL: \$22.95  
KLA: PD/H/PE SCIS 854862

ANGEL, Charlotte

**Date rape: behind closed doors.**  
[videorecording]  
Cambridge Research Group, 1994 (35 min.)  
ISBN none [362.88]

An American production, this video is ideal as a discussion starter with middle to senior secondary classes. The relevance is inescapable, as the program points out, since the crime of acquaintance rape is on the increase. The video uses a good variety of presentation styles. A linking commentary gives factual information, while a range of speakers represent stereotyped views and personal accounts. Therapists, crisis workers, psychologists and self-defence experts share their expertise. The myths are fully explored and soon exploded. Emphasis is also given to rape of males and sexual assault. The final sections speak of self-defence, what to do if you are raped, and the stages of recovery. M. Steinberger

LEV: Middle secondary Upper secondary  
AVAIL: \$89.00  
KLA: PD/H/PE SCIS 827291

**Handling food safely.** [videorecording]

Video Education, 1995 (17 min.)  
ISBN none [363.19]

This informative Australian-made video, designed for senior secondary hospitality students, examines the importance of correct food-handling habits. Filmed in a commercial kitchen, the first half shows scenes of inappropriate procedures and their consequences: growth and distribution of bacteria, dangers of cross-contamination, and the inevitable decline in business. The second half details strategies for minimising the risks of contamination. The teacher's notes reiterate the content of the video, and provide questions for viewing follow-up. The jaunty background music and pleasant commentary add to the appeal of this very useful resource. W. Muskin

LEV: Upper secondary  
AVAIL: \$89.00  
KLA: TAS SCIS 847726

EARLEY, Brian

**Disasters.** [videorecording]  
London Television Service, 1995 (Perspective)  
(30 min.)  
ISBN none [363.3]

The effects of disasters, natural and otherwise, can be severe. Computer modelling and engineering solutions are used to prevent or mitigate the impact of these events. This British video highlights a number of areas in which British scientists and engineers are involved in risk mitigation research: oil spills, air pollution, tunnel fires, weather forecasting and earthquakes. Primarily, it is the narrator who explains the problem and the technological solutions, such as computer modelling, although there are some interviews with people working in the field. High school teachers will find aspects of this video useful for geography, computer awareness and engineering science. L. Bowring

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: \$65.00  
KLA: HSIE; TAS SCIS 850071

BROWN, Roger

**Ozone: protecting the invisible shield producer.**  
[videorecording]  
National Geographic Society, 1994 (28 min.)  
ISBN none [363.73]

This is an extremely informative and interesting video, suitable for senior students. The program begins with an explanation of ozone, how it is formed, where it is found and its importance in protecting the earth from harmful UV radiation. The discovery in the 1970s of the destructive effect of CFCs on ozone is retold, and the ensuing research into the ozone problem is followed through interviews with leading scientists. Excellent computer generated images, models, and footage from space showing the ozone hole over Antarctica, help to sustain interest. Complete with teacher notes that include a vocabulary list and suggested student activities, this video would make a great additional resource. D. Threlfo

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

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**Populate or perish.** [videorecording]

Film Australia, 1995 (55 min.)

ISBN none [363.9]

A wealth of archival and current footage has been used to enrich viewers' understanding in this well organised analysis of population issues in Australia. The major issues are clearly dealt with from historical, political, social and environmental perspectives. Both immigration and settlement patterns are addressed. Interviews with experts and people who live in different areas are used to explore the issues. While the discussion is relevant to all of Australia, the major focus of this video is on the settlement issues of Sydney and the north east coast from Byron Bay to Cairns. L. Bowring

LEV: Lower secondary Middle secondary  
Upper secondary

AVAIL: \$50.00 primary schools \$95.00 secondary schools

KLA: HISE SCIS 847822

MORLEY, Jacqueline

**A history of fashion: from loincloths to lycra.**

Macdonald Young, 1995 (Panorama)

ISBN 0750015888 [391.009]

Taking the historian's perspective, this simple book links major historical events to particular styles in fashion, from ancient times to the present. Predominantly an exploration of wealthy European fashion, a typical example notes the popularity of simple cotton dresses during the French Revolution, followed by the favouring of classical styles during the reign of Napoleon Bonaparte. Each double page has the same busy layout, an illustrated time line across the top, a block of text, some larger illustrations of particular outfits highlighting specific aspects, and a key to the timeline, which is, unfortunately, the most confusing aspect. L. Bowring



LEV: Upper primary Lower secondary  
Middle secondary

AVAIL: \$26.95

KLA: HISE; TAS SCIS 847491

Other titles in the series include:

**A history of road transport from chariots to cadillacs**

SCIS 847706

**Many flowers : folk stories from Asia.**

/ collected by Warren Brewer. Curriculum Corp., 1995 (Access Asia)

ISBN 1863662529 [398.2095]

Aimed at encouraging awareness and knowledge of Asia, this book draws on diverse Asian cultures, and includes suggested strategies and activities for teachers. It presents twelve tales, which are based on the universal themes and values of folk tales, and are good for motivating discussion on folk tale motifs and multiculturalism. Each is short, and suitable for storytelling as much as reading aloud, considering the limited, bold dual-coloured illustrations (one per story). The stories reveal important cultural differences and enhance understanding of values and beliefs. It is useful in promoting teaching and learning about Asia in schools and the common patterns of folk tales. J. Anderson

LEV: Middle primary Upper primary

AVAIL: Paper \$14.95

KLA: English; HSIE; LOTE SCIS 849166

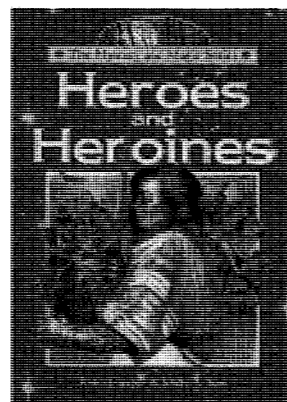
INGPEN, Robert

**Heroes and heroines.**

Dragon's World, 1995 (The mystery and magic series)

ISBN 1850283001 [398.22]

Handsomely presented, this volume brings together stories of mythical and legendary heroes, organised into sections according to their countries or regions of origin: Greece, Europe, the Arab world, Asia, Oceania, Africa and North America. In straightforward prose, Ingpen and Perham recount heroic sagas, perilous quests, fearsome battles and dangerous adventures and misadventures of well known and less familiar figures. Included



are: Heracles, Atlanta, Sigurd and Brynhild, King Arthur, Sir Gawain, Sinbad, Kunti, Rama, Maui, Tawhaki, Kintu, Hiawatha. The powerful portraits and scenes add dramatic force. The book contains further reading, bibliographies and a useful index. B. Richardson

LEV: Middle primary Upper primary

AVAIL: \$24.95

KLA: English SCIS 836223

ROBINSON, Andrew

**The story of writing.**

Thames and Hudson, 1995

ISBN 0500016658 [411]

Aimed at the general reader, this study of the history of writing provides a basic understanding of the world's major scripts. This quality publication is divided into three parts: **How writing works**, **Extinct writing** and **Living writing**. Clear, concise text is supported by practical illustrations and excellent photographs. This is both a quick reference book, and one that can be read in its entirety. It promotes a deeper understanding of the world's main writing codes. A limited index and a scholarly bibliography of books for further reading are included. A useful general reference book, this could also be used in history, English and the communication unit in junior science. D. Dawson

LEV: Lower secondary Middle secondary  
Upper secondary

AVAIL: \$49.95

KLA: English; HSIE; Science SCIS 856291

**Macquarie school dictionary.**

/ edited by Ann Atkinson. Jacaranda, Qld., 1995

ISBN 0701633018 [423]

A new compilation, this dictionary/thesaurus/language reference is very useful. As a dictionary, presentation and clarity are excellent. Thesaurus entries are boldly printed in brackets for easy recognition. Whilst their proximity to word meanings is a good idea, not all entries have synonyms provided, which can be frustrating for students. Language notes eg. words often confused, are presented in shaded boxes and most, but not all, are cross-referenced. There are extensive grammatical explanations and activities in the appendices; the activities would generally be better suited to junior secondary. In hardback format, this reference will withstand much classroom rigor—figuratively and literally. E. Maxwell

LEV: Upper primary Lower secondary

Middle secondary Upper secondary

AVAIL: \$21.95 SCIS 843476

MACKINNON, Debbie & SIEVEKING, Anthea

**The seasons : spring, summer, autumn, winter.**

Koala, 1995

ISBN 1875846093 [508]

Full of large, bold colour photographs, this charming, thin volume depicts scenes associated with each of the seasons. While it is obviously English in setting, most readers will be able to relate comfortably to the content. The page layout is very user-friendly, and would be suitable for group or whole class work, or a read-alone. The text is simple yet informative, and suited to the target audience. Anthea Sieveking's delightful photography, depicting children at play in the various seasons, is the undoubted highlight. This is a more than handy resource for a unit of work. R. Dobson



LEV: Lower primary

AVAIL: \$19.95

KLA: HSIE; ST SCIS 836509

OXLADE, Chris

**Science magic with shapes and materials.**

Gloucester, 1995 (Science magic)

ISBN 0749618523

A range of intriguing science concepts are demonstrated, and then explained entertainingly through an assortment of easily prepared magic tricks. Junior magicians will discover the secrets behind levers, gears and pulleys in *Science magic with machines*, while *Science magic with shapes and materials* investigates the properties of molecules in various structures. Teachers seeking hands on activities for the classroom will welcome these caches of ideas. The books are attractively set out, with photographs, labelled diagrams, numbered procedures and information boxes. The glossaries are concise yet informative. I. McLean

LEV: Middle primary Upper primary

AVAIL: \$20.95

KLA: ST SCIS 821924

Other recent titles in this series are:

*Science magic with machines* SCIS 821928

*Science magic with forces* SCIS 807967

*Science magic with magnets* SCIS 807965

MCCLISH, Bruce

**Earthforces of Australia. [series]**

Cardigan Street, 1995

[551]

The technical problems associated with this series have reduced its potential in an often researched area of study across a range of KLAs. The Australian perspective is encouraging. However, sketchy illustrations and inappropriate type-set make it difficult to interpret and, at times, even to read. The print changes constantly throughout, in size, type and colour. The latter creates the greatest difficulties as there are times when red appears on multi-coloured photographs and white on white background. Colour photographs and level of language make it useful for showing and reading aloud. A revised edition which would offer students better access to the information, on topics such as Glasshouse Mountain, Cyclone Tracy and recent droughts and bushfires, would improve potential use. M. Williams

LEV: Lower secondary

AVAIL: \$24.95 each

KLA: HSIE

Titles in this series are:

*Bushfires* SCIS 846188

*Drought* SCIS 846184

*Earthquakes and ancient volcanoes* SCIS 846174

*Storms and Floods* SCIS 846181

VANCLEAVE, Janice

**Janice VanCleave's weather : mind boggling experiments you can turn into science fair projects.**

Wiley, 1995 (Spectacular science projects)

ISBN 047103231X [551.5078]

Requiring both a strong interest in science and reading competency, this collection of 20 topics, which allow students to discover for themselves the way weather works, is largely text-based in presentation. The aim is to develop ideas for a science fair. Each topic presents students with a problem and then requires them to plan experiments, find and record information, and organise data to answer the problem. The topics are clearly set out, with standardised headings and well-sized typeface. Extension activities are provided, together with a glossary and index. Although the targeted age group is 8-12 years, the design and language level may require younger students to have adult assistance. J. Anderson

LEV: Upper primary Lower secondary

AVAIL: Paper \$16.95

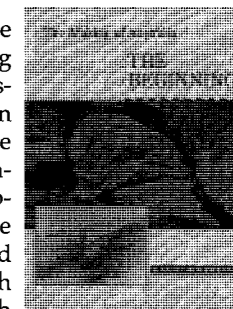
KLA: Science; ST SCIS 842104

MORRISSEY, David

**The making of Australia. [series]**

Macmillan Education, 1995

Long overdue, this comprehensive series of information books, covering the progressive development of Australia from its beginning 4,600 million years ago until present-times, will be well-received by both upper primary students and teachers. The established formula of one illustrated page of text per heading is maintained throughout the series and, although the text is small, it is sprinkled with keywords in bold-face type which will help in the development of skills. However, typographical errors (e.g. 2700 years for 2700 million years) are apparent at times and they will cause confusion. The fore-shortened glossary and index should not prohibit effective use of the series. R. Elston



LEV: Upper primary

AVAIL: \$18.95 each

KLA: HSIE; ST

Titles in this series are:

*The Age of Dinosaurs* SCIS 838657

*The Age of Mammals* SCIS 837784

*The beginning* SCIS 837785

*The Ice Age* SCIS 837789

PLACE, Robin

**Bodies from the past.**

Wayland Hove, 1995 (Digging up the past)

ISBN 0750214309 [573]

Students' fascination with the macabre, and strong visual design, will ensure this book's appeal. Beginning with a discussion of the way bodies were preserved in different parts of the world, it looks at why archaeologists study these

ancient bodies. Major archaeological finds such as the bog-bodies of Northern Europe, and the Egyptian mummies, are described and details given of the latest methods used to gather information about the past from these discoveries. It is pertinent to the secondary history syllabus. Coloured photographs and drawings, and lively, easily read text, provide sufficient depth for readers to gain a realistic overview of the topic, making it a fascinating book with wide appeal. J. Anderson

LEV: Middle primary Upper primary  
Lower secondary  
AVAIL: \$24.95  
KLA: HSIE; Science; ST SCIS 847849

SOUICIE, Gary  
**What's the difference between apes and monkeys and other living things.**

Wiley, 1995 (What's the difference between)  
ISBN 0471086258 [574]

This book is a fountain of information describing the differences between plants and animals. It is fun, easy to read and can even double as a game with use of the **Did you know?** boxes. Each difference is illustrated with a simple sketch, and bolded text is listed in a glossary. There is also an index. This would be a good addition to any science resource collection. It is interesting and unusual, and helps us understand the differences between many commonly confused parts of the natural world. D. Threlfo

LEV: Upper primary Lower secondary  
Middle secondary  
AVAIL: Paper \$16.95  
KLA: Science SCIS 849922

**Eating the future : sustaining Australia's ecology.** [videorecording]

ABC TV, 1994 (The best of Lateline) (30 min.)  
ISBN None [574.50994]

Tim Flannery's book, *The Future Eaters*, proposes the scenario debated in this stimulating discussion starter. Thought-provoking because two prominent scientists from related natural disciplines disagree, the program first explains relevant issues and terms—Australia's biodiversity, ecosystems, past management practices—and discussion follows between Flannery and Ian Plimer, mediated by Kerry O'Brien, about future ecological sustainability. Flannery advocates population reduction, and restoration of biodiversity through reintroduction of large herbivores and carnivores. Plimer favours continued mineral exploitation to maintain economic growth and current population. Discussion is animated and rational, balanced by the different viewpoints expressed. Teacher's notes outline preparation and follow-up. Helen Gordon

LEV: Middle secondary Upper secondary  
AVAIL: \$150.00  
KLA: HSIE; Science  
EVAL: Highly recommended SCIS 847820

GASEK, Paul  
**Virus!** [videorecording]

National Geographic Society, 1994 (28 min.)  
ISBN none [576]

Aimed at the senior level, this is an extremely informative and interesting, documentary style presentation. Cell and viral structure and function are clearly explained through use of animation, photo micrographs, electron micrographs and computer generated 3D images. Invasion of healthy cells and the immune reaction to viruses are also detailed.

Laboratory footage shows scientists at work, trying to isolate and identify viruses and create vaccines against them. Teacher notes, listing objectives, important vocabulary and suggesting student activities, accompany this most thorough and interesting video. D. Threlfo

LEV: Middle secondary Upper secondary  
AVAIL: \$69.00  
KLA: Science SCIS 842773

GREENAWAY, Theresa  
**Head to tail.** [series]

Raintree Steck-Vaughn, 1995 [591.1]  
Aimed at the younger reader, this simplistic series uses each title to investigate specific parts of animal bodies, and the ways in which they have adapted for the animal's survival. Although there was reference to Australian animals such as kangaroos, koalas, Tasmanian devils and the platypus in some of the titles, most of the animals are from the northern hemisphere. The information, while clearly set-out and written in simple sentences, is not in-depth. A quiz section is included. This would be a worthwhile series for junior classes. J. Eade

LEV: Preschool Lower primary Middle primary  
AVAIL: \$19.95 each  
KLA: HSIE; ST

Titles in this series are:

**Beaks and noses** SCIS 844604  
**Ears and eyes** SCIS 844646  
**Fur and feathers** SCIS 844609  
**Paws and claws** SCIS 844612  
**Teeth and tusks** SCIS 844596  
**Tongues and tails** SCIS 844615

SAVAGE, Stephen  
**Hands and feet.**

Wayland, 1995 (Adapting for survival)  
ISBN 0750214570 [591.1]

The myriad variations of hands and feet within insects, animals and humans are well explored in this resource. The many uses and purposes of these parts of the body are also covered. Double-page spreads on aspects of the topic include several paragraphs of text which describe clear photographs. The way hands and feet have allowed creatures to adapt for survival is the central message of this attractive book. A concluding page of further notes contains useful information about human anatomy which would be more appropriate within the text. J. Buckley

LEV: Middle primary Upper primary  
AVAIL: \$26.95  
KLA: ST; HSIE SCIS 844859

Other titles in this series are:

**Ears** SCIS 832186  
**Eyes** SCIS 832182  
**Mouths** SCIS 844857

McCLISH, Bruce  
**Australian monsters.**

Cardigan Street, 1996  
ISBN 1875633863 [591.994]

Nautiloids, leviathans, dinosaurs, megafauna and the mammoths of the sea are all explored in this book on monsters



thought to have lived in and around Australia. However, not all the information is factual—it includes a chapter on the bunyip and its entry as part of Australian folklore. The books in this series have a similar presentation, whereby each chapter is presented on a double page, the information clearly outlined, with highlighted keywords, and faced by a page of coloured illustrations. Of particular use to primary students, the books include a glossary and index and would be a worthwhile addition to the primary school library collection. D. Dawson

LEV: Middle primary, Upper primary  
AVAIL: \$24.95 each  
KLA: HSIE; ST SCIS 857501

Other titles in this series:

**Australian wildlife at risk** SCIS 857505

CHINERY, Michael

**Polar animals : questions and answers.**

Kingfisher, 1995  
ISBN 185697300X [591.998]

Designed around 38 questions, this book explores the ways polar animals survive in their harsh environment. Full page, life-like colour illustrations contribute to an understanding of the concepts discussed. The pages are carefully designed, with a brief answer to the question posed, together with captioned information and **Do you know, Fact and Survival watch** boxes. The language is simple and accessible for most emerging and newly competent readers, while the text provides a brief yet quite comprehensive overview of polar animals. Complete with a glossary and index, it is a useful reference tool. J. Anderson

LEV: Middle Primary Upper primary  
AVAIL: Paper \$8.95  
KLA: HSIE; ST SCIS 843222

CLYNE, Densy

**Spotlight on spiders.**

Allen & Unwin, 1995 (Densy Clyne's small worlds)  
ISBN 1863738622 [595.4]

Not a book for those with arachnophobia, this is an excellent resource for children who are fascinated by creepy-crawlies. The beautiful, full colour, close up photographs show very clearly the interesting anatomy of spiders in all their shapes, sizes and hues. How they trap and stalk their prey is often bizarre and gruesome, but it is presented as part of the balance of life in nature. Webs, habitats, courtship rituals and parenting are graphically shown, and clearly explained in the informative, chatty, no-nonsense text. J. Bruce

LEV: Lower primary, Middle primary  
AVAIL: Paper \$10.95  
KLA: Science; ST SCIS 844996

INSERRA, Rose & MADDER, Sharyn  
**Web.**

CIS-Cardigan Street, 1995 (Small worlds)  
ISBN 1875633898 [595.4]

This is a simple, yet relatively informal look at one of nature's little marvels, the spider web. A day in the life of one such garden-based web is examined in this thin, yet informative volume. The spare text serves as little more than subtitles for the illustrations; essentially it is a beginning reader's information book in picture book format. Each page opens up many discussion points, as there is far more to the illustrations than can be gleaned from a quick glance. The artwork is bright without being memorable. Looking at urban wildlife in mini-environments, this would be a useful resource for a unit on spiders or small creatures. R. Dobson

LEV: Lower primary  
AVAIL: \$14.95  
KLA: ST SCIS 835308

Other titles in this series are:

**Leaf** SCIS 835274  
**Nest** SCIS 835298  
**Puddle** SCIS 832749

CLYNE, Densy

**It's a frog's life!**

Allen & Unwin, 1995 (Densy Clyne's small worlds)  
ISBN 1863734902 [597.8]

Australian frogs, in all their wondrous, colourful diversity, are described and photographed. The author writes in the same anecdotal, yet informed, style for which she has become so well known through her series of segments on 'minibeasts', featured in the *Burke's backyard* television program. The macro lens images capture all aspects of frog anatomy, life cycle and behaviours, including communication, camouflage and reproduction. There is an emphasis on how children can locate and observe frogs in natural environments, rather than attempting to keep them as pets. A useful index is included on the inside back cover. I. McLean

LEV: Middle primary Upper primary  
AVAIL: Paper \$10.95  
KLA: HSIE; ST SCIS 842703

SYLVESTRE, Jean-Pierre

**Dolphins and porpoises : a worldwide guide.**

1st pbk. ed. Sterling, 1995 (1990)  
ISBN 0806987936 [599.53]

Attractively presented, this comprehensive book details 43 species of dolphins and porpoises. Introductory information covers historical and scientific aspects, including classification, skeletal structure, reproduction and senses (sound). Diagrams are excellent, but colour plates are unlabelled and require reference to an inaccessible photo credits page towards the end. It is unclear in what order the species are listed, but each is thoroughly described under standard headings encompassing: common names (for a range of countries); description; reproduction; population; diet; identification; communication; and distribution (including map). The index offers scientific and common names. It's an inspiring and informative book, though there are some glitches in language style, perhaps a result of translation from the French. C. Foley

LEV: Lower secondary Middle secondary  
AVAIL: \$19.95  
KLA: HSIE; Science SCIS 841188

WOOD, Richard

**Great inventions.**

Allen & Unwin, 1995 (Discoveries)  
ISBN 1863736964 [609]

Strong graphic design and varied page presentations make this a valuable resource for competent readers while less able readers would feel comfortable with the short chunks of information. Each double page is devoted to a particular aspect for each of seven major headings eg. **Everyday life** includes farm, household, factory and leisure. A time line down the side of each double page provides an historical perspective. Stunning coloured drawings, interspersed with photographs, together with a fold-out centre spread on Leonardo Da Vinci, make it very visually appealing. Although most information consists of brief overviews, there is some interesting detail, and it is a fascinating resource for



the casual browser. The detailed glossary and index enhance its appeal for information retrieval. J. Anderson

LEV: Middle primary Upper primary  
Lower secondary Middle secondary  
AVAIL: \$19.95  
KLA: HSIE; Science; ST SCIS 847818

Other new titles in this series include:

*Ancient Egypt* SCIS 844686  
*Dinosaurs* SCIS 845960  
*Volcanoes and earthquakes* SCIS 844690

**Muscular and skeletal systems.** [videorecording]  
National Geographic, 1994 (Your body) (20 min.)  
ISBN none [612.7]

This excellent video achieves its aim of identifying and describing the major bones, muscles, tendons, joints and ligaments, and showing how they combine to create movement. This is accomplished via a science teacher explaining these systems to his students using a model skeleton, where the students can actually "try the bones on", observe the different types of joints, and engage in practical activities such as putting on old clothes which are now too small for them to show how their bones have grown, and playing a game of soccer with their elbows and knees splintered. This is interspersed with live action, x-rays and medical footage. The video is accompanied by a teachers' guide. This would be invaluable in any primary school library. J. Eade

LEV: Lower primary Middle primary  
Upper primary  
AVAIL: \$55.00  
KLA: ST SCIS 851577

**Australian Red Cross first aid: responding to emergencies.**

Mosby Lifeline, 1995  
ISBN 1875897011 [616.02]

This comprehensive, 378 page text contains all the information anyone confronted with an emergency situation would need. It is an essential reference for those studying first aid and related issues. It details the major body systems, how the body works, and specific medical terminology. The principles of assessing and responding in a controlled, informed way to threatening situations are detailed, and supported by colourful illustrations, flow charts, diagrams and photographs. This excellent resource uses everyday, practical language, with summaries and questioning techniques throughout to stimulate logical thinking and an efficient response to an emergency. J. Bruce

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: Paper \$29.95  
KLA: PD/H/PE; Science  
EVAL: Highly recommended SCIS 851987

**Australia's lifestyle diseases.** [videorecording]

Video Classroom, 1995 (Investigating human disease) (24 min.)  
ISBN none [616.9]

Together with teacher's notes and student activities, this video provides an excellent coverage of three often studied diseases: cancer, asthma and heart disease. Produced specifically for schools, this clear presentation is suitable for many ages. Concise interviews with patients and experts, computer graphics, and clear narration, make this of great use to many classes. Such topics as smoking and diet are well detailed, with an emphasis on preventative medicine. As an

adjunct to Life Education and other health programs in schools, this would be of great benefit for research and discussion. M. Williams

LEV: Upper primary Lower secondary  
Middle secondary Upper secondary  
AVAIL: \$85.00  
KLA: HSIE; PD/H/PE; Science  
EVAL: Highly recommended SCIS 833558

**Cancer.** [videorecording].

Video Classroom, 1995 (Investigating human disease)  
ISBN None [616.99]

Essential facts about cancer are dispassionately and simply presented here for students by experts at the Peter MacCallum Institute in Victoria. Information is comprehensive rather than in-depth, and includes: incidence of heart disease and cancer as causes of death; research into causes and cell structure of cancer; cancers affecting each sex most seriously; hereditary and environmental factors contributing to cancers (eg. skin cancers, and the link between lung cancer and smoking); current and future treatment; and avoiding cancer. Science or health students researching cancer would find the program useful, interesting, and a good planning basis for further reading. Teaching notes are included, though they were not available for review. Helen Gordon

LEV: Middle secondary Upper secondary  
AVAIL: \$85.00  
KLA: PD/H/PE; Science SCIS 833522

KELLY, John

**Everyday machines: amazing devices we take for granted.**

Millennium, NSW, 1995  
ISBN 1864290374 [621.8]

Where does fantasy end and reality begin? This colourful, superbly presented book explains how eighteen everyday machines work. In the double page illustrations, hordes of tiny people perform tasks that make the machines work. They swarm over the machines, executing all manner of activities. Hands, brooms, railway tracks, books and even gardens are inside machines. The toilet illustration has people sailing and swimming in the water. All this is fun, though it may confuse the explanations given in the cut-away diagrams, and reduce the realism of the items. Readers will be rewarded with an amusing insight into the machines' functions and creative ideas will be stimulated. J. Bruce



LEV: Middle primary Upper primary  
Lower secondary  
AVAIL: \$19.95  
KLA: Science; ST; TAS SCIS 849813

MOORE, Patrick

**Mission to the planets: the illustrated story of man's exploration of the solar system.**

2nd ed. Cassell, 1995  
ISBN 0304346039 [629.409]

Astronomy enthusiasts will enjoy reading this book. Presented in Patrick Moore's inimitable style, it reads like one of his television documentaries. Moore begins with a brief introduction to the solar system and then takes the reader on a personalised journey of space exploration spanning the

last thirty years. As he states in the preface, he has been "present at most of the planetary encounters and knows most of the people involved", and this is what sets this book apart from others on the solar system. Well presented, glossy pages with extraordinary photographs of the planets, makes this book a valuable addition to any collection on the solar system. D. Dawson

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: \$24.95  
KLA: Science SCIS 853551

HALL, Godfrey

**Food around the world.**

Wayland, 1995 (Around the world)  
ISBN 0750212470 [641.3]

What do people in other lands eat? What different foods are there and where do they come from? This colourful book introduces a large variety of foods that are commonly eaten in countries around the world. It is a kaleidoscopic overview of what is consumed by different cultures, and sometimes dwells on the unusual, such as Inuit girls eating raw seal meat. Much of the content is bold photographs, with a small amount of large, explanatory text, and a helpful glossary and index. The colourful photographs could be very useful for introducing the topic of food, or a multicultural program, and the ethnic origin of some common foods enjoyed in Australia. J. Bruce

LEV: Lower primary Middle primary  
Upper primary  
AVAIL: \$26.95  
KLA: HSIE; LOTE; PD/H/PE SCIS 847428

Other recent titles in this series include:

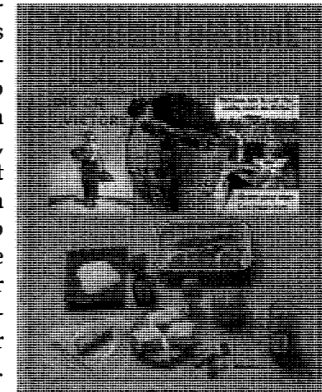
*Clothes around the world* SCIS 847431  
*Houses around the world* SCIS 854116  
*Transport around the world* SCIS 853547

MOSES, Anne

**Wartime cookbook: food and recipes from the Second World War 1939-45.**

Wayland Hove, 1995  
ISBN 0750216336 [641.5941]

This is a wonderful introduction to primary sources and hands-on history. Students can be introduced to World War Two through reading aloud school diaries, and trying out recipes that give a taste of British rationing (including potato victory pudding and nettle tea). Each page has one or more of the following: photograph, poster, recipe or primary source extract. These are accompanied by simple text covering topics from the Womens Land Army to the Blitz. Large print, an easy index, recommended readings, and a glossary of terms from blackout to U-boat, will delight history, home economics and primary teachers alike. M. Williams



LEV: Upper primary Lower secondary  
Middle secondary  
AVAIL: \$26.95  
KLA: HSIE; TAS  
EVAL: Highly recommended SCIS 844853

PEARMAN, Phil  
**Inside advertising.**

Science Press, 1995  
ISBN 0855832444 [659.1]

Given that an individual can be exposed to over 1000 advertisements a day, it is important that students understand the process of this multi-billion dollar industry. An overview of the history of advertising in Australia is followed by an analysis of advertising today. It begins by looking at the simple classified columns and moves on to costly television productions. The concise text, photos and illustrations make information readily accessible. Exercises on each section promote thought, research and discussion. This is a valuable teaching aid on a dominant aspect of the mass media. C. Sly  
LEV: Lower secondary Middle secondary  
AVAIL: Paper \$18.95  
KLA: English; HSIE SCIS 818317

MOORE, Rosemary

**Food in art.**

Wayland, 1995 (Looking at art)  
ISBN 0750214392 [704.9]

The recurrence of food as a topic in artworks through the ages is emphasised in this resource. Examples range from Egyptian works and Japanese prints, to Paul Cezanne, to Andy Warhol. More modern art would enliven this collection of the classics. Text is simple, mostly describing the photographed artworks. Page design is uncluttered and text is well differentiated through use of fonts and captions. Photographs are very clear and accurately coloured. The biographical notes on each artist are excellent. An index and glossary assist information retrieval. J. Buckley

LEV: Middle primary Upper primary  
AVAIL: \$26.95  
KLA: CPA SCIS 847414

HONOUR, Hugh

**A world history of art.**

4th ed. King, 1995  
ISBN 1856690601 [709]

A huge book, this surveys the entire span of world art, from prehistory to the present. Hundreds of photographs of artworks, many full page, adorn the volume, which has a welcome breadth of interpretation of the concept of art. Documentary support is a feature which will add to the book's value for the senior student. Timelines, site plans and architectural drawings complement the well-produced photographs. Buyers of the earlier editions should note that new chapters have been added to encompass art of the past fifteen years, and the existing text has been revised. The scope and achievement of this book is enormous. It is enticing enough to be read, not just refer to, but many teacher-librarians may question the potential lifespan of a paperback so large. M. Steinberger

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: Paper \$75.00  
KLA: CA; HSIE SCIS 841593

**Buildings.**

Two-Can, 1995 (Connections!)  
ISBN 1854342851 [720]

Fascinating and colourful, this resource has strong appeal for reluctant readers. It traces and describes architectural styles. While it provides snippets rather than blocks of information, a broad overview of building styles throughout history is presented. Strong graphic design ensures that the

information is presented in a stimulating and varied way, and the use of **Connect!** boxes allows both a sequential and "leap frog" exploration. Designed around questions, the book is divided into three sections which examine: what a building is, how the designs affect people and places, and the weird and wonderful designs chosen for special buildings. Coloured drawings and many photographs present actual examples of the concepts discussed. J. Anderson

LEV: Middle primary Upper primary  
Lower secondary

AVAIL: \$19.95

KLA: CPA; HSIE; TAS

HARRISON, Peter

**Walter Burley Griffin: landscape architect.**

National Library of Australia, 1995

ISBN 0642106444

[720.92]

The life and work of Walter Burley Griffin is set into historical perspective in terms of the development of landscape architecture, his significance in architecture generally, as well as the history of Australian town planning. Thoroughly researched and scholarly, the narrative of the text provides an insight into Griffin's influence on Australian design and architecture. Loaded with sketches and designs from his 'prairie style' designs of the early part of the century, through his Australian successes, to his last work in India, the evidence reveals Griffin as a committed conservationist, his work transcending both time and fashion. J. Watts

LEV: Upper secondary

AVAIL: Paper \$24.95

KLA: CA; HSIE; TAS

SCIS 839663

CERVER, Francisco Asensio

**New bridges: thematic architecture.**

Arco, 1995

ISBN 8481850187

[725]

An excellent addition to a sparse literature, this shows fifteen spectacular modern bridges, exemplifying the essential pairing of architectural and engineering skills in this field of design. Each bridge is introduced by its design brief, enabling students of design and technology to see one real-life application of the processes they learn—although much of the language used would require interpretation for younger students. Harmony with environment has been sought and attained, one bridge being honoured as "most beautiful work of art in steel". Careers and qualifications of the designers are given, with construction plans and colour photographs of each finished bridge. Students and teachers would find this a helpful resource. H. Gordon

LEV: Upper secondary

AVAIL: Paper, \$79.95

KLA: CA; TAS

SCIS 847344

WOOD, Tim

**Houses and homes.**

Hamlyn, 1995 (See through history)

ISBN 0600584135

[728]

Intricate illustrations of different houses and homes are included in this attractively presented book. Examples range from cave dwellings to Zulu huts, to the modern Biosphere 2 project in the Arizona desert. See-through pages overlaying detail, and cut-aways for an Assyrian palace, homes in a Mayan city, the French Renaissance palace at Chambord and a handweaver's cottage are also presented. The effective use of a perspex coloured sheet revealing internal rooms,

with each room numbered and accompanied by a key describing function, are sure to be popular with students. The information provided on each house is well set-out, with easy-to-read subheadings, and the illustrations and diagrams are attractive and well-designed, making this a valuable asset to any school library. J. Eade

LEV: Upper primary Lower secondary  
Middle secondary

AVAIL: \$19.95

KLA: HSIE

SCIS 846175

**The crafty hands collection.** [series]

Aurum Press, 1995

This series makes craftwork look simple, with its straightforward, "anyone can do it" approach. Each book follows the same format: an explanation of the craft and materials needed, followed by three to four pages of instructions for each project. The instructions are clearly presented through text, step-by-step line illustrations, and beautiful, colour photographs of the finished product. The steps would have been clearer had they been numbered. There are some very useful, informative ideas for craft teachers, and adults beginning a craft. But children would probably need adult help to get started on some of the more complicated activities. J. Bruce

LEV: Middle primary Upper primary  
Lower secondary

AVAIL: Paper \$9.95 each

KLA: CA; CPA; TAS

Titles in this series are:

**Face painting and fancy dress** SCIS 837455

**Rag dolls** SCIS 841197

**Salt dough models** SCIS 840496

**Simple projects in patchwork** SCIS 840741

DUBIN, Lois Sherr

**The history of beads: from 30,000 B.C. to the present.**

Thames and Hudson, 1995

ISBN 0500278512

[745.58]

A stunning book, this presents the fascinating history of beads, explaining the role that beads have played over the centuries, including the political, religious and social influences on different cultures. Beginning with antiquity, this history of beads highlights twelve main time periods and land masses, and plots the impact of the bead on civilizations. This book is worth having for the illustrations alone; the photographs of every type of bead imaginable are absolutely gorgeous. There is great inspiration here for students of visual arts and design and technology. A comprehensive coloured bead time chart, a bead shape table, glossary and index are added features of this book. D. Dawson

LEV: Middle secondary Upper secondary

AVAIL: \$39.95

KLA: CA; TAS

SCIS 856301

CHAPMAN, Gillian

**Making masks for children.**

Macmillan Education Australia, 1995

ISBN 073293170

[745.59]

An information book about the history of masks and how to construct them, this is a model of procedural writing and will be well received by teachers and children alike. The clear table of contents grades the types of masks to be made into four sections of progressive difficulty. Within each section the outline for making several types of masks is

described in simple, numbered steps. Large coloured photographs illustrate the construction of each stage so well that it would be very difficult to make an error. Overall, this is an attractive and excellent book. R. Elston

LEV: Lower primary Middle primary

AVAIL: \$19.95

KLA: CPA

SCIS 843498

DONEY, Meryl

**Masks.**

Watts, 1995 (World crafts)

ISBN 0749619422

[745.594]

In this resource are masks from Africa, India, Europe, Japan, Papua New Guinea, Sri Lanka, Mexico, Ecuador and Peru, Pacific Islands, Nigeria and China. Each region is allocated a double page spread featuring a location map, photograph of a mask artefact with detailed explanation of its cultural significance, and step-by-step illustrated instructions for constructing a replica. This is an excellent resource for older children; younger ones would need supervision as many of the masks require advanced craft skills, and the cultural information is more likely to interest mature readers. Contents, a short history of masks, an index, glossary and resource lists are included. B. Richardson

LEV: Upper primary Lower secondary  
Middle secondary

AVAIL: \$22.95

KLA: CA; CPA

SCIS 847455

Other titles in this series are:

**Musical instruments** SCIS 858457

**Puppets** SCIS 849878

**Toys** SCIS 858464

ADAIR, Gilbert

**Flickers: an illustrated celebration of 100 years of cinema.**

Faber, 1995

ISBN 0571173098

[791.4309]

A mesmerising book for film buffs and those interested in the history of this medium, the content, chosen solely at the author's whim, cameos 100 films. Each year is represented by a single film and a single still, intended to enshrine the most mysterious and enduring of cinema's first century. There are some exceedingly odd choices, and equally puzzling omissions. Prior knowledge is assumed, as films are seen only as vehicles of the filmmaker's *auteur* and film details are scant. The author airs his not inconsiderable knowledge in mini essays reflecting his cinephilic philosophy. American, French and German films dominate. J. Watts

LEV: Upper Secondary

AVAIL: Paper \$29.95

KLA: English; HSIE

SCIS 840190

BRASCH, R

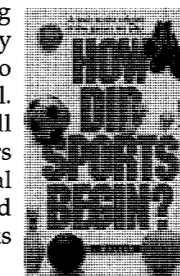
**How did sports begin?**

Angus & Robertson, 1995

ISBN 0207188955

[796.09]

In this little encyclopaedia is everything you need to know of the origins of nearly 50 popular sports, from archery to wrestling, including five forms of football. Traditions, jargon and rules are all explained and, in some examples, readers are invited to choose between several alleged origins. Text is informative and well paced, and is accompanied by banks



of photos or illustrations. Sections on the Olympics and sport in Australia are valuable, if brief, additions. J. Watts

LEV: Upper Primary Lower secondary  
Middle secondary

AVAIL: Paper \$16.95

KLA: HSIE; PD/H/PE

SCIS 837644

ELLA, Mark

**Running Rugby.**

ABC Books, 1995 (An ABC book)

ISBN 0733303595

[796.333]

Reluctant rugby watchers suddenly galvanised by the sight of Campese running with the ball, will understand their feelings, after reading this book. The differences between tactical kicking football and running football, and Ella's preference for the running game, are explained in lucid style, comprehensible to all—beginning players to international coaches. His real message is for coaches: running rugby is the game which excites both players and crowds, so teach it. Expert advice to players comes in separate chapters on each position, and in others on attack, ball play, and practice. Diagrams are excellent, the small, dark photos usable only when magnified. Helen Gordon

LEV: Lower secondary Middle secondary  
Upper secondary

AVAIL: \$24.95

KLA: PD/H/PE

SCIS 835197

**Edith Wharton and her novels.** [kit]

BBC, 1995

ISBN 1860000649

[813]

Although this author is largely unknown to senior English students, implementation of and the scope for individual study at 4 unit level in the new English syllabus may well be supported by this excellent resource. The video and audio cassette deal primarily with biographical information, historical implications and technical applications in adapting the novels *Ethan Frome*, *The Age of innocence* and *The buccaneers* to film and television drama. Discussions with actors and technical staff facilitate class relevance when using this resource for film as text options. The quality of the recordings are excellent, and the presentation fascinating, informative and engaging at a range of levels. E. Maxwell

LEV: Middle secondary Upper secondary

AVAIL: \$199.00

KLA: CA; English

SCIS 851858

**Kath Walker: poet and activist.** [videorecording]

Equality Videos, 1995 (16 min.)

ISBN none

[821]

This video is suitable for a variety of subject areas. The fulfilling life story of this great Australian is told, from her idyllic childhood on Stradbroke Island, through years of marriage and motherhood, army life, an expanding career as author and activist, to her death in 1993. Salutary reminders of social conditions in not so bygone years are given, as we learn of Oodgeroo's time in the Communist Party, her standing for Parliament, and her family's involvement in the tent embassies. Recipient of four honorary doctorates and an MBE (returned in 1987), Oodgeroo claimed that name in 1988, as a bicentennial gesture. It is a pity that the makers of the video have not seen fit to accord her the dignity of the use of her preferred name. M. Steinberger

LEV: Upper primary Lower secondary  
Middle secondary Upper secondary

AVAIL: \$70.00

KLA: English; HSIE

SCIS 833399



**Doorway to Dickens.** [kit]

BBC, 1995  
ISBN 1860001106 [823]

A BBC production, the quality of this kit is outstanding. Excerpts from recent productions, readings, and discussion with actors and production staff are a feature of the video and audio cassettes. The video is divided into sections, each designed to be dealt with individually, including biographical and historical information, style, characterization, with special reference to *Hard times* and *Martin Chuzzlewit*. The number of each section is discreetly displayed throughout the video for easy identification when fast forwarding. The resources and activities booklets contain a diversity of support material (from Dickens' contemporaries to our own). Within the scope of the new senior English syllabus, this is an excellent resource on Dickensian times, style and themes. E. Maxwell

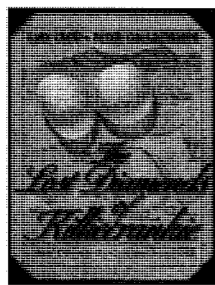
LEV: Middle secondary Upper secondary  
AVAIL: \$199.00  
KLA: CA; English; HSIE  
EVAL: Highly recommended SCIS 851861

CREW, Gary

**The lost diamonds of Killiecrankie.**

Lothian, VIC, 1995  
ISBN 085091714X [904]

In an intriguing story which keeps the reader guessing, a young art teacher Geoffrey Middleton visits Flinders Island and begins his search for the valuable lost green topaz. After many years, Middleton contacts the author with the offer to tell him what has happened during the past thirty years, so that the facts may be published. Most older children will appreciate this almost picture book for its freshness of ideas. Adults would be fascinated. Others will admire it for the artistry and variety of its documentation, and the originality of its format. Still others will love this book because they will never be quite sure if it is true or not. For most it will be an enjoyable read. R. Elston



LEV: Upper primary Lower secondary  
Middle secondary  
AVAIL: \$24.95  
KLA: CA; CPA; English; HSIE  
EVAL: Highly recommended SCIS 851839

**Habitats.** [series]

Wayland, 1995

The theme running through this series on the habitats of the earth's major regions is one of conservation. Each book provides information on the geography, resources, flora and fauna, history, the people and how to best preserve each habitat. Students will find the information in this series easy to access and highly relevant. Each book has an index, an excellent glossary and a list of books and addresses for further information. It is a sturdy set of resources particularly suited to primary libraries. D. Dawson

LEV: Middle primary Upper primary  
Lower secondary  
AVAIL: \$26.95 each  
KLA: HSIE

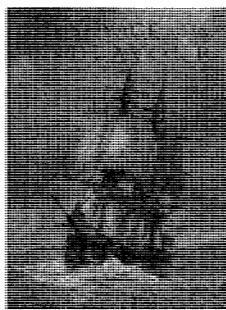
Recent titles in this series include:

- Islands* SCIS 852007
- Polar regions* SCIS 850771

MACDONALD, Wendy  
**The voyage of the Endeavour.**

Cardigan Street, 1995  
ISBN 1863914676 [910.9]

The bark Endeavour itself is the central character in this story, narrated in a personal and idiosyncratic tone, adorned with occasional unexpected but endearing puns. The book design supports this pleasant idiosyncrasy by using a single blue-grey tone for its text, its plentiful illustrations (mostly historical reproductions) and the many boxed asides which add detail and lively insights to the story, and to the voyagers in particular. Historically accurate and illuminating material, supported by a reasonable glossary and index, make this book an enjoyable re-run of a well-travelled and significant event in Australasian history. G. Spindler



LEV: Upper primary Lower secondary  
AVAIL: \$24.95  
KLA: HSIE SCIS 836213

CHURCHER, Ben

**Pella: a window to the past.** [videorecording]

Astarte, NSW, 1995  
ISBN none [930.1028]

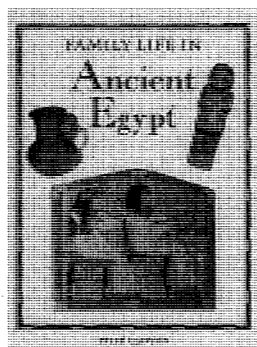
Accompanied by a teacher's book and A5 site plan, this superb video is a must for senior ancient history support. The video follows a Sydney University archaeology group excavating in Pella, Jordan. The introductory basic history of this stable nation points out the way archaeology shows that cultural change has been part of life for thousands of years. Romans, Christianity, Byzantium, Islam the Crusades, the British and Ottoman Empires—all these forces are revealed in the excavations. Detailed studies of one excavation are used to demonstrate the processes of archaeology and the careers available. Students and lecturers speak of their continued involvement with the dig, and the training ground it provides. This video is sure to be an inspiration to any viewer. M. Steinberger

LEV: Upper secondary  
AVAIL: \$85 + \$5 p&h  
EVAL: Highly recommended SCIS 832760

**Family life.** [series]

Wayland, 1995

Junior students will find much to entertain and teach them in this lively series. Design and presentation has obviously been a priority. Superbly reproduced illustrations give solid support to the information provided in double page spreads. Each book opens with an overview of ancient life in the country, then moves to specific topics, including childhood, work, religion, death and the afterlife. Specialised vocabulary is clarified in the glossary; and the index, bibliography and site lists in each case give the student the opportunity to follow up subjects of special interest. M. Steinberger



LEV: Upper primary Lower secondary  
AVAIL: \$26.94  
KLA: HSIE

Recent titles in this series are:

- Ancient Egypt* SCIS 839482
- Ancient Greece* SCIS 839486

SCARRE, Chris

**The Penguin historical atlas of ancient Rome.**

Penguin, 1995 (55 min.)  
ISBN 0140513299 [937]

This reference book cries out to be read from cover to cover. It is hard to imagine a more attractive introduction to the topic. Each section opens with an extended essay, then the subjects thereafter are dealt with in double page spreads. Middle to senior secondary students, even those coming to ancient history for the first time, should find this book easy to use and understand. Numerous maps, graphics and photographs balance the text, which is arranged in short paragraphs. A helpful collection of timelines open the book, relating events in Asia and Africa to those detailed in the text, and outlining achievements in building and literature of the period. This book should convince even the most sceptical that the study of ancient civilisations is enthralling. M. Steinberger

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$24.95  
KLA: HSIE SCIS 841360

**The fall of Athens: the Peloponnesian War script.** [videorecording]

Astarte, NSW, 1995 (80 min.)  
ISBN none [938]

Students viewing this excellent Australian video are given the opportunity to visit the actual sites at which significant events took place during the period of the Peloponnesian Wars. The narrator, Ben Churcher, an archaeologist and a teacher of ancient history, provides clear, detailed and essential explanations of the conflicts between Athens and Sparta, whilst walking upon the actual sites. Syracuse, Corinth, Potidaea, Ephesus are amongst many major sites visited. The added "voices" of Thucydides, Pericles, Cleon, Demosthenes, Brasidas, Nicias and Alcibiades give further authority and significance at appropriate times. A useful booklet of photocopyable reference material accompanies the video. L. Bowring

LEV: Upper secondary  
AVAIL: \$85.00  
KLA: HSIE  
EVAL: Highly recommended SCIS 832768

HEWITT, Sally

**The Greeks.**

Watts, 1995 (Footsteps)  
ISBN 0749618760 [938]

Containing a timeline comparing the Greeks' time span with that of the Egyptians, Romans and Vikings, this is a simple book which includes Greek history, and activities and crafts to make and do. The history section of this book is very brief, written in clear, large, simple print. The real value lies in the activities and crafts it offers. These are also written in clear, bold print, numbered and accompanied by diagrams and photographs. Some of the activities and crafts include Greek writing, knucklebones and vase decorations. This would be a great asset to any unit on the subject. J. Eade

LEV: Lower primary Middle primary  
AVAIL: \$18.95  
KLA: CA; HSIE SCIS 843246

**Revolution!** [series]

Wayland, 1995  
Junior secondary students of all abilities will find this series informative, attractive and easy to use. There is a good use of colour, and an emphasis on presentation, which aids use and understanding. Text is arranged in small bites, with short sentences a specialty. Each page is enhanced by a photograph or map. Extension information is provided in boxes, with a concentration on documentary support or biographical details. The timelines provided throughout are particularly useful. In each book the presentation is supported by a basic but adequate index, a good glossary, and a bibliography which includes films and is right up-to-date in its choice of items. M. Steinberger

- LEV: Lower secondary Middle secondary
- AVAIL: \$26.95 each
- KLA: HSIE
- Titles in this series include:*
- 1848 year of revolution* SCIS 847560
- The American Revolution* SCIS 847558
- The Easter Rising* SCIS 839540
- The French Revolution* SCIS 839538
- The Russian Revolution* SCIS 856915

DYER, Geoff.

**The missing of the Somme.**

Penguin, 1995  
ISBN 0140239499 [940.4]

In this 'essay in mediation', Dyer sets out to decode English literature, art, photographs, films, memorials and recollections of WWI, reappraising the way we recorded and attributed meaning to this devastating war. The muggy photographic images are disappointing, but the astute and engaging analysis which shifts steadily through ideas and issues never is. The book culminates in the writer's visits to the memorials of Flanders and the Somme. Near Thiepval, where 73,077 missing Britons are memorialised, he finds a calm and peace-filled beauty that defies the passage of time. This is a provocative, yet gentle and moving essay, which will challenge many of the preconceptions with which we look back on the Great War. G. Spindler

LEV: Professional  
AVAIL: Paper \$14.95  
KLA: HSIE SCIS 843563

**Dear Anne Frank.**

Penguin, 1995 (Puffin)  
ISBN 014037616X [940.53]

To commemorate the fiftieth anniversary of Anne Frank's death, English children were invited by the Anne Frank Education Trust to write to Anne. This selection of resulting letters illustrate the extraordinary empathy children continue to feel for the Dutch teenager whose diary remains one of the most powerful and influential documents from World War II. The children wrote in a range of genres, some became fictional characters involved in events, others compared their own lives with hers, some very moving ones from Jewish children related their own family stories. Many teachers may want to try the idea with their own classes. G. Spindler

LEV: Middle primary Upper primary  
AVAIL: Paper \$7.95  
KLA: English; HSIE SCIS 834746

**BARRETT, John**  
*We were there : Australian soldiers of World War II tell their stories.*  
 Viking, 1995  
 ISBN 1863739858 [940.54]  
 Republished for the WWII 50th anniversary, this book is based on a 1984 survey of 3,700 former Australian soldiers. Their individual stories dominate, either through extensive quotations or reporting; but Barrett has edited, indexed and organised the often startlingly honest responses—most of them more human than heroic—into themes linked by a careful and reflective commentary. There is far more here than the experience of battle or capture: joining up; rivalries; good and bad soldiers; accidents and injuries; sex; emotions; post-war trauma—a personal perspective reflected again in the many photographs. The result is a surprisingly powerful, realistic and engrossing picture which deconstructs an Army into its thousands of individual stories and experiences. G. Spindler  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** Paper \$19.95  
**KLA:** HSIE SCIS 845963

**HICKS, Peter**  
*The Victorians.*  
 Wayland, 1995 (Look into the past)  
 ISBN 0750210656 [941.081]  
 Pictures worth many words are the hallmark of this social history series—not that there are many words; the striking and often unusual illustrations being almost enough in themselves. The minimal text is packed with pertinent and illuminating material using simple, restrained and direct language. More difficult words are bolded to link with the glossary. This investigates the people and social life, work, city and country life, transport, health, entertainment and education, society and social change, and the poor are, here at least, not forgotten. A brief timeline and bibliography are included in this fair-minded selection of images of an era of such change and contrasts. G. Spindler  
**LEV:** Middle primary Upper primary  
**AVAIL:** \$26.95  
**KLA:** HSIE SCIS 837333

*Other titles in this series include:*  
*The Tudors and Stuarts* SCIS 837329  
*The Egyptians* SCIS 855745  
*The Greeks* SCIS 855743  
*The Vikings* SCIS 855668  
*The Aztecs* SCIS 855667

**KIEM, Paul**  
*Our heritage.*  
 Science Press, 1995  
 ISBN 0855832266 [994]  
 An attractively designed and presented textbook, this deals with Australian history. Every page contains an illustration, map or graphic. Source materials abound, from press reports to poetry, diary entries to government documents, letters to photographs. The questions in each section encourage both precise consideration of factual material and imaginative interpretation. There is a welcome focus on Aboriginal Australia, with a good balance of documentary support. The chapter on heritage and students' role in conservation is particularly appealing, while the final section on the Australian image provides many opportunities for creative use of the knowledge gained. M. Steinberger.

**LEV:** Lower secondary Middle secondary  
**AVAIL:** Paper \$29.95  
**KLA:** HSIE SCIS 818821

**RAJKOWSKI, Pamela**  
*Linden girl : a story of outlawed lives.*  
 University of Western Australia Press, 1995  
 ISBN 1875560254 [994.04092]  
 If one is searching for an understanding of the control that the state had over the lives of the Aboriginal people earlier this century, one need look no further than this poignant biography of Lallie Matbar. A result of tenacious research, this detailed account shows how the legal structures that controlled the lives of Aboriginal people led to substantial files being kept on individuals, and the basic human right to choose a marriage partner not only being denied but made a criminal offence. This is helpful for our understanding and has curriculum applications, particularly in Aboriginal studies. L. Bowring  
**LEV:** Middle secondary Upper secondary  
**AVAIL:** \$24.95  
**KLA:** HSIE SCIS 844676

*The last Tasmanian.* [videorecording]  
 Artis Film, 1978 (105 min.)  
 ISBN none [994.6]  
 This quietly relentless account of the Tasmanian Aborigines, their culture and 'extinction', has not lost its value and impact over time, although the subsequent re-emergence of Aboriginal identity and advocacy in Tasmania, and much historical revision should be taken into account. Using archaeological and documentary evidence, reconstruction, interviews and Tasmanian and European locations, Dr Rhys Jones and film-maker Tom Haydon, put together a detailed picture of the Tasmanians as a doomed race. Warfare, atrocities, loss of land, disease and deportation to island settlements, all contributed to Australia's greatest tragedy. Even in death, the Tasmanians' humiliation was unabated with the grab for body parts for 'scientific purposes'. The length of this important and harrowing story must be considered classroom use. It includes comprehensive teachers' notes. G. Spindler  
**LEV:** Lower secondary Middle secondary  
 Upper secondary  
**AVAIL:** \$120.00  
**KLA:** HSIE SCIS 707098

**REYNOLDS, Henry**  
*Fate of a free people.*  
 Penguin, 1995  
 ISBN 0140243224 [994.6]  
 Here is a strong challenge to the view of the Tasmanians as passive and doomed victims of European settlement. They had, Reynolds writes, their own well-defined political agenda and have not 'been well served by historians ... who have pitied them'. He argues that, having conducted a remarkably successful guerilla war against the whites 1824-31, the Tasmanians were persuaded to recognise that the whites would prevail and survival depended on entering into a de facto treaty to salvage what they could. Disaster ensued nonetheless. Approachably written and well-balanced in its treatment of this conflict, the book contributes to both a perspective on black and white contact in Australia, and the reassessment of law and native title. G. Spindler  
**LEV:** Upper secondary  
**AVAIL:** Paper \$16.95  
**KLA:** HSIE SCIS 828048



Professional reading

Resources are in Dewey order.

**Celebrate with stories : the Children's Book Council of Australia 1945-1995.**  
 / compiled by June Smith. Margaret Hamilton, 1995  
 ISBN 0947241752 [028.5]  
 This is a worthy resource, with a touch of nostalgia for all those interested in the developments and achievements of the Children's Book Council, since the original idea of an international Children's Book Week was conceived in 1945, up to the 50th anniversary celebrations of 1995. It highlights those involved in the progress of this largely voluntary but highly influential body of children's literature enthusiasts over the decades. Separate chapters cover the evolution of state branches and their contributions to the CBC's current position as a resource and respected authority on Australian children's literature. E. Maxwell  
**AUD:** Professional  
**AVAIL:** Paper \$24.95 SCIS 849049

**BARRATT, Brian**  
*ThinkAbouts : activities for gifted and talented children.*  
 Martin Education, NSW, 1995  
 ISBN 072531284X [030.76]  
 From the author of *Challenges*, and writer for the Australia-wide school contest *Tournament of the minds*, comes a photocopiable book to keep our fast and curious students busy in primary and high schools. A large number of questions, challenges, teamwork problems and "thinkabouts" cover topics from the pyramids to spoonerisms. There are maps, illustrations, crosswords and cartoons. A comprehensive bibliography, index, curriculum grid and theme guide assist teachers, students and parents seeking extension in areas from creative writing to mathematics. Wonderful!  
 M. Williams  
**LEV:** Upper primary Lower secondary  
**AVAIL:** Paper \$29.95  
**EVAL:** Highly recommended SCIS 837337

**WILKS, Susan**  
*Critical and creative thinking : strategies for classroom enquiry.*  
 Eleanor Curtain, VIC, 1995  
 ISBN 1875327401 [153.407]  
 Primary school teachers seeking research and resources on philosophical inquiry will be well assisted by this Australian academic. She presents a convincing argument for exposing students to philosophy to encourage better teaching and learning. Going beyond Bloom and Piaget to employ such devices as De Bonó's Six thinking hats, Wilks presents many practical discussion starters and units of work for all primary ages. An extensive list of contact addresses, references, index, charts, photographs and samples of student work make this a very practical publication. M. Williams  
**AUD:** Parents Professional  
**AVAIL:** Paper \$24.95 SCIS 845002

**ENGEL, Susan**  
*The stories children tell : making sense of the narratives of childhood.*  
 Freeman, 1995  
 ISBN 0716723824 [155.4]  
 Anyone interested in the role of story and storytelling in children's development should read this fascinating book. To get to know and understand a child, Engel argues, parents and professionals must listen to and foster development of their stories. The underlying premise is that story, both in the listening and the telling, helps build a sense of self, shaping how children feel, think and know about themselves. Engel explores why children tell stories, what they tell, and the purposes they serve. She examines prevalent theoretical frameworks within which children's narrative has been studied, describes the origins and development of storytelling and suggests ways to nurture storytelling skills. Supporting her thesis are many referenced examples. An index is included. B. Richardson  
**AUD:** Professional  
**AVAIL:** \$39.95 SCIS 837955

*Schools and workplaces : new directions, new opportunities : vocational education under AVTS.* [videorecording]  
 Gallery Television, 1995? (16 min.)  
 ISBN none [331.25]  
 Documentary in style, this professional production aims to convince us of the benefits of the Australian Vocational Training System (AVTS) for both students and employers. Narration, expert comments, participant feedback, and images of school and workplace are used to good effect. Set in the Victorian system, with some Tasmanian and South Australian examples, it would have general applicability in supporting JSST programs. It could illustrate for parents and employers how AVTS works, and the gains for Australia in ensuring industry-based skills, relevant and broader choices for students, and close relationships between schools and local businesses. Employers are urged to participate. The video is designed to encourage employer participation in vocational education and to illustrate to all stakeholders its value. It rates well on these objectives. C. Foley  
**AUD:** Parents Professional  
**AVAIL:** \$35.00 SCIS 848554

**JALONGO, Mary Renck**  
*Teachers' stories : from personal narrative to professional insight.*  
 Jossey-Bass, 1995 (Jossey-Bass Education)  
 ISBN 0787900486 [371.1]  
 A work which validates the wealth of wisdom, expertise and experience teachers accumulate daily, this is positive and encouraging reading for teachers, administrators and teacher educators. The context is that narrative is a legitimate research approach, and teacher story telling and evaluation is a valid professional development activity—making research on teachers more accessible, and legitimising what they often do informally anyway. The structured approach to storytelling via specific cases and stories covers: the validity of teachers' knowledge; the reciprocal nature of teaching and learning; the significance of reflection; storytelling as an evaluative and problem-solving tool; and entering dialogue, including feminist perspectives. This is an immensely humanising book, offering a readable, practical and constructive approach to professional development. C. Foley  
**AUD:** Professional  
**AVAIL:** \$56.95 SCIS 844992



DOWNES, Toni

**Learning in an electronic world : computers in the classroom.**

Primary English Teachers' Australia, 1995

ISBN 1875622144 [371.3]

Here is a skillful work which is at once demystifying and encouraging, with a good balance between practical classroom applications and wider issues. Using technology to enhance learning in talking and listening, reading, writing, and publishing, is covered in detail. Each chapter includes two stories of classroom experiences, suggestions for trying out the ideas, and issues for consideration. Moving beyond print to electronic texts, multimedia texts, and telecommunications is also fully explored. This resource presents a strong case for the meaningful use of information technology in primary English in an understandable and authoritative way. It would be wonderful to see this approach used in texts, focusing on information skills for technology across other KLAs. J. Buckley

AUD: Professional

AVAIL: \$17.00 PETA members \$22.00 others

KLA: English SCIS 846256

METCALF, Linda

**Counseling toward solutions : a practical solution-focused program for working with students, teachers and parents.**

Center For Applied Research In Education, 1995

ISBN 0876282672 [371.4]

A bulky 282 page volume, this aims to help teachers and parents by empowering students to deal with their own problems, and gain self-esteem in the process. The program is designed to focus, not on problems and solving them, but on successes and how they were achieved. It simply aims at improving behaviour by highlighting positive behaviour. For teachers and school administrators, this may offer many useful solutions. While some may react to the over enthusiastic American style, there are a few useful suggestions, though it would not be perceived as the ultimate authority on the topic. R. Dobson

AUD: Professional

AVAIL: Paper \$49.95

SCIS 845027

STRONG, Todd

**Parachute games.**

Human Kinetics, 1996

ISBN 087322793X [796.2]

In an uncrowded field, this book is welcomed as a comprehensive guide to parachute games. Part one is a rationale for games of this type and part two, which contains a useful **Games finder** with page numbers, describes the teaching methods. The games are categorised into low, medium or high activity, and the fact that the teaching strategy is limited to one page is an advantage for the user. The book format is somewhat dated and the numerous small black and white photographs often do not enhance the understanding of the text. R. Elston

LEV: Professional

AVAIL: Paper \$25.50

KLA: PD/H/PE SCIS 854803

PARK, Louise

**Living literature : units of work for great children's literature.**

Scholastic, NSW, 1995

ISBN 1863884777 [808.007]

Packaged in loose-leaf form, these units offer busy classroom teachers instant, useful and valuable programming

material for in depth study of two novels: *Rowan of Rin* by Emily Rodda, and *Sadako and the thousand paper cranes* by Eleanor Coerr. The units offer a comprehensive range of meaningful activities (with photocopiable student sheets) ensuring thorough study. Each unit is thoughtfully planned and well set out, with each proposed activity accompanied by pointers for assessment. This resource, creatively used, offers valuable material for appreciation and enjoyment of the literature. B. Richardson

LEV: Upper primary

AVAIL: Paper \$18.95

KLA: English SCIS 849059

McCOWAN, Sandra

**Reading and writing : Elizabeth Jolley : contemporary approaches.**

Freemantle Arts Centre, 1995

ISBN 1863680950 [823.3]

A text that teaches students the techniques of literary analysis, this focuses on the writings of Elizabeth Jolley. More specifically, the exercises relate to Jolley's *The newspaper of Claremont Street* and her collection of short stories, *Five acre virgin*. Many strategies are suggested for senior students to learn the process of responding to literature. A consideration of such aspects as plot, setting, character, genre, language and literary devices equips students with the skills necessary for an academic approach to the study of literature. Exercises for pairs and groups promote an ability to discuss concepts and provide a grounding for literary appreciation. C. Sly

LEV: Upper secondary

AVAIL: Paper \$14.95

KLA: English SCIS 830379

**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

Liz Bowring, secondary teacher-librarian

Jill Bruce, Beacon Hill Primary

Jill Buckley, ex *Scan* editor

Darelyn Dawson, Pennant Hills High

Rodney Dobson, Long Flat Primary

Jan Eade, primary teacher-librarian

Ruth Elston, Lane Cove Primary

Colleen Foley, Review Editor

Fay Gardiner, Katoomba North Primary

Helen Gordon, secondary teacher-librarian

Ian McLean, Punchbowl Primary

Elizabeth Maxwell, Pennant Hills High

Wendy Muskin, Newcastle High

Frances Plummer, Social Science teacher, Pennant Hills High

Beverley Richardson, primary teacher-librarian

Cathy Sly, English/Drama teacher, Barrenjoey High

Graham Spindler, Parliamentary Education Liaison Officer

Margaret Steinberger, Irrawang High

Denise Threlfo, Science teacher

Jenny Watts, Canowindra High

Kerry Wellham, Wallsend Primary

Maryanne Williams, Moss Vale High

**Conferences etc.****IASL 25th. conference****Sustaining the vision: School library imperatives for the 21st Century**

Component strands of this exciting conference are: The vision; Expanding educational horizons; Information literacy and cultural harmony; and Caribbean identity in literature.

Dates: 28th July—2nd August, 1996

Venue: Ocho Rios, Jamaica

Contact: Peter Genco

IASL Newsletter editor

Fax: (814) 474 1115

e-mail: fairview@iuo5trc.trinet.k12.pa.us

URL: <http://www.rhi.hi.is/~anne/peterj.html>**ITEC third national conference****Schooling and the information highway**

Major conference strands are curriculum/pedagogy; information services; policy development and management; and access to the networks. Keynote speakers include the Prime Minister, Bill Gates, Professor Ernest Anderson from Massachusetts, Ann Morrow (Chair of the Schools Council) and Steve Vamos (Vice-president of Apple). The conference will be conducted in both real and virtual formats, and the achievements of selected schools and libraries will, therefore, be made known right across the world. The teacher-librarianship strand of the virtual conference provides a rare chance for those unable to attend the real conference, and/or have not accessed the Internet to experience first hand the teaching/learning opportunities that exist there. The topics covered are:

- Censorship and the Internet in schools
- Hot spots on the web for teachers and teacher-librarians
- Children's literature and the Internet
- The Internet and the teacher-librarian's role in the school: possible, probably and preferred
- Creating and managing a web page: the practicalities
- MOOving around the net: educational potential of MOOs
- Cooperative planning and teaching: a collaborative teaching model for the 21st century.

During the virtual conference, which can be accessed from 3rd–10th June, you will have opportunity to contribute to discussion on the above issues, via listservs, and to download at the end of the conference the cumulative thinking. You will also be able to access the key papers from the real conference.

Date: 7th–8th June, 1996

Venue: The Sydney Hilton

Cost: Real conference: \$660 for one person

\$440 per person for groups of three.

Virtual conference: \$120 for one person

\$240 for a group of three or a school.

Further details can be found on the ITEC home page at: <http://www.itec.com.au> or on OZTL\_NET, or by contacting:

The ITEC Conference Secretariat

fax: (06) 282 5965

ph: (06) 282 5962

e-mail: mlee@pop.cc.adfa.oz.au

P.O. Box 1826

WODEN ACT 2606

**New South Wales Computer Education conference****Shaping the wisdom of OZ: networking the creative nation**

The New South Wales Computer Education Group is offering a smorgasboard of seminars, presentations and workshops for all educational professionals interested in computers and information technology, including teacher-librarians and library assistants. The conference is supported by NSW Department of School Education, Catholic Education Office and the Association of Independent Schools.

Date: 30th June–3rd July (school holidays)

Venue: Charles Sturt University, Bathurst

Cost: \$100 for Computer Education Group members  
\$200 for non members

\$160 for those who want membership for 12 months and registration

Add \$50 for registration after 24th May

Contact: Conference convenors NSW Computer Education Group

56 Church St

CASTLE HILL 2154

Ph: Stan Wawrzyniak or Leanne Samootin

(02) 639 0034

Fax: (02) 639 4999

**1996 MANTLE conference****Libraries—setting the agenda**

The 1996 conference of MANTLE (the professional committee of teacher-librarians in the Maitland, Newcastle, Taree and Lake Macquarie Districts) will address the principal issue of *Managing the library in an era of change*.

Date: 2nd August

Venue: Newcastle City Hall

Contact: Julianne Curry

MANTLE 1996 Conference Committee

C/- 43 Faul Street

ADAMSTOWN 2289

**ALIA School Libraries Section (NSW Group)****Surfing the Internet**

Because there has been very high demand for these practical, hands-on courses at Macquarie University, ALIA Schools Section is repeating them. There will be a further two basic courses on 3rd and 17th August, and one more advanced course on 7th September.

Cost: \$100 ALIA Members

\$120 Non members

Contact: Heather Gorrell

St. Luke's Grammar School

Ph: (02) 9939 1885



**Challenges for the information professional**

This smorgasbord of professional development will address issues such as intellectual property, curriculum mapping, and literature and its place in the teacher-librarian role. The venue is to be confirmed.

Date: 7th September, 9.30am—3.00pm

Contacts: Mary Gibbs  
SCEGGS Short  
Ph: (02) 9923 2277  
Margaret Spinak  
St. Claire's College  
Ph: (02) 289 1929  
Lee FitzGerald  
Scan  
Ph: (02) 808 9501

■ **ASLA (NSW)**

**Moving towards the millenium—information access and literature.**

Don't forget the ASLA biennial conference featured in Scan 15/1 (Columns and a flyer).

Date: 3rd–4th August  
Venue: Newcastle City Hall  
Contact: Bev Ericsson  
Secretariat  
ASLA NSW 1996 conference  
P.O. Box 120  
CARDIFF, NSW 2285

**The way forward: strategies for teacher-librarians**

A one day seminar to promote the role of the teacher-librarian with affirmative action for our profession, with practical ideas for empowerment and developing our personal strengths.

Date: 22nd June  
Venue: Blaxland conference centre, Ryde TAFE  
Contact: June Wall  
Ph: (047) 517914  
Fax: (047) 517915

**Other ASLA news**

*Learning for the future: teachers' resource kit* has been released. This document gives practical support for school communities to respond to the challenge of developing an information environment for effective learning, based on the information and resource guidelines of the *Learning for the future* document.

Contact: Pauline Tipping  
ASLA  
P O Box 1336  
PARRAMATTA, 2124.

**The 1-2-1 project**

In 1995, the Professional Development committee approved the 1-2-1 project, which is based on the concept of professional development for teacher-librarians on a one-to-one basis. Basic to the project is the idea of personal visits to glean ideas and expertise from other practitioners on such areas as routine practical system management, learning and teaching in practice, technological innova-

tions and good ideas for planning, budgeting, collection development and policy.

Contact: Cecily Trevillion  
Project Officer, 1-2-1  
Ph: (044) 23 1666  
Fax: (044) 23 1086

**John Hirst award**

John Lee is the recipient of the 1995 John Hirst Award for services to school libraries for his achievements in technology, for his *Fiction subject headings*, and for his professional approach to sharing his knowledge. John has worked in primary and secondary libraries in Australia and New Zealand, including the Muldoon Resource Centre, which was accepted as a benchmark for those developing automated library systems. He has been instrumental in establishing the Technology Centre for the Broken Bay Diocese that focused on the implementation of OASIS throughout the Diocese. John has worked as President and National Councillor of ASLA (NSW).

**Children's Book Council**

A flyer accompanies this issue of Scan containing the 1996 Short List

**Author and illustrator schools visits—a contact guide**

This brochure is available for the cost of a stamped, self-addressed business-sized envelope and two extra stamps from:

The Children's Book Council of Australia  
P.O. Box 765  
ROZELLE 2039

**Book Week merchandise**

NSW merchandise form is available now at the CBC office, and Book Week products themselves will arrive there in late May.

**A vision for the future: The Children's Book Council of Australia Awards Foundation**

A foundation to raise \$1million to ensure the continuation of the awards has been launched, the idea being to invest the principal and use the interest to fund the awards and their administration on an ongoing basis. Sponsorship of the awards has been difficult to gain and maintain. Scholastic Australia has given the fund-raising a substantial kick-start with a donation of \$50,000, and a national mufti day will be held on 31st May, for all Australian school children to contribute a gold coin. Names of participating schools will be placed in a draw to win books for the school library valued at twice the total of their school's contribution. Personal donations are sought, which are tax deductible.

Contact: The Children's Book Council Awards Foundation  
P.O. Box 28  
HUNTERS HILL 2110  
June Smith  
Phone: (02) 630 2424  
Fax: (02) 630 2594

Margaret Hamilton  
Phone: (02) 816 2561  
Fax: (02) 817 5144

■ **Update on support for teacher-librarians 1996: St. George teacher-librarian network**

(formerly Riverwood ERC OASIS Users' Group and Riverwood ERC Teacher-librarian group)

Teacher-librarians and school assistants who were formerly part of Riverwood ERC, but have been reorganised into a different district, are welcome to continue to attend meetings.

**Titles of groups within the network (1996)**

- St. George OASIS/technology users, and
- St. George teacher-librarian professional network

**Key functions**

- collegial support
- professional development
- information exchange
- OASIS Library/technology updates and support
- implementing teaching/learning strategies.

**Contacts**

Mandy Alexander, Beverly Hills Girls' High School  
Martha Heeren, Kingsgrove High School  
Nadia Johnson, Bexley North Primary School  
Ian McLean, Punchbowl Primary School

**Scan contact**

Di Collins, Peakhurst High School

**Plans for 1996**

- The OASIS Library/technology users and the teacher-librarian professional network groups will continue to meet each term.
- Investigating needs and providing support as able.

**Far south coast users' group**

Pam Gollan, of Eden High School, indicated that she is the contact person for this group.

**SCIS REVIEWING PANEL**

Since 1992 reviews have been provided by a panel of reviewers from across the state with expertise in Key Learning Areas and/or across curriculum perspectives. Members of the panel are provided with relevant materials (CD-ROMs, software, videos, books etc) for review in areas of their expertise. Internet site reviewers will also be required. Teaching staff who would like to be considered for inclusion on an eligibility list, should the current panel be expanded, are invited to submit a written application (max. 2 typed pages). Successful applicants will be required to review an item before acceptance to the panel. Active members of the current panel do not need to reapply. For further information, including remuneration, contact Colleen Foley, SCIS Review Coordinator.

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

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

Ms Colleen Foley, SCIS Review Coordinator  
Private Bag 3 (3a Smalls Road), RYDE 2112  
Phone (02) 808 9478 Fax (02) 808 9413

Closing date: Friday 21st June 1996.



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