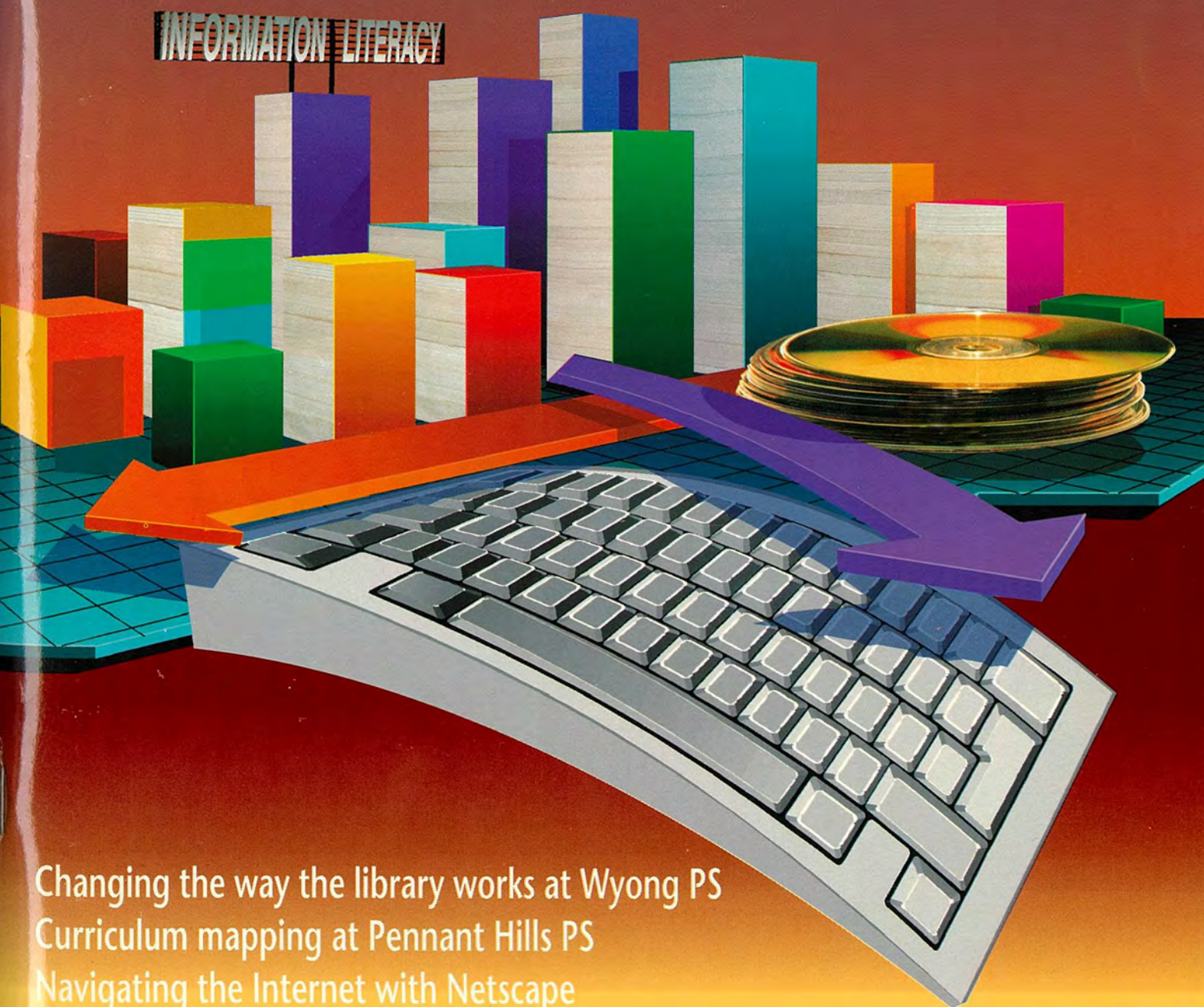


SCAN

Curriculum Resources and Information Services



Changing the way the library works at Wyong PS
Curriculum mapping at Pennant Hills PS
Navigating the Internet with Netscape
Internet site reviews—Maths and PD/Health/PE
Research assignments—students' and teachers' perceptions

FROM THE EDITOR	2
CURRENTS	2
FROM CURRICULUM DIRECTORATE	3
FEATURES	
CBC Awards 1996	4
Anna's story	9
Conference report: 3rd National Children's Book Council of Australia Conference	10
TEACHING LEARNING	
Best practice in information skills 1: Fairfield Heights Primary School	13
Best practice in information skills 2: Pennant Hills High School	14
Information literacy and information technology: Changing the way the library works at Wyong Primary School	17
Curriculum mapping and information skills	20
INFORMATION TECHNOLOGY	
Reviews of internet sites	24
The World Wide Web and Netscape—where to begin...	29
Using Internet journals	32
MANAGEMENT	
OASIS support	34
Using SCIS in conjunction with OASIS	35
Teamwork in action	36
Organising author tours	37
Teacher-librarians break virtual ground: The ITEC virtual conference	39
Setting up the ITEC site	41
Students, teachers, parents and the State Library of New South Wales: putting the education equation together	42
RESEARCH COLUMNS	
Research Column 3, 1996: The value of research assignments	45
Abstracts	49
RESOURCES	
Picture books	50
Fiction for younger readers	54
Fiction for older readers	57
Poetry and drama	61
Information	63
Professional reading	82
COLUMNS	85
INDEXES	88

Editor
Lee FitzGerald

Review Editor
Colleen Foley

Production
Richard Tabaka, ID Studio
Computer composition
Jennifer Nielsen, ID Studio
Subscription enquiries to:
Scan
Ph: (02) 9808 9501
Fax: (02) 9808 9413

Scan accepts advertising. For further information, contact The Editor (02) 9808 9501

Scan, published by the NSW Department of School Education, is a journal which supports the effective use of resources and information services in the school curriculum. Scan is published 4 times per year and is available on subscription from The Subscription Clerk, Scan, Private Bag 3, Ryde 2112 Phone (02) 9808 9501 Fax (02) 9808 9413.

Contributions and correspondence are welcomed and should be addressed to: The Editor, Scan, Private Bag 3 Ryde 2112 Phone (02) 9808 9501 Fax (02) 9808 9413. E-Mail address: NSW SCIS @ NEXUS.EDU.AU Views expressed in Scan are not necessarily those of the editor or the Department of School Education.

Copyright NSW Department of School Education ISSN 0726 4127
© 1996 Department of School Education, Curriculum Directorate

RESTRICTED WAIVER OF COPYRIGHT

The printed material in this publication is subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the material contained in the publication for use within a school subject to the conditions below.

1. All copies of the printed material shall be made without alteration or abridgment and must retain acknowledgment of the copyright.
2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.
3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.



As I write, members of the Library and Information Literacy team are preparing to present at the MANTLE conference, the theme of which is 'School libraries: setting tomorrow's agenda'. So, what does *Scan* do to help set the agenda for the future for teacher-librarians? *Scan* provides:

- an ongoing exemplar of best practice in the role of the teacher-librarian, in teaching information literacy, and in management strategies. It is up to the teacher-librarian to ensure that the exemplar reaches other strategic people in the school community, especially Principals. This issue carries an article by the Principal of Grafton South Primary School, on what has been achieved at the school by the teacher-librarian's teamwork. The best practice in information skills articles also highlight what can be achieved in a school when partnership between the Principal and the teacher-librarian is optimal.
 - research findings which support the importance of information literacy. This issue's research column highlights the need for teacher-librarians to understand students' and teachers' perceptions and misconceptions of the research assignment, an understanding which is crucial to the development of information literate students.
 - information on departmental initiatives particularly as they affect teacher-librarians. In this issue, there are articles on the new OASIS support system, and on curriculum packages being produced by Curriculum Directorate as part of the Computers in schools policy.
 - professional development in the curriculum uses of information technology, bearing in mind the variety of the *Scan* readership and levels of acquaintance with information technology. In this issue, we continue the series on Internet for novice users, this time looking at the World Wide Web, using Netscape. Internet site reviews for Maths and PD/Health/PE also feature.
 - reviews of recent resources in fiction, information, poetry and drama and professional reading—in print and electronic form. Please note that in this issue, reviews of CD-ROMs are interfiled amongst regular reviews, for the first time.
- There is a large management section in this issue, focusing on organising author tours, and the recent virtual conference for teacher-librarians, which was a feast of fascinating and pertinent papers and responses. The OASIS page continues, with an article on the uses of SCIS in conjunction with OASIS Library.

It is worth noting that *Scan* is the only Department-produced journal, and its content is of interest to others in the school, particularly the information technology section and the reviews, quite apart from its use as an exemplar for the role of the teacher-librarian. Ask yourself if it is time for a second subscription for your school to *Scan*.

Now, that's more than enough words from the editor!

Currents

Michelle Ellis is Senior Curriculum Adviser, Libraries and Information Literacy



Networks

Over the last two terms I have spent some of my time meeting with District and cross District networks of teacher-librarians. I am immediately impressed by the level of professionalism of these groups and in particular the executive committees who organise these meetings. I think it is very important that teacher-librarians continue to take a leadership role in developing and organising their own professional development so that it best meets the needs of teacher-librarians.

At the same time, it is very important that we recognise that we are part of a learning community which includes the school, the networks, the district, State Office, and the Professional Associations. As a group, teacher-librarians need to focus not only on the specific needs of teacher-librarians, but also make sure that we understand the broad educational issues of teaching and learning, and the priorities of the Department of School Education. The Department is currently developing the priorities for 1997. Teacher-librarians need to be sure that when they develop

their plans for 1997, the priorities of the Department are the basis for the library's teaching and learning program.

Some networks have expressed concern that the move to Districts has broken or cut across previous networks. It is essential that teacher-librarians adapt to new situations; a larger network can offer our profession greater strength. I look forward to meeting with more District network groups as a result of the changed focus of Curriculum Directorate.

Literacy

At the recent Mantle conference in Newcastle June Wall challenged teacher-librarians to examine some of their 'sacred cows' including the promotion of quality literature. If the priorities of the Department are the basis of school library planning then we need to reconsider the work of the school library and the teacher-librarian within the school. Literacy is a major focus of the Department. Involvement in the schools literacy program is a major

Currents

role for the teacher-librarian and the school library program reflecting the cross curricular expertise. The approach to literature may need a re-evaluation in terms of the literacy program and technology.

Making the net returns worthwhile

This is a self paced package for teachers developed by Training and Development Directorate, with National Professional Development Program (NPDP) funds. Its focus is the information skills process, in particular, the skills of defining, locating and selecting in relation to the Internet. Trials of the package, and a program for the 66 Internet Pilot schools have been very positive.

The print version of the package is to be released very shortly. It has been designed for classroom teachers who may have little understanding of the information skills process and its importance for students, particularly with new communication technologies. It provides a wonderful opportunity for teacher-librarians to take an educational leadership role, in integrating the Internet and information literacy. Teacher-librarians' expertise with the process, and with technology, gives them a vital role in promoting the package, and assuming a mentoring role with the staff of their school. Information on the package can be obtained by contacting Vicki Lowery, Project management, Training and Development Directorate on 02 9556 0706.

Internet roll-out

Access to the Internet will be provided to all schools within the next few months. Teacher-librarians need to suggest the library as the connection point, and themselves as the Internet contact person. The issues of equity of access,

both physical and intellectual, for students provides a sound educational framework for nominating the library as the connection point. It is also very important that the introduction of the Internet be seen as a collaborative process involving the whole school. A number of teacher-librarians have already established partnerships with other teachers or the computer coordinator to ensure that the integration of the Internet into teaching and learning is a collaborative process.

Australian Council of Library and Information Services (ACLIS)

ACLIS is about to send a statement of principles entitled "School libraries in the Electronic age" to all NSW schools. The statement outlines the importance of the provision of electronic information sources, including the Internet, within a school library information infrastructure. The importance of information literacy is strongly acknowledged, as is the collaborative role of the teacher-librarian in the teaching and learning of information skills.

Handbook for school libraries

Every government school in NSW has been issued with the second edition of the *Handbook for school libraries*. If your school has not received a copy then you should contact the Library and Information Literacy team on (fax) 02 9808 9413.

Arrangements for purchase of the Handbook are currently being developed. Enquiries can be faxed to 02 98089413 with the name of the school, contact person, phone and fax number. These enquiries will be addressed as soon as arrangements are completed. ■

From Curriculum Directorate

Sally Blackwell is Project Manager, Technology Education, Curriculum Directorate.

The Government *Computers in schools* policy is a four year initiative of the NSW Department of School Education. The policy aims to enhance the use of computers and related technologies in teaching and learning in schools.

Components within the *Computers in schools* policy include the provision of:

- computer hardware for schools
- professional development for teachers
- curriculum support materials for teachers
- connection of all NSW government schools to the Internet.

Curriculum Directorate is responsible for developing curriculum support materials. The purpose of the materials is to enhance the use of computers in all areas of the curriculum and to provide support for teachers in implementing strategies to enhance teaching and learning in their subject areas.

Documents currently under development in the *connect.edu* project provide specific information about the use of the Internet in teaching and learning situations. *Connect.edu* will be provided to all schools when they are connected to the Internet and will be updated on-line from 1997. *Connect.edu* will contain eight secondary documents, providing advice about integrating computers into teaching and learning in each KLA and one primary document which provides advice for all KLAs in the primary school.

The documents will provide teachers with:

- detailed practical advice
- quality teaching ideas to extend the range of applications used across the curriculum
- support materials for the use of computers in their classrooms.

In addition, Curriculum Directorate posts projects on the Department of School Education's Internet web site to assist students and teachers to share ideas and to access relevant educational information. The URL for the NSW Department of School Education is <http://www.dse.unsw.edu.au>. ■

CBC Awards 1996

Members of the panel of teachers and teacher-librarians who review resources for SCIS and Scan contributed their opinions of the 1996 Children's Book Council shortlist. This article was written prior to the announcement of the Book of the Year awards on 16th. August.

We begin with the comments of Fay Gardiner, teacher-librarian at Katoomba North and Wentworth Falls Primary Schools, on the picture book shortlist.

The picture book shortlist contains:

Baker, Jeannie *The story of rosy dock*. Random, 1995 SCIS 831458

Wild, Margaret (illus Ron Brooks) *Old Pig*. Allen & Unwin, 1995 SCIS 844990

Clement, Rod *Just another ordinary day*. Angus & Robertson, 1995 SCIS 839017

Oliver, Narelle *The hunt*. Lothian, 1995 SCIS 847484

Carroll, Jessica and Smith, Craig *Billy the punk*. Red Fox, 1996 SCIS 870575

Mattingley, Christobel (illus Anne Spudvilas) *The race*. Ashton Scholastic, 1995 SCIS 831027

In the recent past, the picture book shortlist has included works which are way beyond their traditional audience: for example, *The watertower* challenges adult readers; *The deliverance of dancing bears* tells a story of the utmost despondency; the Barbalet/Tanner collaboration *The wolf* is surely one of the most outstanding picture books ever produced but it belongs to Year 6 not Kindergarten.

Because the picture book genre had been associated with small children, the appearance and success of this new breed has caused considerable comment and calls for a new category. Whether the judges were alarmed by these calls or whether in 1996 there is a dearth of picture books for older readers, the current shortlist can be read to and will be understood, at least on some level, by small children.

Just another ordinary day

Text and illustrations by Rod Clement

Just another ordinary day screams out to be first read aloud without showing the pictures. The illustrations will reveal big bold comments which embellish the text in an unexpected and outlandish way. This is a reasonably clever book but certainly not original—Bob Graham played the same trick with much greater subtlety in *Crusher is coming*—and I cannot warm to the illustrations: for me the eyes do not have it.

The hunt

Text and linocuts by Narelle Oliver

On and off over the years, when they can avoid the currawongs, we have had tawny frogmouths nesting in our garden. They obviously are good hunters but they are also warily friendly and beautiful, with babies which are balls of fluff, features which Narelle Oliver has not captured in this book; maybe linocuts are not the best medium for depicting the tawny frogmouth—or maybe I'm just biased! And the frogmouth, a master of camouflage and disguise, is really only a vehicle for Oliver to portray a whole lot of other little creatures in camouflage on each page. The idea is clever and well executed, enriched and illuminated by the key to each page provided at the end. Also at the end is a double page explanation of crypsis, (the art of camouflage and disguise) couched in terms which will need some adult interpretation to make it accessible to children. A useful book but not one which excites me.

The story of rosy dock

Text and collages by Jeannie Baker

Jeannie Baker's books are always works of art and for that reason alone will merit a place in libraries, be they home, school or public. The illustrations in *The story of rosy dock* capture the colours, textures and contrasts of the inland to perfection but I found the text a little bewildering, and I was unable to discern whether the introduced rosy dock should be seen as bad because of its crowding out of native plants, or good because of its beauty. It may well be that Baker feels this dilemma herself and has portrayed it, consciously or unconsciously; it is a stimulant to discussion. Beautiful and worthy as Jeannie Baker's books are, there is a sameness which for me would preclude this one as a winning choice, though I would not begrudge it a place as Honour Book.

The race

Text by Christobel Mattingley; illustrations by Anne Spudvilas

The essence of *The race* is subtlety, to the point where I am sure many younger children would be unaware of Greg's deafness, in just the same way that the adults in his world were unaware. Conspiring with the subtlety of the text is the restrained revelation of the illustrations, glorious warm illustrations, which on every page show at least one

of Greg's ears and the people with whom he is not making auditory connections, until the final page when he runs off with his friends, no longer isolated by the silence of his world. The simplicity of the text make this accessible on the surface level for young children; its elegance and theme make it appreciable by older readers. It deserves Honour status.

Billy the punk

Text by Jessica Carroll; illustrations by Craig Smith

In contrast we have *Billy the punk*—no subtlety or elegance here. Even the title page displays a badge labelled WHAM and that is pretty much the order of the day. After all, isn't subtlety and elegance what punks are opposed to? I love the failure of the punks Billy sees at the markets to inspire terror: they could have the same lineage as Bob Graham's bikies who visited Sandy Beach. I love the anarchy of Billy as he sits in church on Sunday with his straight family, plotting his entree into the punk world. I love the absurdity of the skinny little body supporting huge holey singlets and men's boots, all beneath red and yellow spiked hair and often looking decidedly unsure of its owner's lust for individuality. I love the cat who exhibits punkish tendencies. And of course I love the twist at the end. But does all this subjective admiration earn it an award? Objectively, it is funny and original, appealing to children of all ages because of its theme, humour, simplicity of text and splendid illustrations. Yes please, an Honour for Billy.

Old Pig

Text by Margaret Wild; illustrations by Ron Brooks

Substantiating the objectivity of the judges is the fact they can include in the shortlist such contrasts as *Billy the punk* and *Old Pig*; only the pleasure at the end of having read a book which so perfectly fulfils its aims is common to both. *Old Pig* works on two levels: a colleague who chose to read this book, unpreviewed, to her kindergarten on their first day felt herself growing increasingly alarmed as she grasped its theme, anticipating armies of mothers marching to school to find out why she had read a book about death to children on their first day of school. There was however no mention of the D word when the children were asked what the book was about. It is the delicacy of the language and the illustrations, not obscurity, which conceals *Old Pig's* fate. Whether the judges will have been prepared to face the barrage of criticism that will again be levelled at them if they have chosen as winner a book with such a dark theme remains to be seen. I think it has the edge because of its language which is simple but never stilted or smacking of didacticism and because everything fits so beautifully together into one perfect whole.

So . . . for me, not a vintage year, but certainly a year with enough strength to reassure us that the material with which we hope to inspire the next generation of readers continues to flow.



Next, Rosemary Bodlay, of Telopea Primary School, writes on the younger readers' shortlist for 1996.

The younger readers' shortlist contains:

Carey, Peter *The big Bazooohley*. University of Qld. Press, 1995 SCIS 841942

Fienberg, Anne (illus Kim Gamble) *Tashi and the giants*. Allen & Unwin, 1995 SCIS 845944

Honey, Elizabeth *45+47 Stella Street and everything that happened*. Allen & Unwin, 1995 SCIS 842914

Moloney, James *Swashbuckler*. University of Qld. Press, 1995 SCIS 835286

Steele, Mary *A bit of a hitch*. Hyland, 1995 SCIS 843089

Walker, Kate (illus David Cox) *I hate books!* Omnibus, 1995 SCIS 832956

What a list it is!

Tashi, by Anna Feinberg, is a totally delightful fantasy. . . or is it? Is Tashi Jack's imaginary friend or does he really exist? Either way, *Tashi* is an enthralling novelette.

A bit of a hitch, by Mary Steele, is a collection of short stories ideally suited to those children who wish to read a novel independently but are put off by length.

I hate books, by Kate Walker, is centred around Hamish, a boy with a reading disorder, and involves his whole family, including a grandfather who suffers from Alzheimer's disease.

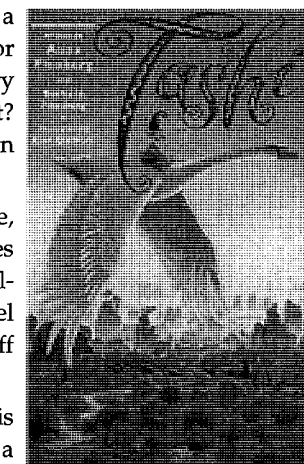
45+47 Stella Street and everything that happened, by Elizabeth Honey, is the story of the people who live in that street. It is told by Henni, a 12-13 year old who feels a certain responsibility to the street and the harmony contained therein. Henni is an innocent Penny Pollard or Adrian Mole.

Peter Carey's first children's novel, *The big Bazooohley* concerns Sam Kellow, his artistic mother and ever-hopeful father and their adventures at the King Redward Hotel in Toronto.

Swashbuckler, by James Moloney, is told by Peter, whose parents have separated because of his father's gambling. He befriends Anton, who speaks almost exclusively Old English until Peter helps him face his fears of cancer and death.

With authors like these, the task of actually selecting the Book of the Year will be onerous: the standard of writing, based on past publications of these authors, is high. That is not to say, of course, that the quality of a book can be assumed only on the reputation of its author.

Children's books are intended for children and as such should be appealing to them, primarily. With the annual CBC awards comes a good opportunity to consider: **What gets children reading?**



A personal view is that fiction should entertain; and children thirst for entertainment. With such a rapid growth in the entertainment industry, books now have a lot of competition in today's world, and are definitely not as revered as they once were. Therefore, good literature, though it must entertain, must also keep the reader curious and in suspense, at least about the final outcome or resolution. Books should be imaginative as in *A bit of a hitch* and *Tashi*.

Children demand honesty in books, of a kind that makes the impossible seem possible without too much gimmickry. Each of the shortlisted books is honest, for example, in *A bit of a hitch*, the whole idea of hatching crocodile eggs or of a wrong number from Scotland seems possible and enticing. In *45+47 Stella Street*, community responsibility, friendship and caring reflect honesty. Everyone can identify with the characters in *I hate books*, and can probably name real-life counter-parts. In *The big Bazoohley*, *Swashbuckler*, *Tashi* and *I hate books*, qualities of acceptance, determination and caring fulfil that need children have for fairness and honesty.

Humour, which is not only difficult to write well, but is scathingly scrutinised, again for honesty, by children is well represented in *A bit of a hitch* with its wit and humour that includes, in one story, a whole family; in *Tashi* where poor old Dad can just never ask the right question; in *I hate books* where Grandad suffering from Alzheimer's—a difficult subject to make humorous; in *45+47 Stella Street* and *Swashbuckler* with family situations everyone can identify with, and in *The big Bazoohley* with oh, so real characters.

Although none of these books would be labelled fast-action adventure, the action flows smoothly through all the stories at speeds appropriate to the subjects, as for example in *45+47 Stella Street*, the pace is swift and events are retold without too much background description.

Satisfaction at the end of a book is something children like to feel—be it sadness or compassion for the character, as in *Swashbuckler*, victory as in *I hate books*, *The big Bazoohley*, *Swashbuckler*, *A bit of a hitch* and *45+47 Stella Street*, or simple satisfaction with a really good read, as after *Tashi* or *A bit of a hitch*. 'Good reads' become classics because they are read and re-read, not only for their literary style but also because the story-line is good.

Originality of the storyline is important. It is difficult to say that each story on the shortlist is totally original but settings combined with characters and storyline make each original. The setting for each story is modern-day and each revolves around a family. Children play the heroes/heroines in each story and in some—*Tashi*, *A bit of a hitch* and *The big Bazoohley*—tolerate the shortcomings of adults. However, all the characters are believable and responsible.

I do not envy the panel of judges its task in selecting The Book of the Year: Younger readers. To me, the decision really depends on the audience the panel has in mind. I think the winner comes down to a choice between *Tashi* and *A bit of a hitch*. Both are quality books but pitched at slightly different age groups. *Tashi* has been described as 'a picture book in novel form' (Scan Vol. 14 No. 3 p60) and it is pitched at beginning independent readers and is also good to read to young children. I think *Tashi* is a winner if the panel considers 'younger readers' to be 8–9 years old. If 11–14 year

olds are the target, then I predict *A bit of a hitch* as winner. *The big Bazoohley* and *45+47 Stella Street* come close, with *Swashbuckler* and *I hate books* definitely not to be ignored.

'Words are a honeycomb, sweet to the soul'. (Proverbs 16) The power of words is evident in each shortlisted book, so start reading and enjoy!

Leigh Williamson is teacher-librarian at Buxton Primary School, Gib Gate, Mittagong. She comments here on the books short-listed for the Eve Pownall Award for information books.

The information books shortlist contains:

Kuchling, Gerald and Guundie (illus Guundie Kuchling)

Yakkin the swamp tortoise: the most dangerous year. Chelonia Enterprises, 1995 SCIS 830342

Little, Douglas (illus David Francis and Donna Rawlins)
Ten little known facts about hippopotamuses and more little known facts and a few fibs about other animals. SCIS 828920

Macdonald, Wendy (illus Julian Bruere) *The voyage of the Endeavour.* Cardigan Street, 1995 SCIS 866139

Nicholson, John *The First Fleet a new beginning in an old land.* Allen & Unwin, 1995 SCIS 859280

Tonkin, Rachel *What was the war like, Grandma? Emmy remembers World War II.* Heinemann Australia, 1995 SCIS 831034

Simpson, Judith (illus Helen Halliday and others) *Native Americans.* Allen & Unwin, 1995 SCIS 831063

It is the fourth year since this award was established, and with each succeeding year it becomes more evident why we should have such a category. Information books are becoming more innovative and if these six books are any indication of the general standard, they are aptly fulfilling the promise made some years ago by such pioneering works as Harvey's *My place in space* and Wheatley's *My place*.

However, their very originality and versatility raise the question of what delineates an information book? Why does *The story of rosy dock* get short-listed in the picture book category and *Ten little known facts about hippopotamuses...* get shortlisted in the information category, when both books start with facts? (and add art and personal vision and end up with something very different). Why do some stories set in the past remain story books and others get pasted with the information label? The answers to these questions lie in the blurring which has occurred between "story" and "information book" as labels.

The first three short-listed titles all come without those familiar hallmarks of information texts, headings, sub-headings and indexes. *Ten little known facts about hippopotamuses...* is a hotchpotch of seemingly unconnected data. Facts and trivia about animals intermingle with smartly executed drawings. However, there is a purpose behind the humour, and indeed the author has a knack for presenting lessons in a zany and memorable manner. Did you know a baby zebra stares at the stripes of her mother in much the same way that the computer scans a barcode? *Ten little known facts...* is one of those hard to categorise books, and so different and original that it is bound for

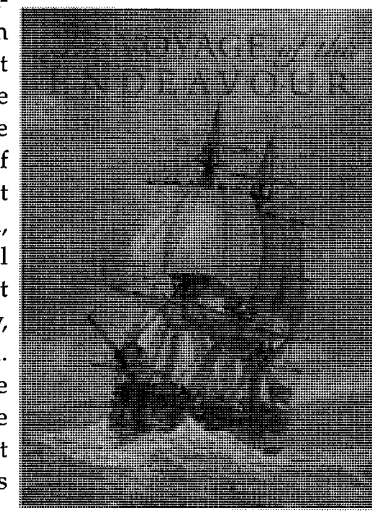
either stardom or obscurity, and nothing in between. But an information book?

What was the war like, Grandma? gives an account of World War 11 as seen from the Australian child's point of view. Full page, watercolour illustrations and text tell us of the events: the food rationing, the air-raid shelters, the seamed stockings, the working women and the visiting GI's. This book looks like a story book but isn't, rather it is a compilation of factual and nostalgic recollections. These are of interest and the illustrations are very true-to-life to the era, but this book left me with a luke warm response.

I had no such tepid reaction to *Yakkin the swamp tortoise: The most dangerous year* which reminds me of one of those low-budget films which take an ordinary subject and yet move you with skilful filming and disarming honesty. The writers, a husband and wife team, make an impressive force—Gerald Kuchling with his scientific knowledge and passion for the continuing existence of this near-extinct species, (the Western Australian desert tortoise), and Guundie Kuchling with her stunning linocut illustrations. We learn about the tough life cycle of the Yakkin and in doing so we learn something of nature herself, and about the instinctive stubbornness of animals to survive against all odds, including human. My only reservation is the cover, which is pale brown and ordinary, and gives no indication of the courageous and colourful story within. I predict this book to be an equal Honour Book.

Native Americans is in every way the conventional, albeit handsome, information book with good cross-referencing, a thorough index, and clear visual and print information. It is a dazzling professional package, one of a series of books obviously aimed at the popular classroom themes. Chunks of text, sepia photographs, diagrams and paintings are set against a stark white background. This is an effective (and fashionable) format for presenting a lot of information, and it creates an impressive book which could be used as a reference tool or browsing feast.

With *The First Fleet a new beginning in an old land*, John Nicholson has given us a beautifully rounded information book. No problems with identity or parameters here. The book clearly sets out to give relevant and interesting information and it succeeds, brilliantly. Nicholson's drawings range in style from the suitably menacing hulks, to a sea so blue and inviting we feel that we could almost dive in, to clear and accurate illustrations that teach us about pit sawing and drop-log construction. There is an active intelligence at work here in the choice of texts: we are not only given lists of what the First Fleet brought with them, (how children will love those lists!) but just as importantly, what they left behind. In the overall balance of the contents and the excellence of the text and design, I feel this



is more successful publication than *Gold*, Nicholson's former production, and I vote it an Honour Book.

Wendy MacDonald's *The voyage of the Endeavour* is the best of the six books for me, because she does in prose what all enlightened historians have done before her, and that is to breathe a sparkling and vivid sense of life into a subject that, in many others' hands, becomes just another boring story. Julian Bruere's illustrations and the reprints of original drawings and maps are presented in softly stated blue. They give accurate details and interest where necessary, but take nothing away from the power of the story. Such is MacDonald's gift that not only do all the crew of that trusty galleon come to life in front of our eyes, and not only do we glimpse some of the greatness that was the sailor and navigator, James Cook, but the ship itself almost becomes a living thing. This is no mean feat and it is not done through tricks or gimmickry but through a true feel for history and an intelligent and inspired use of primary sources. I vote this book the winner.

Lastly, Margaret Steinberger, of Irirawang High School, near Newcastle, writes on the older readers' shortlist.

The older readers' shortlist contains:

Caswell, Brian *Deucalion.* University of Qld. Press, 1995 SCIS 841945

Dubosarsky, Ursula *The first book of Samuel.* Viking, 1995 SCIS 828050

Hartnett, Sonia *Sleeping dogs.* Viking, 1995 SCIS 835334

Jinks, Catherine *Pagan's vows.* Omnibus, 1995 SCIS 846247

Pausacker, Jenny *Getting somewhere.* Mammoth, 1995 SCIS 848733

Those selecting books for the shortlist for older readers have chosen books with considerable range in style, theme and complexity. On offer are science fiction, historical fiction, a family saga, and three vastly different views of families and relationships.

Ursula Dubosarsky's *The first book of Samuel* has the deceptively simple style of its predecessors. Yet here the plot is as convoluted as the family relationships defined in the story. Elkanah is head of a blended family. The second family is the focus of attention, but the two women's fathers are influential, being strong characters who cleverly escape appearing stereotyped. One feels one shouldn't be finding any of these people believable, but it is a measure of Dubosarsky's considerable skill that they never take on cardboard qualities.

This family, so blindly led by Elkanah, an opera singer with an ego worthy of *opera bouffe*, stumbles along from one minor tragedy to another, but somehow never becomes farcical. A large part of the skill lies in allowing each voice equal strength, thus demanding the courtesy of respect for them. Few writers of fiction for this age group have the courage to create characters who are such a realistic balance of good and bad, whose judgements are so often wrong-headed, or in fact show no thought at all. Dubosarsky's command of her craft continues to increase.

In contrast, I was quite disappointed by James Moloney's *The house on River Terrace*. I expected more, and initially thought that I had received it. The novel is very easy to

read but ultimately, I was left with the feeling that the writing was facile, and there was in reality not much of substance to the book. There are, of course, strengths, but for me they are well outweighed by the weaknesses.

The underlying theme of historical investigation helps give the story unity and focus. This investigation keeps the reader interested and wanting more, as Ben uncovers more of the story of the one time family home. Themes of political expediency, racial exploitation, youth rebellion, both historical and contemporary, social justice...and herein lies the problem with the novel, for this reviewer. Moloney has been so ambitious that inevitably the only way to tie everything together is to resort to as many coincidences of plot as are found here. It is little wonder that what the novel ultimately offers is narrative facility, nor narrative drive.

Lack of narrative drive is not a charge that could be levelled at Sonya Hartnett. *Sleeping dogs* is a remarkable book, which has inspired debate of extraordinary longevity. Hartnett offers a very bleak vision of the world, a chilling portrait of a dysfunctional family.

Bonaparte Farm is the setting, and the name not only conjures up thoughts of sweeping power and eventual defeat and exile, but invites connection with *Animal farm*, revolutionary acts and anarchy. Literary and mythical allusions abound. The stranger into the world of the Willows' family seduces members of the family, not physically as stereotypical strangers are wont to do, but subtly and more powerfully, planting doubts and subversive thoughts in the minds of the younger generation. This quiet infiltration finally causes the collapse of the family and abandonment of any vestiges of ethical standards.

The novel is focussed, economically planned and tightly written. Its vision is completely integrated, its journey inexorable. The calm narrative voice nails home the inescapable horror of the world created. There is not an unflawed character in the book, barely an admirable act or characteristic. The serenity and normality of the final chapter only draw attention to the fact that the family has withdrawn.

Yes, I found the story disturbing, as I find the evening news disturbing. The world is often a most worrying place, and objective recording of it, in reality of fiction, forcibly brings that home to us. However, there is not a hint of sensationalism in the book, nothing to glorify violence or present it as an attractive option. The more relevant question is the categorisation of the book. Adolescent fiction? I think its readership is far wider than that.

Pagan's vows sees Catherine Jinks continue her highly readable Pagan series. This time, Lord Roland and his squire Pagan become novices at an abbey. The cheerfully hooligan Pagan does a Caedfel and turns detective, uncovering corruption and vice amongst the monks. Medievalist Jinks presents 12th century life with verve, accuracy and characteristic narrative pace. Medieval Latin and the malodorous rough-and-tumble life of the middle ages are presented through the perception of the likeable Pagan.

At the other end of the historical spectrum, Brian Caswell's *Deucalion* delivers a 23rd century vision. It's a consistently envisaged world, self-contained and well-planned. The narrative is complex, presenting multiple viewpoints, with

flashbacks and flashforwards that I'm not convinced I always understood.

The technology may have moved on, but human problems of exploitation, greed and human rights remain. The issue of genetic manipulation is to the fore and Caswell successfully balances narrative pace and ethical questioning throughout. With many others, I look for a reissue of the book in a cover less insipid and more true to the contents.

Getting somewhere continues Jenny Pausacker's Central Secondary College series. It's as readable as *What are ya?* but less controversial in theme, perhaps the reason for this first shortlisting for Pausacker. The month-by-month presentation and straight sequential style give an appealing format to this accessible novel.

Twins Dinah and Stacy are going their separate ways, with Stacy in training and flattening with sophisticated friends. Dinah endures the final year of school, feeling rudderless and less than adequate. Her growing interest in mathematics and the chaos theory seems to be mirrored in the chaos of her life, but this turns out to be as much as illusion as the control and sophistication Stacy appears to have found in life. It's a very likeable novel, with an old theme, but a cleverly written presentation which is certain to have wide appeal.

Pick a winner? I doubt if I'd dare. I believe *Sleeping dogs* is a fine piece of literature, consistent and focussed, but it probably doesn't belong in this category. I wouldn't be surprised, however, if *Deucalion* is a front-runner.

REFERENCES

- Barbalet, Margaret (illus Jane Tanner) *The wolf*. Penguin, 1994 SCIS 808329
- Crew, Gary (illus Steven Woolman) *The watertower*. Keystone Picture Books, 1994 SCIS 813816
- Graham, Bob *Crusher is coming!* Collins, 1990 SCIS 649527
- Hirst, Robin & Sally (illus Roland Harvey with Joe Levine) *My place in space*. Five Mile, 1988 SCIS 614291
- Nicholson, John *Gold! the fascinating story of gold in Australia*. Allen & Unwin, 1995 SCIS 837361
- Orwell, George *Animal farm a fairy story*. Penguin, 1989 SCIS 6631251
- Pausacker, Jenny *What are ya?* Mammoth Australia, 1995 SCIS 828991
- Stanley, Elizabeth *The deliverance of dancing bears*. Penguin, 1996 SCIS 8870684
- Wheatley, Nadia and Rawlins, Donna *My place*. Collins Dove, 1989 SCIS 479099 ■



Anna's story

Fay Gardiner, teacher-librarian and parent, recently spoke to Bronwyn Donaghy, author and parent.



Less than a year ago Anna Wood died as a result of taking one ecstasy tablet. The media embraced her death with all the glee that is reserved for sensational tragedies and we were confronted with an array of opinions, knee-jerk reactions, and theories. So why do we now have a book devoted to the tragedy and why this added publicity in *Scan*?

We have the book, *Anna's story*, because Bronwyn Donaghy, who is a regular writer on family issues and the author of a children's novel, *2 1/2 wishes*, was approached by HarperCollins to write it and saw it as a worthwhile project. And this article is an unashamed piece of publicity to highlight a resource which might help to demonstrate to the adolescents whom we teach that other forms of risk taking might be preferable to gambling with their lives via unpredictable chemicals.

And why should this book have any effect upon these young people who see themselves as invincible or perhaps don't even think about consequences? Bronwyn believes its strength lies in the fact that 'it treads the fine line between the fact-filled textbook which might put kids off and the titillating novel which would be unsuitable for school. It tells a fascinating story of what can happen to teenage kids who are taking risks in their rocky road towards maturity, daring each other to take greater and greater risks to prove their independence. High school students can identify with the characters because they are real people, who are having the same hassles with their parents, homework, the opposite sex, self images, as they are.

It is what every teenage novel is made of, but it's more interesting because it's real. It's also balanced by the fact that it does contain what you would normally find in a medical textbook presented in a very readable way. All the information kids need about drugs and what they do to the body is there, but it's easier to understand because it can be directly applied to the characters about whom they've been reading.

If children do read it and take note there may be a chance that they will realise that taking drugs is irresponsible; it might give them some ideas for intelligent risk taking rather than risk taking that is inevitably going to damage their minds and their

souls; drugs do so much damage to the sort of people they are. If we can only get that message across . . . that's why I wrote the book.'

As Bronwyn says, it's very hard to lecture kids of that age. When you read the book you will find that there is a denial from every teenager that they had any PD/Health/PE lessons on drugs despite the fact that their three periods a week would have included some information on drugs. We all know what selective listeners teenagers are. And what about all those Life Education lessons? When Bronwyn asked them what they'd learnt in

Life Education, the response was 'nothing'; but asked about Harold, 'Oh, Harold, yes, we remember Harold.' Is there a lesson there? Bronwyn believes teenagers reach a stage where they have to deny everything from their childhood.

My conversation with Bronwyn also canvassed the parenting issues to which Anna Wood's mother, Angela, so powerfully refers in *Anna's story*: 'Families have lost the plot. They have forgotten what life is really about...children aged twelve to seventeen are so vulnerable. Everything is changing for them. While their own bodies and emotions are in turmoil, they are seeing movies and hearing and reading about experience they have never had, about drugs which will induce feelings that will take them to peaks they've never reached.

There is nothing for them to do, their parents aren't home, they are confused and concerned about the future...

We have to give them help. We have to teach them what they are doing to themselves. We have to be there for them.'

Not all of the wisdom resides with the adults however. The last word will go to the young person who so sagely commented that 'we are not taught to have such self confidence that we can go out for the evening and be ourselves and just be judged by ourselves rather than whether we are drinking or not.'

Angela Wood says too many people believe you can't stop kids trying drugs—but we can't stop trying. This book just might empower one of the kids you care about...if it's available to them.

(There are not many of us who)...have such self confidence that we can go out for the evening and be ourselves and just be judged by ourselves, rather than whether we are drinking or not.

FEATURES

Postscript: Since this book has been published the corner's investigation has revealed that the only drug contributing to Anna Wood's death was ecstasy.

REFERENCE

Donaghy, Bronwyn 2 1/2 wishes. Ashton Scholastic, 1994 SCIS 804733

Donaghy, Bronwyn

Anna's story.

Angus & Robertson, 1996 SCIS

ISBN 0207191840

[362.2917]

This is the story of Anna Wood, who died in October, 1995, from an extreme reaction to taking one ecstasy tablet. The theme of the book—illegal drugs are poison, especially to the spirit—is introduced by Kate Ceberano, and is one which may attract young people, rather than drug education which uses scare tactics. The first section of the book, 'The looking glass', provides a full picture of Anna's life leading up to the tragedy. Angela, Tony and Alice Wood and Anna's friends paint a picture of a happy, extroverted, beautiful girl, with nothing much troubling her in her life. She appears to have been against drug-taking, having 'only' tried marijuana occasionally. The middle section of the book deals with the facts—how Anna died; risk taking particularly in the form of abuse of drugs and alcohol amongst adolescents; and information on ecstasy and other drugs. The narrative of the tragic events of the story, entitled 'Wonderland', forms section two of the book and is starkly and compellingly told with none of the quotes from *Alice in wonderland* which appear at the head of the factual sections—a fine balancing device. The rave party, procuring and taking the ecstasy, the frenzy of dancing and the onset of Anna's reaction to the drug are graphically told. Anna died the next day, literally drowning from the inside in the water she drank, which caused hyponatraemia and swelling of the brain. Anna's parents have set up the Anna Wood Drug and Alcohol Education Project, the central aim of which is involving young people in the education of other young people about drugs. The book finishes with a plea to parents to be there for adolescent children; and to be honest in educating them about drugs; and with extracts from Anna's letters and diary. This book is essential reading for all teenagers and their parents. L FitzGerald

LEV: Lower secondary Middle secondary
Upper secondary

AVAIL: Paper \$14.95

KLA: English; PD/H/PE

EVAL: Highly recommended ■

HANDBOOK FOR SCHOOL LIBRARIES (2nd ed)

The following erratum is issued for the *Handbook for school libraries* (second edition).

Library Furniture Supplier

• Appendix 9, p.111 of the *Handbook for school libraries* is to be deleted and replaced with the following information:

The Government has an exclusive contract for the supply of all furniture, including library furniture with:

Furniture Australia
195 John St, Lidcombe

Ph: (02) 9647 2155 Fax: (02) 9648 3390

Furniture Australia offers a consultancy service.

FEATURES

Conference report:

3rd National Children's Book Council of Australia Conference

3rd-6th May, 1996

Judith Ridge, NSW Vice President of the Children's Book Council, reports on the conference. Judith is a former secondary English teacher who has worked on the editorial staff of the School Magazine. She is currently Children's Editor at ABC Books.

'There's a lovely to and fro, something to give, but I do think that every writer who comes here actually receives as well, receives some sort of acknowledgement, an endorsement of what they're doing.'

Libby Hathorn

The conference served to endorse 'what they're doing' for many of its 700-plus delegates. *Claiming a Place* was the conference theme, and for those of us who have found a place in the world of children's books—teachers, librarians, publishers, book-sellers, parents, readers all—the conference was an inspiring and challenging three days. This year's conference offered key note addresses which were possibly the strongest and most enriching of all those delivered at the conferences and seminars I have attended.

Indigenous writing and publishing

This was a particular feature of this year's conference. Monica Hughes spoke about indigenous writing and publishing from a Canadian and global perspective,

addressing the silencing of indigenous voices by the appropriation of their stories by non-indigenous writers. Hughes also spoke of the role of children's literature in social engineering, claiming that it would be wicked to use fiction to manipulate the world view of the child reader. Fiction should not be about politics—rather it is about individual voices giving readers the sense of not being alone, for example, including characters from a non-Anglo

background which reflects the reality of the world in which the child lives. It gives a voice to the reader who may not be from the dominant culture, allowing them, too, to feel that they are not alone.

Sunday's panel, *Voices from Australia: the place of Aboriginal writing, illustrating and publishing*, was made up of illustrator Bronwyn Bancroft, storyteller, writer and activist Lionel Fogarty, and UQP editor and parent Sandra Phillips. Few delegates could have left this session without having been uplifted by the strength of conviction and beauty of vision these people demonstrate. They see a place for children's books in progressing the cause of reconciliation between Aboriginal and non-Aboriginal Australians.

Children's books by Aboriginal writers and illustrators can give to non-Aboriginal readers an understanding of our place in their land. To the Aboriginal reader, it is vital that the Dreaming of their people be recorded. Lionel Fogarty spoke of the responsibility he feels to put his stories down on paper for future generations of his people, even though the Aboriginal tradition is an oral one. Publishing Aboriginal stories is good for the spirit of the country, he believes, and therefore good for all who live in this land.

Varying perspectives

Other writers delighted and inspired us with stories of the story that wouldn't go away! Gillian Cross gave the lie to the old advice 'Write about what you know'. Rather, she says, write about what you want to write about, and about what you *want* to know. *The magic country*, just out of reach, is the main drive of a story, for both writer and reader. Reading is an act of curiosity about things that are real and external to our selves. Only when we stop thinking of ourselves do we learn about ourselves.



Gillian Rubinstein, Gillian Cross, Jane Scurr (Random House Children's Publicist), Jill McGilvray (Children's Book Shop, Beecroft) Libby Gleeson at Children's Book Council Conference.

FEATURES

British author Lesley Howarth gave her first ever conference paper. She views children's literature as a field amenable to the highest art. A child's world view defines, but does not artistically limit, the perspective of a story for children. Perhaps, she mused, the best preparation for writing for children is to have been an impressionable child, easily swayed by a story. She also claimed a place for 'a little positive discrimination in the way of a

bit of optimism' in books for children and young adults.

Gillian Rubinstein challenged us to consider whether or not we were forgetting about the vulnerability of children and our responsibility to them in an effort to toughen them up. Libby Gleeson looked at globalisation and the trend to neutralise the language of fiction in order to make it broadly appealing. She posed the question 'If our language is under threat from globalisation, then perhaps so too is our story?'

As in the past, this year's conference offered an embarrassment of riches in its concurrent sessions. I was thrilled to hear Nadia Wheatley demonstrate her technique of story mapping—mapping out the geography of the story even before she has plot or character. I was sorry to miss Judith Clarke and Jenny Pausacker on sexuality in young adult books. Catherine Jinks and Carol Jones spoke with humour and intelligence about capturing the child's voice in their fiction, which meant I didn't get to hear David Cox, Peter Gouldthorpe and Geoff Kelly speak about their techniques and methods as artists.

And so it goes on. Three days jam-packed, and not just with brain food either! This year's conference, despite its size, had a wonderful friendly and excited atmosphere. The conference dinner, for over 400 people, was a triumph of good food, good fun and great conga lines!

Big issues

But nor was it all sweetness and being nice to each other—a criticism often levelled at the children's book world. A concurrent session I did not attend addressed *The male perspective: Masculinist writing in the '90s*, and was, by all accounts, a confronting hour for those who did brave the passion of Glyn Parry and his co-panelists. The conference itself ended on a passionate, even angry note, with a panel on the future directions of the

Children's Book Council of Australia, and, in particular, the annual shortlist and awards. Speakers Agnes Nieuwenhuizen, Gary Crew and Joan Zahnleitner were in turn eloquently challenging, angrily controversial, and quietly forward-looking.

Finally, Patricia Wrightson closed the conference with the dignity and eloquence befitting her place in the Australian children's literature Hall of Fame.

Don't miss the 1998 Adelaide Conference. Whatever your particular place in the world of children's books, don't miss the opportunity to have your assumptions challenged, your creativity stimulated, and most of all, to have a place claimed firmly, both for the children for whom we all work and for yourself.

But nor was the conference all sweetness and being nice to each other—a criticism often levelled at the children's book world.

FRAGMENTS OVERHEARD AT THE CBC

'There are kids out there who are reading who are not getting as much attention as the kids who can't read...The push is to get kids who are not reading into reading, and, in some cases, except that there are usually really dedicated librarians who deal with interested kids, kids who want to share their feelings about books are sometimes really stuck for (a venue) to swap ideas.' Katherine England, reviewer, Adelaide Advertiser

'Has getting an insight into works from their creators inspired you with ideas for using them with kids?'

'Oh, yes. Access to children in public libraries is limited, and what I mainly get is individual children or their parents coming into the library saying, 'I'm a reluctant reader, there's nothing good to read in this library' and I can go and show them the ones that I know. Now, as well as telling them about the story, I can give them an insight into the person behind it as well.' Pamela Mckinnon, Children And Youth Services Librarian, Baulkham Hills

'The CBC conference keeps you in touch with the latest developments in the children's book world. It makes the authors and illustrators come alive to me, and you can take that back to the children, particularly if you hear anecdotes. You can take photos to make literature living for the children at school.'

Colleen Collins, teacher-librarian, St. Thomas More School, Campbelltown ■

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: Wednesday 14th November 1996.

What are book losses costing your library?
Stop Book Theft with SERMME
And safe radio frequency technology

- Reduces manipulation of stock due to "by-pass" method.
- No false alarms from commonly carried items such as creditcard, keys belt buckles etc.
- No service contract is necessary.
- Safe for use with magnetic material including audio cassettes.
- No interference to adjacent computer cables.
- A special frequency for use in libraries only.
- Easy to install, and easy to relocate when library floor plan is revised.
- Available in multiple colours.
- No health hazard.
- One year warranty.

Prices for Sermme installed in your library for less than you thought possible!
SERMME - EUROPE'S NO.1 LIBRARY SECURITY SYSTEM
Exclusively available from
S&M SUPPLY COMPANY PTY LTD
Sydney • Melbourne • Brisbane • Canberra
OUTSIDE METRO AREA FREECALL: 1 800 251 518

Best practice in information skills 1: Fairfield Heights Primary School



We continue our series of exemplary information skills programs with this account by Deidre Ratcliffe, teacher-librarian at Fairfield Heights Primary School, of the organisation of information skills in the school, illustrated with a Year Five unit on Space: the planets.

The computers, video and telecommunications technology available in the school is integrated in these units offering alternative ways of developing information skills. We can cater for different learning styles with the use of filmstrips, video and computer software. This helps NESB students and students with reading difficulties. The production of resources has become an important part of this program.

Background

Fairfield Heights is a large primary school (670 students) with a young teaching staff that has a high staff turnover. When I took over the library there was no formal plan for how the teacher-librarian worked with grades. The school community did have a strong acceptance of information skills taught collaboratively due to the work of the previous teacher-librarian, and over the last few years classroom teachers have been cooperatively programming for all KLAs.

Planning time

In the first year of the new organisation, I tried to meet and plan with classroom teachers during recess and lunch. However, this did not result in effective programming. In the second year, after discussion with the Principal and staff, a commitment was made to improve planning (a crucial aspect of this process) by employing a casual teacher for a day to allow for planning and selection of resources by the classroom teacher and teacher-librarian.

Curriculum development

In 1994 I was invited to join a new committee which was to look at the Science and Technology, Human Society and Its Environment and PD/Health/PE syllabuses. The committee developed a realistic scope and sequence plan which covered these KLAs with themes integrated where possible. As part of this work we decided that each grade would undertake one unit of work from an information skills perspective and work with the teacher-librarian using the library and resource-based learning.

Essential to the success of the information literacy program is the support of the school's Principal and deputy Principal. All of this has resulted in increased student enthusiasm towards the library and its facilities, and an acknowledgment among staff that the library is a central part of the school.

Organisation

The school now has a more formal plan for how the teacher-librarian's time is to be shared through the school ensuring all grades experience time in the library. This plan is flexible enough to allow for each year's variations and individual teacher preferences.

Sample unit of work: Space: the planets, Year Five

One very successful unit was *Space: the planets*. When Margaret Armstrong, the class teacher, and I met to plan, we first considered the student outcomes we hoped to achieve. Our objective was to have the class make use of the school's video facilities and to present its work on video.

I work intensively with a grade for one term on a unit of work, either in parallel with, or in addition to work which occurs in class. At the end of the first year, programs were evaluated and a copy of each unit stored in the library. These are an invaluable resource for the following years. We next intend to work on a more comprehensive development of information skills, building each year on the previous year's work.

Once we had decided how we would treat each step in the information skills process, we looked at the available resources and adapted our plans. Organising and presenting were to receive particular emphasis in this unit, as the other steps had been highlighted in previous units.

Defining and locating

My first meeting with 5A involved a brainstorming session on what they already knew about the solar system. All facts were recorded, whether or not they were correct. We read from two big books about the planets (see references 1 & 2) and students defined what they would need to find out about the planets (length of year, distance from

earth, atmosphere, etc). Some teacher input here made sure that all the headings we wanted were included. That session ended with a discussion about locating information and an explanation of how the class would be working, in nine groups of three each studying one planet.

Selecting and organising

By the following week, when selecting of information began, many students had with them books brought from home or borrowed from the local library. From then on, sessions usually started with modelling to the whole class of some aspect, eg how to use indexes, how to take notes in point form, or how to use the computer software (see references 3 & 4).

Students then worked in their groups on research. Each group had been given a proforma containing main headings and questions. Groups were also offered the chance to use email as a way of locating information. Each group was asked to decide on a few questions about their planet, the solar system or space in general. These questions were typed using a word processor and the combined letter was emailed via Nexus to Year 10 students at Marion High School (see reference 5). We had also planned to access the NASA databases via the Internet but were having difficulties with our Internet connection.

Presenting on video

Once the groups had gathered all the necessary information, we discussed how it could be presented on video. Each group chose their own format and these included:

- a news report about the discovery of Venus documentary on Pluto
- a quiz show about Earth
- an interview between a Martian and an Earthling, and
- advertisements for life on Saturn.

The video presented facts within a fictional setting.

The class really enjoyed presenting their work in this format instead of the usual project book or project chart. For this type of format, spelling, writing and handwriting skills were less important than usual, whereas the ability to speak clearly with good eye contact was essential. As

part of their video presentation, students made props, banners, signs and wore appropriate costumes. Each group had a turn in front of the camera while also acting as the video studio/filming crew (studio director, camera people, floor manager, musician) for the other groups.

Assessing

Once the video was complete, we watched it and the class assessed their work by discussing how they had researched, how much they had learned and what skills were important for the video work. How much the class had learned was also assessed by asking each group to produce a mind map for their planet. These were compared with the butcher's paper from the original brainstorming session. The class was quite proud to see how much they now knew about the solar system and students were able to correct earlier misconceptions. The video produced will be a very useful resource for the next class to study the solar system. A copy has been placed in the library for students to borrow and show off at home.

Conclusion

This program was a successful combination of cooperative planning and teaching, information skills, video production, reading, writing, talking, and listening. An unintended outcome was the high degree of peer support and personal development which was evident through the video production.

REFERENCES

1. Drew, D. *Postcards from the planets*. Nelson 1988. SCIS 689487
2. Drew, D. *Small worlds*. Nelson 1989. SCIS 845430
3. *The magic school bus explores the solar system CD-ROM*. Scholastic, 1994. SCIS 833214
4. House, A. *The solar system database* MSDOS software. Know Ware, Helensburg, NSW. SCIS 695942
5. OzProject contact:
Henry Legedza, Nexus Information Service
PO Box 75, Ingle Farm SA 5098
henry@nexus.edu.au
Phone (08) 262 7751 Fax (08) 262 8130 ■

Best practice in information skills 2: Pennant Hills High School



Frances Plummer and Darelyn Dawson are classroom teacher and teacher-librarian at Pennant Hills High School. The learning practices they model reflect their commitment to independent student-based learning and mastery of information skills. At a whole school level they promote learning strategies in information literacy to teachers and students. They are experienced presenters of training models that focus on practical classroom strategies for integrating information skills in the curriculum across the key learning areas. Frances outlines the process which underlies their work with teachers and students.

Background

At Pennant Hills High School, Darelyn Dawson and I have developed a goal-based approach for student and adult learners to understand, experience and implement the information skills process. At the base of our approach is information need. How does a learner know when they have an information need? What knowledge and skills do they have to solve their information need and how do they evaluate their achievement for future learning? Students and adults as lifelong learners in learning communities are constantly faced with the real challenges of solving information needs. Information skills empower the learner with the skills to meet information needs and to achieve learning outcomes and competencies in the collection, analysis and transformation of information by applying a system of thinking and metacognitive skills, which we define as information literacy.

Learners need to be coached through the process and practice the skills to become competent information retrievers. Learners need to 'own' the process and recognise that information skills are integrated in all learning activities and are transferable across key learning areas.

The library is central to goal-based learning.

Collaborative planning between classroom teacher and teacher-librarian has led us to demonstrate the principles of team learning, to facilitate the learning process rather than direct the learning, and to celebrate the successful achievement of learning.

Strategies

Our strategies focus on:

- learner-centred and self directed activities
- what we want the learners to understand and be able to do
- cooperative problem solving to increase learning outcomes
- flexibility in the application of the information skills process
- recognition that learners have prior knowledge and different learning styles
- modelling the uses of technology for information retrieval and presentation
- building mastery of the process rather than the content
- building in observable and measurable indicators that let us know what the learners understand and can do.

The approach Darelyn and I use is successful with students in the classroom and adult learners in training and development programs. The process has been applied most recently for Year Nine students in the enrichment studies program, researching *A celebration: an event in Australia's history*, and for teachers of PD/Health/PE designing a research unit on *The health dollar* using the library as a learning centre.

Benefits of training classroom teachers in the information skills process:

- focus on defining the learning that is to take place rather than the content that is to be delivered.
- awareness of the learning challenges at all stages of the information skills process.
- recognition that students need the ability to use a variety of information literacy skills
- experience in designing resource based units that develop a range of thinking processes
- development of practical strategies to cater to a range of learning styles and individual differences in classes
- encouragement of classroom teachers to feel more confident and comfortable in using the library for resource based learning
- recognition that resource based learning strengthens students' achievement of the key skills for education, work and life.

Outline of the model

In each step of the information skills process, learners experience activities that focus on a particular skill, thinking process and learning style. We stress at the outset that there is flexibility within the steps of the process.

Defining

Skills in defining engage learners by using:

- brainstorming to record what they already know
- word webs for fluency of ideas
- metaphors for flexibility of ideas
- people searches to validate what others know
- mind maps to identify what they need to find out.

These strategies meet needs of learners who want to integrate experience with self, who learn by listening and sharing.

Locating

Skills in locating encourage active participation and collaborative interaction by:

- brainstorming the variety of resources available
- demonstration of information technologies
- peer tutoring by showing others
- learning through exploration in a library without walls.

These strategies meet the needs of learners who process information actively.

Selecting

Skills in selection bring learners closer to solving their information needs by:

- analysing stimulus material for similarities and differences
- categorising features and recording information on graphic organisers (Bellanca & Fogarty 1993:107)
- skimming for key words
- redefining what do I really need to find out.

TEACHING/LEARNING

These strategies meet the needs of learners who need to know what the experts think and who process information reflectively.

Organising

The skill of organising requires learners to plan and apply using:

- information grids to create notes rather than plagiarise
- graphic organisers to expand on the main points
- analysing information and recording on an information grid
- framing questions using Bloom's Taxonomy or the Three Storey Intellect (Bellanca & Fogarty 1993: 89).

These strategies meet the needs of learners who actively process information by applying what they now know into a manageable form.

Presenting

The skill of synthesis in the presentation of information encourages visual and oral communication through:

- creating original presentations
- multimedia presentations
- designing presentations that are appropriate to the audience.

These strategies meet the needs of learners who like flexibility to integrate through application to synthesise their own product using a variety of technologies.

Assessing

Metacognitive skills are enhanced by asking students to evaluate their own and others' learning throughout the information skills process by:

- building in peer evaluation of oral and visual presentations

- using Mrs Potter's reflective questions (Fogarty 1994: 212)
- self assessment by answering the question "How did I learn?"
- performance criteria reference assessment using outcomes

These strategies meet the needs of learners who believe in self discovery, like flexibility, and creatively add to their knowledge.

Conclusion

The information skills process provides learners with a framework for managing a number of tasks in resource based learning. The outcome for learners is the development of skills in information literacy. Teachers who combine understanding of information skills with understanding of learning styles in order to develop units for research recognise student diversity and engage the learner to work towards a lifelong passion for learning.

REFERENCES

- Australian Council for Educational Research. *Literacy and the competencies: potential impact of competency-based approaches on literacy curricula and assessment in schools*. 1995
- Bellanca, J. & Fogarty R. *Blueprints for thinking in the cooperative classroom*. Hawker Brownlow, 1994 SCIS 828382
- Fogarty R. *The mindful school: how to teach for metacognitive reflection*. Hawker Brownlow, 1994 SCIS 836217
- Mayer, E. *Putting general education to work: the key competencies report*. Australian Education Council, Canberra, 1992 ■

TEACHING/LEARNING

Information literacy and information technology:

Changing the way the library works at Wyong Primary School

Beverley J. Sampford, teacher-librarian at Wyong Primary School, is currently trialling a new whole school approach to the teaching of information literacy and promotion of reading. In this article, she describes the restructuring of the use of the library to enable the new approach and the wide-ranging implications this is having for teaching and learning in the school.

There have been some exciting changes at Wyong Primary School this year. Year two students can be found working their way purposefully through the information skills process and the Big Six steps (Eisenberg & Berkowitz, 1995) to information problem-solving—as they gather information for a project on whales. Poorer readers are achieving success (and reducing the reading task) by using Boolean searches on CD-ROM to access specific information under their mindmap sub-headings. Year six students are talking to people all over the world on the Internet as they hunt for information. Teachers are excited and confident about using the new technology and queuing up to learn more. All of this activity is the result of changes driven by the new information technologies in the school (CD-ROM, Internet, publishing packages, etc.) which have motivated some long overdue restructuring of the way we use the school library.

THE WAY IT WAS AT WYONG

When I came to Wyong three years ago, we already had a range of the new technologies for promoting information literacy—thanks to a Principal with a keen commitment and a member of staff with great skill at managing computer hardware. We have continued to add computers, some new, some second-hand. However, the teaching of information skills and the use of the new technologies remained largely my responsibility (as teacher-librarian) within the framework of my providing teachers with some of their weekly release from face to face (RFF) time, while giving their students a "library lesson".

THE INEFFICIENCIES OF THE LIBRARY PROGRAM OPERATED AS RFF (Release from face to face teaching)

While I put considerable effort into co-operative planning and into producing in-house workbooks which sought to develop skills within curriculum contexts, it became increasingly obvious that the pattern of weekly lessons was inefficient in terms of learning outcomes. Students often did not make the links with other curriculum or transfer skills into classroom situations. The once-a-week pattern (if there were no absences or swimming carnivals) did not allow new skills to be rehearsed before they were forgotten. The library was rarely free (at useful times) for teachers to do research with their classes and staff were not becoming familiar with the new technologies driving information literacy and the procedures for accessing them.

Inefficiencies were also created by some confusion of purpose: was the library lesson for listening to a range of quality stories, exchanging books or was it for acquiring information literacy? Or was it for both? Other primary librarians I spoke to reflected similar concerns. It seemed that, in spite of a lot of agreement about the importance of research skills, little was changing—the ubiquitous project still reigned supreme, homework tasks were still set that did not consider the equity issues involved in access to information and no-one had time to really plan jointly negotiated strategies for teaching information literacy.

1997 intake for teacher-librarianship courses through Distance Education
at
Charles Sturt University
Interested applicants should refer to the flyer accompanying this issue of
Scan and note that the closing date for applications has been extended
till the end of November. People who wish to pursue NSW Department of
School Education sponsorship should discuss this with Training and
Development Directorate, Ph: (02) 9556 0700



Wyong P.S. students in the Children's Writing and Publishing Centre.

NEGOTIATING CHANGE

It was clear to me that the weekly pattern of RFF lessons would have to change. It was also clear that in this time of constant educational change, staff should not be asked to make any more changes that did not carry clear benefits. The successful implementation of the restructuring of the way our library operated has been the result of many hours of discussion, staff meetings to develop clear directions for our information literacy policy, support from the Principal in finding an extra day of RFF in the budget and a school-wide recognition that

"the ability to process and use information effectively is more than a basic tool for the empowerment of school students: it is in fact the basic survival skill for those who wish to be successful in the 1990's and beyond".

(Curriculum Corporation, 1993)

THE NEW STRUCTURE

Use of the library focuses on two main activities:

- those which promote information literacy, and
- those which promote the reading habit.

The information literacy function of the library

Three days of the week are devoted to teaching information literacy skills. Each teacher (from Years two to six) has a bank of 5 hours per term to use in the library for a jointly planned and taught, research-based activity centring on identified skills from the school information literacy policy. All the skills are taught within the context of the information skills process and the Big Six model (Eisenberg & Berkowitz, 1995) as a strategy from Kindergarten to Year six, with a consistent focus both in the classroom and in the library. Staff were introduced to this in a staff meeting and research proformas at a range

of levels were developed to support a consistent approach.

The skills taught range from accessing the Internet or CD-ROMS, Boolean searches or Information tree approaches to information location, mindmapping, notetaking, using OASIS, keyword identification etc. A newly observed advantage of cooperatively teaching these skills is that the classroom teacher has a non-threatening way of keeping up with new developments in information technology that does not require more time out of class (or after hours time) attending in-service courses.

Promoting reading in the library

Two days per week of the library program focus on literature. Whole grades (in our case, usually three+ classes) come to the library for hour-long sessions in which groups are rotated through activities such as shared story reading, book discussion, using story based computer programs, researching Australian authors, book conferencing, silent reading within genres, etc. Some basic library orientation skills are also taught in this time.

These sessions are team-taught with the other RFF teachers and activities are developed as part of a school wide priority focus on reading. During these days, the presence of two or three staff in the library means that it is much easier to cope with the constant flow of requests and interruptions that made story reading often difficult under the previous organisation of the library. Additionally, although the sessions can be noisy, we have a lot of fun. Students also have enjoyed the longer length of time to complete tasks (particularly on the computers), the clearer expectations and the greater task coherence.

For their classroom teachers, the main benefit of this is that the whole grade has RFF at the one time, which has its advantages for them. For me, the benefits are enormous:—other staff members who know their way around

A newly observed advantage of cooperatively teaching information skills is that the classroom teacher has a non-threatening way of keeping up with new developments in information technology that does not require more time out of class (or after hours time) attending in-service courses.

the library and can take over when I'm away, the pleasures of sharing the highs and lows of your day with someone who really understands, the chance of the occasional quick trip to the loo and the fresh ideas provided by other perspectives, just to name a few!

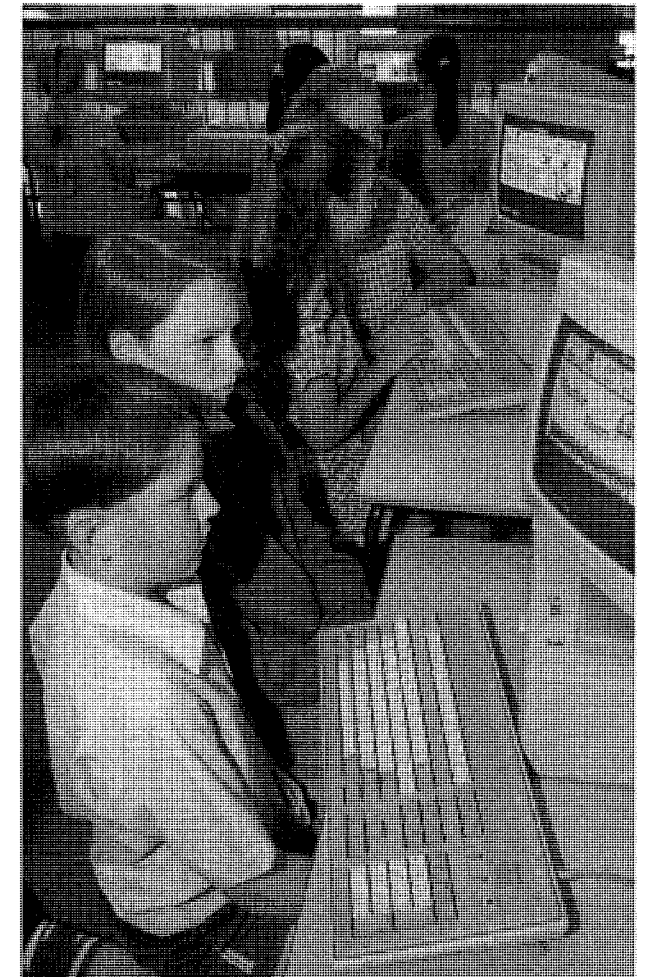
BENEFITS OF THE NEW WAY THE LIBRARY WORKS

Teachers

At this school, there is greatly increased confidence in and enthusiasm for the new technologies allied with a much clearer understanding of their possibilities as tools in the learning process. This new enthusiasm is also starting to be reflected in changing mindsets about computer technologies and the teaching and learning possibilities they support. The flexibility of the system is allowing teachers to find meaningful ways of using the technology within the framework of their own teaching practices.

Teacher-librarian

I am enjoying the team work, the clearer sense of purpose and the satisfaction of feeling more effective. Certainly, my teaching has improved by watching the management techniques employed by the very skilled classroom teachers at our school. There is also an increased feeling of respect as staff realise that I, too, have real skills to offer and a real knowledge of 'their' students. The flexibility of the arrangement, means that, as a librarian, it is much easier for me to manage my time, to organise longer



Wyong P.S. Students using computers to publish work.

chunks of time for administrative duties, in-service courses, library management tasks, meetings with my parent helpers etc. on a needs basis.

Students

Most importantly, students are rapidly developing a higher level of information literacy, and are enjoying increased access to the new information technology tools and developing exciting new ways to use them.

The rewards have made the effort of changing the way our library functions well worthwhile.

Editor's note: Beverley may be one of many teacher-librarians looking for a new name for the information skills process. Are there any suggestions? Contact the editor, fax: (02) 808 9413

BIBLIOGRAPHY

- Bruce, H. *Internet: an introductory course for teacher librarians*. UTS, Sydney, 1996 *Learning for the future*. Curriculum Corporation, 1993 SCIS 768072
- Eisenberg, M. & Berkowitz, R. 'The six habits of highly effective students' in *School Library Journal*, August 1995, pp22-25
- Information skills in the school*. NSW Department of School Education, 1989 SCIS 488633
- McGregor, J. *But I changed some of the words*. Seventh National AASL Conference, Indianapolis 1994
- Todd, R. *Getting real about information literacy*. UTS, Sydney, 1996 ■

Curriculum mapping and information skills



Sherida Zivanovic is teacher-librarian at Pennant Hills Primary School. In this article she outlines the motivations for and implications of curriculum mapping in her school's Human Society and Its Environment (HSIE) program. Sherida is an experienced presenter of workshops on curriculum mapping and information skills, along with Darelyn Dawson and Elizabeth Maxwell, of Pennant Hills High School.

STUDENTS' ATTITUDES TO HSIE

Of all the conferences and inservice courses I attended last year, two had a significant effect upon my role as a teacher-librarian. The first was the HSIE conference at Sydney University in January, where the draft syllabus was launched and various research papers presented. The second was the ALIA School Libraries Section (NSW Group) workshop given by Mike Eisenberg—Professor of the School of Information Studies at Syracuse University New York—where he outlined the usefulness of curriculum mapping in the development of the school's information literacy program.

During the HSIE conference, Wally Moroz presented his research on student and teacher attitudes towards social studies in Western Australia. His premise was that 'social studies is a significant area of the primary curriculum. Negative attitudes toward the subject, if they exist, must impact on the teaching, learning and student outcomes in an undesirable way. The purpose of the study was to identify the status of, and attitudes of, students and teachers toward, social studies...in government primary schools in Western Australia.' (Moroz, 1995)

In summary, Moroz found:

- Social studies ranked twelfth most popular amongst students, ahead only of religion. (Most liked subjects were sport, computing and creative writing.)
- Attitudes towards social studies changed significantly over the grades from being one of the most popular subjects in junior grades to most unpopular in senior grades.
- Students disliked the delivery of the subject and its content, particularly copying from the blackboard and colouring in pictures and diagrams.

CURRICULUM MAPPING: MOTIVATION AT PENNANT HILLS PRIMARY SCHOOL

Against the background of Wally Moroz's research findings on the unpopularity of social studies and of its teaching methods came Mike Eisenberg's practical mapping strategies. The aims of curriculum mapping are to chart what is being taught in a given curriculum area, and how it is being taught. The need for students to attain a sequence of content, skills, knowledge base and process in this KLA coalesced with a need to keep track of coverage of information skills throughout the school, and the method was provided in curriculum mapping.

Darelyn Dawson, teacher-librarian at Pennant Hills High has written in the last issue of *Scan* about curriculum mapping and described the high school's application of mapping to particular student cohorts across the KLA's.

COLLECTING THE DATA

My data collection was done at the end of Term 1, 1996 and refers mainly to HSIE units taught during that term. Eisenberg's proforma has been modified for primary use. I have added:

- level of integration (partial/full)
- resources: text types, one source, multiple source and/or computer software
- to the teaching method section, introductory talk, and
- to the general comments section, particular information skills that we may be targeting during that unit.

(See Appendix 1, and compare with the data collection worksheet used by Pennant Hills High School, in *Scan* Vol.15, No. 2, p19).

Curriculum Mapping Data Collection Worksheet

Year: _____	Number of Students: _____
Teacher: _____	Total Periods of Instruction: _____
Subject: _____	Level of Integration (Partial/Full): _____
Unit: _____	Term: _____
	Week: _____

Level of Instruction:

- introduced
- reinforced
- expanded

Comment: _____

Resources:

- text types
- one source
- multiple source
- computer software

Comment: _____

Organisation (Grouping) of Instruction:

- whole class
- small group
- individual

Comment: _____

Teaching Method(s):

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

Comment : _____

Assignments:

- test
- observation
- short written assignment
- written report
- oral report
- physical project/product
- Other: _____

Comment: _____

Description of Assignment : (Objective/Activities):

General Comments on the Unit:
eg Information skills targeted eg locating, selecting, summarising, presenting etc.

Date: _____

The data was entered on an Excel spreadsheet which is a very user friendly tool and allowed flexibility for information display.

INTERPRETATION OF THE MAPPING

For HSIE:

It was very gratifying to read through these maps after the data had been compiled. We can clearly see what is happening in this area and where our planning priorities are needed. As I have mapped mostly HSIE units, (see Appendix 2) I can use the information for a whole school overview of that KLA. The curriculum units build over the 4 terms to provide a **school mapping of content covered** and possible gaps that might occur over the grades. For example, the map indicates that grade 4 would be a good grade to target for Term 2 (because no HSIE units were mapped for that grade).

For information skills:

We have been planning and teaching cooperatively for some years but only with some staff. We have also recently had a large change of staff and teams have broken up. New working associations have now to be formed. Those teachers who choose to work cooperatively with the teacher-librarian ensure a systematic coverage of the six skills (see Appendix 2).

However, not all classes are systematically experiencing development of information skills. For example, from the data we note one Year 6 class, treating *Government*, want-

ed a box of resources sent to the classroom. I know therefore that searching and locating skills from a wide variety of resources were not part of this unit. These skills will be targeted in the next unit. Another unit on *Work and leisure* was found to be too difficult for the grade and skills were modified accordingly.

For teaching/learning styles:

The **process and end product format** suggested by each teacher provides an insight into the variety or otherwise of the product expected from each child. Different learning styles and rates need to be catered for, eg strategies for visual learners and kinaesthetic learners.

Teaching/learning styles are interesting to compare over grades K-6 and also 3-10 (using the curriculum maps from Pennant Hills High School alongside the maps from the primary school). Wally Moroz's assertion is that changing teaching styles over the K-6 grades leads to a greater amount of teacher content input and much less student investigation of social conditions and issues. The method column (see Appendix 3) is an interesting one, together with the resources used column, to keep an eye on the provision for different learning styles.

LINKS WITH PENNANT HILLS HIGH

Comparison of the maps of both schools has already begun. The middle years of 5-8 are of particular interest, as attitudinal changes are most noticeable then and greater knowledge of primary skills and content can assist the secondary staff to make the transition to high school smoother and more meaningful.

Appendix 2

PRIMARY SCHOOL SKILLS BY UNIT MATRIX										Pennant Hills P.S. 1996
Sorted by grade and term										
Grade	Term	Subject	Unit	Information Skills						Comments
				1	2	3	4	5	6	
K	1000	HSIE	<i>Who am I?</i>				x	x		Literature integration
K	1000	HSIE	<i>All about me</i>				x			Designed as 1st unit
K\1	1000	HSIE	<i>Families</i>	x			x	x		Literature integration
1	1000	HSIE	<i>Families</i>				x	x		Literature integration
2	1000	HSIE	<i>The sea</i>	x	x	x	x	x	x	CPPT
2	1000	HSIE	<i>Transport</i>	x	x	x	x	x	x	CPPT
3	1000	HSIE	<i>Work</i>				x	x		Difficult unit for grade
3	1000	SCIENCE	<i>Endangered anim</i>	x	x	x	x	x	x	CPPT
3	1000	HSIE	<i>Celebrations</i>			x	x	x	x	Literature integration
5	1000	HSIE	<i>Our environment</i>	x	x	x	x	x	x	CPPT
5	1000	HSIE	<i>Migration</i>			x	x	x		Oral discuss.mainly
5	1000	HSIE	<i>Significant. events</i>	x	x	x	x	x	x	CPPT
6	1000	HSIE	<i>Media advertising</i>	x		x	x	x	x	English integration
6	1000	HSIE	<i>Government</i>				x	x		Not completed yet
6	1000	HSIE	<i>Global ed. & aid</i>	x	x	x	x	x	x	Library RFF time

- 1 Defining - what do I really want to find out?
- 2 Locating - where can I find the information?
- 3 Selecting - what information do I really need?
- 4 Organising - how can I best sort the information?
- 5 Presenting - how can I best present the information?
- 6 Assessing - what did I learn from this?

Appendix 3

CURRICULUM MAP: K-6 H.S.I.E.							Pennant Hills PS	
Grade	Unit	Term	Lessons	Students	Level	Method	Resources	Evaluation
00-K	<i>Who am I?</i>	1000	integr.	23	I	lect\disc	multiple	obs\draw\model
00-K	<i>All about me</i>	1000	integr.	23	I	dem\disc.	multiple	obs
K-01	<i>Families</i>	1000	14	24	I	combin 4	multiple	obs\writ. oral report
00-01	<i>Families</i>	1000	6	31	I\R	disc\study	text	writ. oral report
00-02	<i>The sea</i>	1000	6	30	I\R	combin 4	text\video	writ. report
00-02	<i>Transport</i>	1000	integr.	30	R\VE	combin 5	multiple	writ. oral report
00-03	<i>Work</i>	1000	integr.	30	I	lec\disc	multiple	obs\short assign.
00-03	<i>Celebrations</i>	1000	12	27	I\R\VE	combin 5	multiple	writ.oral report
00-3\5	<i>Our environment</i>	1000	7	28	I	combin 5	multiple	combin 5
00-05	<i>Migration</i>	1000	15	30	R\VE	combin 5	multiple	obs\survey\project
00-05	<i>Significant events</i>	1000	6	30	R\VE	indep. study	multiple	writ. oral report
00-06	<i>Media advertising</i>	1000	10	31	E	combin 4	multiple	combin 5
00-06	<i>Government</i>	1000	7	28	I\R	combin 4	multiple	writ. oral report
00-06	<i>Global ed & aid</i>	1000	8	60	R\VE	dem\study	computer	wksheet\summary

REFERENCES

Eisenberg, M.B. & Berkowitz, R.E. *Information problem-solving: the Big Six approach to library & information skills instruction.* Ablex, 1990 SCIS 855830
 Moroz, W. 'Social studies, the realities: student and teacher attitudes towards middle and upper primary social studies' in *Social Education Bulletin*, Dec. 1995, p5. ■



BOOK THEFT THE PROBLEM?

MAXTAG SECURITY THE SOLUTION!


Contact us Now!

Maxtag Security Australia Pty Ltd
 PO Box 874,
 Newport NSW 2106
 Phone: (02) 9999 3001
 Fax: (02) 9999 3371


**Maximum Security for
Maximum peace of mind**

Alice for Windows

Step through to a new world of
library automation software!



"Does a name have to mean something?"
said Alice doubtfully.



Phone (07) 3801 4111
 Fax (07) 3801 4222
 Freecall 1800 777 037
<http://softlink.com.au>

REVIEWS OF INTERNET SITES

Our series of Internet reviews continues with sites for Mathematics and PD/H/PE. 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).

MATHEMATICS

Good news bears stock market project for K-12.

<http://www.ncsa.uiuc.edu/edu/RSE/RSEyellow/gnb.html>

An inter-disciplinary project specifically for upper secondary students and teachers, this is designed to teach about the stock market. In addition to teacher and student resources, an overview of the project and its purpose and objectives are clearly listed and accessible through hypertext links. This project revolves around an interactive stock market competition between students in a class using real-time stock market data from the New York Stock exchange. Teacher resources include: lesson plans for English, maths and social science which are easily downloaded or printed; a plan for basic stock market operation; and teacher reproducible pages and web resources to use with the project. The site, while mostly text, is well organised, with the hypertext links being specific and concise. L. Arena

LEV: Upper secondary
KLA: English; HSIE; Mathematics; TAS
SUBJECTS: Computing studies; economics; mathematics

SCIS HEADINGS: Educational resources
KEYWORDS: Mathematics; resources; stock market
MEDIA: Text
SOURCE: USA
DATE REVIEWED: 7/6/96
EVAL: Highly recommended

Guide to 1996 Olympic Games.

<http://www.atlanta.olympic.org/>

A number of potential areas for the exploration of mathematical concepts through practical activities is possible from this site. Tickets could be developed for consumer maths, with students working from the given information on ticket prices: activities could involve planning for best ticket buys, costs and times for different sports organised day by day. Senior students could develop and organise a trip to the Olympics. Sports could allow students to inves-

tigate sports facts and firsts, either as an overall view or by individual sports, and use the information to develop their own schedules for competitions. Travel information dovetails well with the potential practical activities developed from Tickets, and allows for additional practical activities developed specifically for this area, such as the comparison of room pricing between different Olympic Games events. The wealth of statistics associated with moving people from venue to venue could be utilised in a number ways. The Olympic ring traffic circulation plan gives an outline of the strategies to enable workers to move around the site. R. Buchanan, B. Davis

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
KLA: Mathematics; PD/H/PE
SUBJECTS: Mathematics K-12; maths in practice
SCIS HEADINGS: Mathematics
KEYWORDS: Olympic Games
MEDIA: Text; Graphics
SOURCE: USA
DATE REVIEWED: 23/8/95
EVAL: Highly recommended

Lessons by Susan Boone.

<http://www.cs.rice.edu/~sboone/lessons/lptitle.html>

Lesson plans include those for functional housing market and invoking line area on this easily navigated site. Hypertext permits access to other sites: Internet pizza server (area, best buy); Pop clock (population trends—compare their results with what is available on the Internet); Indy 500 (statistics—mean and median speeds, rates per lap); and Houston area real time traffic report. Note that area is in imperial square feet. This site is suitable for teachers wishing to get ideas for lessons employing Internet sites. Pick Susan Boone's brains and make her work your own! R. Buchanan, B. Davis

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
KLA: Mathematics
SUBJECTS: Maths in practice; maths in society
SCIS HEADINGS: Mathematics

KEYWORDS: Lessons; linear equation; probability; statistics
MEDIA: Text
SOURCE: USA
DATE REVIEWED: 23/8/95

The little math puzzle contest.

<http://www.odyssee.net/~academy/mathpuzzle/mathpuzzlecontest.html>

Weekly maths puzzles are posted on this SchoolNet listserv (Canada) with the aim of schools across Canada taking part in the contest. Although originating in Canada, maths classes worldwide have access to the weekly puzzles which are easily incorporated into the classroom, and which can be integrated into a gifted and talented program. Hypertext links provide access to the current puzzle, and an archive of previous puzzles which can be downloaded and printed. The target group is upper primary and lower secondary students. Educators may request solutions to puzzles through a given e-mail address. Puzzles range in level of difficulty. New puzzles are posted during the Canadian school year—September to June. L. Arena

LEV: Upper primary Lower secondary
Professional
KLA: Mathematics
SUBJECTS: Mathematics
SCIS HEADINGS: Mathematics - Problems, exercises, etc
KEYWORDS: Math; puzzle
MEDIA: Text
SOURCE: Canada
DATE REVIEWED: 7/6/96

The Mac tutor history of mathematics.

<http://www-groups.dcs.st-and.ac.uk/~history/>

A very impressive collection of historical and biographical information, this site contains some 1000 biographies of mathematicians, from Thales (624-546BC) to Mandelbrot (1924-). Over 200 are lengthy and about 300 include pictures. Very good presentation and an instructions section make this an easily used site, with excellent hypertext cross references and links within the text of entries. The top levels are mostly text and quick to access, though the Birthplace map of Europe is slow to download. Students can search this extensive list either by topic, chronologically or alphabetically. History topics is prefaced by an excellent overview. The up-to-date Mathematicians of the day page simply lists who was born on the day accessed. There are links to other maths history web sites, including additional source material for individual mathematicians searched. This is one of the best presented and easily navigated sites this reviewer has come across—an excellent resource for teachers and pupils. G. Donaldson

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
KLA: Mathematics
SUBJECTS: Mathematics
SCIS HEADINGS: Mathematicians
KEYWORDS: History; mathematics
MEDIA: Text; Graphics
SOURCE: St Andrews University, Scotland
DATE REVIEWED: 1995 Verified 13/8/96
EVAL: Highly recommended

Math department.

http://schoolnet2.carleton.ca/english/math_sci/math/
Part of the SchoolNet web site (Canada), this home page contains links to a variety of educational resources in mathematics suitable for K-12 students and educators. Hypertext links are listed in alphabetical order, with a brief description of the site content. Access to other areas of educational interest are provided from this page, such as: Biology and health sciences; Chemistry; Environment and geology; Physics; and Technical studies. Mainly text based, this page is concise and easily navigated. Sites visited from this home page provided maths resources that can be printed and used in the classroom situation. Notable sites included: Word problems for kids, containing maths problems for grades 5-12; Math forum, offering resources for students and teachers; and an interactive geometry site. L. Arena

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
Professional
KLA: Mathematics
SUBJECTS: Mathematics
SCIS HEADINGS: Mathematics
KEYWORDS: Math
MEDIA: Text
SOURCE: Canada
DATE REVIEWED: 7/6/96
EVAL: Highly recommended

Mathematics lessons database.

<http://www.mste.uiuc.edu/mathed/queryform.html>

At the time of review, there were only 40 lessons in the database, so the search form provided is not always successful. Nevertheless, teachers of mathematics would find this site valuable. The lessons are presented in a logical format, which describes the goals and objectives, materials needed, teacher preparation, additional resources, and lesson procedure. Most activities involve access to data from the Internet addresses provided. The data is specifically United States related, but this may not present a problem. Some activities require additional specific software, such as Geometers sketchpad; in other cases, existing packages can be substituted. Many of the activities are refreshingly stimulating and relevant. G Donaldson

LEV: Upper primary Lower secondary
Upper secondary Professional
KLA: Mathematics
SUBJECTS: Mathematics
SCIS HEADINGS: Educational resources; Mathematics
KEYWORDS: Database; Internet; lessons; mathematics
MEDIA: Graphics; Text
SOURCE: University of Illinois
DATE REVIEWED: 13/6/96
EVAL: Highly recommended

MathForum homepage.

(incorporating "GeometryForum")

<http://forum.swarthmore.edu/>

Mathematics teachers will find this a site full of practical resources listed by topic and grade in both maths and geometry. The problems can be used as an Internet activity by enabling students to submit solutions, weekly or monthly. Alternatively, teachers will find the archives of past problems and solutions very valuable. The site provides an

adequate search form for locating topics relevant to grade levels within the forum. Links to other related web pages are also provided. Teachers will also find sections dealing with new projects and professional issues. G. Donaldson.

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
KLA: Mathematics
SUBJECTS: Mathematics
SCIS HEADINGS: Mathematics - Problems, exercises, etc
KEYWORDS: Geometry; mathematics; problems
MEDIA: Text; Graphics
SOURCE: Swarthmore College, USA
DATE REVIEWED: 1/6/96
EVAL: Highly recommended

Mathmagic!

<http://forum.swarthmore.edu/mathmagic/>
A Texan telecommunications program, this easily used, interactive site offers the opportunity for student teams to solve mathematical challenges. Teams have to register and are paired with another team. Together they post one answer to each problem. This facilitates inter-school partnerships. You can view current challenges, past and information exchange challenges. Problems are posed within four age groups: K-3, 4-6, 7-9, and 10-12. Most teams are from North America, with a few from South East Asia. This is intended to facilitate Internet participation and mathematical skills. Problems could be downloaded for discussion offline before posting solutions online. It could also be used to prompt students to develop their own problems. R. Buchanan, B. Davis

LEV: Lower primary Middle primary
Upper primary Lower secondary
Middle secondary Upper secondary
KLA: Mathematics
SUBJECTS: Mathematics K-12
SCIS HEADINGS: Mathematics - Problems, exercises etc
KEYWORDS: Math; problem solving
MEDIA: Text
SOURCE: USA
DATE REVIEWED: 23/8/95
EVAL: Highly recommended

This is mega-mathematics!

<http://www.c3.lanl.gov:80/mega-math/>
Once the huge home page graphic is complete, select the text menu before you proceed. This site provides complete, excellent enrichment activities, while at the same time giving students a glimpse of mathematical history, processes and proof. A number of units, such as the **Four colour problem**, relate to mathematical puzzles or challenges. Each of these is, in turn, supported by pages containing activities, vocabulary, background, prep and materials, evaluation, and more. Most of the activities involve simple hands on materials. A glossary and index help is also available. The units and their related support materials are arranged in a logical way. G Donaldson

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
KLA: Mathematics
SUBJECTS: Mathematics
SCIS HEADINGS: Mathematics
KEYWORDS: Mathematics; problems

MEDIA: Graphics; Text
SOURCE: Los Alamos National Laboratory, USA
DATE REVIEWED: 1/6/96
EVAL: Highly recommended

PD/H/PE

Breast cancer information clearing house.

<http://nysernet.org/breast/Default.html>
An easily navigated site within the *New York education resource network*, this is located from the Macarthur Girls' Technology High School homepage. Hypertext headings include: **Detecting breast cancer; Medical information and support; and Questions and answers about cancer.** Within **Detecting breast cancer**, further hypertext offerings are: **Self exam; and Mammograph. Self exam** leads to facts on breast cancer, a self examination poster, several how-to self examination guides. Text is readable, relatively detailed, and well-suited to high school students. Definition, risk factors, signs and symptoms, treatment, and relevant statistics are provided. There are some history applications (eg History of medicine). C. Foley, J. Welton

LEV: Lower secondary Middle secondary
Upper secondary
KLA: HSIE; PD/H/PE; Science; TAS
SUBJECTS: 7-10 PD/H/PE; 2U PD/H/PE
SCIS HEADINGS: Cancer; Health
KEYWORDS: Breast cancer; mammography
MEDIA: Text; Graphics
SOURCE: New York Education and Research Network
DATE REVIEWED: 14/9/95
EVAL: Highly recommended

Dole 5 a day.

<http://www.dole 5 a day.com>
A very easily used site, this page offers a **Quiz for kids** (well-suited to primary) about the nutritional value of fruit and vegetables. It is an enjoyable, colourful, motivating exercise. Other options are: **Virtual classroom; CD-ROM; Fan mail; What's new; News room; About Dole; Nutrition Centre; School; Fun stuff; and 5-a-day program.** It is easily accessed by clicking on graphics for the hypertext for each section/topic and contains information about health benefits in text suited to upper primary and lower high school students. This program has a high rating from McKinlay, placing it in the top 5% of web sites in USA. The sessions are hosted by 36 fruit and vegetables eg. **Pamela Pineapple.** It aims to encourage the eating of five fruit and vegetables per day as a fun experience. The CD-ROM gives a varied treasure trove of attractive, simple, nutrition information on a range of fruit and vegetables, that forms the characters in the CD-ROM. C. Foley, J. Welton

LEV: Middle primary Upper primary
Lower secondary
KLA: PD/H/PE
SUBJECTS: PD/H/PE; TAS
SCIS HEADINGS: Health; Nutrition
KEYWORDS: Fruit; vegetables; vitamins
MEDIA: Text; Graphics
SOURCE: USA
DATE REVIEWED: 14/9/95

Health index.

<http://www.yahoo.com/Health/>
Accessed from the Macarthur Girls' High School health studies home page, the first page offers numerous hypertext headings including: **Alternative medicine; Disabilities; Diseases and conditions; Environmental health; Fitness; General health; Health care; Mental health; Nutrition; Public health and safety; Sexuality; Weight issues; Women's health; and Workplace. Fitness** offers further hypertext headings such as online magazines. **Stretching and flexibility** leads to a series of chapters on this topic. Text is useful and informative and the site easily navigated. C. Foley, J. Welton

LEV: Lower secondary Middle secondary
Upper secondary Professional
KLA: PD/H/PE
SUBJECTS: PD/H/PE
SCIS HEADINGS: Diseases; Exercise; Physical fitness; Weight control; Nutrition
KEYWORDS: Health
MEDIA: Text
SOURCE: USA
DATE REVIEWED: 14/9/95

Health : pharmacology : drugs.

<http://www.yahoo.com/Health/Pharmacology/Drugs>
The home page allows easy access to hypertext headings including: **Short information about smart drugs; Drug page** (list of drug related links); **Alcohol; Caffeine; DEA list of controlled substances—uses and effects; Drug corner; Drug culture through history; Drug legalisation debate; Drugs home page; Just say NO; Nicotine; Poisons information database** (bilingual English-Chinese); **Substance abuse; WWW drug information server; and World wide drugs.** These tend to lead to further hypertext subheadings, some of which are useful, such as **WHO health facts in Tobacco** (<http://www.who.ch/programmes/psa/pres3.htm>). This also gives an excellent array of additional factual information about tobacco, and a comprehensive range of other drugs (steroids, cocaine, amphetamines, marijuana, etc.). Information accessed from **Substance abuse** is particularly helpful. C. Foley, J. Welton

LEV: Lower secondary Middle secondary
Upper secondary
KLA: LOTE; PD/H/PE
SUBJECTS: PD/H/PE
SCIS HEADINGS: Drugs; Drug abuse; Health
KEYWORDS: Drugs; health
MEDIA: Text
SOURCE: USA
DATE REVIEWED: 14/9/95
EVAL: Highly recommended

MGTHS health studies homepage.

<http://www.ozemail.com.au:80/~mgshlib/w-sites/mghs-hea.html>
This home page offers a variety of hypertext headings relevant to PH/H/PE, including: **Breast cancer information clearing house; History of medicine online images; Multimedia medical imaging; Health index** (which gives an extensive sub-index on health issues such as various diseases and conditions); and **Nutrition index** (web sites devoted to food technology and nutrition). It is an easily used, commendable site. C. Foley, J. Welton

LEV: Lower secondary Middle secondary
Upper secondary Professional
KLA: HSIE; PD/H/PE; Science; TAS
SUBJECTS: PD/H/PE
SCIS HEADINGS: Diseases; Health; Nutrition
KEYWORDS: Health studies
MEDIA: Text
SOURCE: Macarthur Girls' High School
DATE REVIEWED: 14/9/95

Recreation: sports.

<http://www.yahoo.com/Recreation/Sports>
Hypertext headings for a huge range of sports and associated activities are offered, including: **Current sports headlines; Basketball; Body building; Cricket; Cycling; Football (Australian); Officiating; Rugby** (see separate review); **Soccer; Sports world** (statistics); **Surfing; Swimming; Technology; and Tennis.** These lead to further subheadings. **Gymnastics**, for example, gives brief records information, graphics on various current championships, reports, and interviews. **Running** includes bulletin board style updates on various events. These would be suitable for keen sports people wanting further information. **Football (Australian)** has graphics for players, competition information, and venues. How-to and rules information is limited. **Track and field** has many subheadings—**Track and field statistics** (<http://www.uta.fi/~csmipe/sport/eng/mall.html>) holds interesting, current information on world all-time bests for men and women. **Women's sports page** has a series of accessible topics like **Issues in women's sports** (<http://frat.gslis.utetas.edu/~lewisa/womspirt.html>), which has a **Gender equity in sports** section with an excellent page on major issues and case studies. This program was still under construction at the time of review. C. Foley, J. Welton

LEV: Lower secondary Middle secondary
Upper secondary
KLA: PD/H/PE
SUBJECTS: PD/H/PE
SCIS HEADINGS: Sports; Women
KEYWORDS: Recreation; sport
MEDIA: Text; Graphics
SOURCE: USA
DATE REVIEWED: 14/9/95

Rugby homepage.

<http://icarus.uic.edu/~jgrzes1/rugby/rugby.html>
The site offers comprehensive subheadings relating to: **Need-to-know basics of rugby; General history of rugby; Rugby in America; and 1995 Rugby World Cup.** It is a commendable, easily used site where information is brief and to the point, yet covers the main elements of the game. Simple language explains terms used in rugby. C. Foley, J. Welton

LEV: Upper primary Lower secondary
Middle secondary
KLA: PD/H/PE
SUBJECTS: PD/H/PE
SCIS HEADINGS: Sports
KEYWORDS: Rugby
MEDIA: Text; Graphics
SOURCE: USA
DATE REVIEWED: 14/9/95

Sydney 2000 Olympic Games.

<http://www.sydney.olympic.org/index.htm>
An expanding site, this is simply designed, and provides a link to the official Atlanta Olympic site. As the official government Olympic site, it consists of an interesting range of information relating to the Olympic Games being held in Sydney in 2000. An overview of Sydney's plans for the Olympics, more than 30 summary fact sheets, environmental guidelines and links to other related organisations is provided. Easy to navigate, with simple hypertext links, the site is expanding and changing, and includes some worthwhile graphics. J. Anderson

LEV: Middle primary Upper primary
Lower secondary Middle secondary
KLA: HSIE; PD/H/PE
SUBJECTS: Environmental education; PD/H/PE
SCIS HEADINGS: Olympic games
KEYWORDS: Olympic games
MEDIA: Text; Graphics
SOURCE: Australia
DATE REVIEWED: 5/6/96

UniServe health.

<http://health.uniserve.edu.au/>
An Australian site related to health education, this offers comprehensive information for students doing science, PD/H/PE and home economics. Developed by the faculties of medicine, health sciences and nursing at the University of Newcastle, this site provides links to other Australian and international sources of information on health. Hyperlinks to other worthwhile sites are given, and a short annotation is included for each one. Some of the more outstanding hyperlinks are: **Centre for advanced food research; Centre for cell and molecular biology; Children's nutrition research centre; HIV electronic media information review; Malaria database; and Women's health Australia.** D. Dawson

LEV: Upper secondary Professional
KLA: PD/H/PE; Science; TAS
SUBJECTS: Biology; Health; Home economics;
PD/H/PE; science
SCIS HEADINGS: Health education
KEYWORDS: Health
MEDIA: Text
SOURCE: Australia
DATE REVIEWED: 18/6/96

The WHO statistical information system (WHOSIS).

<http://www.who.ch/whosis/whosis.htm>
The WHOSIS database is an easily navigable starting point for information about numerous diseases, their prevalence, and world-wide programs to combat their effects. It is worthwhile downloading the file **WHO information by general topic or disease** (<http://www.who.ch/whosis/whosis.htm#topics>), which provides a list of topics and URLs for about thirty diseases. Students and teachers of the diseases topic in 2U biology, will find this site an excellent source of information, particularly for such recent diseases as ebola and mad cow. Many sites contain downloadable images of causative agents. Other useful links include **WHO global database on child growth, Health for all global indicators and AIDS information.** B. Smith

LEV: Middle secondary Upper secondary
Professional
KLA: PD/H/PE; Science
SUBJECTS: 2U Biology; 2U PD/H/PE
SCIS HEADINGS: AIDS (Disease); Biology;
Diseases; Health;
KEYWORDS: WHO
MEDIA: Text; graphics
SOURCE: World Health Organisation
DATE REVIEWED: 6/6/96

Internet reviewers for this issue were:

- Judith Anderson, North Sydney Primary
- Lena Arena, Woollooware High
- Ruth Buchanan, Jamison High
- Barbara Davis, Jamison High
- Darelyn Dawson, Pennant Hills High
- Greg Donaldson, Westport Technology High
- Colleen Foley, Cranebrook High
- Birgit Smith, Mudgee High
- John Welton, Woollooware High ■

INTERNET SEARCH ENGINES

WHICH DO YOU PREFER?

At Turrumurra High School, we have used a variety of World Wide Web search engines but generally prefer *AltaVista*. Recently, we have also begun using *MetaCrawler* and find it very user friendly for students. It has easily selected options and will search for selected terms across other Web indices in parallel.

The URL's for these engines are:

<http://altavista.digital.com/>

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

What do other schools use?

*Alison Glasscock, teacher-librarian,
Turrumurra High School.*

Scan welcomes information on search engines. Please contact the editor:

Fax: (02) 9808 9413

The World Wide Web and Netscape—where to begin...



We continue our Internet for novice users series with an introduction to the World Wide Web using Netscape, provided by Eleanor Igoe, of Materials Development Team—Training and Development Directorate, Department of School Education. Eleanor is currently working on multimedia packages, and has recently been involved in the production of *Connect.edu*, described in *A word from Curriculum Directorate* in this Scan.

It seems that everywhere you turn lately, you read or hear about the Internet and the World Wide Web (WWW)—about the marvellous resources it offers or how it has the answers to all your questions. There probably is something on just about any topic you can think of, from the latest movie reviews, to educational resources, to the complete works of William Shakespeare, to ways to make and save money.

So, what is the World Wide Web?

The WWW started as a small-scale experiment in document exchange in the early 1980s. A group of scientists on fellowship to a Swiss research organisation needed to keep in contact with colleagues and research centres both locally and world wide. They found that the Internet suited their needs. Later in the 1980s, the hypertext system was conceived, offering easy point and click access to a wide variety of document types. (Hypertext links are the distinctly coloured words or phrases that when clicked on, go to the document or part of the document, connected to that link.)

The WWW was never designed to serve as a global information system but fortunately, or unfortunately, that's what it became. In simplest terms, the WWW is a system to transport information in the form of text, graphics, sound, photographs, video and movies etc, backwards and forwards across the globe. The WWW is often referred to as the world's largest electronic library and public gathering place with 50 million people accessing it at the moment and a million more every month. The number of Web sites on the WWW is doubling every month.

Difficulties with information retrieval on the WWW

The biggest problem with the WWW is that there is no widely used means for categorising documents. Web authors do not understand the problems of information retrieval. Many Web authors are more concerned with how their page looks than how it can be found. Often they do not include information or an abstract about their documents such as subject classification, key words or document type.

The quality of information found on the Web is another matter and depends very much on the skills used to locate and select it. Efforts have been made to categorise documents on the Web. The development of search tools for the Internet has become a very competitive industry. A range of tools is available, each operating in different ways and each with their own benefits. Examples of search tools follow ranging from widest to most focused.

Browsing or surfing:

Hypertext

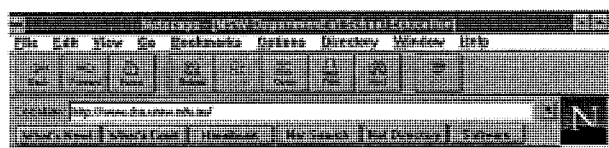
The Web is based on the principles of hypertext. One mode of access to the WWW is through this linking ability. You browse or surf by clicking on hyperlinks that look interesting or useful. You can click on any or all the hyperlinks that take your fancy. This is not an efficient means of retrieving information but can reap some unexpected finds—some may be rewarding, but others may be of little relevance to your search and have you wonder-

ing, 'How did I get here and how am I going to get back to where I should be?'

In a small closed system, browsing or surfing can work quite well, but in a large system it is too easy to become disoriented and frustrated.

The Netscape browser

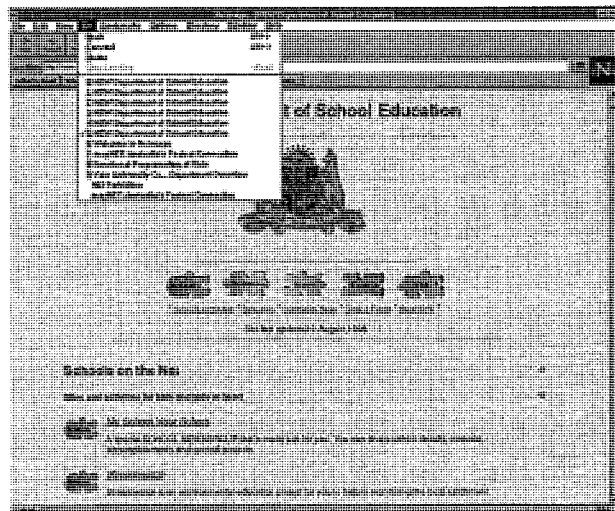
The Netscape browser does provide some tools to assist you and make browsing or surfing more productive and efficient.



By clicking on the buttons on the toolbar shown above, you can activate the most commonly used features of Netscape:

- The **Back** and **Forward** buttons provide an easy way to revisit pages you have been to recently.
- The **Home** button takes you directly to the page designated as 'home' on the computer you are currently using. In my case, this is the NSW Department of School Education home page.
- The **Reload** button reloads the current page. You might use this button if a page has been interrupted while loading or loads with broken images. This button is also used if the page you want to load is a constantly changing one and you want to load the most recent version.
- The **Images** button is used when **AutoLoad images** has been turned off in the Options menu and icons are substituted for images (an option used to speed up the loading of pages). When the **Images** button is pressed, the intended images replace the icons.
- **Open** allows you to enter a URL (short for Uniform Resource Locator) which is a unique address for use on the WWW.
- If your computer is connected to a printer, the **Print** button allows you to print the content area of the current Netscape page.
- The **Find** button lets you search for a specific word or phrase within the current Netscape page.
- The **Stop** button ceases the loading of a page.

Netscape has other features that help you keep track of pages you have 'visited'. The **Go** pull down menu displays pages you have visited during your current Internet session. You can go to a page you visited earlier by pulling down the menu and moving the highlight to select the page.



Netscape also has a feature that allows you to keep a more permanent record of Web pages you think are particularly useful or interesting and would like to revisit during another session. From the current Netscape page you can choose **Add bookmark** from the **Bookmark** menu. This adds the title of the page to the **Bookmarks** menu and keeps a record of the URL for you. Later, you can select the title from the **Bookmark** menu to load the page.

You can also open the **Bookmark** window to organise or tidy up your list of bookmarks. You can group bookmarks into folders that correspond to categories or headings, that help you to keep track of your favourite Web pages.

More purposeful searching

'Net browsing' is a useful exercise to familiarise yourself with the Internet and the World Wide Web but there is far more to the Internet than just browsing or surfing. To make the most of your Internet session you really need to have a clear purpose or goal before starting because it is so easy to wander off task. There are many search tools available on the Web, so it is worth looking at how each of these work so that you can choose the right one each time.

The other tools that provide access to the World Wide Web are:

- **starting point pages**
- **subject trees**
- **trailblazer pages** and
- **spiders and search engines.**

Starting point pages

Starting point pages are an excellent way to 'get acquainted' with the Web, providing examples of the Web's riches. A good example of a starting point page is *Point*.

Trailblazer pages

Trailblazer pages are useful collections of links to Web pages in a focused subject area. The *Froggy* page is a good example.



This page has been created by an enthusiast on frogs and contains links to numerous pages all to do with frogs.

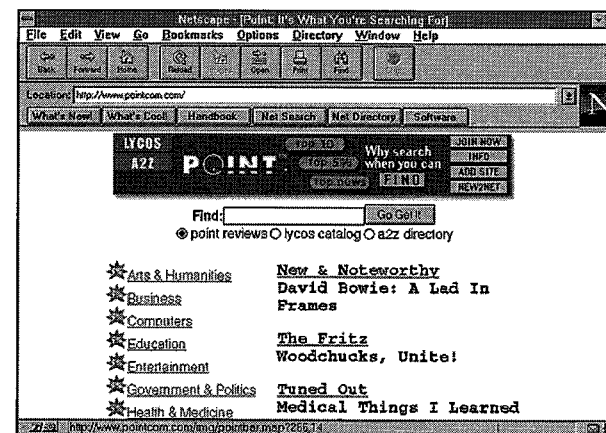
Spiders and search engines

A spider is the component of a search engine that does the searching. It is an automatic program that works relentlessly looking for new Web pages to add to its database. It then follows up all the links from that page to other pages until it can't find a page it hasn't already indexed. The search engine accesses the database of documents located by the spider. To search the database, you can type a simple key word or phrase query. The search engine will retrieve a list of documents that matches your query. Usually the documents are ranked according to relevance.

There are a number of search engines available on the Web. Some search document titles only, some search the first so many words of a document, and others search the entire text of every document on the World Wide Web. For this reason, the same search, using a different search engine, can produce entirely different results.

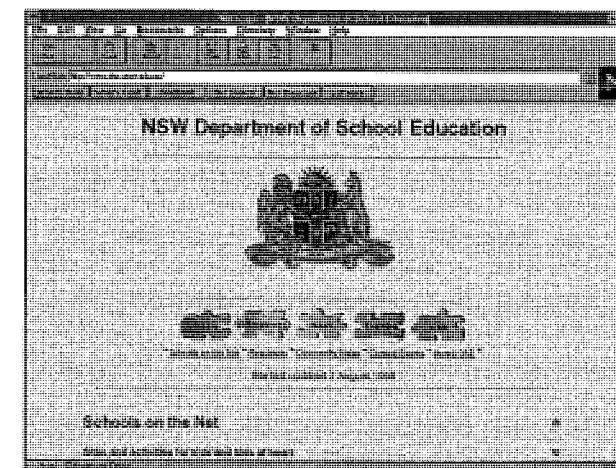
Some of the search engines allow you to use advanced searching techniques (known as Boolean operators such as AND, OR and NOT) which enable you to refine your search, for example, *AltaVista*. Most of the search engines provide help in the form of a step by step guide with examples.

The World Wide Web certainly does have a lot to offer, providing unlimited access to information, people and places that offer valuable teaching and learning opportunities. Get to know and understand the strengths and limitations of the Web. Familiarise yourself with the tools available. Make bookmarks of the search tools that you prefer and tap into this valuable resource....the World Wide Web. ■



If you are new to the Internet and just want to see the 'best on the Net' this is a great Web site to start with. You can select a category that interests you then have it sorted according to content, presentation or experience (i.e. how much enjoyment you gain by visiting each site).

Another example of a starting point page is the NSW Department of School Education page, designed to provide suitable information and 'starting points' to its schools.



Subject trees

Subject trees are comprehensive lists or catalogues of Web sites according to categories or subject classifications. They provide active links to the documents they index. *Yahoo* and *Magellan* are examples of subject trees. Finding information in a subject tree is very similar to searching for library resources by subject. *Yahoo* has categories for hundreds of thousands of Web sites under tens of thousands of hierarchical headings. You simply click the main heading appropriate to your area of interest and you will be presented with another list of headings broken down into more detailed categories. Keep clicking headings until you get a list of documents. From there you click the document you wish to look at, returning to the list by using Netscape's **Back** button.

Using Internet journals

Jan Eade is a primary teacher-librarian and member of the SCIS reviewing panel.

Any resource which assists the user to find appropriate search tools and recommends useful web sites and software is of value. Today most general computer magazines devote some space to Internet reviews and articles, and Scan reviews educational web sites and often features articles on the Internet. There are also magazines which are entirely devoted to the Internet. Following are reviews of five of the Internet magazines readily available at newsagents and their web addresses which you may wish to visit on the World Wide Web.

A recommended way of choosing which magazines to subscribe to is to look at the sites of each, browse to see what's been in recent issues and, if possible, sample some articles. Print them off rather than read them online, bearing in mind that time is money on the Internet. Time and money spent online searching can be weighed up against time spent browsing in the newsagents. We provide the URL for each of the magazines—have fun with some directed surfing, with a real purpose!

Internet Australasia

Publisher Internet Australasia Publishing Pty Ltd
Country Australia
Frequency 12 issues per year
Subscription Internet Australasia publishing
 GPO Box 2518
 Sydney, NSW 2001
 Tel: (02) 235 1550
 Fax: (02) 247 3330
Cost \$65 (or \$5.95 an issue)
Internet address <http://www.interaus.net>
ISSN 1323-0484

Scope: A slick, clearly set-out magazine, containing an **Editorial**, **Letters to the editor** via e-mail, **Net news** with general news about the Internet and **News groupies** with information on news groups under headings such as *Current events and politics*, *Health and lifestyles*, *Entertainment*, *Sport and recreation* and *Science and technology*. There is also a **Net diary** listing Internet sites for upcoming conferences, computer shows etc., feature articles, an **Imprint** section which reviews books about the Internet and a **Beginners' guide** with clear definitions and a glossary of terms, an **E-pals** section and an **ISP (Internet service provider) directory**. Reviews of Internet

sites are located in two main sections, with **Web watch** which reviews interesting Australian sites for content value with a star rating system, and a more general section in which sites are reviewed in more detail, but not rated, under headings such as *Society and culture*, *Entertainment*, *Science and technology*, *Education*, *Business and finance*, *Health and lifestyle* and *The arts*. Each of the last two issues (reviewed May and June) have also contained a separate section of New Zealand sites.

What's at the web site: At the homepage of *Internet Australasia* are selections of recent issues of the magazine, and some full-text articles from each magazine. Also available is subscription, advertising and staff information.

Evaluation: This would be a very useful magazine for schools, because of its Australian origin, and the arrangement of its web site reviews. It caters to a range of users, from novices to more expert, and covers a wide spectrum of sites.

Recommended

internet.au

Publisher Next Publishing Pty Ltd
Country Australia
Frequency 12 issues per year
Subscription *internet.au*
 Reply Paid 634
 Strawberry Hills, NSW 2012
 Tel: (02) 310 1433
 Fax: (02) 310 1315
Cost \$44.95 (\$4.95 an issue)
Internet address <http://www.ia.com.au>

Scope: Well-presented, this monthly magazine contains many of the features of the previous magazine such as an editorial, **Interactive** (letters to the editor), **News**, **Industry news** and **Essence** (with reviews of new products). Also included are **Interviews** (sometimes with educationalists), articles and an excellent **Nuts and bolts** section consisting of beginner, intermediate and advanced tutorials, as well as answers to frequently asked questions. Another worthwhile section is the **Essentials** which contains the Internet addresses of various software programs available for all different platforms (Mac, PC, Amiga, OS2) which are useful to download to contribute to the Internet experience. Also, there is a **Junkets** section containing the addresses of various conferences etc, an **ISP directory** and a **Glossary** of terms. A page called **Downloads** provides sites of programs recommended to download (games, personalised news services, application software etc.) which could be worthwhile. **Hotlinks** provides reviews of new net sites, while **Launch pad** contains reviews of sites in general, often beginning with a set theme each month eg. sport, music.

What's at the web site: The *internet.au* web site is undergoing major changes in appearance and content. As at July 9th, online you could view the cover of the latest issue of the magazine, daily news, information about subscription, staff members and back issues.

Evaluation: This magazine also has much to offer schools, particularly to beginners with its **Nuts and bolts** and **Essentials** section, as well as the different monthly theme reviews. Information on software to be down loaded is

particularly useful. Its Australian origin creates greater relevance for the sites covered.

Recommended

Australian Net Guide

Publisher Cyber Publications Pty Ltd
Country Australia
Frequency 12 issues per year
Subscription Cyber publications Pty Ltd
 Unit 22, 39 Herbert St
 St Leonards, NSW 2065
 Tel: (02) 437 0066
 Fax: (02) 437 0088
Cost \$47.40 (\$4.95 an issue)
Internet address <http://netguide.aust.com>
ISSN 1326-4370

Scope: A new contender in the market, this magazine launched its first issue in March of this year and is closely aligned with the Internet service provider OzEmail. It contains much the same information as the other two magazines with **Letters to the editor**, **News**, **Reviews** (of new software and hardware), articles, interviews and **Book mark** which reviews books about the Internet. All of these sections are interspersed with tutorials of which there are about four each issue. There is also an **IRC (Internet relay chat) news** section and **Frequently asked questions** from OzEmail. Reviews of Internet sites are under the major heading of **Guides** and are grouped under different headings for each issue such as *Sports*, *Fiction online* and *Parenting* and are given a speed rating. There is also an excellent section on new **Australian sites** as well as a **Net nutters** page of humorous sites.

What's at the web site: At the homepage you can choose to see **Daily** and **Monthly** information with hyperlinks to news items and articles, the **Top 20** sites visited monthly by OzEmail customers, and **Guides**, which list key sites under chosen headings such as *Olympic sites*, *AFL: the greatest game of all*, and *Parenting*. Subscription information is available.

Evaluation: This is another magazine which could be of use in the school situation, and is particularly useful for novice Internet users. The reviews of Internet sites are clearly set out and the web site is excellent.

Recommended

Internet today

Publisher Paragon Publishing
Country UK
Frequency 2 issues per year
Subscription Internet today subscription
 Paragon Publishing
 FREEPOST (BH 1255)
 Bournemouth BH2 2TA
 UK
 Tel: 01202 299900
 Fax: 01202 299955
Cost 49.99 (\$6.95 Aust.per issue)
Internet address <http://www.paragon.co.uk/it>

Scope: Containing all of the expected features of news, letters, tutorials and technical help, this magazine also presents reviews of the latest books, software and gadgets

interfiled. This is rather confusing as it is necessary to keep referring to the symbols used to ascertain which category the review is in. The reviews of the latest web sites can be found in the **Monitor** section, while the **Directory** section presents reviews in categories such as *Music*, *Basketball*, *Online magazines*, *Horoscopes* and the *Paranormal*.

What's at the web site: The home page contains publishing dates for the magazine, other titles published by Paragon, a picture of the current issue and information on what's in it, hypertext links to the table of contents only of all previous issues, and subscription information.

Evaluation: Although this magazine does contain the occasional educational article, its emphasis is more general. As it is a UK magazine, some of the articles such as the list of ISPs, are not relevant to Australia.

Not recommended

Internet world

Publisher Mecklermedia Corp.
Country USA
Frequency 12 issues per year
Subscription Internet world
 PO Box 7461
 Red Oak 1A 51591-2461
 USA
Cost \$44 US (\$9.95 Aust. an issue)
Internet address <http://www.iworld.com>

Scope: This magazine has the usual editorial, letters, news and bookshelf, but the strength of this US-based magazine lies in its articles. The issue I looked at contained two excellent articles, one on looking at the best tools to use on the Internet such as directories, gopher archives, newsgroups etc., while the other consisted of an excellent comparison of various search tools. However, there are no actual reviews of web sites.

What's at the web site: Daily news, net resources, events, newsstand, search and corporate information appears on the homepage, all hyperlinked to information on these categories. There is subscribing news, such as the availability of a free trial issue of Internet world. The unusual feature is access to full text contents of back issues of the magazine, and availability included this year's magazines.

Evaluation: There may be only a limited amount of material of use to Australian educators. I would suggest that rather than buying the magazine, which is expensive, it would be of more use to check out its web site and download back issues.

Recommended for its web site ■

1997 intake for teacher-librarianship courses through Distance Education at Charles Sturt University
 Interested applicants should refer to the flyer accompanying this issue of Scan and note that the closing date for applications has been extended till the end of November. People who wish to pursue NSW Department of School Education sponsorship should discuss this with Training and Development Directorate, Ph.: (02) 9556 0700

OASIS support

Adel Habib, Manager, School Technology Coordination, outlines the operation of OASIS support.

A comprehensive strategy designed to provide schools with OASIS support from three state office locations is now in place.

Three support teams with expertise in the use of technology and, in particular, OASIS within New South Wales government schools have been established in Newcastle, Wollongong and Bathurst.

The School Technology Coordination Unit operating from Bridge Street will oversee the delivery of OASIS support, arrange for future OASIS updates, and will provide assistance to the Training and Development Directorate in coordinating OASIS training.

An advanced telephone help line system is the key feature of the support strategy. The OASIS support telephone number 132348 gives users across the State access to OASIS support for the cost of a local telephone call.

The help line is linked to a sophisticated computer system enabling support officers to maintain a complete log of all support calls including details of the problems received and the solutions proposed. This will also enable a comprehensive knowledge base of problems and solutions to be developed for use by support officers.

A major feature of the help line will be the integration of a remote access system. This system will enable support officers to immediately access and operate the caller's OASIS equipment to solve the problem.

When an OASIS user calls the help line, the call will be answered in one of the three state office locations. Regardless of the location, the complete OASIS support history for the caller's school will be readily accessible to the support officer. This will assist support officers in resolving issues quickly and comprehensively. In cases where a support call cannot be resolved quickly by telephone or through remote access, school visits may be arranged.

Monitoring calls

A major feature of the help line system is the ability to monitor all support calls. The system will produce daily lists of calls which have not been resolved within a short period of time. In this way, support managers will be able to divert resources where they are needed most.

The School Technology Coordination Unit will be able to monitor the state wide support calls on a regular basis. The use of information provided by the support system and the support officers, in conjunction with feedback from user groups, the School Ancillary Professional Association and the Primary and Secondary Principals' Councils will determine the training needs of OASIS users.

In consultation with the Training and Development Directorate, specific OASIS training courses will then be developed and delivered to users across New South Wales. The new OASIS strategy is expected to be in place by the time this issue of Scan is received in schools.

Training courses

Courses will be regularly conducted to cater for the specific needs of OASIS users. These will include induction courses for new users, as well as beginner and advanced courses. A major focus of the courses will be the use of OASIS in enhancing the management and administration of schools.

As Kevin Richardson, Director of School Technology states, 'The OASIS support strategy will herald a new era in technology support for schools.'

Statistics from the first seven days of operation:

After seven days, the Technology Support Unit has taken 1,133 calls of which 947 have already been resolved. The average daily number of calls is 160, with 80% of calls resolved on the same day. Of the 1,133 calls taken, 280 calls related to OASIS Library and 245 of those problems have been resolved.

A note from the Senior Curriculum Adviser:

It is important for teacher-librarians to build on the opportunity provided by the new OASIS support system. The capacity to gather information on problems or issues of OASIS implementation will be strengthened by feedback and suggestions from teacher-librarians. The School Technology Coordination Unit or the Library and Information Literacy team welcome comment on OASIS Support implementation issues.

The OASIS support telephone number 132348 gives users across the State access to OASIS support for the cost of a local telephone call.

Using SCIS in conjunction with OASIS



Christine Bellchambers is teacher-librarian at Asquith Girls High School and previously OASIS Consultant, Metropolitan North Region. In this article, she details the various SCIS products and how to use them in conjunction with OASIS Library to reduce the amount of time it takes to make resources available for borrowing. Please note that more detailed procedure sheets on the options described in this article are available from the Editor (Fax: (02) 9808 9413).

The use of the many SCIS (School Cataloguing Information Service) products in conjunction with the OASIS Library modules, in particular Rapid Retrospective, is an essential management tool for teacher-librarians. It means that teacher-librarians, like their public and tertiary library colleagues, spend little or no time cataloguing resources. The SCIS cataloguing team catalogue the wide range of resources held in school libraries and the result is an excellent database (currently 550,000 records) which every teacher-librarian should use. The time usually spent cataloguing can be more productively spent fulfilling the many other facets of the role, such as developing information skills with students and managing the diverse resource collections in schools.

Using SCIS as a source of cataloguing and using OASIS to create an abbreviated entry for resources, can mean that resources, particularly new ones, are available to students and staff very quickly. If you want resources visible on an OASIS screen, abbreviated entry is the method to use. Otherwise, a simple barcoded resource card method can be used to lend the resource, and order the record by your normal method. Another quick and easy method is loaning out a barcoded but unprocessed item on OASIS (steps available on request to help you avoid creating 'ghosts'—fax: (02) 808 9413). Once returned, it could go into a crate for urgent processing.

The SCIS products: a brief description

Rapid Retrospective is a module which can be added to OASIS Library, for ordering machine readable records from SCIS. The ISBNs of all items catalogued by SCIS are loaded onto a file in OASIS Library. When the ISBN for a resource is typed or wanded into the Rapid Retrospective module, it is checked against this file. If a match is found, the ISBN is recorded. The barcode and accession number can then be added. An order can be generated on to a floppy disk and sent to Ferntree Computing Services. A disk will be sent back with the full cataloguing for the resources for downloading into OASIS.

Cost: \$50 for registration

\$25 for quarterly updates of the ISBN file

SCISRecon is a software program that can be installed on the hard disk of any IBM machine or the OASIS fileservers. Cataloguing records can be ordered by ISBN or SCIS num-

ber on disk, and a disk for downloading onto OASIS is returned. You are charged for 100 records, but fewer can be ordered. A perceived disadvantage of using SCISRecon is that you don't know whether you have found a match between the resource and a record at the time of searching.

Costs: SCISRecon software—\$140

Each record—15¢

SCIS on Disc is a CD-ROM with quarterly updates, to be used for searching the SCIS database. It is available in formats to suit IBM compatible machines and Apple Macintosh. SCIS on Disc allows you to be sure that there is a match between the resource and a record at the time of searching. You must then use one of the ordering programs (Rapid Retrospective or SCISRecon) to order your record.

Costs: Annual SCIS subscription—\$110

SCIS on Disc subscription—\$140

SCIS On-line provides on-line access to the national SCIS database and to on-line ordering of cataloguing records. To do this, a modem, telephone line and communications software are required.

Costs: Annual subscription—\$110

On-line subscription—\$20 per hour

(This fee has been paid till the end of 1996 for NSW government schools with an enrolment of less than 300 students and any other NSW government schools who paid for the special offer of Rapid Retrospective registration and SCIS On-line in August 1995.)

SCISLink is a communications software package that will enable on-line access to the SCIS database. SCISLink and installation details for IBM compatible machines are provided with subscription to SCIS On-line. Installation instructions for SCISLink for a local hard disk or the OASIS fileservers were included with the DSE software update in March 1996.

Use of OASIS Library and SCIS products for rapid processing of resources:

When resources are needed to be available for staff and students quickly, various options exist using OASIS and SCIS products. A summary of the options follows.

Step 1:

Use abbreviated entry in OASIS.

Step 2:

Either:

- search and order records using Rapid Retrospective, or
- order records using SCISRecon, or
- search SCIS on Disc, and then order on Rapid Retrospective or SCISRecon.

Step 3:

No match—either:

- wait till the next update of your product is received, or
- search SCIS on-line.

If the SCIS team has not catalogued the item after a reasonable time, contact Anne Dowling of SCIS, Fax no: (02) 9808 9413 to arrange to send resources for cataloguing to SCIS. For Christine Bellchambers' detailed, step-by-step procedure sheets to suit the SCIS products you have chosen, please fax the editor (02) 808 9413.

Other options:**Product ordering on-line**

When searching the SCIS database using SCIS On-line, it is possible to order the cataloguing records. The cost of each record is 60 cents per record compared with Rapid Retrospective or SCISRecon, where the cost is 15 cents per record.

Resources ordered through the OASIS library module.

Where schools use the OASIS Library Acquisitions module to order library resources, then an abbreviated entry already exists for resources in B1/D1. Therefore, Step 1 suggested above is already completed. For downloads to successfully match with the abbreviated entry, the abbreviated entry must have an exactly correct title and the ISBN or SCIS number.

Further information

The following can be used for further information and detailed instructions for OASIS and SCIS products.

OASIS Library rapid retrospective manual. NSW Department of School Education, 1995. SCIS 878744

SCISLINK: quick guide. Curriculum Corporation, 1995.

Installing SCISLINK in NSW Government Schools. (despatched to NSW government schools in March 1996 with the OASIS software update.)

SCIS—Voyager user manual. Curriculum Corporation, 1995.

OASIS Library software updates, November 1995 and March 1996 which included the following charts:

Loading MARC records

Loading SCIS records in AUSMARC format

Loading SCIS records in USMARC format

Using Rapid Retro to catalogue existing resources

Using Rapid Retro to catalogue new resources

For details regarding SCIS products and services, please contact:

Curriculum Corporation

PO Box 177

CARLTON SOUTH VIC 3053

Phone: 1800 337 405 ■

Teamwork in action

John Thornton is Principal at South Grafton Primary School. The teacher-librarian at the school is Nigel Paull and the co-ordinator of the technology centre, which is regarded as an annexe of the library, is Geoff Krestensen. Sue Braund is the senior school assistant. South Grafton Primary has an enrolment of 600 students.



John Thornton, Principal
Grafton South P.S.

The school library as focal point of the school

Having been employed by the NSW Department of School Education for over forty years, one can readily note changes in school library practice. The library has become the focal point of the school with the teacher-librarian busily interacting with students, teachers and parents, for the library is indeed the powerhouse of the whole school.

We are fortunate at South Grafton Primary for we have a teacher-librarian who is an enthusiast and it is this enthusiasm and genuine interest in teachers and students which endears him to everyone. His task isn't easy. He operates from a library which is no larger than a double classroom; is somewhat isolated in its location; and serves two campuses where the second site is quite some distance from the other.

How can the library be a focal point of the school? The answer lies in the teacher-librarian developing good relationships with all user groups and by working together to find solutions that help to overcome the difficulties. The answer lies also in being available to all and accepting everyone at their level of growth. The importance of the teacher part of the teacher-librarian's role is paramount, for the library is best viewed as an extension of the classroom.

Resources for library programs

If a school is sincere in its recognition of the importance of the library and the role of the teacher-librarian, it must show this commitment through its educational program and the allocated budget. Our library has a budget capable of meeting the school's resource demands. It has first

claim on funds raised by the parent body, and has a library committee (with representation from staff, executive and parents) with responsibility to assist with selection, funding priorities and forward planning.

Teaching and learning: the library program

Our teacher-librarian is challenged to ensure that students find the library meets their interests and that they feel comfortable in being able to use its facilities. Our aim is for students become lifelong independent learners. At our school, this encouragement is fostered by an information skills program, flexible timetabling and an open door policy for small groups of students to use the independent study area. Key teachers are working on the integration of thinking skills, information skills and the use of technology so that students will become information literate using a variety of media—print, video, CD-ROM, Internet.

We place strong emphasis on integrating technology in classrooms, the library and the technology centre. Apart from the OASIS pentium workstations, there are four computers with CD-ROM capability and Internet connection. The technology centre is housed in two well-equipped 'red rattler' carriages, sited to form an extension of a future new library building.

Our teacher-librarian plans units co-operatively with all teachers and has an input into the forward planning of units of work. This ensures that appropriate resources to support new curriculums are available, and a sequence of information skills is taught in both the classroom and library. Several staff members are keen to work in the library with the teacher-librarian in RFF time as well.

Professional development

At South Grafton Primary, we place strong emphasis on encouraging all staff to develop professionally. Our

Organising author tours

Edna Rollings, teacher-librarian at Mulyan Primary School, has coordinated successful author visits for five years.

We have a small group of teacher-librarians in the Lachlan network and one of our activities over the past five years has been to organise an annual author visit for the students of our schools in Cowra, Grenfell, Koorawatha, Woodstock, Quandialla, Boorowa, Reids Flat and Canowindra.

We began in a small way and invited Judy Zavos (*Murgatroyd's garden*) as our first author. Judy could only

teacher-librarian plays a leading role in the planning of school development days and is encouraged to participate in local network days and to conduct training programs in other district schools.

Other professional development activities undertaken by the teacher-librarian include SCIS reviewing, trialling software for the Curriculum Corporation and acting as a mentor for the school-based training course. There is a flow back to the school in forming new contacts, increasing expertise and awareness, and giving the school a higher profile.

Our teacher-librarian is an advanced skills teacher with responsibilities for educational resources and OASIS systems administration. In this role, he works closely with all ancillary staff members. Flexible placement of ancillary staff ensures all staff have some familiarity with the library. Use of Skillshare programs and voluntary helpers in the library assist its efficiency. The senior school assistant readily negotiates clerical time according to need. Parents are involved with the library committee, organise the book club and book fairs and are invited to participate in technology demonstrations and courses arranged through the technology centre. Use of the latest cost effective and time saving techniques, such as SCIS online, allow the teacher-librarian to spend more time teaching rather than on administrative duties.

A team approach

Leadership from any level in the school must be based on teamwork and working in partnership. As a Principal, one must be equally involved in actively supporting programs that ensure full participation and working with the teacher-librarian in planning for the future. It is through teamwork and a sense of purpose that the teacher-librarian is enabled to work with colleagues and establish programs and ventures that benefit everyone.

As for our planning for the future—now, about that new library.....? ■



Visiting author Densley Clyne at The Japanese Gardens.

All these wonderful people have stimulated our students in all sorts of directions including language and literature, art and ambition. Each year we have had an informal dinner for our special guests, with classroom teachers who also love literature also joining us. Our objective has been for the majority of the children in the Cowra District schools, to join in the experience of meeting and listening to a real, live, author and or illustrator.

Realising our goal

We firstly raise some money by each school paying a subscription to the network, which we invest until we have sufficient funds to request a grant to subsidise that amount. We no longer spend the money raised from the annual subscriptions to buy resources for the network to share; instead, we put it all

Secondly, we apply for a grant, so far either to the Children's Book Council of NSW (CBC) or to the Arts Council of NSW. We have been given one grant from the CBC, the year before last, but have not, as yet, been successful with the Arts Council. This year, unless we are given a grant, we will not be able to have our author visit, as our own funds will not be sufficient.

The Aloud West Program is run by the CBC and is a funding assistance program which aims to assist disadvantaged schools to bring out authors and illustrators. The new CBC group at Orange this year is organising author visits to focal points in country areas, which may prove beneficial to us in the future, but does not yet meet our objective of availability to all students or our timing.

Preparing a submission for a grant

Before a grant can be obtained, all the basic organisation must be completed. The author must be booked, the dates and times of the visit set, our submission must explain why we need the grant, who will be attending, plus all costs involved such as travel, fees charged, and accommodation costs.

It is difficult to arrange all this without actually having the money, for fear of having to cancel should we be unsuccessful obtaining the grant. For most visits we have charged students small amounts to come, (range from 50c-\$2.50). If we can manage without charging, we prefer

not to, as there is always a percentage of students who for various reasons will not pay even 50 cents, yet if everyone attends, they all benefit tremendously.

To choose an author, we have, over the years used the following sources:

Spellbinders: a guide to children's authors and illustrators of New South Wales. (SCIS 440503) We write to several authors at once, and wait for replies regarding availability and costs.

Show and Tell Promotions, an association company of The Little Bookroom, 185 Elizabeth St, Melbourne 3000 (contact at the time of writing: Liz Serpell, ph: (03) 9885 5168). This is a company which provides a list of speakers, which include authors, animators, illustrators, storytellers, poets and musicians.

Lateral Learning, P O Box 453, Mosman 2088 (contact Marion Boyd, ph: (02) 9968 2067). This is a speakers' agency and includes authors, adventurers, scientists, artists and performers on its lists.

Nexus Arts, P O Box 1009, Elsternwick 3185 (contact Sue Russell, ph: 1800 675 897) Sue is the manager for authors such as John Marsden! Say no more!!

A contact guide of author and illustrator school visits, published in February, 1996 by the CBC includes a list of authors and current rates which have been approved by the Australian Society for Writers. (Contact address: PO Box 1566, Strawberry Hills 2012).

Challenges

Some of the challenges encountered, once the tentative booking is made, include timetabling the sessions at each school to suit everyone involved and arranging times to travel to the four main towns, all a considerable distance apart, without risking the visitor heading home instead of the next school.

Securing funds is the biggest problem. Larger population centres are able to access funds more easily because of their larger numbers and more numerous local businesses. Our visits have cost up to just over \$2000. This is a lot of money as we are still in drought conditions and dealing with the effects of recession and unemployment. This continues to put financial strain on the community and makes it difficult for us to find adequate funding locally.

A possibility for the future is to combine with the local public library to co-ordinate and assist in organising finance for a visit.

SOME HELPFUL ARTICLES

"Author visit: Overcoming literacy", by Diny Jones, teacher-librarian, St Raphael's Central School, Cowra in *AdLib*, vol. 22, no. 1, 1996, p.17.

"Children's Book Week writers' tour and dinner 1993", by Elizabeth Pattinson, Dubbo Public School in *AdLib*, vol. 19, no. 4, 1993, p.14-15.

"Report on writers' tour; Dubbo 1992", by Amanda Foster, teacher-librarian, Dubbo South High School in *AdLib*, vol. 18, no. 4, 1992, p.18.

"Lachlan librarians' network", by Margaret Lynch, teacher-librarian, Henry Lawson High School, Grenfell in *AdLib*, vol. 18, no. 3, 1992, p.23-24. ■

Teacher-librarians break virtual ground:

The ITEC virtual conference

Lyn Hay and James Henri, School of Information Studies, Charles Sturt University, were the organisers of this world first event for teacher-librarians.

Writer David Lodge forged his reputation fictionalising university life and the conference circuit. If you are a conference junkie, you know the story. The conference papers and workshops provide the backdrop for the real agenda—socialising with old friends and meeting new ones. When one does find time to attend a plenary or workshop, it is usual to engage passively rather than actively.

One wonders what Lodge would make of the notion of a Virtual Conference (or VC). And what would he do with the social interaction?

What is a VC?

Is it a conference that isn't? Well, yes and no. Certainly you don't go to a VC, it comes to you! Before June 1996, not too many people in the teacher-librarian community worldwide knew what a VC was, but, thanks to the vision of ITEC's Mal Lee, the first international VC for the teacher librarian community was launched on 3rd June as part of the 1996 *Schooling & the information highway* conference. The actual conference was in Sydney, Australia, while the VC was held in cyberspace.

The VC consisted of two main elements: a WWW site; and a series of listservs. The ITEC WWW site (<http://www.itec.com.au>) was home base to 55 papers prepared by an international group of practitioners, writers, a school student and academics.

One could argue with some confidence that the presenters represented the cutting edge of thinking in the field. They included Steve Cisler, Outreach Manager, Apple Inc. (US); Anne Clyde of the University of Iceland; Barbara Poston-Anderson and Ross Todd of the University of

Technology, Sydney; Don Hamilton of the University of Victoria, British Columbia; Mike Eisenberg of Syracuse University, New York; Paul Lupton and Lyn Linning of the Queensland University of Technology; Ken Dillon, Ashley Freeman, Ken Eustace, James Henri and John Messing of Charles Sturt University; and Jamie McKenzie, Editor of the e-journal *From Now On*; Dianne Oberg of the University of Alberta and many more.

Presentations were made in 12 topic areas. These were:

- censorship and the Internet in schools: problems and solutions
- hot spots on the Web for teacher librarians
- children's literature and the Internet
- the Internet and the teacher librarian's role in the school: possible, probable and preferred options
- creating and managing a library web page: the practicalities
- what students produce from the net: assessing their work
- meeting the professional information needs of teacher librarians
- home-school links: networking the learning community
- evaluating Internet information services
- access—forget about ownership
- cooperative planning and teaching: a collaborative teaching model for the 21st century
- mooing around on the net: the educational potential of MOOs.

Guidelines for presenters

The presenters were asked to provide a paper or presentation that explored major concerns and would generate discussion regarding teaching/learning opportunities on the Internet, and the impact of the Internet on school library and information services. Papers could be written in scholarly form or in a chatty style, but would stimulate thought and discussion. Some papers were informative, some practical, some entertaining, some controversial, and others contributed to the research base of teacher-librarianship. Many were also designed to assist participants to explore a range of WWW information sites, sources and services that could potentially meet the information needs of teacher-librarians and their school community.

Taking part

The time line for the VC included an initial day of access to the WWW site only and then 8 days of access to the listservs. Participants were given password access to the papers and could download those that they wished to keep.

The VC did not have specific boundaries within which participants were to function. The activities undertaken by virtual participants were potentially infinite, via the many hyperlinks provided in the virtual presentations and those recommended during list discussions. These hyperlinks within papers led participants into the vast unknown of the WWW. If they got lost, participants could always go back to the conference home page, get their bearings, and then venture out again to the virtual papers, recommended Web sites and beyond.

Once participants had examined the papers that were of interest and followed up the hyperlinks to other sites, they could register interest in any or all of the topics by joining a listserv dedicated to discussion on that topic. Discussion on some topics was lively while some did not gain any interest. A moderator for each topic was charged with responsibility to keep discussion on track. Some were more successful at this than were others.

Challenges

A VC is hard work for everyone. Presenters have to deliver their papers on time or they simply don't appear. The VC organisers have to be able to process registrations on time and to anticipate the inevitable technical problems and keep them to a minimum. (In this area there is no better teacher than experience!)

Participants don't have any time to relax either! Imagine trying to internalise 55 papers, following up on all the hyperlinks to the point that you feel confident that you have something to say. And then you have to stay awake for 8 days following the debate as it goes around the world through many time zones.

Involvement in a VC is an intense affair but participants are able to tailor their learning to their own situations. Some participants were online while they were at work, others while they were at home, others followed the discussion or investigated hot spots 24 hours in the day!

People were coming at the task from a number of time zones and both hemispheres.

Learning through experience

A number of technical difficulties did present themselves and these were a distraction from the event although an important element in any electronic experience.

Feedback has been positive with a number of helpful critical suggestions for the 1997 offering, such as:

- It is clear that June is a bad month to run a VC. In the northern hemisphere, educators are contemplating vacation and rest rather than extended learning and it is therefore difficult to recruit writers, let alone participants. In the southern hemisphere it seems that the June period is already saturated with conferences and one more, (whether real or virtual) is one more too many. For these very good reasons, **the 1997 VC will be held in April**, which will be a better time for all concerned.
- The VC organisers underestimated the time required for participants to access papers, follow up on hyperlinks, and undertake considered thought about the issues raised. Participants did not have enough time to begin to construct their own meaning on the issues prior to become involved in discussion on the listservs. **In 1997, at least one week will be provided for the important initial task of reading the papers.** This will have the benefit of linking discussion more closely with the issues raised. Some moderators made an attempt this time to draw participants back to the papers but this was clearly difficult. This is not to suggest that participants should not be able to take discussion where they would like, but the more informed the debate the better. The lack of preparation time was also a factor in the high predominance of browsers rather than participants in the discussions. The evidence also suggests that some would have been better served to be more ruthless in their choice of topics. **Just as participants have to make hard choices between competing sessions at real conferences, so do subscribers to a VC.**
- Participants continuing to work during the VC was another constraint. **Participants at a regular conference expect to have a break from their regular commitments and this would be a good way to approach the VC.** In fact a number of participants indicated that their employer had not only provided funds for registration but had also provided the participant with leave to take part in the VC.

Social interaction

Teacher-librarians often suffer from professional isolation and one of the purposes of any form of professional development is to address this issue. How does a VC attend to the issue of social interaction? It might seem on the surface that a VC is far less rich in its social interaction than would be a real conference, and for some this is undoubtedly so. By its very nature a VC involves the interaction of an individual with a computer screen and this seems almost anti-social! On the other hand, the VC allows people, regardless of geographic location, or time

of day or night, to touch hands and minds. Another beauty of the event is that people are able to get involved at their own level and in their own comfort zone!

But a VC can be much more! In one school, teacher-librarians used the event as a school-based pupil-free day where each person took responsibility for one or two topics and provided feedback to the group regarding the papers and the discussion. In other situations, teacher-librarians who did not have electronic access got together with those who did and used the VC as the basis for a local inservice program. Not only was electronic comment being generated but also significant local chat.

If you missed this event, you need not despair. If you want a copy of the papers, if you want to suggest a topic or offer a paper, or you just want to be kept informed about how to register for VC '97, then please contact the authors by email. (Email addresses for Lyn Hay and James Henri are as follows—lhay@csu.edu.au and jhenri@csu.edu.au as many of you will already know from OZTL_NET).

We firmly believe that teacher-librarians participating in a VC should view this virtual experience as not only personal professional development, but also as a period for advocacy. Your involvement is an opportunity to show your school community that teacher-librarians are, in fact, leaders in information technology and cyberspace communications in both the library and teaching professions. The only thing holding us back in future will be our imaginations!!

Setting up the ITEC site

David Sirl is a student at The Armidale School in Armidale, Northern NSW. He describes here the setting up of the ITEC site by Translation, a student operated company based at the school. The school houses TPGI's equipment in Armidale, and in return, gets an ISDN connection (telephone cable) to the Internet.

Translation, which is student operated & consists of 17 people, provides internet services to anyone. We have designed and produced the school web site (<http://www.as.edu.au/>), and the New England online web site (<http://www.as.edu.au/projects/online/wel->

[come.html](http://www.talent.com.au)). We are currently developing the Talent source 2.0 site (version 1 is at <http://www.talent.com.au>).

We are also currently developing the *WebHooper*, a piece of software which links *WebSTAR* (a web server) to databases, such as *FileMaker Pro*, with no programming knowledge required to use it. It also supports animations and live pages. The *WebHooper* also allows for users and groups who have different remote access privileges. We hope to release the *WebHooper* towards the end of this year.

Setting up the ITEC site

To set up the site, we had to:

- design and develop all the pages for the site. This firstly involved setting out the site on paper, then designing and producing title and background graphics, using *Adobe Photoshop*, *Adobe Illustrator*, *Transparency*, *clip2gif* and *Gif Converter*, the last three of which are small, but very handy graphics programs. We then produced the HypertextText Mark-up Language (HTML) using *BEdit* and *PageSpinner*.
- set up *ListSTAR* (the email listserv, for the discussion groups). We had to define rules for each list and create a timer which organised the digest files for each list.
- set up *WebSTAR* (the web server). This mostly involved getting everyone's user ID and password from a text file and putting them into *WebSTAR*. We did this using an *AppleScript*.
- collect registration information. This was done both online, by linking *WebSTAR* to a *FileMaker Pro* database with an Apple Script application, and via ITEC, by entering the information directly into the database.
- distribute peoples' user ID and password for the Virtual Conference part of the site. We did this by using a *MailAgent*, which sent everyone's user ID and password to them via email in a neat and readable way.
- set up *Real audio*. We had to record the first day of the conference, then digitally record this and finally link the *Real audio* files to the pages.

In doing this job, we learnt a lot, and there are some things we would do differently now, but we are pleased with what we did. *Translation* can be contacted by email at translation@pioneer.as.edu.au. There is no job too big, or too small. (or too difficult!—ed.) ■

The virtual conference allows people, regardless of geographic location, or time of day or night, to touch hands and minds.

Students, teachers, parents and the State Library of New South Wales: putting the education equation together

Anne Doherty, the State Library's *Infocus* coordinator, and Niki Kallenberger, Educational programs coordinator, outline programs and services for schools.

Add together exceptional and diverse resources such as

- World War I soldiers' diaries
- the latest research into HSC Visual Art marking practices
- 15,000 current journal titles
- historic and contemporary images of Antarctica
- specialist legal information.

Next, multiply by unique expertise, technology and facilities. Factor in a strong commitment to inspire, educate, inform and entertain. Divide by educational stakeholders: students, teachers and parents, and you have the formulas for the State Library of NSW's range of services to schools.

Formulas for students

School students make up a significant group of the State Library's clients. Our latest figures indicate that approximately 20% of all of our clients are HSC students. The schools' program caters for these students onsite, particularly in helping them become more self sufficient in their use of the library's resources. Offsite, the library provides access to its resources via an innovative service: *Infocus: linking people and information*, described more fully later in this article.

State Library onsite programs for students are intended to familiarise them with the State Library's services; to introduce relevant parts of the State Library's collections through original materials and exhibitions; to develop an understanding of the role of the State Library in relation to public and school libraries; and to introduce students to a range of library research skills and information tech-

nology. The programs vary according to the age of the students.

For students in Years 5–10, we offer Discovery tours. These free one hour tours are conducted by trained volunteers who take students behind the scenes and introduce the State Library complex, resources, services and technology.



HSC Students at work at State Library.

For students in Years 10–12, the *Introduction to library research skills* program introduces older students to the concepts involved in understanding the nature of information and its application in research and assignment writing. The program, which lasts an hour and a half, provides an orientation to a major research library's services, collections and technology.

Information retrieval technology including CD-ROMs and laser picture video disk are demonstrated and students have some supervised 'hands on' time with the computer catalogue and *Info-Quick*, the library's *Sydney Morning Herald* index. There is a specific emphasis on locating journal literature. A short tour of the general reference library service points and an explanation of library procedures and policies concludes the program.

This program is particularly useful for students studying subjects such as English, society and culture, life management, modern history, legal studies, visual arts, geography and drama. *Introduction to library research skills* focuses on the skills required to use libraries and other information agencies regardless of size, and complements the approaches to information skills development taken in most schools.

Infocus—a new service, calculated especially for schools

Infocus: linking people and information (formerly the Schools' research service) provides access for schools to a range of resources professionally selected because of their relevance to HSC curricula and to the needs and abilities of HSC students. The resources comprise articles, newspaper clippings and high quality reproductions of



Student being helped at State Library.

Mitchell Library heritage materials, all of which have been copyright cleared to be incorporated into school library collections.

Infocus specialises in speedy access to difficult to locate information. We dispatch resources within one working day after an order is received. Schools from as far away as Broken Hill have expressed their satisfaction with delivery times.

Infocus resources are diverse, and for example, include items on:

- Goldsworthy's *Maestro*
- the global motor car and the dairy farming industries in Australia
- World War I and the western front, including reproductions of soldier's' diaries
- contemporary Australian composers
- indigenous peoples' rights
- computers and copyright
- aspects of parenting, for example, single parent families
- popular culture
- *More's Utopia*.

Access to resources is via a topic list providing a descriptive annotation, citation, SCIS subject headings, and an indication of relevant syllabus areas. The list is indexed by subject heading and syllabus name. More than 400 items are currently available and the list grows daily. A topic list update is produced regularly.

Infocus is available by subscription. Membership is \$75.00 per year plus a minimum credit deposit of \$100.00 from which resources are purchased. Teacher librarians have found the credit deposit system very handy in terms of keeping track of expenditure and obviating the need to draw purchase orders and cheques frequently for resource expenditure.

Benefits of *Infocus* membership include reduced charges for all member schools' staff attending the State Library's popular professional development days; a special rate on the State Library's CD-ROM catalogue and access to inter library loans for member schools at the standard ACLIS (Australian Council of Libraries and Information Services) rate.

More than one third of NSW schools have joined *Infocus*, and we have interstate and overseas members as well. Teacher librarians from these schools are very pleased with the value added nature of the service, and view *Infocus* as a valuable addition to their repertoire of resources and services. Public libraries are interested in *Infocus*; so too are individual students. Trialing modified versions of the service currently offered to schools will begin before 1996 is over.

Infocus will develop dramatically during the next 12 months. The topic list will become available electronically, via the State Library's web page. Searching will be powerful and easy. The next step will be electronic ordering and delivery—meaning that access to *Infocus* resources will be nearly instantaneous.

Putting teachers into the equation

Infocus has proved to be a big success with teachers as well as students, but teachers play a bigger part in the educational equation than this. We offer a range of professional development programs, all designed to match State Library resources and expertise with the needs of teachers. The list of programs offered in the first half of 1996 shows not only the diversity of topics possible, but also how closely related to syllabus areas these programs are:

- *New perspectives on ARTEXPRESS* explored new research on HSC Visual Arts marking practices and was held in conjunction with ARTEXPRESS.
- *Manuscripts, maps and memories—original materials from World War I* gave modern history teachers an opportunity to see first hand some of the multitude of original materials the library holds, as well as the chance to work with specialist staff.
- *Focus on photos: documenting the seen and unseen*, held in conjunction with the popular exhibition *Photo documentary: photos of everyday life*, gave visual arts and photography teachers a behind the scenes look at contemporary documentary and art photography, as well as a specialist guided tour of the exhibit.

Professional development programs can be tailored on request for groups of subject teachers and teacher-librarians. For example, *Resources for history teachers* was recently presented to a group of history teachers.

Professional development programs planned for presentation later this year include *Resources for legal studies* (in Sydney and Coffs Harbour), *Internet for teacher-librarians*, and an oral history day for history teachers.

Exhibitions—a vital factor in the equation

The State Library exhibitions show off the diversity and range of the library's vast collection. Based on extensive research, the library's exhibitions raise issues, ask questions and are about ideas. They change regularly and are an important impetus for our planning of educational programs. Exhibitions scheduled for the latter half of 1996 include:

Antarctic journeys, 2nd September, 1996–24th November, 1996

This exhibition examines human engagement with the continent and subantarctic islands. Themes include discovery, exploration, settlement, conservation of wildlife and political concerns. A film festival will be held in conjunction with this exhibition 27th–29th September. Science, history and geography students will find this exhibition and film festival relevant.

Belles of the ball, 19th August 19, 1996–10th February, 1997

A scholarly celebration of Sydney society from 1936 to 1996, this exhibition will present a vivid social history of Sydney high society with stories of glamour and elegance. Amazing glimpses of lives and activities of newspaper columnists and charity queens will be seen through displays featuring photography, film, letters and gowns. Society and culture and textile and design students will find much of interest in this exhibition.

Parents—a new variable in the equation

The library is planning to introduce a series of seminars, workshops and exhibition previews for parents of school age children later this year. Programs will examine issues of relevance and interest to parents such as the Internet, choosing books for children and young people, and skills for the information age. Like the other programs described in this article, our programs for parents bring together the resources and expertise found throughout the State Library. Interested parent groups can find out more about these programs by contacting one of the education staff.

Getting the equation right

As information specialists, teacher-librarians are the logical point of contact for the State Library when we communicate with schools. Their school-wide perspective and sound understanding of communication channels are valuable links for us to draw on. We need teacher-librarians to be our eyes and ears in schools: to alert us to new topics for *Infocus*, to suggest new ideas for professional development programs, to help us create new services and programs. We hope, too, to provide support and assistance to teacher-librarians in the vital role they play in schools. As information professionals, we all have much in common and can profit from each others' expertise and understandings.

The State Library of NSW's mission is to inspire, educate, inform and entertain by providing the best library and information programs to support the cultural, research and educational needs of our clients. In the services provided to students, teachers and parents, we aspire to provide inspiration, education and information in an entertaining way, through access to the rich resources of the State Library's printed, pictorial, manuscript, map and electronic records and the expertise of State Library staff. We hope you'll find a combination that meets your needs. ■

Bookings are essential for all group visits to the State Library.

Exhibition visits and Discovery tours are free. However, charges are made for other programs.

For further information on programs for students, teachers, parents or Infocus, please contact

- Niki Kallenberger on (02) 230 1603
 - Anne Doherty and Jane Little on (02) 230 1519.
- Fax (02) 223 8709, e-mail infocus@ilanet.sl.nsw.gov.au

RESEARCH COLUMN

Ross Todd is Senior Lecturer, Department of Information Studies, University of Technology, Sydney. The focus of this research column is on perceptions of information literacy.



The research study featured in this column comes from Evon Jones, teacher-librarian at St Mary's Catholic College in Cairns, Queensland. In 1993, Evon completed her Masters of Educational Studies from the University of Queensland in Brisbane. The research reported here is based on her Masters work. It provides a very useful theoretical analysis of the **research assignment process**, as well as some practical suggestions for teacher-librarians to help teachers in this important aspect of learning. The literature review of research into student research assignments is itself packed with lots of ideas that can provide directions and strategies for effective information skills instruction.

Given the increasing focus on the development of students who are independent, lifelong learners in an era of rapid information growth, understanding students' and teachers' perceptions and misconceptions of the research assignment is crucial to the development of information literate students. The findings of the research are both disturbing, and challenging, and continue to affirm that developing students as information literate students, students who can become independent, lifelong learners, must be the highest priority of all teacher-librarians, and all teachers. If these findings are typical of many schools, (and I suspect this may be the case), to ignore this challenge is to miss a vital opportunity. Eric Mayer, in the opening address of the Second National Information Literacy Conference in Adelaide 1995, made the following statement: *The challenge, I believe, is to ensure that our schools are full to overflowing with excellent, highly motivated teachers so that the 'thirty who don't want to learn much' become thirty highly motivated students.*



Evon Jones

This study sought to investigate the value of research assignments, to investigate the theoretical concepts that underlie the processes involved in research assignments, and to investigate how some social science teachers and students in the Cairns Metropolitan area perceive the processes of research assignments.

Background

It is acknowledged that our society is undergoing a transition from an industrial society to an information society, and that knowledge is increasing at an exponential rate. As well, the very nature of knowledge has changed from an emphasis on the factual to an emphasis on the theoretical, and from an emphasis on learning how to learn rather than learning specific contents. It is also acknowledged that the skills to be able to handle information critically, to offer explanations, to construct logical arguments, and to evaluate information are essential to this learning process. These are variously labelled information skills and critical thinking skills in the educational literature.

Many think that one of the goals of education should be to develop higher order thinking skills. However, the education system in most western countries, has often been accused of not achieving this goal very well (Ramsden 1988). While such goals are often stated, they are not translated into specific aims in the school curricula, nor are they accompanied by appropriate teaching and learning strategies. Therefore, no one accepts responsibility for these skills and processes, and it is just assumed they will be learned while a subject is being studied.

The research assignment has long been accepted as an excellent activity for developing in students the ability to learn how to learn. Its use appears to be increasing in frequency, particularly to provide opportunities for students to work independently, to handle large amounts of information, and in a manner that approximates real life situations and problem solving. However, the relationship between learning how to learn, critical thinking, problem solving and research assignments, while obvious to many teacher-librarians, has, unfortunately, not always been recognised by many teachers, curriculum planners, and teacher training institutions. Many curriculum documents also are not explicit in terms of the critical thinking and information handling skills required by resource based learning and the research assignments that generally accompany it, and research evidence suggests that teachers, often not competent users of information and libraries, often lack the skills they assume of their students.

Research assignments: a literature review

There is a considerable amount of research available which identifies the specific skills of a research assignment.

Klauer (1988) argues that teaching learning strategies is different from teaching most instructional objectives because the purpose and the activities of the strategy do not lie outside and are therefore not visible, but are mental events within the person. However, he claims it is not simply a matter of teaching novices expert strategies, rather educators must develop instructional activities that help the novice develop or construct the expert strategies for himself or herself. For example, when teaching students about a research assignment, we may expect them to complete the assignment by following specific steps, which will assist the students to develop expertise.

Bereiter and Scardamalia (1985) suggests that students often develop cognitive coping strategies that hinder their development of expertise in complex learning tasks. An example of this is teaching note taking to secondary students. Many students have been copying "chunks" from information sources successfully for years because they have not developed their skills of analysing and synthesising ideas, and because they have not been heavily penalised, still manage to achieve moderate success, and therefore see little reason to change to a more difficult method, even if it is superior.

Brown, Palincsar and Armbruster (1984) suggest that developing students' expertise in research assignments involves three aspects which must be developed and practised over an extended period of time: skills training, which requires practice in the task-appropriate cognitive skills; self control training, which involves knowledge of when to use these skills; and finally, awareness training, which concerns information as to why these strategies are superior.

Defining

The first dilemma encountered by students is deciding what they will do once a topic has been set. **Kuhlthau** (1988) points out that the ability to form hypotheses about a research topic is a formal operational task and many students are unable to do so until the final year of high school or even later. The consequence of this is that younger students, being novices, when given a research task, begin immediately searching for material without adequately analysing the given topic as an expert would do. Another difficulty students face is relating the research assignment to their current studies and background knowledge.

Locating and selecting

Finding the appropriate information includes two aspects: locating the information source and then choosing the appropriate information within that source. **Kuhlthau's** research suggests that students' feelings of confusion, frustration and uncertainty are normal. The critical message of her research is that research assignments provide a teaching and learning experience that must be well planned to fit the resources available; must provide clear instructions that help students understand the processes involved in this important stage of research; and must provide opportunities to learn how to make judgements about the qualities of information required for the assignment and how to apply selection and rejection criteria.

Organising and presenting

Developing the skills of recording and reporting information for research assignments is often neglected. **Bereiter and Scardamalia** (1985) found that too often students viewed note taking as a *least-effort* strategy of changing small words or phrases rather than making major structural changes to the information. They argue that note taking needs to be developed as a more cognitively demanding process of evaluating, analysing, synthesising and restructuring information. The research consistently asserts that during the recording and reporting process, students need intervention. In particular, they need guidance in terms of:

- distinguishing between verifiable facts and value claims
- determining the reliability of an information source
- determining the factual accuracy of a statement
- distinguishing relevant from irrelevant information
- identifying unstated assumptions
- identifying ambiguous or equivocal claims or arguments, and
- recognising logical inconsistencies or fallacies in a line of reasoning.

Research also suggests that students need to develop skills of making connections between ideas so that they can integrate the output of their note-taking in meaningful ways. Developing outlines, plans, concept maps and flow diagrams have been presented as possible strategies.

Writing

Recording and reporting information often involves the complex process of writing. The novice approaches the problem in a linear *memory dump* manner that results in the *knowledge telling* coping strategy referred to by **Scardamalia and Bereiter** (1985). This coping strategy is one where a student reduces a complex task by only recalling content rather than relating or processing the content in the manner specified, for example making a comparison. The message is simple. The student, as novice, needs help in attempting to write like an expert. **Scardamalia and Bereiter** suggest the use of planning cues to help students think about their work at a higher level of processing. For example, prompts to assist students with an opinion essay might include statements under the headings of new ideas, elaborations, improvements, goals and putting the essay together. For example, under elaborations, such statements as *An example of this...* and *The reason I think so...* assist students in thinking about their writing.

Summary: implications of the literature

This literature review highlights the fact that, if teachers and teacher-librarians develop more *expert-like* approaches to research assignments, then students would begin to attempt more *expert-like* assignments. Such approaches would begin to address student problems commonly observed by teachers and teacher-librarians, including:

- superficially interpreting the topic
- choosing material to fit the perceived topic regardless of reading difficulty or suitability
- copying by changing a few words and without noting bibliographic details

- using encyclopedias as the main source
- writing assignments serially from notes with minimum processing or attempt at overall structure
- revising drafts concentrating on spelling and punctuation, and
- concentrating on visual presentation with photocopied pictures and elaborate printing of title page.

Hypotheses arising from the literature

Based on the above literature review, I proposed the following hypotheses for investigation:

1. **Teachers assume that most students are capable of using expert strategies when completing research assignments.**
2. **Students do not possess many expert strategies and have developed a surface approach to many tasks that avoids dealing with the topic in the manner that the teacher assumes.**
3. **While teachers may recognise what a completed expert assignment looks like, some teachers do not understand the processes that have been used to achieve this and are unable to instruct their students in developing these processes.**

Methodology

Questionnaire for students

Using the literature review as a basis, questionnaires were drawn up for both teachers and students. The students' questionnaire was based upon the concept that research assignments can be divided into specific stages; specifically **gathering, recording, and reporting.**

The gathering stage was broken up into five skill areas:

- hypothesis formation of original question
- location skills
- use of indexing systems
- evaluation of suitable resources, and
- readability of suitable resources.

The recording stage was broken up into five skill areas:

- note taking
- bibliographic citations
- evaluation of the process of note taking
- critical reading, and
- evaluation of the process so far.

The reporting stage was concerned with three skill areas:

- outlining skills
- editing and revising skills, and
- maintenance of the global goals of the assignment.

The questionnaire also sought to ascertain whether the students enjoyed the process educationally or socially; or were frustrated by the task. Each student was presented with a trio of questions that reflected the novice, expert, or intermediate strategies of that particular skill area. The skills were measured by 42 statements against a 5 point Likert scale, with 5 being *very like me* to 1 being *not like me at all*. Forty students in Years 8 and 9 were surveyed.

Results: students

The results on the whole appear to support the statement that research assignments are problematic for many stu-

dents because they are not expert at the many skills required to complete these assignments successfully.

• Locating

While many students indicated they used an expert procedure for finding material in the library, many were uncertain as to how to go about this process. Students indicated that they found using an index problematic.

• Selecting and organising

Many indicated that they used the intermediate strategy, when note taking, of changing a few words from the text but that they do not reprocess the information cognitively. The majority of students indicated that they kept a record of bibliographic information, however, they do not keep their notes separate. Most students do not make an outline of their work before writing their rough copy. The most popular strategy when editing is the intermediate one of editing surface features such as spelling and punctuation. The problem of padding assignments to fit the required length is evident and this supports the *knowledge telling* strategy described in the literature review.

• Detecting bias

Most students indicated that facts and information could not be influenced by an author's opinion.

Students however, seem to enjoy research assignments because they can pursue their own interests, saw it as a change from the classroom, and an opportunity to chat with their friends.

Interviews with teachers

In order to discover teachers' attitudes to research assignments, simple, taped interviews of approximately twenty minutes were recorded. This enabled teachers to express their ideas to specific questions more easily than a lengthy written questionnaire. Teachers were presented with twelve statements, and asked to present their ideas in relation to them. Twenty teachers were interviewed.

Questions asked included:

- How important are research assignments to you as a teaching and learning activity?
- How important do you think the actual wording of the question and instructions that are given to the students are?
- What skills do you think students need to possess to complete a research assignment?
- Where do you expect students to learn these skills?
- What difficulties do you think students experience when collecting information for research assignments? and
- What role does the teacher-librarian have with regard to your subject area's assignments?

Results: teachers

On the whole, most teachers presumed that their students possessed the skills necessary to complete research assignments and do not directly teach these skills or monitor the processes involved.

Many teachers did not have a clear understanding of the many and varied skills required in the search process and their difficulties. They felt that by providing detailed instructions they were giving their students sufficient direction in order to complete the task. The literature

review described intervention by the teacher at key stages in the assignment as an important place to teach skills that students are lacking. Only twelve out of the twenty teachers stated that they checked their students' progress during the completion of the assignment. However, with the exception of two, this included only checking their rough draft. Even with these findings, many teachers accept that research assignments provide students with opportunities to teach them how to learn.

Teachers are not clear about two areas, **note taking and outlining**, where the greatest re-processing of information and therefore, learning, occurs. As well, most teachers do not use the teacher-librarian as a teaching resource and have little or no training in teaching students how to use the library.

Summary of findings

In conclusion, the results support the original hypotheses. Firstly, a majority of the teachers interviewed indicated by their responses that the assumption is made that students can use expert strategies. Secondly, the results indicated that, while many students do use expert strategies, there are many who do not. This would appear to be an area where students need specific instruction. Thirdly, while teachers assess and provide feedback on the qualities of the assignment product, they do not provide comment or help on the processes that have been used to achieve this and do not instruct their students in developing these processes. The results from the teachers interviewed indicated this was the case in most instances.

Supported hypotheses

Teachers assume that most students are capable of using expert strategies when completing research assignments.

Students do not possess many expert strategies and have developed a surface approach to many tasks that avoids dealing with the topic in the manner that the teacher assumes.

While teachers may recognise what a completed expert assignment looks like, some teachers do not understand the processes that have been used to achieve this and are unable to instruct their students in developing these processes.

Implications of the study

The results have shown that many students are unsure about how to go about doing a research assignment. While these results are not surprising given they were Year 8 and 9 students, what is of concern is that most teachers did not seem to take cognisance of these stages, and they did not indicate that they taught the skills associated with these stages. It is clear that teachers need professional development in developing appropriate approaches to research assignments. Teacher-librarians can play an important role here, particularly in terms of

developing specific teaching-learning strategies for teachers to deal with the dilemmas that students experience.

Here are some useful strategies you might implement today:

- In your teaching, break down processes into steps and make the students aware of the cognitive aspects of the steps—try and make your thinking explicit, and always explain why a more demanding cognitive process is worthwhile, eg. re-processing means real learning.
- Set up writing activities based on real-life situations, such as being a journalist or reporter, that develop writing styles such as explanatory, argumentative, and discursive.
- Try and convince teachers to assign marks for note taking, bibliographies, and processes of analysis and synthesis that are involved in the assignment process, and show them why this is important.
- Attempt to have a standard bibliography format and referencing procedure for your school and publish it in the school diary so that all students have access to it at all time (we have done this at St Mary's. It works really well!)
- Advocate a step by step process for the assignment process and try and get the teacher to let you help with the teaching of the process. Don't do it all at once. Focus on different aspects of the process with different assignments.
- Interview subject heads of each curriculum area, especially high library user ones, and *talk intellectual skills*. Find out the vocabulary their subjects use to describe information skills (they all have them) and translate what you're on about into their vocabulary and then talk turkey. Most subject heads are quite excited about this because this is the area that they are the most unsure about and if you can offer to help them integrate these process skills into their curriculums they are usually quite happy. The key is to show them that what you're on about is what they are on about as well.

BIBLIOGRAPHY

- Bereiter, C. and Scardamalia, M. "Cognitive coping strategies and the problem of 'inert knowledge'" in S. Chipman, J. Segal, and R. Glaser (eds), *Thinking and learning skills, volume 2, research and open questions*. Lawrence Erlbaum, 1985, pp65-80.
- Bereiter, C. and Scardamalia, M. "From conversation to composition: the role of instruction in a developmental process" in *Advances in Instructional Psychology*, Vol 2, 1982, pp1-64.
- Brown, A., Palincsar, A. and Armbruster, S. "Instructing comprehension fostering activities in interactive learning situations", in H. Mandl, N. Stein, and T. Trabasso (ed.) *Learning and comprehension of texts*. Lawrence Erlbaum, 1984, pp255-286.
- Klauer, K. "Teaching for learning-how-to-learn: a critical appraisal with some proposals" in *Instructional Science*, Vol 17, 1988, pp351-367.
- Kuhlthau, C. "Meeting the information needs of children and young adults: basing library media programs on developmental states" in *Journal of Youth Services in Libraries*, Fall, 1988, pp51-57.
- Ramsden, P. "Studying learning: improving teaching" in P. Ramsden (ed.), *Improving learning: new perspectives*. Kogan Page, 1988, pp13-31.

Ross Todd

I would highly recommend that all teacher-librarians read the published proceedings of the Second National Information Literacy Conference conducted by the University of South Australia Library 30th November–1st December 1995: *Learning for life: information literacy and the autonomous learner*. Edited by Di Booker, University of South Australia Library, 1996 SCIS 879668. The proceedings are a cross-sectoral focus on information literacy, and the collection of papers and recommendations examine the integration of information literacy by curriculum developers at all levels of education. Of particular interest is the research study by Christine Bruce "Information literacy: how do university educators understand the phenomenon", pp78–86. This study reports on teachers' conceptions of information literacy, and shows that teachers interpret information literacy in many different ways. Bruce believes that the nature of information literacy education to which our students will be exposed is influenced by the ways in which their teachers conceive of, understand and experience or see information literacy. In her research, Bruce identified seven predominant, often conflicting conceptions of information literacy. These are:

- the ability to use information technology for information retrieval and communication: here, technology is the focus of attention, and information literate students are seen as competent users of computers.
- the ability to find information: here, finding information sources is the focus of attention; and being able to access resources and to use the expertise of others such as librarians to help in this process.
- executing a process: here information literacy is viewed as the ability to confront and deal with novel situations on the basis of being equipped with knowledge of a process, rather than the specific knowledge required.
- controlling information: here, information organisation and storage is the focus of attention, using tools such as filing cabinets, the human brain, and electronic databases.
- the ability to build up a personal knowledge base in a new area of interest: here, information is used for knowledge construction or developing knowledge base, and gives emphasis to critical, analytical approaches to information.
- working with knowledge and personal perspectives adopted in such a way that novel insights are gained: here, information use is no longer aimed at knowledge construction, but knowledge extension. It involves intuition, creative insights and personal experience. It has a sense of changing information.
- using information wisely for the benefit of others: this view emphasises the importance of wisdom, personal values and ethics in making use of information.

The identification of a range of different ways of conceiving information literacy raises some key questions. Bruce argues that understanding how others conceive informa-

tion literacy is an essential starting point for effective staff development. The message is clear for teacher-librarians: take the time to identify conceptions of information literacy in your schools, establish some common ground with individual teachers; work with individual conceptions as a basis for widening their views; and develop your information literacy strategies with these differences in mind.

A second paper in this set of proceedings is by Christina Doyle: "Information literacy: status report from the United States", pp39–48. This paper reports on a research project to develop a model for using information literacy in the learning process. The research design was a Delphi technique, an approach which calls for several rounds of communication among participants to reach consensus. Participants in this study were 56 people viewed as experts in information literacy across the US, drawn from a range of business, government and educational organisations. The panel identified the following common attributes of an information literate person:

- recognises the need for information
- recognises that accurate and complete information is the basis for intelligent decision making
- formulates questions based on information needs
- identifies potential sources of information
- develops successful search strategies
- accesses sources of information including computer based and other technologies
- evaluates information
- organises information for practical application
- integrates new information into an existing body of knowledge
- uses information in critical thinking and problem solving.

So what's new, you ask? Teacher-librarians have been saying this for years. There is an important and subtle difference. The focus of these attributes is not on the teaching of information skills per se, but on **characteristics of learners**. According to business and organisational employers in this study, an information literate person is becoming a prevalent descriptor of jobs, and developing these competencies is seen an essential preparation for the workforce. Is this how you are able to describe students when they leave your school? Shifting our focus from promoting *information skills* in schools to promoting *information literate people* may encourage greater collaboration in the learning process.

The study also identified that the most difficult aspects of this profile to implement were *evaluates information, organises information for practical application, and uses information in critical thinking and problem solving*. The study found that the easiest aspects to implement were *recognises that accurate and complete information is the basis for intelligent decision making and develops successful search strategies*. The higher order skills of analysis, synthesis and evaluation of information, easily overlooked because of the attention given to *library skills*, or because they are seen as too difficult to develop, need to be given careful and deliberate attention. ■

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).

To enable us to provide an ongoing quality service, we would appreciate your feedback on the reviews. Please take time to complete the brief survey which appears at the end of the reviews.

Picture books

Picture books are arranged alphabetically by author.

AHLBERG, Allan

Put on a show!
Walker, 1995 (A red nose collection)
ISBN 074453738X

[821]

Those learning to read, and readers newly independent, will delight in this entertaining, fun book. Two favourite picture book creators have joined forces to create a lively and inventive collection of short, zany tales told in words, phrases and simple sentences, with bright, colourful pictures which both complement and extend the meaning in humorous fashion. Popular nursery and fairy tale characters, an assortment of monsters, pets, wild animals, acrobats and performers parade through the pages—all engaged in weird and wacky activities to illuminate the meaning of simple concepts such as opposites, shapes, prepositions, pronouns. B. Richardson

LEV: Preschool Lower primary
AVAIL: \$18.95
KLA: English

SCIS 848781

AHLBERG, Allan

Who stole the pie?
Walker, 1995 (A red nose collection)
ISBN 0744537371

[821]

A conglomeration of words, phrases, sentences and rhymes, this stimulates beginning readers with a compilation of some of this author's better known works. It will delight many, with its odd twists and simple humour, which can be just as much fun to read alone, or aloud to a group. The full-colour, cartoon-like illustrations add greatly to reader interest. Some are quite delightful on their own. Something as seemingly simple as the title of the *The three little pigs* has been dealt with in a variety of quirky ways, and could be well used as stimulus material for written work on other children's tales. The teaching points in this work are many. R. Dobson

LEV: Lower primary
AVAIL: \$18.95
KLA: English

SCIS 848826

BROWNE, Anthony

Look what I've got!
Walker, 1996
ISBN 074454372X

Jeremy is always showing off new things to Sam but won't share with him. Sam doesn't get upset though and always helps Jeremy out of his problems. This simple story has very little text, but evokes strong messages for younger children.

Anthony Browne's inimitable illustrations, with their non-sensical elements, add humour to the simple tale and provide readers with a multi-layered presentation that will motivate discussion. Both the story and the text are accessible to young readers. This is a thoughtful picture book. J. Anderson

LEV: Lower primary Middle primary
AVAIL: Paper \$9.95 SCIS 870173

EDMISTON, Jim

The emperor who hated yellow.

Scholastic, 1996
ISBN 1863884955

He hated yellow because his beloved yellow cat, Mustard, had disappeared—from the emperor's sight, but not from that of the reader, who can find him concealed on each page, a game which young readers love to play. The simple text in this picture book lends itself to extension, where students could be asked to think of other yellow things, or to write a new story focusing on another colour. As well as concealing the cat to just the right degree, the illustrations are a riot of colour and humour. F. Gardiner

LEV: Lower primary
AVAIL: Paper \$9.95

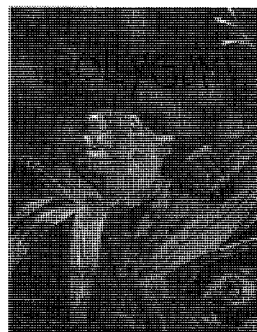
SCIS 863854

FLEMING, Gary

Bollygum.
Weldon Kids, NSW, 1995
ISBN 1875875069

A remarkable book, superbly produced and beautifully illustrated, this joins the long line of picture-books which go from strength to strength. From the choice of font on the cover, to the realistic and captivating illustrations, to the recycled look on the book's end papers, the artistic production of this book shows great attention to detail. The story concerns Wombat, and other folk of the bush, who go on a journey to the city. It's an attractive little tale, without being engrossing. This would be fine addition to any personal or school collection. L. Williamson

LEV: Preschool Lower primary Middle primary
AVAIL: \$24.95 SCIS 849112



GRAY, Nigel & ROGERS, Gregory

Running away from home.
Random, NSW, 1996
ISBN 0091831733

Any young child who packs t-shirts, pyjamas, underpants, and socks is probably resourceful enough to make a go of running away. Just like the myriad of picture book runaways before him, however, Sam doesn't get too much further than the front door before loneliness and apprehension convince him that home, even when it contains a bossy and obstreperous dad, is not so bad. Though the theme has been done to death, it is a universal experience and therefore always appealing. This book's great strength is Rogers' beautiful illustrations. F. Gardiner

LEV: Lower primary
AVAIL: \$22.95

SCIS 857672

GREGORY, Valiska & AUSTIN, Virginia

Kate's giants.
Walker, 1995
ISBN 0744532698

Very similar in theme to *I'm not scared*, this picture book deals with the demons that harass forsaken young children, alone

in their rooms at night, also offering some ideas and words that they may be able to use in a counter attack. Gregory's text has a poetic beauty, evoking fears, and triumph at overcoming them, and making it a delight to read aloud. Austin's illustrations use muted colours and clarity of line to great advantage and with great empathy for the text. F. Gardiner

LEV: Lower primary
AVAIL: \$17.95 SCIS 851776

GRINDLEY, Sally & BROWNIE, Anthony

Knock knock who's there?
Penguin, 1995
ISBN 0140555560

A delightful picture book, this has a title that puns on the perennially favourite rhyme. Daddy is at the door in his familiar slippers and daughter is snug in bed with teddy. Knock! Knock! Daughter imagines everyone but daddy—a gorilla, a witch, a dinosaur, a dragon, a ghost, and they are all wearing daddy's slippers! And the daughter can imagine the worst because she knows, deep down, it's really daddy. Sparse words, vibrant drawings, and a clever but comforting storyline assure this picture book a place on the favourites' shelf. L. Williamson

LEV: Preschool Lower primary
AVAIL: Paper \$9.95 SCIS 864080

JONES, Carol

The hare and the tortoise.
Angus & Robertson, 1996 (A Peep-through picture book)
ISBN 0207187126

[398.20938]

A delightful rendition of the Greek tale, this is retold with modern appurtenances. Hare, for example, has air-cushioned running shoes; and the animals have milk and paper deliveries! The soft, yet colourful, old fashioned scenes of grassy woodlands are very busy and highly detailed. Circular peepholes frame the main characters to add novelty. The other animals in the story, Mole, Squirrel, Badger, Hedgehog and Fox are British. Although it is a little long-winded, children will respond to this well told, beautiful picturebook version of an old favourite. J. Bruce

LEV: Preschool Lower Primary
AVAIL: \$19.95
KLA: English SCIS 858829

KELLEHER, Victor

Johnny wombat.
Random House, 1996 (Mark Macleod)
ISBN 0091829100

Johnny is determined in his fantasy of being and behaving like a wombat, but when his mother and father decide to join in the act he is not overly impressed. The ending is, however, not quite what one might expect, and leaves the reader wondering just what his parents might try next to solve their son's fantasising. Simple, direct prose, interspersed with dialogue, is complemented and extended with eye-catching, mobile and expressive illustrations in which body language, perspective, space and colour are used to excellent effect. It is a commendable child-centred picture book which offers much to explore, discuss and ponder. B. Richardson

LEV: Preschool Lower primary
AVAIL: \$22.95 SCIS 859263



KIRK, David

Miss spider's wedding.
Australian ed. Hodder, 1996
ISBN 0733602177

[811]

As a production, this is a most attractive book. Strong, vibrant images in luminous, jewel-like colours are a particular feature, immediately drawing and arresting the eye. But the story is a disappointment—overlong, and perhaps overly sophisticated with its wry, ironic undertones, for the young audience the book will surely attract. Written in rhyming verse, it tells how true love triumphs when Miss Spider rejects the advances of the dashing, handsome (but oh so nasty) strongman, Spiderus Reeves, in favour of kind, honest and homely Holley. It is a book that needs to be shared and discussed with children for full appreciation. B. Richardson

LEV: Lower primary Middle primary
AVAIL: \$24.95 SCIS 859311

KNOWLES, Sheena & CLEMENT, Rod

Edwina the emu.
Angus & Robertson, 1996
ISBN 0207189137

[821.3]

A sequel to the popular picturebook, *Edward the emu*, this continues the story, with Edwina announcing to Edward that she has laid ten eggs. After Edward's alarmed reaction, Edwina tells him not to worry as she is going to look for a job. The following pages contain Rod Clement's humorous illustrations, accompanied by clear, simple poetic text describing Edwina's disastrous efforts to find a job. Of course, all's well that ends well when Edwina finally finds the perfect job. For all of those who enjoyed *Edward the Emu*, this is an equally delightful picturebook which is sure to be enjoyed by young, beginning readers. J. Eade

LEV: Preschool Lower primary
AVAIL: \$19.95 SCIS 867548

McLERRAN, Alice

The ghost dance.
/ assemblage and paintings by Paul Morin. Clarion, 1995
ISBN 0395631688

This fictionalised account of the Paiute American Indians' attempts at non-violence last century will be long remembered by all ages. The art work is a fascinating and beautiful mix of heavily textured oil paint, prints, and photography of artefacts from buffalo skull to eagle feathers. The text gently and briefly explains how to rebuff invaders and later rediscover traditional ways. The misunderstood ghost dances of last century ended in tragedy at Wounded Knee. This picturebook attempts to educate and to heal later generations. It is highly recommended for students of art and history. M. Williams

LEV: Lower primary Middle primary
Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: \$19.95
KLA: CA; CPA; English; HSIE
EVAL: Highly recommended SCIS 850542

MANSELL, Chris & WESTENBERG, Cheryl

Little wombat.
New Holland, 1996
ISBN 1864362014

Readers join little wombat in her search for an appropriate name that shows who she really is. Text, complemented by

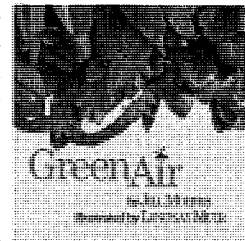
lively, warm-toned artwork in this picturebook, tells how she tries herself, literally, on the trapeze as Lucy World Dancer, and as a clown—Kip Thistlethrower. Patricia Fancynit is beyond her abilities and Iodine Cleansheet seems inappropriate, as do a host of other totally unfit personas. Finally, she settles on Boulder Einstein-wombat because she wants to be "as smart as stone". The idea is quite clever (wombat features gradually revealed through the trailing of different occupations). However, the story is rather silly—an overly extended joke—which loses its potential to amuse after the first few pages. B. Richardson

LEV: Lower Primary Middle Primary
AVAIL: \$14.95 SCIS 867298

MORRIS, Jill & MUIR, Lindsay
Green air.

Greater Glider, QLD, 1996
ISBN 094730424X

Superb photo-realistic clay images capture well the colours, textures and features of the flora and fauna of the green air, rainforest environment which was home to the amazing southern platypus frog (or gastric-brooding frog—unsighted since 1981). In simple, poetic language the circular story tells of Silus the frog—his struggle for survival as he explores his creek environment and discovers other creatures with their own unique features; his dangerous adventure when he is whirled away by flood waters out of his safe home into the dangerous yellow air; and, finally, his mating and the quite extraordinary birthing of ten tiny young. This is an excellent example of the picturebook's potential not only to entertain but also to inform. B. Richardson



LEV: Preschool Lower Primary Middle Primary
AVAIL: \$24.95
KLA: Science
EVAL: Highly recommended SCIS 866691

MURPHY, Jill

Five minutes' peace = Bes dakikalik huzur.

/ translated by Gulden Sager. Magi, 1995
ISBN 1854303597

Mrs Large (mother elephant) settles in a deep, hot, foamy bath with a cup of tea and the newspaper. All she wants is five minutes' peace, but, it is not to be hers. Soon she is joined by each of her three children, Lester, Laura and the little one. So she leaves them to enjoy the bath while she grabs three minutes and forty five seconds of peace in the kitchen before they catch up with her there as well. This popular picture book, first published in 1986, has been reprinted with dual Turkish/English text. It will be welcomed by those looking for a simple family story for students whose first or second language is Turkish. The humour in the family is cross cultural so that all children and mums should relate. B. Richardson

LEV: Preschool Lower Primary
AVAIL: \$21.50
KLA: LOTE SCIS 836688

MURPHY, Jill

The last noo-noo.

Walker, 1995
ISBN 0744532280

What a joy it is to find a picture book that shuns didacticism; has at least one character whose habits may be a bit disgusting, but who is also funny, courageous and enter-

prising; and which comes with an ending which will delight the adult reading aloud as well as the child. Marlon, the monster, far beyond babyhood, is loath to relinquish his dummy, despite the virulent protestations of granny, and the decidedly half-hearted coaxings of an easygoing, really quite complicitous, mum. Even the local bullies provide more of an impetus than an impediment, though they are the catalysts for change. Read-tested by Years 1-5, it was voted 'soo-soo great'. F. Gardiner

LEV: Lower primary Middle primary
AVAIL: \$19.95
EVAL: Highly recommended SCIS 850319

NOONAN, Diana
Hercules.

Omnibus, 1996
ISBN 1862911843

Change can be a disturbing feature in our lives, and no less so for the child whose mother is about to have a baby. In this picture book, mum exits half way through to give birth but the main story centres around Sam, his friendly neighbour Mabel, and their attempts to save the oystercatcher's chick from the ravages of the holidaying bike riders. The author writes about the seaside environment with feeling, and the manner in which she ties the two themes together works well. Less satisfying were the watercolour illustrations with their white specks and rather wispy feeling. L. Williamson

LEV: Lower primary Middle primary
AVAIL: \$19.95
KLA: English, HSIE SCIS 859851

OKTOBER, Tricia

The game.

Hodder Children's, 1996
ISBN 0733603009

Two engaging young feather-tail gliders find fallen leaves provide opportunity for joyful frolicking and mischievous play. The book is textless. The expressive and very mobile water colour illustrations offer readers much scope to weave their own stories around the antics of the two endearing little possums. Beautifully designed and produced, the book is ideally sized for small laps and hands, but still large enough, and the illustrations clear enough, for group or whole class sharing. The focus of each page is firmly on the playful possums, well placed for maximum impact against white space on the lovely smooth paper. This is a delightful picture book for young and old alike. B. Richardson

LEV: Preschool Lower primary
AVAIL: \$16.95
EVAL: Highly recommended SCIS 859150

PIERS, Helen & GIFFARD, Hannah

Is there room on the bus? a round-the-world counting story.

Koala, 1996
ISBN 187584659X [513.2]

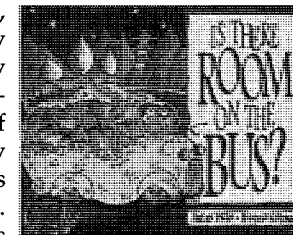
Strong, brightly coloured illustrations by Hannah Giffard support this cumulative counting story. Its strength lies in the repetition of the simple text, supported by careful use of alliteration. Sam sets out to drive around the world in his bus, and is soon sharing the bus with a great array of animals. These cross cows, wet walruses, fidgety frogs, energetic elephants, and others, soon cause mayhem. In the grand tradition of Mr Gumpy, a melee occurs and Sam needs to start again. This picture book is satisfying and enjoyable for younger readers. J. Buckley

LEV: Preschool Lower primary
AVAIL: Paper \$8.95 SCIS 863868

ROSA, Bernard & FRENCH, Jackie
Mermaids.

Angus & Robertson, 1995
ISBN 0207189196 [821]

An interesting picturebook, this combines images by Bernard Rosa with poems by Jackie French. These reflections on the watery world of mermaids are elaborated by softly coloured photographs of mermaids and merchildren. Attention to visual detail is high, from the end papers to the careful design of each double page spread. The effect is wistful, mysterious and strangely moving to an adult reader. My school age readers simply found it strange. While the poems are beautiful, the art direction is so strong it threatens to take over the text. It seems to be more a set of provocative photographs with poignant captions than an integrated work. J. Buckley



LEV: Upper primary Lower secondary
Middle secondary
AVAIL: \$19.95
KLA: English, CPA SCIS 851324

SLOAT, Teri

From one to one hundred.

Penguin, 1995 (Puffin unicorn)
ISBN 0140556435 [513.2]

Few counting books target numbers beyond ten, but this one extends by tens to one hundred. Each number from one to nine is allocated a full page; the tens to one hundred each a double page spread. The generously sized illustrations contain much to pore over—fantasy blending with reality in the colourful, carefully drawn and very detailed scenes of garden, barn, desert, seaworld, circus, changing room, and so on. In each scene is depicted an assortment of objects and creatures, and/or animals and people, engaged in a variety of activities. All are appropriately grouped so that children can more easily identify, count and talk about them. It is an appealing and educational picture book. B. Richardson

LEV: Preschool Lower primary
AVAIL: Paper \$8.95
KLA: Mathematics SCIS 840127

VALENTINE, Garrison & SINGLETON, Glen

The golden kangaroo. [kit]

Scholastic, 1995
ISBN 186388243X [A821]

What did Santa do when faced with the problem of delivering presents in the land down under? He had help from someone from the bush, of course. A golden kangaroo showed (and continues to show) the way so that boys and girls all over Australia, whether living inland or in coastal town or city, receive their gifts on Christmas day. This simple story can be enjoyed in picture book form as rhyming, rollicking verse, with catchy refrain accompanied by bright, colourful illustrations. Children can also delight in it as a song performed to an upbeat tune by popular John Williamson. In addition to the song, the accompanying compact disk also contains two instrumental renditions of the tune for listening and singing along. B. Richardson

LEV: Preschool Lower primary
AVAIL: \$29.95
KLA: CPA SCIS 849721

WEEKS, Sarah
Follow the moon.

HarperCollins, 1995
ISBN 0060244429 [811]

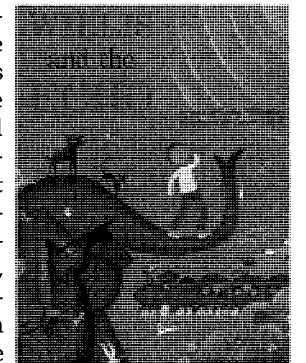
This gentle story is supported by superb illustrations, which use soft colour and finely lined, lifelike drawings to create wonderful, moonlit images. A young boy protects a newly hatched sea turtle, and teaches him to follow his instinct by following the moon to reach the ocean. It uses lilting, rhyming text, which is great for reading aloud. The added dimension of the musical narration in song on the accompanying cassette has a catchy, upbeat tune. The simple text of this picturebook is enhanced by the beautiful illustrations which provide a wealth of detail and convey emotion. The story and text, both written and in song, are accessible to very young readers. J. Anderson

LEV: Lower primary Middle primary
AVAIL: \$24.95
KLA: English SCIS 858818

WELLINGTON, Craig & LLOYD, Cheryl
Willis and the echo.

Hyland House, 1996
ISBN 1875657762

Those looking for a lively, interactive book with a cumulative text, and language that begs reader participation, should love this book. Young children will rat-rattle, bump-rumble, click-whizz and tin-bingle with great delight as they join Willis in listening to the echo from the valley as the train, Mr Darcy's truck, and Miss Hawthorn on her bicycle pass by. And, they are certain to get really excited when the Governor brings his parade down the road, quite unlike the echo, who gets very angry indeed. Vibrant, colourful, and detailed illustrations add to the excitement in this very busy, animated picturebook. It's loads of fun and great to share—bound to become a favourite with the kindergarten set. B. Richardson



LEV: Preschool Lower Primary
AVAIL: \$19.95 SCIS 867715

WEST, Colin

"I don't care!" said the bear.

Walker, 1996
ISBN 0744537649 [821]

Written very much in the style of Dr Seuss, this is a humorous story featuring bright, colourful cartoon-like illustrations which are sure to appeal to young children. The text consists of short, rhyming phrases which are accumulative, so that early readers will feel a sense of familiarity as they read through the story. It is an ideal book for a teacher to read to young children because they can join in with the familiar phrases as the story line builds. Rhyming is an essential part of the text, so it could also provide the basis for a lesson on rhyming words with new rhyming phrases being added by the children to expand the story. This picturebook could be worthwhile addition to any preschool or primary library. J. Eade

LEV: Preschool Lower primary
AVAIL: \$15.95 SCIS 864929

Fiction for younger readers

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

ALEXANDER, Martha
Blackboard bear: four little stories.
Walker, 1995
ISBN 074454324X

Here is a most unusual collection of stories about a young boy and his bear, which is a blackboard drawing. The stories are presented in cartoon-strip format. This could be confusing for some children, because it is not immediately obvious which way the strips are to be read, across two pages or down one page at a time. The strips are in black and white, while the bear is a grey slate colour. At the end of each story there is a full page colour picture. The stories are quaint, but the style of this book may not appeal to all children though its uniqueness may. J.Eade

LEV: Preschool Lower primary
AVAIL: Paper \$8.95 SCIS 864928

BALL, Duncan
Ty Daring and the billion dollar nose.
Scholastic, 1995 (A Daring adventure)
ISBN 0868969982

Ty Daring is rich, so rich he has a body-guard, and travels to school in a chauffeur-driven limousine. But his father still sends him to a public school. A trip to the local bank to pick up his pocket money leads Ty into a wild adventure when the bank is robbed and he is taken hostage. It is an engagingly written tale, redolent with schoolchild humour, sure to appeal to the author's many fans. The book is suitable for readers of more than average ability, looking for a more challenging read. It is very much a modern tale, and reads well to a group. R. Dobson



LEV: Middle primary Upper primary
AVAIL: Paperback \$6.95 SCIS 851637

BLAKE, Quentin
The story of the dancing frog.
Random Children's, 1996
ISBN 0099535513

George, the dancing frog, saves Great Aunt Gertrude Godkin from an untimely death after her husband's drowning at sea. Together they go on to fame and small fortune as they take the world's stages by storm. It's easy to try to second guess the ending of this trite little tale, and most would have improved it immeasurably. The story meanders along without the slightest attempt to rise to any heights and leaves the reader puzzled about its intent. Blake's coloured sketches are up to their usual charming, understated best, but fail to save the emptiness of the text. R.Dobson

LEV: Lower primary
AVAIL: Paperback \$9.95 SCIS 864045

CLEARY, Beverly
Ralph S. Mouse. [sound recording]
Chivers Audio Books, 1996 (2hr., 24 min.)
ISBN 0745125328

Ralph was an unusual mouse. He had learnt to talk, but only lonely children who took the trouble to listen could under-

stand him. He has two prize possessions—his little red motorcycle, and a crash helmet. When his motorcycle causes trouble at the inn where he lives and his friend Matt, the handyperson, almost loses his job, he decides to leave his motorcycle and go to school with his friend Ryan. It is then his adventures really begin. Filled with lifelike characters, the story combines adventure and humour. It is an appealing and valuable resource for younger readers. It is competently narrated by William Roberts, who has appeared in numerous films, and is ideal for serialising in the classroom to develop students' listening skills. J. Anderson

LEV: Lower primary Middle primary
AVAIL: \$29.95 SCIS 871050

CREW, Gary
Caleb.
Era, 1996
ISBN 1863742484

This intriguing mystery, with surrealistic overtones, will have strong appeal. Although set in an indeterminate place and time, with little definition of character apart from Caleb, the story could perhaps be described as inexplicable and bizarre. A strange child prodigy arrives at university to share the accommodation of the narrator of the story. His strange appearance and behaviour, and amazing knowledge and abilities, link him to the insect world. His close association with a noted naturalist apparently brings about her death. The dramatic tri-colour presentation incorporates full-page, sepia-coloured chalk and pencil drawings, which provide an interpretative backdrop to the text. Other black and white, full-page, detailed ink drawings, with their unusual perspective, heighten the drama of the story. It is a gripping story, with the fascination of an X-Files episode. J. Anderson

LEV: Upper primary Lower secondary
AVAIL: \$19.95 SCIS 859124

CULLIMORE, Stan
Tabby's C.A.T.
Transworld, 1995
ISBN 0440863325

Prevented from having a cat because of her father's allergy, Tabby's wish is granted to some extent when an alien C.A.T. (Cellular Amorphous Tetroid) appears. The greedy Mr Grabsnatch has an inkling that there is money to be made by exploiting this vulnerable creature; it is left to Tabby to save the C.A.T. from Grabsnatch and return him to his home before he starves. A nice twist at the end leaves Tabby with a special reward for her care and concern. Big print, simple sentence construction, and accessible and appealing plot, help to make this a useful work for young independent readers. F. Gardiner

LEV: Middle primary
AVAIL: Paper \$8.95 SCIS 836370

DURANT, Alan
Spider McDrew.
CollinsChildren's, 1996 (Red storybooks)
ISBN 0006751172

Everyone calls Spider "a hopeless case", but he's really a deep thinker, a little absent minded, and in spite of his difficulties, he ends up a hero. In these three stories for young, independent readers, Spider gets into the football team by default, takes Molly, his cow, to school for a fund raising "show and tell", and ends up with the leading part in the Christmas play—all with hilarious results. The stories are lighthearted, warm, and contain humorous observations of the characters. Interspersed with black and white line draw-

ings, they are well paced. Together with the large print, easy style, and amusing text, they are an enjoyable read for emerging readers. J. Anderson

LEV: Lower primary Middle primary
AVAIL: Paper \$8.95 SCIS 869476

ELBOS, Stephen
Captain Skywriter and Kid Wonder.
Collins, 1995 (Coloured jets)
ISBN 0006750354

A spoofy and humorous send-up of superheroes, this will have considerable appeal to young, emerging readers. Captain Skywriter, superhero of Baggem city, is getting old and starting to make mistakes. He is forced to retire to Haddit House, a home for has-been superheroes. The Slippery Shadow Gang prepare to take over the city. A replacement must be found quickly. Coloured, cartoon-style illustrations add to the humour of the fast moving plot and interesting dialogue. Large, easily read text, conversation balloons and varied graphic presentation make it an appealing choice for younger readers. J. Anderson

LEV: Lower primary Middle primary
AVAIL: Paper \$8.95 SCIS 858822

FAIRBAIRN, John
Bindi.
University of Queensland Press, 1996
ISBN 0702228052

Country life has pleasures a-plenty, as described by Troy in recounting the escapades of his first year in a small town. A picture is developed of a caring community, a range of true and adventurous friends, and a supportive, if eccentric, teacher. School is the focus of events, as the demands of a bureaucratic education department provide an easy target for ridicule and humour. The independence and physical freedom the children enjoy provides opportunities for many adventures. Stories are told from multiple viewpoints, with child narrators who are lively, yet appreciative of adult support. The harsher realities of drought and isolation are in the background, but don't impinge on the glorious, eventful life enjoyed by the children. J. Buckley



LEV: Upper primary
AVAIL: Paper \$10.95 SCIS 863897

FIENBERG, Anna
Tashi and the giants.
Allen & Unwin, 1995 (A Little ark book)
ISBN 1863739459

Anna Fienberg has the storytelling gift. She effortlessly blends fantasy, reality, humour and captivating narratives to give us two wonderful stories. In the first, Jack's friend, Tashi, narrowly escapes being eaten by Chintu (gorgeous name!) the giant and his wife, who has wide gaps between her teeth as big as caves. We are reminded of *Jack and the beanstalk*, although Tashi's tale lives in its own right. In the second story, our hero, Tashi, escapes from nasty bandits. Both stories are well told, complemented by Kim Gamble's amusing and whimsical illustrations. They would be a delight to read aloud. L. Williamson

LEV: Middle primary
AVAIL: Paper \$8.95 SCIS 845944

FLENBERG, Anna & JAMES, Ann
Madeline the mermaid and other fishy tales.
Allen & Unwin, 1995
ISBN 1863738371

A charming book—fresh writing is interwoven with wonderful water-colour illustrations by Ann James. Friendship is the theme of the four, loosely connected stories. An underwater dominion of interesting characters is the home of Madeline, who enjoys life in a wholehearted, mermaid way. She encounters and wins over the scary Kraken; and facilitates a partnership between the longwinded pufferfish and a lonely jellyfish. The sea harpy and sea witches are reminders of some darkness in a mermaid's world. Fienberg's ability to explore imaginative possibilities with stylish, yet simple writing, is again demonstrated. The numerous illustrations, at once detailed and informal, use a lovely palette of watery hues. J. Buckley



LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper \$9.95 SCIS 863864

HATRICK, Gloria
Nightmare in 3-D.
Pocket, 1996 (Ghosts of Fear Street)
ISBN 067152447

In the *Aliens* mould, where monsters emerge from posters, and monsters beget baby monsters, this is all faintly terrifying. Wes is your normal young American boy with normal problems. He wears glasses, can't make out the pictures behind the dots in the 3-D posters, and is bullied by a nasty pair of twins. His efforts at revenge take him on a scary adventure. There are the usual short sentences, heaps of suspense, easy text, spine-chilling moments, plain language, clichéd characters, normal setting (suburban house and classroom) and even more spine chilling moments. L. Williamson

LEV: Middle primary Upper primary
AVAIL: Paper \$6.95 SCIS 863550

HYDE, Michael
Same difference.
Curriculum Corporation, 1995 (Access Asia)
ISBN 186366260X

Good stories have always given us bridges to other worlds, other cultures, other times. In this excellent project, we read four stories and a poem which depict all shades of the cross-cultural situation. An Australian girl risks disdain from her peers by asking an Asian boy to her debutante ball. A Korean girl comes to grips with the clash between her traditional past and western-style future. All five stories would provoke interesting discussions in junior secondary classes. Ideas for writing and discussion are included at the end. L. Williamson

LEV: Upper primary Lower secondary
AVAIL: Paper \$19.95 SCIS 849154

KEHRET, Peg
The ghost followed us home.
Pocket, 1996 (Frightmares)
ISBN 0671535226

The ghost of a German soldier haunted by his accidental killing of a young French girl, returns to try to grant her wish to be reunited with her musical toy cat, so that both

their souls can rest in peace. Cross this with two girls who divide their time between their Care Club for animals and solving mysteries, and you have the fifth in an American series offering what might be known as low level horror for primary kids! The characters are flat, the dialogue stilted, the burglars at the doll museum most unconvincing, and the whole thing a bit silly. No real harm comes to the girls, although the situation they get themselves is a result of their foolishness, even if unrealistically portrayed. C. Frew

LEV: Middle primary Upper primary
AVAIL: Paper \$6.95 SCIS: 863544

KOLLER, Jackie French

A dragon in the family.

Pocket, 1996

ISBN 0671897861

A sequel to *Dragonling*, this is an enjoyable, competently crafted, and rather thought provoking novel for younger readers. After saving Zantor, the dragonling, Darek and his family bring the dragon back to their village, in the hope that there would be no more fighting and killing. But the entrenched attitudes of many villagers are hard to change, and the family are branded as traitors. The story is arranged in short chapters, interspersed with black and white line drawings. The language is accessible to newly competent readers, although very young readers may find comprehension a little difficult. J. Anderson

LEV: Lower primary Middle primary Upper primary

AVAIL: Paper \$6.95 SCIS 863540

MACFARLANE, Barbara

Jenny on canvas.

Openbook, 1995

ISBN 0859107035

A simple novel, this is written with an overt Christian message. Young Jenny is having difficulties with her mother, who is becoming interested in another man some time after her divorce. Jenny's younger brother accepts this and looks forward to another dad; Jenny's friends are divided on the matter. Carol introduces her to Christianity and helps her become reconciled to the marriage. All ends happily, despite a minor scare with Jenny's mum's pregnancy. Plot is predictable and character development non-existent in some cases, miraculous in others. Opportunities to make the point with subtlety and literary quality are squandered. M. Steinberger

LEV: Upper Primary Lower secondary
AVAIL: Paper \$7.95 SCIS 850460

MCMULLAN, Nigel & LASLETT, Stephanie

A spooky story. [series]

Lothian, 1995

These picture books aren't really spooky—they use the characters and images of the genre in humorous tales. Deception and concealed identity propel the plot. Monsters, ghosts, witches, trolls—all take part in the lighthearted tales. Holograms throughout the text are vehicles for the simple stories. They provide the reflective surface which reveals the ghosts and monsters. Holograms and cut out spaces are well integrated into Nigel McMullen's lively colour illustrations. While an enjoyable use of this visual dimension, overall the series is disappointing. The novelty



value of the holograms will, however, delight young library users. J. Buckley

LEV: Lower primary Middle primary

AVAIL: \$16.95 each

Titles in this series are:

The haunted castle SCIS 847518

The monster party SCIS 847521

Magic bean. [series]

Era, 1996

Distinguished children's book authors are always telling us it is no easier to write a reader or picture book just because there are fewer words. The readers in this series give credence to these words, as there is obviously much imagination, craft and story writing nous behind the stories. Seven readers feature here and between them they encompass satisfying rhymes, choice use of words, thoughtful topics and quirky humour. The words are few to a page and the illustrations are colourfully appropriate, ranging from dynamic watercolours to snazzy air brush techniques. As I read these small books, I wished I were five again, or better still, that my children were still young and we were sharing these enticing storylines and delicious words together. This is a good series for all infants classrooms. L. Williamson

LEV: Lower primary

AVAIL: Paper \$5.95 each

Titles in this series are:

Cats SCIS 863510

Every morning SCIS 863516

Molly McClog SCIS 863517

Morse's horse SCIS 863513

No way Nancy! SCIS 863505

Rock and roll Clyde! SCIS 863521

Whale watching SCIS 863509

MARNEY, Dean

The Easter bunny that ate my sister.

Scholastic, 1996 (An Apple paperback)

ISBN 0590693352

Lizzie's pleasure at the Easter holiday is diminished by her feeling that she is going crazy. She sees Easter bunnies everywhere—not benign soft toys, but quietly malevolent creatures. Lizzie is prone to worry and exaggeration; her brother, Booker, is a hindrance; and her parents are unsympathetic. As the story builds, Lizzie's situation becomes more desperate. This plot is developed using clever dialogue, and appreciation of reality from Lizzie's viewpoint. Her developing understanding is one positive feature of this mystery, which provides some thrills, but is predictable and ultimately unsatisfying. J. Buckley

LEV: Middle primary Upper primary
AVAIL: Paper \$6.95 SCIS 863859

MILLER, Marvin

Death comes to dinner.

Scholastic, 1995 (Scene of the crime)

ISBN 059056871X

Given a scenario of the circumstances of the crime, followed by some picture clues, labelled in back-to-front writing revealing which is the correct clue, the reader is invited to solve the crime with as much panache as the redoubtable Detective Sherwood Hawk. Such a format—the brevity of each account, the appeal of the format as a puzzle—should make it an appropriate work for reluctant readers. This is counteracted somewhat by a sprinkling of challenging

vocabulary. Potential crime busters will no doubt enjoy it. F. Gardiner

LEV: Upper primary
AVAIL: Paper \$6.95 SCIS 849037

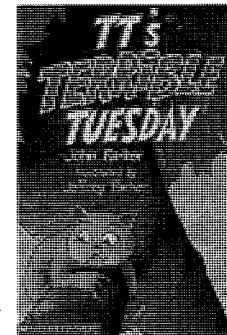
PARKER, John & PARKER, Jeffrey

It's terrible Tuesday.

Ashton Scholastic, 1995

ISBN 1869432487

Narrated by Toptom the cat, and told very much in his own author's voice, this is the account of a terrible day which sees him, known as Whiskers to his human family, carted off to Jabman (the vet), chased up a tree by Evileye (the vet's bulldog), plunge to the ground in a failed rescue attempt by a human on a giant yellow 'praying mantis', and end up enjoying the new brand of cat food that had caused all the mayhem. The variety of formats—text, speech bubbles, illustration, diagrams—used to tell the story make it accessible to weaker readers, but the plot is strong enough to hold more able students as well. F. Gardiner



LEV: Middle primary
AVAIL: Paper \$8.95 SCIS 843585

ROOD, Lydia

A mouthful of feathers.

Cardigan Street, 1996

ISBN 1863914692

This story of the confusions of growing up touches on family relationships, friendships and runaways. How could Sophie abandon her best friend Marian and her perfect and loving family? Marian envies Sophie's 'normal' family life, and blames her personal problems on her own dysfunctional one. Through an obscure bat picture, Marian tracks Sophie to Amsterdam, and is surprised by what she finds there. The story is universally relevant to contemporary teens, and descriptions of childish exploits are quirky and often startling. However, the text itself has lost some of its freshness in the often laboured translation from the original Dutch. J. Watts

LEV: Upper primary Lower secondary
AVAIL: Paper \$9.95 SCIS 857751

RUBINSTEIN, Gillian

Foxspell. [sound recording]

ABC, 1996. (ABC Audio tapes) (120 min.)

ISBN 0642177643

Appropriate sound effects and music set scenes and enhance atmosphere in this skilfully narrated and dramatised adaptation of Rubinstein's prize winning novel. Tod's relationships with family and his developing rapport with the enigmatic fox are well caught. The reading and dramatised dialogues are nicely paced, with excellent diction and natural, but expressive, interpretation by the performers. One minor drawback is the similarity in pitch and tone of the younger voices, which at times can be confusing for those unfamiliar with the story. Otherwise, this is an excellent dramatisation in two cassettes of the story, which grips listeners to the end. It is recommended for those looking for quality fiction on tape. B. Richardson

LEV: Middle Primary Upper Primary
Lower Secondary

AVAIL: \$19.95 SCIS 864823

YEP, Laurence

Hiroshima.

Scholastic, 1995

ISBN 0590208330

Although this is a short, easy-to-read novella, it deals with an extremely emotional topic in a sensitive and factual manner. The book begins with the Enola Gay and two other bombers taking off and speeding towards Japan. Then it focuses on Sachi and her sister Riko, who live in Hiroshima. The effects of the bomb are vividly described. Sachi is badly burnt and becomes one of the Hiroshima Maidens. The afterword tells us that Sachi is a composite of several children, and that the facts and figures used in the book are as accurate as possible, given that the figures vary. An impressive list of sources are given at the end. It would be a useful resource for students studying *Sadako and the thousand paper cranes*, as Sadako is mentioned. J. Eade

LEV: Upper primary Lower secondary
AVAIL: Paper \$4.95 SCIS 869864

Fiction for older readers

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

BATES, Dianne

The last refuge.

Hodder Headline Australia, 1996 (Starlight)

ISBN 0733603181

The opening chapter immediately confronts the reader with a family conflict of the most violent kind, so that we identify with young Mitch who wishes she could "go to bed and pull the blankets over my head". An alcoholic father, physical abuse of children, a mother who can't cope, temporary life in a refuge—family breakdown familiar from newspaper and media reports, but here made painfully real through the sensibilities of a thirteen year old. Little wonder that this book was originally published as *Thirteen going on forty*, such are the responsibilities she must take for the whole family. This is a serious, uncomfortable story for mature young readers and adults alike, and which manages to offer hope through Mitch's resolve and her mother's new found strength, while avoiding any cliched happy ending. C. Frew



LEV: Upper primary Lower secondary
Middle secondary

AVAIL: Paper \$9.95 SCIS 864065

BLACKMAN, Malorie

Thief!

Transworld, 1995

ISBN 0552528080 (Corgi books)

Twelve-year-old Lydia Henson, unjustly accused of crimes she didn't commit, flees from her home to the nearby moors. Here a fierce electrical storm whirls her more than thirty years into a future and reveals a frightening course of events, which she becomes determined to change if only she can return to 1995. While adults may find it difficult to totally suspend their disbelief, children should find the fast paced narrative exciting and enjoyable. It presents a rather horrifying picture of school bullying, and raises questions about bitterness and vengeance. While the book can be

enjoyed individually, it would lend itself to class sharing and discussion. B. Richardson

LEV: Upper primary Lower secondary
AVAIL: Paper \$6.95 SCIS 863717

BRESLIN, Theresa
Whispers in the graveyard.
Mammoth, 1995
ISBN 0749723882

Solomon is engaged in a personal struggle—a battle with his alcoholic father, an unhappy school life and a frustrating learning difficulty—when he is confronted with problems much greater than anything he has faced before, and which require a different kind of courage. This is a gripping story, where good and evil are encountered, where supernatural forces blend realistically with the everyday, and where readers share the knowledge of the ancient churchyard and its single rowan tree. It is a satisfying and original tale with much to recommend it. C. Frew

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: Paper \$7.95 SCIS 854406

CORMIER, Robert
The moustache.
Angus & Robertson, 1996 (Masterpiece)
ISBN 0207184321

Cormier's twenty year old story is given the Masterpiece treatment, with eye-catching illustrations by Gregory Rogers. Layout and presentation are a priority in this series, although the cover lets this book down somewhat. With great economy, Cormier gives a snapshot of Mike's life the day he visits his chronically ill grandmother. His carefully cultivated moustache, cherished by the adolescent regardless of its disadvantages, is the key for his grandmother. She recognises him immediately, in spite of her wandering mind, and enters into close communication. Or is it someone else she recognises, and how does Mike deal with the situation? It's a poignant story, told with great delicacy. Much thought has gone into the images, which are well integrated with the story. The book deserves a large readership. M. Steinberger



LEV: Middle secondary Upper secondary
AVAIL: Paper \$12.95
EVAL: Highly recommended SCIS 865714

DUBOSARSKY, Ursula
Bruno and the crumhorn.
Viking, VIC, 1996
ISBN 0670867136

A quixotic and manipulative great-aunt, two engagingly natural children, and a musical instrument which provokes reader curiosity, are the basic elements of this story. They provide quirky period entertainment reminiscent of *The young visitors*—which should be sufficient blessing. But the author's amusing use of language and her unashamed refusal to write down to her audience make this a potential classic, as attractive to adults as to children. It begs to be read aloud, and would make an ideal talking book, with suitably agonising musical accompaniment. Used in this way it, could also delight younger classes. H. Gordon

LEV: Upper primary Lower secondary
AVAIL: Paper \$12.95
EVAL: Highly recommended SCIS 859865

FLYNN, Warren
Different voices.
Fremantle Arts Centre Press, 1996
ISBN 1863681353

That refugees experience both gratitude for their new lives and grief for the loss of the old, is a difficult concept which is sensitively illustrated here for young Australians. Kim, the Vietnamese boat girl, is a survivor, adapting energetically to life in Australia, yet handicapped by the loss of homeland, parents and sister. Her relationship with Gary provides fluctuating security, and introduces her to active democracy—conservation, Aboriginal land rights, and racial prejudice. The importance of reunion for migrant families is movingly treated, and the characterisation, particularly of adolescents, delicate. Perhaps there are too many "selling" elements for total credibility, but animated class discussion is assured. H. Gordon

LEV: Middle secondary
AVAIL: Paper \$10.95 SCIS 857561

HARTNETT, Sonya
The devil latch.
Viking, VIC, 1996
ISBN 0670869775

A disturbing, psychological thriller, this is the story of Kitten Latch, an incarnation of the devil. Kitten is plagued by voices in his head, directing his destiny. He meets beautiful young Aimee and lures her away from her boyfriend. At first the secluded life with Kitten and his great-aunt Agatha is blissful for Aimee, but Kitten's bouts of strange behaviour are of growing concern. This tale of a young man's mental struggle is intense and slow moving at times. Its reading requires tenacity and an enthusiasm for a genre that is at times quite bizarre. C. Sly

LEV: Middle secondary
AVAIL: Paper \$14.95 SCIS 864088

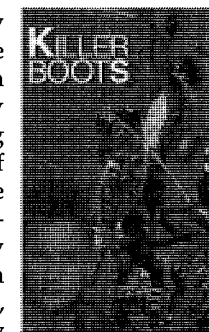
HORNIMAN, Joanne
Bad behaviour.
Omnibus, 1996
ISBN 1862912815

A varied and involving collection of short stories by two Australian authors, the interests and concerns of adolescents are very much the focus. Several stories revolve around issues of identity: growing up and changing, innocence and the destruction of innocence, and identification with loved ones. Love and where you find it, first love, friendship and obsession are the focus of other stories, including the sensitively and economically written *But I never told anybody*. More cosmic concerns inform other stories, whether it be coming to terms with the death of a loved one, assuming responsibility for society's ills, or questioning why God allows suffering. In this collection, readers will find stories to identify with, to amuse, disturb, challenge or entertain; above all stories to engage with. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: Paper \$9.95 SCIS 864292

JENKINS, Wendy
Killer boots.
Fremantle Arts Centre Press, 1996
ISBN 1863681388

Reluctant readers will be attracted by this story built on the subject of Aussie Rules football. The initial attraction will be reinforced by the believability of the characters. Greg is a young teenager who idolises Toggo, one of the current stars of the game. A chance meeting leads to a gift, and a little flattery and sheer panache wins the day for Greg. The gift boots help him become a great player for his side, while Toggo has been sidelined by injury. Should Greg return the boots to help out his idol? Both the youngster and Toggo learn something about themselves and the desire to win. This is a simple story with hidden depths. M. Steinberger



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

JOHNSON, Stephanie
The heart's wild surf.
Vintage, 1996
ISBN 0091832489

A wealth of fascinating characters inhabit the world of Olive, a ten year old living in Fiji in 1918. They are based on the forebears and their contemporaries of the author, who, in this finely crafted tale, displays a remarkable writing talent. Olive's assorted peregrinations throw up a host of dark and eccentric characters and deeds amongst the stuffy colonial community. She sees their vulnerability, and witnesses insanity, immorality, injustice and the supernatural. It is a sensitive and impressively skilful exploration of life in the Pacific at the cusp of the British Empire, and love in all its eccentric colonial forms. J. Watts

LEV: Upper secondary
AVAIL: Paper \$16.95
EVAL: Highly recommended SCIS 859130

JOLLY, Elizabeth
Another holiday for the prince.
Angus & Robertson, 1996 (Masterpiece)
ISBN 0207189579

A sister discovers that her brother, the usually grumpy, contrary, ne'er-do-well prince, does have his finer points. But even his 'confession' can't save mother from the penalties of the law after she has helped herself to Mrs Lady's car, so that they can all holiday by the seaside. Jolly's finely crafted, highly entertaining story has great appeal, and the target audience of reluctant teen readers should find it more accessible in this very visual format. At times, however, the strength and boldness of the striking graphics and illustrations tend to overpower the text to such an extent that some readers may become overly diverted and have difficulty in concentrating on the print. B. Richardson

LEV: Middle secondary Upper secondary
AVAIL: Paper \$12.95 SCIS 865420

KARPIN, Matthew
In our own day.
New Endeavour, 1995
ISBN 1875505113

A first novel from young Sydney writer Karpin, this is deceptively simply written at first, yet develops into a complex

story of family relationships and tragedy. The focus is a migrant family in postwar Australia, growing up into the misunderstandings, divided loyalties and mismatched values that this situation may entail. Nostalgia for the old country and old customs affect everything about the family behaviours. Issues of patriarchal attitudes dominate the early part of the book. As the younger generation become adults, themes of family loyalty, tolerance and fidelity emerge. The destructive force of mismatched relationships is revealed in the final scenes. Many readers may be disturbed by the starkly simple portrayal of aspects of incest, and have concerns about the lack of resolution in the closing pages. M. Steinberger

LEV: Upper secondary
AVAIL: Paper \$14.95
EVAL: Consider before buying SCIS 855204

MAHY, Margaret
The other side of silence.
Hamish Hamilton, 1995
ISBN 0241135516

Families afflicted by fame and parental expectations rarely receive the sympathetic analysis accorded them by this exceptional, perceptive novel. Despite her own gifts, middle child Hero feels overshadowed by her famous mother and brilliant sister, and by her family's power of speech. Yearlong elective silence is her defence. This, and her solitary romancing, attract the reclusive Miss Credence, who needs domestic help, and whose dual existence guards a painful, guilty secret. A Bluebeard climax rapidly convinces Hero that silence is not entirely golden! Perceptions of success and normality are cleverly paraded for readers' consideration in a plot where predictability and surprise alternate. H. Gordon

LEV: Middle secondary Upper secondary
AVAIL: \$22.95
EVAL: Highly recommended SCIS 863560

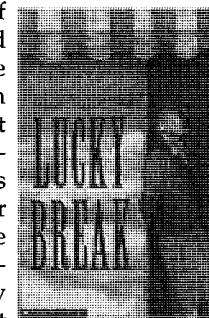
MASSON, Sophie
Lucky break.
Scholastic, 1996
ISBN 1863884890

Three short stories probing the issue of change and its effects on teenagers and their families are included. Winning the fabulous home in a national art union propels Dominic and his single-parent family from caravan park to dream-house. But is wealth and fame all it's cracked up to be? Rhiannon believes her discovery of a rare pop record in a sale will help her struggling but stable family, then learns that stability can be very fragile, and few things are as they first appear. Her friend Sue has twin younger brothers who seem destined to provide their family's lucky break when they audition for a pantomime, but other matters come to assume greater importance. These simple stories are written with characteristic Masson authority and deftness. M. Steinberger

LEV: Upper primary Lower secondary
Middle secondary
AVAIL: Paper \$8.95 SCIS 864288

MASSON, Sophie
The sun is rising.
University of Queensland Press, 1996
ISBN 0702227897

Contemporary Sydney is the setting for this novel; and the music scene the backdrop for the development of a relationship between Michel, whose Lebanese mother is a



promoter of rock groups, and Geraldine, a talented young Koori singer. It explores their cultural backgrounds, emphasising the closely knit families and communities from which each comes. The political situation in Lebanon, the problems facing refugees, Aboriginal Land Councils in an urban situation, a group house for university students, two caring extended families—many ideas and issues crowd this book. At times these take over from the characters' own voices, and lend a didactic tone in parts. Personal and sexual feelings are well presented from the young man's point of view. And a central message is that "you have to be good on your own terms"—in music, ambition or cultural ties. C.Frew

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$12.95 SCIS: 859119

MEASDAY, Stephen

The news they didn't use.

University of Queensland Press, 1995
 ISBN 0702227110

Entertaining style and colourful language should win this story instant popularity with adolescents, in turn pleasing adults, as its messages about media power, government and social control are important ones, difficult to convey didactically. Rick Street's boring country existence changes when a radio/TV journalist enlivens his English class. Rick voluntarily becomes local news correspondent, and his success earns holiday work experience in the Sydney TV newsroom. Here he approaches news use in a novel way, which changes the content of television. Readers, entertained and informed by this reading experience, will inevitably watch television more critically. H. Gordon

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$12.95 SCIS 836403

METZENTHEN, David

Johnny Hart's heroes.

Penguin, 1996 (Puffin books)
 ISBN 0140379398

A feel for the landscape of the country and the mind and heart is the hallmark of this engrossing novel. Lal and Ralph quit a travelling boxing show, and in the search for employment chance upon a two month spell droving two thousand sheep. As apprentice drover and driver, they begin a new life. Lal gradually learns a new feeling of connectedness to the land, but recognises that her best mate Ralph has a much deeper connection because of his Aboriginal roots. But he also has a secret from the past that threatens to catch up with him, when a TV crew feature the droving expedition and they receive great exposure. The vicissitudes and unexpected events of the journey are mirrored in the uncertainty of the future for Lal and Ralph at the end of their trek. This adolescent novel has much to recommend it. M. Steinberger

LEV: Middle secondary
 AVAIL: Paper \$12.95 SCIS 868420

PILKINGTON, Doris

Follow the rabbit-proof fence.

University of Queensland Press, 1996
 ISBN 0702227099

Doris Pilkington tells the remarkable story of a trek made by her mother and her two half sisters, all youngsters in the 1930s. West Australian Government policy was to separate part-Aboriginal children from their families, and train them as domestic servants. Taken south by ship to the school at Moore River Settlement, they were a shy, desperately lonely trio, longing to go



home. To do so they would have to follow the rabbit-proof fence, which runs from north to south of the months, fraught with dangers and threats of capture all the way. An extraordinary tale, it is prefaced by some chapters of general history, which often read in a quite stilted manner. Once the author reaches her own mother's story, however, the book is very hard to put down. M. Steinberger

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$16.95 SCIS 863901

Ready or not.

/edited by Mark Macleod. Random House, 1996 (A Mark Macleod Book)
 ISBN 009183161X

Together with Jenny Pausacker's *Hide and seek*, this is a landmark publication, focusing on young adult sexuality and the gay and lesbian experience. As the title implies, there will be some who are not ready (and perhaps never will be) for such a collection of stories. They will probably find the subjects, themes, and even some of the language, uncomfortable or even confronting. But, there will be many other readers, older teens and adults, who will welcome the collection, appreciating its variety and the honesty and forthrightness of the writing. Included are: stories by diverse writers such as Aitken, Crew, Macdonald, Ottley and Pausacker; an interview with the mother of a gay; 59and lively cartoons by Leigh Hobbs. Style and quality of the stories does vary, but overall the collection achieves a nice balance and cohesion. B. Richardson

LEV: Upper secondary
 AVAIL: Paper \$14.95 SCIS 856122

Risks.

/ edited by Brenda Walker. Fremantle Arts Centre Press, 1996
 ISBN 1863681361

An ambitious collection of stories, this is a reaction to Patrick White's comment that most Australian literature lacked imaginative latitude. Writing to the editor's brief, fourteen Australian authors interpret this latitude in content, style or both. It is an enticing collection, not least because these short stories are all quite long, giving scope for development of character and theme. Many are autobiographical, some represent work-in-progress. Some authors step aside from their usual genre, with Marele Day as a significant example. A surprising number deal with photography or its practitioners. Family is a dominant theme, and a number take place outside Australia, or move back and forth. Contributions by Brian Castro, Gillian Mears, Sara Dowse and Beverley Farmer, make for a strong collection that demands several rereadings. M. Steinberger

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$16.95 SCIS 858817

ROY, James

Almost Wednesday.

University of Queensland Press, 1996 (UQP young adult fiction)
 ISBN 0702228265

Growing up is sensitively portrayed by this new Australian writer. Set in a small Tasmanian fishing village, the story portrays 16 year old Charlie Thornton as having several problems to contend with. His close friend, Beck, disappears. His father is in gaol and his mother takes in an unlikeable lodger. When things overwhelm Charlie, he has to escape to the city, but this holds its own form of oppression. Drawn into Charlie's perception of the world, we experience his sadness and alienation as he attempts to grapple with his

circumstances. This is a moving tale of a young man's search for his identity. C.Sly

LEV: Middle secondary
 AVAIL: Paper \$12.95 SCIS 864084

STEWART, Maureen

All of me.

Puffin, VIC, 1996
 ISBN 0140377719

Maureen Stewart's latest novel looks at the issue of eating disorders. It's a compelling read, tracing one fourteen-year-old's experience of anorexia. Stewart is clearly at home with her subject, marrying solid researched fact with the author's well-established ability to translate the life of the adolescent for her readers. Painful experiences are recounted, easy answers and stereotypes are avoided, but always there is an undercurrent of hope. Stewart's writing is accessible, her subject never more timely than this. This is a fine adolescent novel which steers a steady course through potentially dangerous waters, providing topicality and readability without a hint of sensationalism. M. Steinberger

LEV: Lower secondary Middle secondary
 Upper secondary
 AVAIL: Paper \$9.95 SCIS 864055



TUCKER, Mary

Being Brandie, being twelve.

Hodder Headline, 1995 (Starlight)
 ISBN 0733602355

Brandie is a typical Australian twelve-year-old having problems with Mum. Mum is a busy professional who just doesn't understand adolescents, in Brandie's view. A series of letters written by her mother at age twelve gradually reveals to Brandie some of her mother's motivation, and the points they have in common. Tucker has a good ear for adolescent conversation and an accurate eye for the culture of families. This gentle novel conveys the ups and downs of family communication, and the give and take of human relationships with humour and optimism. M. Steinberger

LEV: Upper primary Lower secondary
 AVAIL: Paper \$9.95 SCIS 853405



Poetry and drama

Resources are in Dewey order.

Reef, palm and star: poetry from nations of the Pacific.

St Clair, 1995
 ISBN 0949898554 [808.81]

A comprehensive, photocopiable resource, this will expand the poetry available to classroom teachers, and guide them in approaching and presenting the material. Four to six pages are devoted to each country or group of countries. A page of teacher's notes is followed by a selection of poems, a flag, map and illustrations. The selection balances well-known writers such as Janet Frame, Jack Davis, William Carlos Williams, with those who will be unfamiliar to most.

Short poems join longer ones; traditional forms rub shoulders with experimental forms; older writers share the page with young ones. The activities suggested are wide-ranging and extend the imagination. Appendices guide the reader to collections of poetry and summarise the principles of readers' theatre. This is a stimulating text which provides a range of material, largely from countries whose literature is not widely available in Australia. M. Steinberger

LEV: Upper primary Lower secondary
 AVAIL: Paper \$27.95
 KLA: CA; CPA; English SCIS 850480

Carl Sandburg.

/ edited by Frances Schoonmaker Bolin. Sterling, 1995

ISBN 0806908181 [811]

Have you ever stopped to think about a telephone wire—all that "love and war and money..." passing along its thin wires? Carl Sandburg, the American poet, has written many poems about such aspects of everyday life. His poems have a lighthearted and whimsical tone, without being trite or sentimental. Thirty three of his poems are produced in this splendidly illustrated book. The difficult words in each poem are reproduced at the bottom of the page with a simple explanation, offering a supportive, generally unintrusive touch to this attractive book of poetry. L. Williamson

LEV: Middle primary Upper primary
 Lower secondary Middle secondary

AVAIL: \$24.95 each
 KLA: English SCIS 849812

Other titles in this series are:

Edgar Allan Poe SCIS 849807

Emily Dickinson SCIS 849810

Robert Frost SCIS 849803

ALBISTON, Jordie / FAHEY, Diane

Nervous arcs / The body in time.

Spinifex, 1995
 ISBN 187555937X [A821]

An anthology such as this is well-suited to the female voice elective outlined in the draft of the new syllabus for preliminary and HSC English. A sensually and emotionally powerful reflection of life's offerings, rich and cruel, is presented in Albiston's *Nervous arcs*. Tentative insecurities are mirrored in Diane Fahey's *The body in time*. The poetry here reflects on life's passage—growing up (particularly in a Catholic environment); the extremities of emotions in relationships; the recollections of life's experiences. Whilst spiritually a united volume, there is great diversity in themes and presentation, allowing scope for classroom discussion. E. Maxwell

LEV: Upper secondary
 AVAIL: Paper \$16.95

KLA: English SCIS 848997

DAWE, Bruce

Mortal instruments: poems 1990-1995.

Longman, 1995
 ISBN 0582804418 [A821]

A new collection by one of Australia's most renowned poets, this presents Dawe's recent writings. Through a fusion of modern and classical images, he astutely comments on such issues as politics, tyranny, work, war and sports. His accessible language, incisive wit and acute awareness of humanity combine to create poetry that chronicles our modern age. He challenges readers to ponder their day-to-day existence in a new light. These poems are equally as absorbing,

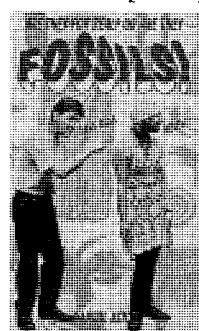
entertaining, and provocative as the best of Dawe's earlier work. C.Sly

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$12.95
 KLA: English SCIS 838525

ASTON, Manuel
Fossils!

Currency, 1995
 ISBN 0868193992 [A822]

An amusing play about the generation gap, this relates moments in the lives of two teenage girls and one boy. Dramatically, it exposes their relationships with their respective 'fossils' or parents. The up-to-date, witty dialogue is fast moving and sure to be relevant to teenage readers. Different types of families are depicted from the viewpoint of those in the younger generation. There is, however, still a certain sensitivity towards the older characters, whose place, it seems, is to constantly worry about their offspring. For either English literature or drama performance, this play will no doubt be enjoyed. C.Sly



LEV: Middle secondary
 AVAIL: Paper \$10.95
 KLA: CA; English SCIS849822

MURRAY, Peta
Spitting chips.

Currency, NSW, 1995
 ISBN 0868194069 [A822]

Here is a fast, pacy and effective script with which teenagers can identify. The issues of grief and bereavement, of youth and old age, of relationships and being able to say goodbye in order to properly get on with things, are presented through realistic and sensitive, not sentimentalised, characters who carry the action forward at a cracking pace. Spud (christened Sybil, the name she symbolically reverts to as the play draws to a conclusion) has to come to terms with her mother's death, and the anger she cannot help. May, an elderly woman, is able to offer much wisdom in unexpected ways. This relevant, well presented short play is suitable for performance and discussion. C. Frew

LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Paper \$10.95
 KLA: CA; English
 EVAL: Highly recommended SCIS 849818

Playing the past: three plays by Australian women.

/ edited by Kerry Kilner. Currency, 1995 (Current theatre)
 ISBN 0868194492 [A822]

Currency Press continues its pioneering work of publishing Australian plays that might otherwise be ignored. The three plays here are part of our repertory theatre heritage from the first half of the century, a time when such works often received only a few performances and then sank into obscurity. Of the playwrights represented here, Roland (*Feet of clay*) is doubtless the best-known, perhaps because of her autobiographical works and longevity. The others were well-known in their day. It is good to see Wilkinson (*The lighthouse keeper's wife*) and Shepherd (*Delphiniums*) presented here—a good start to halting the slide into total

obscurity. The plays offer opportunity for readers to judge for themselves, and further increase the amount of resource material available for production. M. Steinberger

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$14.95
 KLA: CA; English SCIS 849912]

Wizard classroom dramas. [series]

Wizard, VIC, 1995
 ISBN 1875739343 [A822]

It's so refreshing to encounter a drama series that encapsulates so well the needs of serious drama students, and mainstream English students learning and experiencing drama as literature and theatre. This series presents a good range of provoking and entertaining plays as fantasy, comedy or allegories of our society. The accompanying teacher's manual provides comprehension, writing and drama activities which consider Bloom's cognitive taxonomy, multiple intelligences and other teaching theory that facilitates the relevance and adaptability of the theory to the practical. Writers include Michael Dugan, Bruce Shearer and others. E.Maxwell

LEV: Upper primary Lower secondary
 AVAIL: Paper \$19.95 teacher's manual;
 Titles \$7.95 each
 KLA: CPA; English

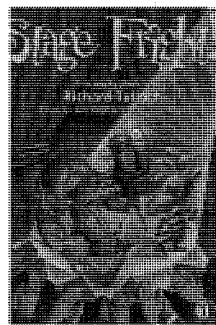
- Titles in this series are:*
- Bailed up** SCIS 840486
 - Everything** SCIS 834950
 - Frog's paradise** SCIS 834991
 - Life's a riot** SCIS 834955
 - The Phantom of the soap opera** SCIS 834986
 - Wizard classroom dramas.**
 - Series 1: teacher's manual** SCIS 853438

TULLOCH, Richard

Stage fright! plays based on the stories of Paul Jennings.

Puffin, VIC, 1996
 ISBN 0140376917 [A822.3]

This gifted stage adaptation of Jennings' popular stories provides teachers with a rare opportunity. Few children who have read the stories will resist participation in their dramatisation. In fact, the stage instructions are so explicit and so simple that many will delight in producing the four plays themselves. The zany humour and creative devices capture the essence of the original stories (*Unbeatable! The copy, Thumbs up!* and *Next time around*), although the script necessarily departs from the text to make them stageable. The stories selected can survive without complex stage settings or costumes, making them ideal for school or home presentation. H. Gordon



LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: Paper, \$11.95
 KLA: CA; CPA; English SCIS 864219

WHARTON, Herb

Where ya' been, mate?
 University of Queensland Press, 1996 (UQP Black Australian writers)
 ISBN 0702228036 [A823]

The Australian yarn is certainly not a lost art, especially when it's in the hands of Herb Wharton, part of the great oral tradition of the Aboriginal storyteller. Peopled with memorable characters, these stories carry much vitality and plenty of humour. In these tales the reader can meet the young lad who causes trains to go faster, and Rainbow Jack, who always goes to the bush to wear out his old clothes. The real reason the jolly swagman drowned in the billabong is revealed. *Boat people—big trial* delivers a few good kicks along the way to the final twist, while the title story is a model of the process of building a story towards the denouement. It is a fine collection, easily read. M. Steinberger

LEV: Middle secondary Upper secondary
 AVAIL: Paper \$16.95
 KLA: English SCIS 863898

DIXON, R.M.W.

Dyirbal song poetry: the oral literature of an Australian rainforest people.

University of Queensland Press, 1996
 ISBN 0702225932 [A899]

The Dyirbal people belong to the rainforest region near Cairns. Most useful to linguistic and music specialists, this poetry collection defines the five main song styles of these people, with their respective vocabulary, grammar, phonology and musical styles. Each song type is presented by a general linguistic and musical analysis, followed by a number of cross-referenced examples. Scores of the songs are also given. At the time of printing, only two of the original singers were still alive, hence this is historically a valuable representation of the oral literature of a dying language. A separate compact disk, *Dyirbal song poetry*, is also available. E. Maxwell

AUD: Professional
 LEV: Upper secondary
 AVAIL: Paper \$29.95
 KLA: CA; English; HSIE SCIS 858942

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.

CD-ROM reviews are now interfiled in this section. They can be easily pinpointed as they tend to be a little longer than other reviews, and "CD-ROM" appears bolded in the first sentence of the review. In the title index to reviews, the descriptor [computer software] will appear, as per required standards.

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).

CRUMLISH, Christian
The Internet dictionary.

Sybex, 1995
 ISBN 0782116752 [004.03]

Technology has managed to spawn a whole new language and the Internet is no exception to this phenomena. At last, a definition for "download", and other terms! With over 2,400 definitions relating to the Internet, this dictionary has sought to amalgamate technical terms and the Internet's related jargon. Abbreviations and acronyms, something that the Internet is littered with, are also defined. There are hundreds of Internet addresses, mostly for American service providers. We await the Australian version of this dictionary. In the meantime, this would be a worthwhile addition to computer resources in the school library. D.Dawson

LEV: Upper primary Lower secondary
 Middle secondary
 AVAIL: \$26.95
 KLA: ST; TAS SCIS 845409

BORMAN, Jami Lynne
Computer dictionary for kids - and their parents.

Barron's, 1995
 ISBN 0812090799 [004.033]

Here is a dictionary designed to be user friendly—featuring well-presented, uncluttered pages, with numerous colour illustrations. It is simple to use and comprehensive. As well as definitions, there are examples, and some short activities which illustrate the purposes of specified equipment and software capabilities. Mac and DOS environments have equal prominence. Are students inclined to use a dictionary to improve their understanding of computers? I'm not sure—this is more appealing than a manual, even a little too self-consciously cool, yet may be used less by students than by teachers and parents attempting to widen their understanding of computers. J. Buckley

AUD: Parents
 LEV: Middle primary Upper primary
 Lower secondary Middle secondary
 Upper secondary
 AVAIL: Paper \$35.00 SCIS 859120

The Internet: communicating with people around the world. [videorecording]

/ produced by Deborah Klika. Classroom Video, 1995 (24min.)
 ISBN none [004.6]

For teachers, students and parents wishing to be better informed about the Internet, this is essential viewing. Treating the Internet as a major communication tool, the program seeks to provide the viewer with a basic background to the Internet. It includes graphic descriptions of how networks operate; the use of modems; and the function of service providers. The video also unravels and demystifies the acronyms and the strange terminology related to the Internet, all the while relating its use to classroom practice. As one teacher who is interviewed on the program says, "the use of the Internet is not only about students learning but rather about students controlling their learning". Teachers' notes and



some excellent worksheets to assist in incorporating this program into the teaching and learning experience are provided. D.Dawson

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: \$60.00
KLA: ST; TAS SCIS 863922

GASCOIGNE, Marc
You can surf the Net!

Puffin, 1995
ISBN 014038104X [004.6]
Welcome to the future development in communication using the Internet. In simple language, the text takes the reader through the basics of Internet history, hardware and software, e-mail, subject codes and newsgroups. Once equipped, the reader can explore the possibilities of going online and browsing the World Wide Web. Step-by-step instructions convey information to those with even limited computer literacy. A useful directory of Internet addresses gives immediate access to Web sites including areas such as: sites for children, museums, sport, and film. The text includes warnings for users on sending messages, running up telephone bills and netiquette. A glossary of terms is incorporated. F. Plummer

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: Paper \$6.95
KLA: TAS SCIS 859519

GILSTER, Paul
Finding it on the Internet: the Internet navigator's guide to search tools and techniques.
2nd ed. Wiley, 1996
ISBN 0471126950 [004.6]

Designed for business users and researchers, and for those who want to search the Internet more deeply and productively, this book provides an in-depth look at the tools and techniques for efficient Internet searching, with a view to finding specific information in a short time frame. It begins with WWW search engines like *Lycos* and *Webcrawler*, and moves through *Veronica* for gopher sites, *Archie* for FTP sites, *WAIS* for wide area networks, *Hytelnet* for Telnet resources, and other search engines which locate people and the more obscure resources on the Internet. Clearly set out, with practical examples, this is a valuable resource for those with the inclination and time to improve their searching skills. J. Anderson

AUD: Professional
LEV: Upper secondary
AVAIL: \$59.95 SCIS 868336

HOWARD, Jim
The Internet voyeur.

Sybex, 1995
ISBN 0782116558 [004.6]
Procedures for transmitting and receiving binary or non-text files (eg. pictures, sounds, programs) from the Internet through Usenet groups or e-mail, are the focus of this text. Whilst the book does begin from basic principles and clear definitions of tools and jargon, performance of the tasks is not for the faint-hearted. Variations may be needed for individual computer setups. Perseverance is rewarded as the text clearly and logically covers the necessary steps. The accompanying disk includes Windows-based and PC-compatible freeware and shareware programs needed to process and

use different file types. Alternative techniques for Macintosh and UNIX systems are also covered. E. Maxwell

AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$39.95
KLA: TAS SCIS 855205

MANGER, Jason J.
Netscape navigator.

McGraw-Hill, London, 1995
ISBN 0077091906 [004.6]
Making the most of the *Netscape* package, one of the most popular for accessing the Internet, is the goal achieved by this guide. The reader is taken step-by-step (screen by screen) from installation, through the use of Uniform resource locators (URLs) to access information, using HTML to create Web pages, and to searching the Web. The layout is user friendly, with regular use of tip boxes. Although it is assumed that the reader is familiar with computer related language, there is a glossary of Web terms. This guide should enhance the effectiveness of the use of the *Netscape* package. L. Bowring

AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$44.95
KLA: TAS SCIS 850269

RICHARDSON, Robert L
Web.guide.

Sybex, 1995
ISBN 0782117260 [004.6]
For those still to venture into cyberspace, this provides a relatively straightforward definition of the Web, its terminology and structure, and those sites (although predominantly American), that may be worthwhile visiting for any KLA. Located under an interesting range of subject headings and well indexed for easy location, Richardson's commentary on sites is realistic (with respect to downloading time for those sites I visited and the transitory nature of the Web itself) and makes easy reading for the novice. The sites listed are also sufficiently diverse to benefit the skilled surfer. Major headings, which are further subdivided, include: **Arts, Business and finance, Education, Health and medicine, Music, Parents and kids, Science, and Towns and countries.** E. Maxwell

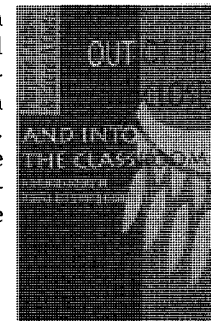
LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: Paper \$52.00
KLA: CA; CPA; English; HSIE; LOTE;
Mathematics; PD/H/PE; Science;
ST; TAS SCIS 855092

LOBBAN, Marjorie & CLYDE, Laurel A.
Out of the closet and into the classroom: homosexuality in books for young people.

2nd ed. Thorpe, 1996
ISBN 1875589864 [016.808]
The books in this Australian annotated listing for young people have homosexuality as their theme or with tangential connections. In this revision, there are more than half as many stories again as in the 1992 edition, including some published earlier but only located and read since. It is an essential library reference and tool for collection building, both primary and secondary, while older students may find it useful personally. A wide range of works are included: some one-offs, some picture-books; several by well-known such as Gleitzman, Pausacker, Ure, M.E. Kerr, Spence and Nicholls;

and many by authors quite unknown to most readers. Some are included only because of one character. With others, the authors question their inclusion in other reference works on the topic. Amongst the greatest strengths of the book are the introductions to both editions, which do much to set the issue in context. M. Steinberger

AUD: Parent Professional
LEV: Middle secondary
Upper secondary
AVAIL: Paper \$39.00



Dear author: students write about books that changed their lives.

/ collected by *Weekly Reader's Read* magazine; introduction by Lois Lowry. Conari Press, 1995
ISBN 1573240036 [028.5]

Compiled from entries in a United States national contest for school students, this is a selection of letters written by students to the authors who have most influenced them. The letters are eloquent testimony to the power of literature in the lives of young people. Each letter is accompanied by a brief biography of the chosen author, and the teacher's name—a subtle reminder of the influence of a good teacher. The authors chosen are an eclectic group: Salinger; Charlotte Bronte; Blume; Dickens; Maya Angelou; Alan Paton; Machiavelli; and Dr Seuss. The letters tell of: gradual change or cataclysmic revelation; comfort and anger; career decisions and major attitude changes. Often, they tell of finding a friend in the author, or, finally, someone who has articulated feelings, attitudes or experiences the students thought were theirs alone. It's a moving book and would provide valuable resource material for lessons. M. Steinberger

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$17.95
KLA: English SCIS 852075

CHEEK, Julianne
Finding out: information literacy for the 21st century.

Open Learning Agency of Australia, 1995
ISBN 073293219X [028.73]

Steps in the information skills process are elaborated in this guide, designed initially to support adult learners undertaking course work via distance education. Practicality and commonsense underpin the advice offered. Skills like note-taking, understanding a reading list, reading abstracts, using a library, and locating journals, are clearly described. The final chapter introduces information technology, but coverage is limited. Despite the resource's title, there is little discussion of electronic sources of information, and how or why to use them. The rapid growth of the Internet makes this chapter already insufficient. This would be a useful resource for senior secondary students and learners in tertiary institutions. J. Buckley

LEV: Upper secondary
AVAIL: Paper \$19.95 SCIS 853924

Encarta 96 encyclopaedia. [computer software]

Microsoft, 1995
ISBN 1572311614 [030]
Although *Encarta 95* was disappointing, as its new format made it more difficult to navigate, the publisher of this CD-ROM has taken steps to rectify this by introducing a *Home*

screen from which it is possible to search for articles or different media, experiment, take a tour, explore maps or history, play a game, or update *Encarta* via the yearbook. The guided tours and yearbook builder are new features; as are the addition of over 3,500 new articles and the **Concise Oxford Dictionary** (with English spelling). Information on Australia has been greatly expanded, but with some inaccuracies and outdated information such as: the statement that the Prime-minister is appointed by the Governor-general; John Hewson noted as leader of the Liberal opposition. Hopefully, the use of the yearbook builder would improve this latter problem, though this is not an option for those without access to the Internet or the required extra hard disk space. However, with high interactivity, an excellent search facility, extensive information and multimedia features, and the option to update each month, this is definitely a "must have" encyclopedia for schools. J.Eade

Minimum requirements
Windows '95/Windows 3.1: 386DX; 8 MB RAM recommended; 2-9MB hard disk (Windows '95); 4.5-11 MB hard disk (Windows 3.1); SVGA 256 colours.

To use Encarta Yearbook Builder
Modem; access to the Microsoft World Wide Web page via The Microsoft Network or other service provider; 7.5 MB hard disk

LEV: Middle primary Upper primary
Lower secondary Middle secondary
Upper secondary
AVAIL: \$79.00 Microsoft (Upgrade for current users \$59.00) SCIS 855263

Multipedia. [computer software]
SoftKey, Wimbledon Common, 1995
ISBN 0763002259 [030]

There are sixteen world class references on this CD-ROM, including dictionaries and guides published by Hutchinson, Websters, Oxford University Press and Columbia University. The program complements encyclopaedias. There is scope and depth here on a broad range of topics such as: science, art, history, computers, law, finance, medicine, and foreign languages. The graphic interface is consistent, making searching relatively quick and easy. The screen after the opening screen provides the buttons that allow movement through the books. Choices provided allow the selection of **Index, Search, Media** elements, a particular reference **Book, Subject** or to send information to a special **Project** site. The **Project** site could be of concern to teachers and teacher-librarians, as it will automatically produce a timeline from the information the user posts to it, and by requesting **Report**, an instant, customised report including a cover page and pictures saved, is generated. This useful program is a reference collection, and provides concise information for those constant, quick queries teacher-librarians receive. Well presented, and easy to use, it is recommended for use in a secondary school library. D.Dawson

Minimum requirements
Windows '95 or Windows 3.1: 486SX; 25MHz; 8MB RAM; double speed CD-ROM drive; MSCDEX; SVGA
LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: \$99.95 Roadshow New Media
KLA: CA; English; HSIE; LOTE; PD/H/PE;
Science; TAS SCIS 867766

FULLOON, Sandra
Women in development. [videorecording]
 Classroom Video, 1996 (25 min.)
 ISBN none [305.4]
 By engaging us in the lives of individual women, while examining women's health (Solomon Is.), poverty (North Vietnam) and work (contrasting rich Palau with Vietnam), we become involved, thus helping us understand their conditions. The video raises questions about the pivotal place of women in each society, and the effect change would have. For example, the traditional payment of turtle shell bowls for the elder Palauan women who maintain the culture threatens the survival of the species. Accompanying notes, activities and check sheet help to focus this already powerful visual program. It is an excellent stimulus for society and culture and senior geography. M. Hamlyn
LEV: Middle secondary Upper secondary
AVAIL: \$75.00
KLA: HSIE
FEVAL: Highly recommended SCIS 869216

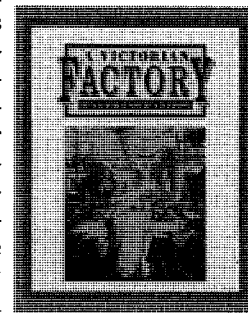
The Australian women's directory.
 / edited by Kay Healey. 1st ed. Pearlfisher, 1995
 ISBN 1875935002 [305.4025]
 Invaluable for quick reference or more extended searching, this comprehensive directory should be in every community library as well as in schools. Grouped in categories, the organisations listed cover every imaginable area of women's activities and needs. Immediate needs may be addressed by reference to the sections on emergency and crisis services, sexual assault, domestic violence and drugs. Health and specific diseases services are prominent. Government and non-government organisations are included, as are political and lobby groups. Education, environment, legal and religious groups are all here. Due attention is given to Aboriginal, Islander and multicultural groups. The index provides further assistance for those with a specific group in mind. M. Steinberger
AUD: Professional
LEV: Lower secondary
 Middle secondary
 Upper secondary
AVAIL: Paper \$39.95
KLA: HSIE; PD/H/PE SCIS 841493

LEON, Vicki
Uppity women of ancient times.
 Conari Press, 1995
 ISBN 1573240109 [305.409]
 Women have not always fared well at the hands of traditional historians, who portrayed them as unimportant, unintelligent, scheming and dour. Here is a delightful approach to the famous and infamous females of ancient history: short cameo pieces from the author's quirky point of view. Two hundred women get the treatment. Tongue in cheek, she presents women of classical and biblical origin, as bumptious, dangerously clever, and unique in their times. Text is entertaining and conversational in tone, but deceptively informative, providing detail with humour. Nothing is sacred. Illustrations, often melodramatic, suffer from the barbed wit of the writer. J. Watts
LEV: Lower secondary
 Upper secondary
AVAIL: Paper \$19.95
KLA: HSIE
FEVAL: Highly recommended SCIS 853800

Indigenous Australians: an Aboriginal community focus. [computer software]
 TAFE, NSW, 1996
 ISBN none [305.89]
 A very personal and sensitive presentation of indigenous Australians, this CD-ROM focuses on two main areas: the **Community** and **Topics**. On selecting **Community**, personal responses by selected members of the Biripi community (near Taree) to specific questions may be heard/seen. For each of the twenty-one topics, users may elect to hear a highly informative overview presented against a backdrop of an excellent range of visual stimuli that complement the narration, or listen to community members' comments on the selected topic. Information may be saved to a **Scrapbook** for future use. In keeping with the oral traditions of the Aboriginal people, very little written information is provided on the CD-ROM. The accompanying resource book, with transcripts of the whole disk, and possible research tasks is most useful for students. Aural and visual aspects of the Aboriginal culture are well reflected in the format. It is useful across a range of curriculum areas, but especially to those engaged in Aboriginal studies. E. Maxwell

Minimum requirements
 None documented. Available for Mac and IBM. For this review, installation and use was standard using the following: Windows 3.1; 486; DOS 6.22; 8 MB RAM; 8 MB hard disk; 256 colours; Super VGA monitor. Acquire the updated version of the disk, or to ensure that *Quicken* is already loaded
LEV: Upper primary Lower secondary
 Middle secondary Upper secondary
AVAIL: \$169.00 Local Rotary clubs are supporting this project and will subsidise costs.
KLA: CA; English; HSIE. SCIS 864989

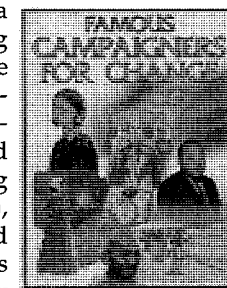
Victorian life. [series]
 Wayland, 1995
 The working classes are a trifle under-represented in some volumes of this English series, but each volume is entertaining and well-produced, and offers broad and profusely illustrated surveys of their topics. The text is sparse, and occasionally prone to distorted grammar or inadequate information—under *How the trains moved*, the only example used is the Glasgow cable underground (an atypical propulsion system for underground trains); on the same page, the grammatical construction of the description of tube railways makes it potentially incomprehensible. Despite occasional lapses, the comprehensive coverage, useful topics and exceptional illustrations ensure the usefulness of these books. Each has a colourful timeline and appropriate glossary, resources list and index. G. Spindler



LEV: Middle primary Upper primary
 Lower secondary
AVAIL: Paper \$12.95 each
KLA: HSIE
Titles in this series include:
Victorian clothes SCIS 839496
A Victorian factory SCIS 839503
A Victorian holiday SCIS 839502
Victorian transport SCIS 839497

Out: stories of lesbian and gay youth.
 [videorecording]
 National Film Board of Canada, 1994 (40 min.)
 ISBN none [306.76]
 Acceptance and individuality are overriding themes of this video. Visual quality is good. Similar in style to a documentary, the video utilises personal story-telling by lesbian and gay youth, interspersed with footage of events such as Gay and Lesbian Pride Day (including vocal homophobic bystanders threatening violence), International Women's Day, a Parents and Friends of Lesbians and Gays meeting, and scenes from home, school and work. Intimate, challenging, and with a good splash of humour, a range of issues are addressed: fears of, and actual, family rejection, violence, and losing jobs and friends; stereotypes; school dropout rates; peer pressure; and diverse cultural/racial perspectives. The accompanying learning guide and teaching notes are excellent. While providing glimpses of the pain many lesbians and gays experience, this is overwhelmingly positive as it looks towards a more open society. C. Foley
AUD: Parent Professional
LEV: Middle secondary Upper secondary
AVAIL: \$245.00
KLA: HSIE; PD/H/PE SCIS 842949

MORGAN, Nina.
Famous campaigners for change.
 Wayland, 1995
 ISBN 0750217073 [322.4092]
 Defined as men and women with 'a passionate intuition', this interesting selection of campaigners includes the inevitable Florence Nightingale, Martin Luther King and Mohandas Gandhi, and Chico Mendes (murdered Brazilian environmentalist), Aung San Suu Kyi (Myanmar democrat), Mother Teresa, Maria Montessori and Nelson Mandela, Frederick Douglass and the Dalai Lama. Brief, simply written, and well illustrated biographies are supported by timelines and a thorough glossary and index. This is an effective and welcome resource. G. Spindler
LEV: Upper primary Lower secondary
AVAIL: Paper \$14.95
KLA: HSIE SCIS 852000



Australia's best. [series]
 Cardigan Street, 1995
 An uncomplicated, enticing set, these will appeal to a range of readers and ages. The individuals selected for each title are generally obvious, though there are a few surprises (inclusions and exclusions). The representation of women could have been greater, especially in sport. Each book is arranged chronologically by personality. Information is in accessible chunks, with good use of subheadings, boxes and text variations. Expression is always clear, though at times simplistic without negating some depth of information. Some readers may yearn for concluding details about the people beyond their period of fame eg. no mention is made of life after sport for Dawn Fraser. The books maintain the romance of the greatness of the individuals while raising significant issues and points of contention. It is a valuable series which will encourage readers to explore further. C. Foley



LEV: Upper primary Lower secondary
 Middle secondary
AVAIL: \$22.95 each
KLA: HSIE; PD/H/PE; Science
Titles in this series are:
Inventors SCIS 846300
Politicians SCIS 846303
Scientists SCIS 846305
Sports stars SCIS 846304

LISWOOD, Laura A.
Women world leaders: fifteen great politicians tell their story.
 HarperCollins, 1995 (Pandora)
 ISBN 0044409044 [324.2092]
 Laura Liswood has surveyed a number of high-profile women in power throughout the world. The interviews have been edited into thematic chapters. Basic biographies are useful for quick reference. Other areas include backgrounds, coming to power, influences and heroes, leadership style, the 'woman's approach', and geography and gender. Amongst the women are Aquino, Bhutto, Thatcher, Bandaranaike and Edith Cresson, and countries such as Norway, Nicaragua, Dominica, Turkey, Iceland, Antilles, Lithuania, Poland, Ireland and Bangladesh. Variety and depth of experience are the hallmarks of the stories. M. Steinberger
LEV: Middle secondary Upper secondary
AVAIL: \$35.00
KLA: HSIE SCIS 853630

ALDOUS, Jules
The Human Rights Act: sexual conduct: a case study in changing the law.
 VCTA, 1995
 ISBN 0732935040 [324.94]
 The resource documents the historical background to the Human Rights (Sexual Conduct) Act 1994 (Commonwealth). Primary resource material from Hansard, Parliamentary debates and newspapers examine the social and legal processes occurring in Australia to bring about changes to the law based on sexual discrimination. Chapters focus on: themes of action for change; conflict and conflict resolution; changing social values; and impact of the law. Guide questions at the end of each chapter challenge the reader to examine the impact of the Act as a reflection of society's changing attitudes and values regarding sexuality. The concluding chapter provides teaching strategies for analysing the resource material. F. Plummer
LEV: Upper Secondary
AVAIL: Paper \$14.95
KLA: HSIE SCIS 853645

Sugar slaves. [videorecording]
 Film Australia, 1995 (55 min.)
 ISBN none [331.6]
 Powerfully told, this is a moving, personalised account of Australia's Islander population—from slave trade to today. Issues of Islander identity, their changing situation and legal position over time (including the impact of: Federation, White Australia Policy, war, trade union movements, and tracing family history and visiting discovered relatives in the Islands) are dealt with succinctly, honestly and sensitively. Film quality is high. Narration, which follows specific Islanders' stories, interspersed with comments from these people or their descendants, is moving and candid. This poignant production would be supportive for Islanders,

and essential for non-Islander understanding and knowledge, especially of lesser known facts. C. Foley

AUD: Parent Professional
LEV: Upper primary Lower secondary
 Middle secondary Upper secondary
AVAIL: \$50.00 primary \$95.00 secondary
KLA: HSIE SCIS 847815

Banking on the future. [videorecording]
 Video Classroom, 1995 (25 min.)

ISBN none [332.1]
 A concise video, this gives an overall view of banking in today's society, and the implications of technological developments in this field. It is graphically explained with fascinating descriptions from the workings of the ATM to the WAN of all financial institutions. The social implications of banking service and the needs of the electronically illiterate; banking as a career versus the more adaptable information technician; and the Smart card with its issues of security and privacy are explored. Points are summarised at the beginning and end of the video and in helpful teachers' notes. It is useful for commerce and especially senior computer studies. M. Hamlyn

LEV: Middle secondary Upper secondary
AVAIL: \$85.00
KLA: HSIE; TAS
EVAL: Highly recommended SCIS 849701

Greenpeace campaigning manual.

Greenpeace Australia, 1996?
 ISBN none [333.7]

Some of the material in this manual may initially appear to be a little contentious for schools. On closer inspection, it provides very general, wide ranging advice on organising groups. It is not a manual for campaigning from a Greenpeace point of view. There is an excellent section on organising a school environmental group. Advice provided would be of particular benefit to student councils. Information on conducting meetings, environmental project ideas and letter writing hints are valuable. Sections on organising community groups, various non threatening ways to get your message across, and how to work with the media, are provided. The addresses and telephone numbers for information on forestry, energy, pollution, recycling, wildlife conservation, animal welfare and biodiversity are very useful. This manual could support civics and citizenship, with its emphasis on democracy, participation and freedom of expression. It will prove to be a useful library resource. D. Dawson

LEV: Middle secondary Upper secondary
AVAIL: Paper \$20.00
KLA: HSIE; Science SCIS 873458

TILEY, David

Getting court: understanding legal consequences.
 [videorecording]

Mozo Films, VIC, 1995 (15 min.)
 ISBN none [345]

Offering a quick, effective means of treating topics such as this one, this film involves a social process many students will never experience. Technical excellence ensures that viewers can identify with the young person charged with a traffic offence (negligent driving), as introductory footage shows his employment, normal behaviour, and anxieties about his forthcoming court appearance. Court personnel and routines are identified as the case proceeds, and the consideration, impartiality and helpful instructiveness of the magistrate show the law in a benign and positive light. Copious notes provide additional information about court

procedures and outcomes, and questions for further investigation. H. Gordon

LEV: Lower secondary Middle secondary
 Upper secondary
AVAIL: \$75.00
KLA: HSIE SCIS 853946

Warmer bulletin. [periodical]

World Resource Foundation, 1995
 ISBN none [363.72]

This issue of the quarterly journal is a fascinating introduction to current environmental issues across the globe. As a registered charity, this English foundation aims to provide a world wide information service to "encourage the recovery of resources from post consumer waste". Within its 26 pages were details of German eco-coffins of hardened paper to reduce crematorium pollution, and Australian hazardous waste researchers/legislators and manufacturers. Its clear layout and use of photographs and diagrams would appeal to older students. Including such recent data as the international discussions on colour coding for waste collection bins (eg. red for glass), it is the closest thing to being on an environmental Web site. [E-mail: Mthurgood@wrfwb.demon.co.uk]. M. Williams

LEV: Middle secondary Upper secondary
AVAIL: Free
KLA: HSIE; Science
EVAL: Highly recommended SCIS 845009

ROSEN, Sue

Losing ground: an environmental history of the Hawkesbury-Nepean catchment.

Hale & Iremonger, 1995
 ISBN 0868065684 [363.73]

In nearly 200 pages, Rosen presents exemplary environmental history of the Sydney catchment area—extensive research; numerous photographs; primary source extracts; appendices of scientific terms (zoological and botanical) footnotes; extensive bibliography; and detailed index. For serious senior students, there is much for many subjects—legal studies, history, design and technology and environmental studies. Rosen traces a long history of environmental victories and problems. The index offers a taste of topics covered—Aboriginal use of fire, Cordeaux Dam, frogs, John Macarthur, Wingecarribee River and oral history contributions. Produced in conjunction with Sydney Water, Rosen presents an historian's perspective on a topic covered elsewhere by scientists, engineers and politicians. This will inspire senior student researchers. M. Williams

LEV: Upper secondary
AVAIL: \$29.95
KLA: HSIE SCIS 848818
EVAL: Highly recommended

Outlaws.

Watts, 1996 (Secret histories)
 ISBN 00749620013 [364.3]

An unusual book, this contains snippets of information about various outlaws, interspersed with colourful cartoon-like illustrations. The information is in chapters with headings such as: **Rebel slaves**, **Nests of pirates**, **Renegade soldiers**, **Terrorists**, and **Spooks and spies**. Although there was not a chapter on bushrangers, Ned Kelly appears in the **Wild West** section, and a reference to Australian Aborigines is in **Whose law?** However, most of those mentioned were English or American personalities. Even though the odd fact may be useful in an HSIE unit, this book is more suited to general interest. J. Eade

LEV: Middle primary Upper primary
 Lower secondary
AVAIL: \$21.95
KLA: HSIE SCIS 869372
Other titles in this series are:
Ships and sailors SCIS 869370

CLARK, David

Australian universities and career guide.
 5th ed. Financial Review Library, 1995
 ISBN 186290099X [378.94]

Essential for all high school libraries, this guide gives a wealth of current information about universities in Australia. It is easy and interesting to read. An overview of university education provides the context, and some realistic advice regarding university as preparation for a career is offered. Consideration is given to managing life during this additional time in education. Then follow guides to each individual university, the programs offered and cut-off scores, any special schemes, facilities, services, and addresses for further information. A particularly useful feature is the index to subjects and where they are taught. It is an excellent resource. The sixth edition is now available. L. Bowring.

LEV: Upper secondary
AVAIL: Paper \$17.95
KLA: VOC ED
EVAL: Highly recommended SCIS 846058

Topic box. [series]

Wayland, 1996
 For resource-based learning to truly come alive, students need to work from primary sources. It can be difficult to find interesting and informative non-fiction books that children—especially those in middle primary—can read. The books in this series go a long way towards addressing this problem. The best thing about them is their approachable text. They are also attractively illustrated, with a mixture of photos, diagrams and drawings. Two commendable additional features are the further reading bibliography and topic web outline. Some of the subjects are written from a northern hemisphere viewpoint, but this will still have value in any primary library. L. Williamson

LEV: Middle primary Upper primary
AVAIL: \$26.95 each
KLA: HSIE; Science; ST

Recent titles in this series are:
Castles SCIS 859259
Dinosaurs SCIS 842091
Fairs and Circuses SCIS 859250
Houses and homes SCIS 875592
My body SCIS 842093
Minibeasts SCIS 859249
The seasons SCIS 859247
Fairs and circuses SCIS 859250

OWEN, Annie

Everyday maths. [series]
 Wayland, 1995 [510.76]

Aiming to look at the ways in which maths is all around us, this series links its usage to the everyday. Many different skills are used—counting, sorting, recording, measuring, collecting etc—through topics such as the home, food, ourselves, and all around us. The layout of each thirty two page volume is a colourful blend of large photographs and diagrams, mixed with relevant text and activities. Each title contains a

glossary, notes for parents and teachers, and a simple index. The many and varied activities and games are generally relevant, and introduce an element of fun to maths. These are attractive, useful supplementary resources. R. Dobson

LEV: Lower primary
AVAIL: \$29.95 each
KLA: Mathematics

Titles in this series are:
Fun with food SCIS 859239
Ourselves SCIS 859242
Out and about SCIS 859236

WOOLLEY, Derek

40 five-minute maths activities suitable for primary school students, little or no preparation required.

Dellasta, VIC, 1996?
 ISBN 1875627928 [510.76]

These maths activities are designed to develop student confidence and increase their understanding of mathematical concepts. Each activity is organised under the headings: **Equipment**, **Preparation**, **How to play** and **Variations**. The majority require no preparation, can be used again and again, and are easily adapted to suit students' ability levels. They are geared to numerous short sessions on a regular basis, and will be both challenging and enjoyable for students. It is a handy classroom resource. J. Anderson

LEV: Middle primary Upper primary
AVAIL: \$12.95
KLA: Mathematics SCIS 871524

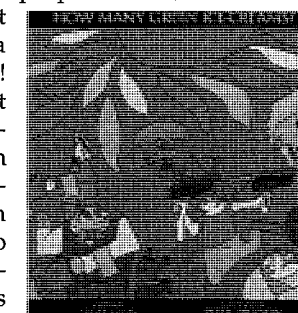
Other recent Dellasta publications include:
Problems galore. Book 2, grade 4: word problems for young mathematicians SCIS 864472
Super solvers: mathematical problem solving tasks. Grade 2 SCIS 871268
Super solvers: mathematical problem solving tasks.
Introductory level grade P/K SCIS 853694

GRAY, Nigel & DICKSON, Peter

How many green ice creams?
 Sandcastle, WA, 1995
 ISBN 1863681086 [513.2]

Setting new standards in multi purpose books, this one is a counting book, an alphabet book, a tell the time book, a colour book and it rhymes! How churlish of me to say that it may have been more successful had it concentrated on fewer areas. Finding the number of glum gorillas caged in the zoo etcetera could lead to some fairly boisterous arguments as to what actually fits the description; the time on the clocks bears no relationship to anything except its repetition within the picture. But the colour in the illustrations is splendid, enhanced by being printed on glossy paper. F. Gardiner

LEV: Lower primary
AVAIL: Paper \$9.95
KLA: English; Mathematics SCIS 835903

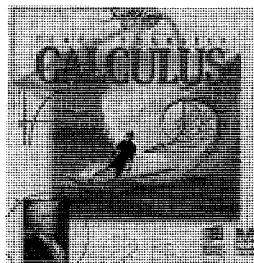


Teach yourself calculus. [computer software]

SoftKey, 1995
ISBN 0763001856

[515]

If only calculus was always as easy as it seems on this CD-ROM! Snappy screens and graphics help students to focus on everyday applications, which demonstrate the basics of each topic presented. Much of the dialogue is repeated on screen both in the **Interactive learning** mode, and as script in the **Textbook**, thus catering for multiple learning styles and those who are hearing impaired. Users can easily move between the four main sections of the program, allowing them greater interaction in their learning. The twelve **Interactive learning** chapters are supported by **Textbook** and **Overview** references, and also by **Exercises**, which reinforce the theory. Records of results in the exercises allow students to monitor their own progress. This resource provides a logical and interesting approach to learning calculus.



Minimum requirements

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

Macintosh 68030: 25MHz; 4MB RAM; System 7.1; 13" monitor; 256 colours

LEV: Upper secondary

AVAIL: \$79.95 Roadshow New Media

KLA: Mathematics

SCIS 867752

DODDS, Dayle Ann

The shape of things.

Walker, 1996

ISBN 0744543681

[516]

Designed to introduce basic shapes, such as the square, circle, triangle, rectangle, oval and diamond, this book achieves its objective very effectively. Each double page contains a huge coloured shape on the left-hand page, which is accompanied by a simple verse and a picture made from the shape on the right-hand page. A border containing the shapes decorates the top and lower edge of the pages. The last two pages contain a huge scene and readers are asked to see how many shapes they can find, thus showing children some of the familiar forms these shapes take in the world around us. This is an effective resource for younger children.

LEV: Preschool Lower primary

AVAIL: \$9.95

KLA: English; Mathematics

SCIS 864925

Our solar system. [computer software]

Classroom Video, 1996

ISBN none

[523.2]

Produced by John Davis, who has produced many worthwhile videos, this CD-ROM continues with the same excellent quality. The package also contains some very useful teachers' notes and blackline masters. It is designed for the **Out in space** unit of the *Science and technology K-6* syllabus and the **Earth and beyond** unit for years 7-10. The program is extremely user-friendly. The opening menu screen is accompanied by a narrative clearly explaining how to navigate. All voices are refreshingly Australian, with Richard Morecroft's voice accompanying the videos provided by NASA. Planets, other aspects of the solar system, and videos on the creation the solar system and the planetary orbits can be accessed from the main menu. The text accompanying each planet is very clear, but extremely brief. Attached video

data sheets and photos contain extra information. There is also an index, an excellent game, and a quiz for each planet. Although it could be improved with more detailed text and a print facility, overall this is an excellent program.

Minimum requirements

Macintosh: System 7.1; 5MB RAM; 256 colours

Windows '95/Windows 3.1: 486SX; 8MB RAM; 25MHz; 256 colours

LEV: Upper primary Lower secondary

AVAIL: \$99.00 Classroom Video

KLA: Science; ST

SCIS 864487

Sun, Earth, Moon. [videorecording]

National Geographic Society, 1995

ISBN none

[523.2]

An unusual combination of animation, real photographs of the solar system, and class enactments, make the information on this video easily accessible. In the class context, the students interact with a very concrete demonstration of the comparative sizes of the Sun, Moon and Earth, the effect of tides, the length of seasons and eclipses. Watching the video would be second best to actually taking the class through the demonstration. If that is not practical, this video is informative, well photographed and constructed so as to present the data palatably for younger students.

LEV: Upper primary Lower secondary

AVAIL: \$55.00

KLA: Science

SCIS 868389

GORDON, Maria

Simple science. [series]

Wayland, 1996

This series of first information books is suitable for the early and emergent stages of reading. Reminiscent of a picture-book, the lively, narrative-style text, and humorous, brightly coloured illustrations will ensure its appeal to the targeted group. Simple activities are included to illustrate the concepts discussed. The coverage of each topic is quite comprehensive, yet easy to understand. Included are an index, bibliography and notes for teachers, which provide teaching ideas to extend meaning of the concepts presented. The series provides an excellent introduction to the range of topics for younger students.



LEV: Lower primary

AVAIL: \$24.95 each

KLA: ST

Recent titles in this series include:

Air SCIS 859145

Colour SCIS 833473

Day and night. SCIS 852016

Float and sink SCIS 859143

Heat SCIS 861826

Light SCIS 859142

Materials SCIS 874845

Push and pull. SCIS 852011

Sound SCIS 859141

JONES, Carol

It's all done with mirrors.

Ashton Scholastic, 1995

ISBN 186388209X

[535]

The *Mathshelf* program offers extension maths resource in classrooms and this publication is one of the ten titles in its middle level. There is a host of ideas here but the layout and illustrative style, which tries to be exciting but comes across as confusing, detract from the book's quality. Likewise, the words tell us much, but there are too many, and they are too hard for middle primary children. The book's redeeming feature is that it is accompanied by an excellent loose-leaf teachers' booklet, which covers every conceivable aspect of symmetry. It is worthwhile as a teachers' resource.

LEV: Middle primary

AVAIL: Paper \$10.95

KLA: Mathematics

SCIS 848261

Radioactivity. [videorecording]

Granada Television, 1994 (Science in focus) (20 mins.)

ISBN none

[539.7]

Students will find this excellent stimulus resource thought-provoking and easy to learn from. It explores radioactivity by showing practical applications in veterinary science for two types, beta and gamma, enlarging on the reasons for choosing particular isotopes for each application. Beta radiation is used to treat an inoperable tumour close to the eye; and in the second case a fine bone fracture in a horse is diagnosed and pinpointed using gamma radiation. The program promotes a rational view of radiation. The associated dangers are kept in perspective by the precautions observed and the quality explanations. Teaching notes and questions are included.

LEV: Middle secondary Upper secondary

AVAIL: \$65.00

KLA: SCIENCE

EVAL: Highly recommended

SCIS 863529

DAVIS, John

Atmospheric circulation. [videorecording]

Classroom Video, , 1995 (25 min.)

ISBN none

[551.5]

Information overload would certainly occur if this program were used for topic introduction, as it covers global heat, convection, coriolis effect, general circulation of atmosphere, seasons, monsoons, and synoptic charts! Brief satellite newsclips, integrated with excellent animated models, are supported by comprehensive commentary, read, unfortunately, in a slightly monotonous style. Despite this, senior geography teachers should find the resource very useful for Year 11 course review, and for illustrating the more difficult concepts taught. It will also interest Year 12 3 unit students electing biophysics. Section footage, given in the notes, facilitates easy use of individual segments. Four review worksheets, teachers' notes and a checklist are included.

LEV: Upper secondary

AVAIL: \$75.00

KLA: HSIE

SCIS 855130

Digging up the past. [series]

Wayland, 1995

Aesthetically pleasing, this set ranges in scope from dinosaurs to the remains of ancient civilisations. Fascinating topics are presented in bold, double page spreads, with

striking photographs and illustrations of places, artefacts, personalities, archaeological remains and specimens, each clearly explained and cross referenced when appropriate. These complement and enhance a textual approach that is informal in style and tone, yet factual and informative. Sentences are short. Italics are used for important technical terms; and sub-headings break up and define the material. Links with the present are featured in the form of recent findings, changes in methodology, controversies or simply new ways of looking at what has gone before. Timelines and useful glossaries complete each title in this worthy set.

LEV: Middle primary Upper primary

Lower secondary Middle secondary

AVAIL: \$26.95 each

KLA: HSIE

EVAL: Highly recommended

Recent titles in this series are:

Bodies from the past SCIS 847849

Pompeii and Herculaneum SCIS 859179

The search for dinosaurs SCIS 847812

The valley of the kings SCIS 859260

Biologica. [computer software]

Knowledge Books & Software, QLD, 1996

ISBN 187521934X

[574]

Designed for senior and tertiary biology students, this CD-ROM relies on the presentation of good images and diagrams. A range of multimedia is incorporated into the program, although the live video and audio elements are fairly basic. Excellent graphics help to explain more difficult concepts, such as those associated with DNA. Students are able to customise all searches and the simplistic approach to navigation makes this a useful resource. Hot spots facilitate further definitions, in addition to the detailed information given in the (rather small) text box. The need to frequently return to a focal page, with its repetitive audio text, before pursuing an associated topic was a little irritating. Whilst there is an option to switch off the sound, this can mean missing some relevant information.

Minimum requirements

Windows 3.1: 386SX; 33MHz; 4MB RAM; double speed CD-ROM drive; 256 colours and a resolution of 640 x 480

(800 x 600 recommended)

LEV: Middle secondary Upper secondary

AVAIL: \$199.00

KLA: Science

SCIS 873007

Gerald Durrell: the man who built the ark.

[videorecording]

BBC Education & Training, 1995 (50 min)

ISBN none

[590.74]

Twenty-one years ago, only four Mauritian kestrels survived; now more than 300 inhabit their native island because of the captive breeding program carried out at the Jersey zoo by Gerald Durrell. In colourful footage of the beautiful endangered birds and beasts, the practicalities of his conservation methods are explored on this video. Interviews with the many conservationists, educated, inspired and encouraged by him to overcome great odds regaining habitat and interest in disappearing species in their native lands, pay tribute to the vision and influence of this man's practi-



cal philosophy. The Ark symbol is truly appropriate for this inspiring film. M. Hamlyn

LEV: Upper primary Lower secondary
Middle secondary Upper secondary

AVAIL: \$299.00

KLA: HSIE; Science

EVAL: Highly recommended SCIS 854932

HEWITT, Sally

Now I know. [series]

Two-Can, 1995

Designed to expand younger readers' knowledge of the world around them, this series is innovative and activity based. Brightly coloured photographs and drawings provide a backdrop to the topics presented, and the information is presented in small blocks. Each double page covers a related topic—a surprising amount of information is conveyed in an easy style. The simple, accessible text, suitable for younger readers, consists mainly of captioned information with accompanying illustrations. Index words are bolded, and the numerous activity boxes and varied presentation make it an entertaining and colourful series. It could be a useful library resource for first learners. J. Anderson

LEV: Lower primary

AVAIL: \$22.95 each

KLA: ST; HSIE

Recent titles in this series are:

Animals. SCIS 859566

All around me. SCIS 859574

PENNY, Malcolm

Night creatures.

Wayland, 1995 (Quest fearsome creatures)

ISBN 0750213876

[591.513]

High quality colour photography combines with excellent page design in this resource. Photographs are well captioned, some boxed, with several paragraphs of explanatory text. Features and behaviour of nocturnal animals are clearly explained. Text is presented in large font and is well supported by an index and glossary. The use of sound, smell and senses is explored. Diagrams are



appropriately used to explain biological detail. This is an attractive resource which will interest casual readers and provide specific information. J. Buckley

LEV: Middle primary Upper primary

AVAIL: \$26.95

KLA: Science SCIS 859159

Other titles in this series are:

Birds of prey SCIS 859157

When dinosaurs ruled the earth SCIS 859172

Wildinfo Australia. [computer software]

Good Thinking Australia, 1996

ISBN 064627385X

[591.52]

Without a doubt this CD-ROM is one of the best resources available on Australia's endangered wildlife. It will prove to be invaluable for both primary and secondary school students. There is a wealth of well researched and presented information. The program is neatly arranged. The Contents screen categorises the fauna into Frogs, Reptiles, Birds, and Mammals; these are further subdivided as to whether the

animals are vulnerable, endangered or extinct. Simple click access to these subdivisions obtains detailed information on the relevant species, including coloured photographs. This could not be classified as highly interactive: its strength lies in the richness of its information, targeted at the non-scientist interested in the conservation of Australian wildlife. In addition, there is a useful annotated listing of recent books on the topic, and over 50,000 references dealing with endangered wildlife. Useful contacts together and a set of discussion topics further enhance this product. D. Dawson

Minimum requirements

Windows 3.1: 386DX; 4MB RAM; 256 colours

LEV: Upper primary Lower secondary
Middle secondary

AVAIL: \$89.95 Good Thinking

KLA: HSIE; Science; ST

EVAL: Highly recommended SCIS 864209

Read and wonder. [series]

Walker, 1995

An unusual approach is taken by this series. It is written in an effort to encourage young children to learn factual information, whilst enjoying an interesting story. In order to achieve this, the books contain a basic storyline in clear bold text, surrounded by sketch-like colour illustrations, most of which have notes attached to them giving factual information in a different format from the main text. This then clearly differentiates the two purposes of the text and would serve as a good beginning in teaching children that text accompanying pictures contains useful information. At the end of each book is a simple index surrounded by clearly labelled pictures of different types of whatever topic the book is about, for example, pigs. This could be a very useful series in introducing young children to rudimentary information skills. J. Eade

LEV: Preschool Lower primary

AVAIL: \$9.95 each

KLA: HSIE; ST

Titles in this series are:

All pigs are beautiful SCIS 864924

Apple green and runner bean SCIS 867028

Caterpillar caterpillar SCIS 864931

A field full of horses SCIS 867023

Think of an eel SCIS 867027

PFEFFER, Wendy & KELLER, Holly

What's it like to be a fish?

1st ed. HarperCollins, 1996 (Let's-read-and-find-out science. Stage 1)

ISBN 0064451518

[597]

Common questions such as what fish look like, where they live, what they eat and how they swim and breathe, are answered in an easily understood, straightforward prose narrative, accompanied by bold, attractively coloured and labelled illustrations. In the latter part of the book, information is provided on setting up and keeping goldfish in a bowl. The text, in good size and clear print, is written in language well pitched to younger readers. The book lacks contents, index and chapter headings, but each page of text opens with a lead-in subject sentence ensuring easy access to specific information, so necessary for the young investigator. This is an appealing, interesting and useful resource. B. Richardson

LEV: Preschool Lower primary

AVAIL: Paper \$8.95

KLA: Science SCIS 869473

RICE, Melanie

My first body book.

HarperCollins, 1995 (A Dorling Kindersley book)

ISBN 0732260043

[612]

What a wonderfully useful resource! It is well set out, colourful, age appropriate, and genuinely informative. It covers a wide variety of topics relating to the body. Each double page looks at a particular facet, and provides simple, concise explanations to the commonly asked questions that younger and many older readers raise. An interesting feature in the front is the three see-through pages illustrating the skeleton, blood supply, nerves, internal organs and muscles. Readers will particularly enjoy the many fun activities and puzzles. It is definitely a worthwhile addition to any resource centre. R. Dobson

LEV: Lower primary Middle primary

Upper primary

AVAIL: \$19.95

KLA: PD/H/PE; ST SCIS 856556

SANDEMAN, Anna

Eating.

Franklin Watts, 1995 (Your body)

ISBN 0749619759

[612.3]

Well designed and presented, this book will provide an interesting and valuable source of information on eating and digestion for young investigators. Information is organised in double page sections that follow the food's progression from the mouth, through the food pipe, into the stomach, thence to the small intestine and large intestine, interrupted only to explain the role played by the liver. Additional sections are devoted to energy, healthy eating, the importance of water and, for added interest, a miscellany of intriguing facts and figures. Text is accurate, easily read and understood, well supported, extended with excellent coloured photographs and diagrams, and it contains a simple contents and index. It is a commendable book. B. Richardson

LEV: Lower primary Middle primary

Upper primary

AVAIL: \$19.95

KLA: ST SCIS 856413

Simple machines. [videorecording]

Classroom Video, 1996 (26 min.)

ISBN none

[621.8]

The theme developed by the video, designed for Years 10-11, is that all machines are made from combinations of simple machines, relating to the principles of work, force, load and distance moved. The simple machines demonstrated include: an inclined plane; sharing the work through pulleys; levers, gears and hydraulics. The technical details are explained by repeated demonstrations, and related to field uses in real situations. On screen calculations allow teachers to pause and further explain the principles. The video concludes with activities for applying and reflecting on the content. A compact but comprehensive guide containing content summary, teacher's notes, key word list and student viewing questions is included. A middle primary version is also available. F. Plummer

LEV: Middle secondary Upper secondary

AVAIL: \$59.99 Primary \$65.00 Secondary

KLA: Science; TAS SCIS 864201

HILLIS, Anne & STONE, Penelope

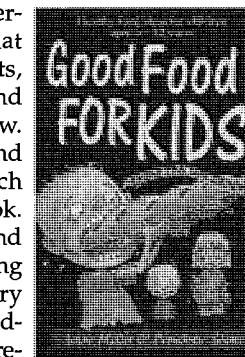
Good food for kids: beyond the jam sandwich: healthy food ideas for children aged 5-12 years.

Angus & Robertson, 1995 (Parenting)

ISBN 0207187916

[641.5]

Food is something we are all interested in, and here is a book that answers most questions parents, teachers, canteen supervisors and administrators may want to know. There are many recipes for tasty and nutritious meals but this is much more than just another recipe book. Information about our physical and nutritional needs, our teeth, eating habits, allergies, special dietary needs and fun foods are all included. A helpful, though not comprehensive, A-Z ready reference, including such topics as acidophilus, additives, bulimia, calories, colourings, and fibre is incorporated. This intelligent handbook gives much good sense in a area where rumour, old wives tales and fads often dominate. It would offer worthwhile support for some HSC topics. L. Williamson



AUD: Parents Professional

LEV: Middle secondary Upper secondary

AVAIL: Paper \$14.95

KLA: PD/H/PE; Science; TAS SCIS 839531

Totally gorgeous. [computer software]

Film Australia, 1995

ISBN 1864480440

[646.7]

A funky look at body image, in a humorous, psychedelic presentation based on Kaz Cooke's book *Real gorgeous: the truth about body and beauty* is this CD-ROM's focus. Aimed at building adolescent self-esteem, the boys have not been left out. This program, with its up beat sounds, primary colours, and cartoon graphics, seeks to inform the user on such topics as: weight; shapes and sizes; fashion; make up; and how best to manage all of the media hype on body image. It is very easy to manipulate, and students will have no trouble finding their way around the various options. Action research with teenage users has shown that they head straight for the games component and bypass the information! There is a very useful section, **Teaching notes**, that provides teaching and learning strategies for most KLAs on major issues dealt with in the program. This could be used to supplement resources in personal development, health and home economics, though its application is limited. D Dawson

Minimum requirements

Windows 3.1

LEV: Lower secondary Middle secondary

AVAIL: \$59.95 Film Australia

KLA: PD/H/PE; TAS SCIS 856640

YOUNGS, Bettie B.

Stress and your child: helping kids cope with the strains and pressures of life.

HarperCollins, 1995

ISBN 0732251877

[649]

Intended as a guide for parents, this accessible book by an authoritative US writer would be useful for both students and teachers investigating the impact of stress on children's lives. Such topics as the nature of stress, self esteem, school stress, family stress and talking to children about stress are pursued. Various strategies that parents, teachers and students could readily use are recommended. There are simple

assessment checklists throughout, and a list of relevant Australian organisations. Stress management techniques are appropriately geared towards the child. This valuable resource has the potential to guide readers to greater insight of themselves and others. L. Bowring.

AUD: Parent Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper \$19.95
KLA: PD/H/PE SCIS 856326

Designing for the market: a new life for Helen?

[videorecording]

TV Choice, 1995 (28 min.)

ISBN none [658.8]

The development of a design project of a chair for children with cerebral is used as an example of the process. The idea is the aspiration of a physiotherapist after years of experience treating these children. Her innovation is translated into a feasible prototype which appears to have an enthusiastic market. The quantity of sales will not fulfil the profit aims of the company, however, so after three years of development the project is axed, raising the question of who should pay for innovation. TAS and economics students will find this is good example of design and market processes. M. Hamlyn

LEV: Middle secondary
AVAIL: \$89.00
KLA: HSIE; TAS SCIS 850052

Food preservation. [videorecording]

Classroom Video, 1995 (26 min.)

ISBN none [664]

All the most common methods of modern food preservation, and the reasons for it are shown in revealing shots of food production and packaging methods. The degrading effects of micro-organisms and enzyme breakdown are shown, together with the methods to combat them. Our complex urban lifestyle necessitates storing surplus food, transporting it and maintaining its shelf life. Methods appropriate to various foods—heating, irradiation, ultra filtration, forms of packaging such as canning, bottling, aseptic and older techniques like smoking, drying and salting—are illustrated. The video is divided into sections with summaries and accompanied by excellent, detailed worksheets. M. Hamlyn

LEV: Lower secondary Middle secondary
AVAIL: \$75.00
KLA: TAS SCIS 851573

WILLIAMS, John

Design and make it in metal.

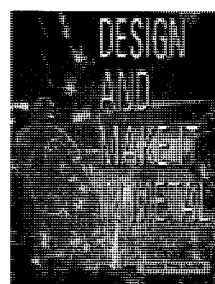
Science Press, NSW, 1995

ISBN 0855832347

[684]

Intended for individual students to develop skills at their own pace, this is a worthwhile resource for both self-directed and more dependent students, in or out of the classroom. It does not presume experience in working with metals and provides well-structured and -presented sections, including brief information and related activities, on: design; materials; metals; and a variety of projects such

as containers, bottle openers, tools, chairs and decorative items. The final sections incorporating engines and electrical components, while providing additional information, do presume knowledge and experience—it may be clear enough for those with engine-play experience, but not for



those without (many girls). It would also have benefit as a text. C. Foley

LEV: Lower secondary Middle secondary
AVAIL: Paper \$18.95
KLA: TAS SCIS 828015

OXLADE, Chris

Toys through time.

Macdonald Young, 1995

ISBN 0750013346 [688.7]

Toys! A word that conjures up thoughts of childhood fun and imagination. Children have had toys for thousands of years. This bright, attractive book details the history of toys, from the stone and wooden toys of ancient Egypt, to modern electronic amusements. Large, colourful illustrations show how the toys work, what they looked like and how they were made. Included are dolls, tops, kites, soft toys, moving toys, cars and trains. Simple instructions are given for children to make some easy toys themselves. An accessible glossary and index complete an engrossing book, which would also support secondary TAS options. J. Bruce

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$29.95
KLA: ST; CPA; TAS SCIS 856019

HEGARTY, Maggie

Images.

Curriculum Corporation, 1995

ISBN 1863662359 [700.95]

Written for Australian primary school children, this volume will be a useful and attractive introduction to cultures and artforms of Asia for children of all ages. Clearly written, and well presented in a framework of multicultural Australia's festivals, taking the first steps in creating some of these art forms is encouraged. Major topics include festivals and ceremonies, performance art, costume, symbolism in art, and the individual forms of kites and puppets. The many coloured illustrations give clear demonstrations of the arts, and incorporate several depicting Australian schoolchildren investigating the artforms included in the book. M. Steinberger

AUD: Professional
LEV: Middle primary Upper primary
Lower secondary
AVAIL: Paper \$14.95
KLA: CA; CPA; HSIE; LOTE SCIS 847727

CARR-GOMM, Sarah

The dictionary of symbols in art.

Cardigan Street, 1995

ISBN 1863915532 [704.9]

A work on the symbols in art certainly fills a gap, since full appreciation of many works is enhanced by knowing the meaning of the motifs used by each artist. Presentation in dictionary format—mainly textual, with a few two-colour illustrations—profoundly affects the usage of the book. It is likely that it will be read or browsed even though it is full of detailed information. Without illustration, it cannot be used as a guidebook to individual works or artists. It could be used as a key to unlock terms used in published art reviews, histories, and criticism, for which it would be excellent. M. Hamlyn

AUD: Professional
LEV: Upper secondary
AVAIL: \$29.95
KLA: CA SCIS 848946

ALLEN, Traudi

Discovering the yellow house: researching art history for essays and exams. [videorecording]

Video Education Australasia, 1996

ISBN none [709]

Vanessa and Chris have an assignment on modern Australian artists. They choose to look at those who briefly worked in Brett Whiteley's yellow house in Sydney in 1970-71. The video is a dramatisation of their information seeking. Various sources including libraries, art galleries and gallery directors are presented, and interviewing techniques are outlined by Wendy Whiteley. The characters are believable, the action moves quickly so the viewer can easily identify with the search. Throughout, information skills—defining etc (though not mentioned as such)—are demonstrated and reinforced in voice over and summaries on screen. This is a useful model of research for senior art students. M. Hamlyn

LEV: Middle secondary Upper secondary
AVAIL: \$89.00
KLA: CA
EVAl: Highly recommended SCIS 867756

ROLLINSON, Julie

Australian art and artists.

Science Press, 1996

ISBN 0855832339 [709.94]

A handsome and substantial book, this profiles 28 Australian artists. Included are the very well known Done, Dupain, Kee, Tillers and Klippel, balanced with other artists who are younger or have not had such wide exposure. Represented are sculpture and painting, film and multimedia, installation and commercial, photography and fabric art, architecture and collage. Hundreds of colour photographs enhance the value of the volume. The artists are given the opportunity of speaking for themselves, and useful background information is provided. Non-intrusive questions are included after each section, guiding the student to informed assessment of the works. Information and analysis is comprehensive and allows the book to stand alone as reference material. M. Steinberger

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper \$49.95
KLA: CA
EVAl: Highly recommended SCIS 855082

WHITE, Joanna

Expressing our culture: Aboriginal and Islander art. [videorecording]

Equality Videos, 1996 (20 min.)

ISBN none [709.94]

A short film, this provides information about Aboriginal artists. Most of the artists are given the opportunity to speak for themselves, and do so eloquently, giving useful background information to examples of their chosen artforms. Represented are painting, sculpture, ceramics, wood art and textile art. Students will appreciate the inclusion of a sixteen and a seventeen year old as role models, as well as a range of older, more established artists. Biographical and career information is given, and detailed analysis of a few specific works is given by each artist, allowing the student to have a close-up view of the process of art. M. Steinberger

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: \$70.00
KLA: CA; HSIE SCIS 864112

VIGNOZZI, Alessandro

Buildings.

Watts, 1995 (How science works)

ISBN 0749619783 [720]

A superb information book with beautiful, coloured diagrams, and well written text, this book is an all-round introduction to the architectural and engineering concepts underlying structures. Bridges, cathedrals, skyscrapers and common buildings are all given page space in this book. Simple symbolic drawings illustrate technical problems such as the stability of floors, the weakness of a horizontal span, or the strength of corrugated iron. In fact, the book's greatest strength is the manner in which complicated technical facts are explained in one or two simple diagrams. This is an important book for all school libraries. L. Williamson

LEV: Middle primary Upper primary
Lower secondary
AVAIL: \$24.95
KLA: HSIE; Mathematics; Science; ST SCIS 849871

Craftpax activity pack. [computer software]

Brilliant Interactive Ideas, NSW?, 1995

ISBN none [745.5]

Although this CD-ROM is aimed at six to twelve year olds, it is not likely to appeal to any child over ten, as its presentation and activities are designed for young children. The program is introduced by two craft-type characters called Sally and Rod, and all instructions are read. There are forty different craft activities and the simple screen set-up allows for easy access to **Contents**, **Tips and tricks**, **Safety materials**, and **Print out** buttons. **Tips and tricks** and **Safety materials** are both excellent features, containing narrated animations on topics such as how to cut a circle and use scissors safely. The print facility allows for printing of the materials needed, step by step instructions, and templates. Narration is American. The program has some interesting features but a good craft book could be just as useful. J.Eade

Minimum requirements

Macintosh: system 7; 8MB RAM; 13" screen; 256 colours

Windows '95/Windows 3.1: 486; 8MB RAM; 256 colours

LEV: Lower primary Middle primary
AVAIL: \$39.95 Roadshow New Media
KLA: CPA SCIS 866707

ALLEN, Traudi

Understanding the art of Brett Whiteley.

[videorecording]

Video Education Australasia, 1996 (46 min.)

ISBN none [759.994]

Supported by notes for the classroom teacher, this video-recording provides a most useful introduction to the work of Australian artist, Whiteley. His former wife, Wendy, artist Colin Lancelly, and curator and writer Barry Pearce, guide the student through Whiteley's life, themes and techniques in a varied and comprehensive manner. Whiteley's concept of duality and contradictory perception is explained in a retrospective film clip, with the artist as narrator. Artistic influences, working processes, the idea of the journey and the emphasis on landscape are all given due weight in explanation. A most helpful inclusion is the fifteen minute final segment, which shows each of the works referred to, allowing close study without intrusive comment. M. Steinberger

LEV: Middle secondary Upper secondary
 AVAIL: \$89.00
 KLA: CA SCIS 867754

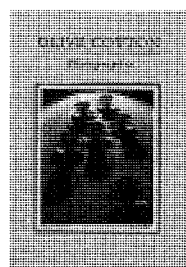
MILLER, David
You can do thousands of things with string.
 Allen & Unwin, 1996
 ISBN 1863739599 [764]

Clarity of illustration and presentation is the hallmark of this Australian guide to useful and enjoyable things to do with string, rope and wool. Readers will have no trouble following the clear instructions, supported by drawings demonstrating steps in the processes. A major part of the book is given over to knots of every kind, lashing, plaits and ways to deal with rope ends. Those wanting to learn new crafts and interesting pastimes will enjoy the sections on knitting, weaving and string art. It is good to see readers being encouraged to develop hobbies that involve few, and inexpensive, materials. The book provides some good ideas for teachers of younger students. M. Steinberger

LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: Paper \$9.95
 KLA: CA; CPA SCIS 858640

COTTON, Olive
Olive Cotton: photographer.
 National Library of Australia, 1995
 ISBN 0642106495 [770.92]

The delicacy and drama of black and white photographs can be seen in these wonderfully varied examples of the work of Olive Cotton—from portraits, to advertising, still lives and lyrical landscapes. It is exciting to see a book dedicated to an Australian woman, who after significant notice in Sydney in 1930s, and managing Max Dupain's studio during the war years, was then "forgotten" until recently. This fine, classically presented photography book is illuminated by the photographer's own comments about each work, and biographies by a close friend and her daughter. It is useful as an illustration of women artists in art, photography, Australian history and women's studies. M. Hamlyn



LEV: Middle secondary Upper secondary
 AVAIL: \$29.95
 KLA: CA; HSIE SCIS 847157

WOODRUFF, Alan
Student art: a case study. [videorecording]
 Video Education Australasia, 1996 (17 min.)
 ISBN none [770.92]

Holly Cole won the Victorian government's 1994 Premier's award for student art. The video consists mainly of Holly outlining her approach and techniques in photographic work, where she explores the theme of human interaction. Although most of the video is in a "talking head" style, Holly is an interesting conversationalist in front of the camera. Her perceptive visual diary with its evaluations of other artists' work, as well as her own, and how she learns from a bad shoot, for example, is a good model for other students. Teachers may use this program to exemplify working approaches to photography and visual art generally. M. Hamlyn

LEV: Upper secondary
 AVAIL: \$69.00

KLA: CA
 EVAL: Highly recommended SCIS 867747

ARDLEY, Neil
A young person's guide to music. [kit]
 HarperCollins, 1995 (A Dorling Kindersley book)
 ISBN 073225177X [780]

Introductions to music for young people abound, but several aspects of this book give it the feel of a fresh approach to the subject. A specially written compact disk is part of the front cover. It includes a full concerto commissioned from composer Poul Ruders, with comprehensive commentary on it by conductor Andrew Davis. Throughout the book, references are made to the disk, but the text has the ability to stand alone. The primary focuses are on the making of music and the history of musical styles. The abundance of illustrations and short grabs of text make the book easily accessible, as does the fact that all instruments are demonstrated by young professional players. M. Steinberger

LEV: Lower secondary Middle secondary
 Upper secondary
 AVAIL: \$35.00
 KLA: CA; HSIE
 EVAL: Highly recommended

Line dancing especially for kids. [sound recording]
 ABC Music, 1996 (ABC for kids) (63 min.)
 ISBN none [781.5]

Recorded by the Australian Boot Scootin' Band, this compact disk features dances for beginners and experienced dancers. In Part 2, the eight dances are simplified, and students are taken through step-by-step, with a slower tempo which is gradually increased. Part 1 has the full band playing the song at the proper speed with no instructions. The instructions for each dance are also printed on an accompanying insert, and are easy to follow. The dances range from very simple to more complex, while the tunes are catchy and upbeat. This would be great for classroom use for most primary grades, and even older students. J. Anderson

LEV: Middle primary Upper primary
 Lower secondary
 AVAIL: \$14.95
 KLA: CPA; PD/H/PE SCIS 864595

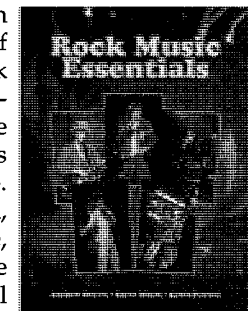
Tropical beat. [videorecording]
 Australian Film Finance Corporation, 1995 (56 min.)
 ISBN none [781.62]

David Fanshawe, composer and ethnomusicologist, gives an overview of the vibrant musical life of the equatorial regions. In this program, spot-on for the senior music curriculum options, selected cultures of the Pacific Islands, India, Africa and Central and South America are surveyed. Fanshawe traces the history of music and musical instruments, and the life events with which music has always been associated. He outlines the influences on the range of instruments used, from availability of raw materials to trade and the inroads of colonialism. His emphasis on specific tribes in the areas investigated helps give depth to the study, balancing the overview approach. Each performer or group is specifically named. M. Steinberger

LEV: Lower secondary Middle secondary
 Upper secondary
 AVAIL: \$75.00
 KLA: CA; HSIE; LOTE SCIS 863703

BROWN, Andrew
Rock music essentials.
 Science Press, 1995
 ISBN 0855832401 [781.66076]

An Australian text, this will teach the student the theoretical basis of music, and how to compose rock and blues songs. The book is accompanied by a compact disk or cassette (not supplied for review), which is referred to throughout the volume. The reader will learn about rhythm, time, scales, chords, song structure, song-writing and much more besides. Diagrams and musical illustrations are frequent and very clear. Setting out will assist even the poorest reader, and full-page black and white photographs of some of the greats provide inspiration and demonstrate some of the points made. M. Steinberger



LEV: Lower secondary Middle secondary
 AVAIL: Paper \$16.95
 KLA: CA SCIS 835229

Chronicle of the cinema.
 Dorling Kindersley, 1995
 ISBN 0751330019 [791.4309]

The diversity of cinematic achievements in the last one hundred years as presented in this chronicle, is visually and factually rewarding and entertaining. The chronological format helps classify the major technological developments. The stills and posters are intriguing. This combination provides an excellent balance for students researching film as text or drama, whilst also providing a fascinating treasure-trove for general browsers or film buffs. Although predominantly focused on Hollywood, there is more than a cursory look at contributions to the industry from other nations, which renders this a useful resource for history students studying decades of the twentieth century. E. Maxwell

LEV: Upper primary Lower secondary
 Middle secondary Upper secondary
 AVAIL: \$75.00
 KLA: CA; CPA; English; HSIE SCIS 858771

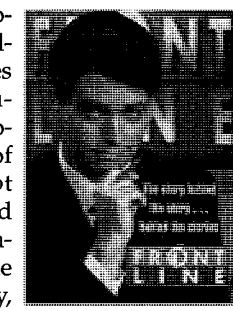
PARKINSON, David
History of film.
 Thames & Hudson, 1995 (World of art)
 ISBN 050020277X [791.4309]

Authoritative, comprehensive and involving, this volume continues the reliable Thames and Hudson tradition. Film critic and author, Parkinson, traces the development of film, from light-projected images such as shadow puppets, through the inventions of the 18th and 19th centuries, to the present day and beyond. Hollywood is there in all its showy glory, but other film industries are given balanced attention. The sections on the European moving picture industry alone make this book worth buying. The huge Indian industry is examined in some detail. The history of film in Great Britain and Canada is considered, helping to give perspective to the Hollywood experience. The Australian scene receives attention. Parkinson also looks to the future, discussing possible trends and the involvement of hitherto rather marginalised groups. M. Steinberger

LEV: Upper secondary
 AVAIL: Paper \$22.95
 KLA: CA; English SCIS 863845

Frontline: the story behind the story behind the stories.
 Viking, VIC, 1995
 ISBN 0670867683 [791.45]

As interesting and revealing as the program itself, the frontispiece of this collection of 18 scripts from the TV series explains the development and influence of this satire on current affairs programs. It would support the work of senior drama students in their script writing strand, and senior media and general studies students. Short biographies of the actors, and stills from the shows, extend the text. Unfortunately, page margins are narrow so the inner side of the book is inclined to be swallowed up by the spine making it difficult for the reader. M. Hamlyn



LEV: Upper secondary
 AVAIL: Paper \$19.95
 KLA: CA; English
 EVAL: Highly recommended SCIS 850553

GERAGHTY, Helen Monsoon
Chris Burke: actor.
 Chelsea House, 1995 (Great achievers: lives of the physically challenged)
 ISBN 0791020819 [791.45092]

Chris Burke is a pioneer, an actor with Down syndrome, who, through determination, got his own television series. The story of his life and achievement explains Down syndrome and how treatment and attitudes to it are gradually improving. At his birth, it was considered that he should be institutionalised because he would never walk or talk. The value of warm family support and encouragement becomes evident throughout this book. Chris' story can be used as a role model for all prospective actors and for handicapped students. It could also help develop insight about Down syndrome. M. Hamlyn

LEV: Upper Primary Lower Secondary
 Middle Secondary
 AVAIL: \$29.95
 KLA: CA; English; TAS SCIS 849050

Companion to theatre in Australia.
 Currency, 1995.
 ISBN 0521345286 [792.0994]

Fascinating, readable and comprehensive, this volume contains information on all theatrical forms such as circus, mime, puppetry, vaudeville, pantomime, revue, and individuals deemed significant to Australia. Opera and dance are not included. The selection criteria are explained and valid, and gaps requiring further research stated. Entries are organised alphabetically and vary in length from 100 to 10,000 words. The range of contributions is impressive, as is the lengthy index. The diversity of coverage is reflected in the following examples: Aborigines and theatre, acting, audiences, disabled people's theatre, Don's party, English influences, European influences, experimental theatre, feminist theatre, musical theatre, stage design and effects, Justine Saunders, David Williamson. Some intriguing historical detail is included. This makes a worthwhile companion for those interested in and studying drama and the theatre. C. Foley

LEV: Middle secondary Upper secondary
 AVAIL: \$95.00
 KLA: CA; English SCIS 849054

KENDA, Margaret
Math wizardry for kids.

Barron's, 1995
ISBN 0812018095

[793.7]

For the times when you and your students are tired of double digit division and want maths that is fun and practical, you will get plenty of suggestions from this book. There are imaginative ideas for everything, from making rhythms and chants, to tangrams and codes, stories, mysteries and games galore. 309 pages long, an activity to each page, and ideas that would fit into all themes and all classes, this spiral-bound book provides a good resource for maths fun days and extension lessons. L. Williamson

LEV: Middle primary Upper primary
Lower secondary

AVAIL: Paper \$26.95

KLA: Mathematics SCIS 847794

The game is up! [videorecording]

National Film & Sound Archive, 1995 (37 min.)

ISBN none [796.082]

Well structured and supported, this unit on sports history is designed for the classroom, but has more general application. It is useful as a social document, as it relates the changes in sport to changes in social attitudes and opinions via a chronological approach. The early years demonstrate the influence of the suffragists, then later, the strength and independence gained from the First and Second World Wars. The varying effects of dress, etiquette and economics are assessed. The popularity of swimming and cycling are clearly related to their cheapness. Media images are examined and related to social changes. The strong role models provided by Cuthbert, Jackson, Strickland, Crapp and Fraser are cited as the start of the modern era, with even the media commentaries of the 1950s becoming less patronising. This video, with very comprehensive teaching material, summarises the way forward in the words 'Anything is possible'. M. Steinberger

LEV: Lower secondary Middle secondary
Upper secondary

AVAIL: \$120.00

KLA: HSIE; PD/H/PE SCIS 805197

Olympic gold: a 100 year history of the summer Olympic Games. [computer software]

S.E.A. Multimedia, 1995

ISBN none [796.4809]

It has arrived—a comprehensive CD-ROM on the Olympic Games. Clearly arranged, under five main headings (Athletes, Nations, Games history, Events), this program provides learners with a wealth of information on the summer Olympics over the last 100 years. Navigational buttons at the top of every screen allow access to the Trivia game, and easy Search, for example. A pop-up glossary box option is incorporated. It is possible to visit any one of the 27 modern games. The user can take a guided tour, read the articles, view photographs and videos, and obtain information on medal counts and medal winners. Limited text information is available for the Atlanta Games. Information on over 15,000 medal winners is minimal, but there is more comprehensive information on 100 legendary athletes. Graphics and images are high quality. Some sound quality is poor, and the American voice-over may irritate some. Movement between screens is noticeably slow. This program has expertly managed to unite the many themes relating to the Olympic Games, resulting in a most useful resource. This

CD-ROM has many quality attributes and is certain to prove popular with students. D.Dawson.

Minimum requirements

Windows 3.1: 486SX; 33MHz; 4MB hard disk; 4MB RAM;
DOS 5.0; 256 colours

LEV: Middle primary Upper primary
Lower secondary Middle secondary

AVAIL: \$57.95 BMG Interactive Entertainment

KLA: HSIE; PD/H/PE SCIS 869928

Australian adventure activities. [computer software]

Webster, 1996?

ISBN 1863981845 [796.50994]

Produced by David Ireland, a wildlife photographer, lecturer and tour organiser, this CD-ROM contains information, photographs, videos and accommodation guides on adventure getaways available across Australia. These getaways are classified as: Seaside activities, Aerial activities, On and off-road, Family getaways, Adrenalin activities and Accommodation and romantic getaways. It is arranged in Webster's usual easy to use book-like structure, with all the usual special features, such as: notes, highlights, customising options, and creating a slide-show library. There is also an impressive, printable map option, which displays the location of any selected getaway. Interactivity could be improved. When a topic, like white-water rafting, is selected, the text and a photograph are presented, while the video has to be found separately. Although this could be invaluable for overseas visitors or Australians planning a trip, its application in schools is limited. It is more a guide to holiday attractions and activities. J. Eade

Minimum requirements

Windows '95/Windows 3.1: 386DX; 256 colours.

Installation was standard and it can be installed to run entirely from the CD-ROM, saving hard disk space.

LEV: Middle primary Upper primary
Lower secondary Middle secondary

Upper secondary

AVAIL: \$49.00 Webster's

KLA: HSIE; PD/H/PE SCIS 858914

DIGBY, Jenny

A woman's voice: conversations with Australian poets.

University of Queensland Press, 1996

ISBN 0702227323 [A821]

Jenny Digby's conversations with twelve female Australian poets promote the development, diversity and uniqueness of contemporary Australian writing. By analysis of writing styles, sources of inspiration and anecdotes, a colourful collage of these recognised and emerging poets is revealed. Among the poets included are: Dorothy Porter, Gwen Harwood, Dorothy Hewitt, Jan Owen, Jennifer Strauss and Fay Zwicky. This resource is a recognition of the voice of Woman. There is much here to inspire young writers and to interest those with an intrinsic love of Australian literature. This would prove a useful resource for students in the new senior syllabus. E. Maxwell

LEV: Middle secondary Upper secondary

AVAIL: Paper \$24.95

KLA: English SCIS 863893

ADDY, Shaun

Medieval quest.

Jacaranda, 1996

ISBN 0701632607 [909]

The Middle Ages is tackled in this informative and most readable publication. The presentation, in textbook style, features short, instructive paragraphs with headings of heavy type, sources and activity tables, coloured boxes, and liberally scattered, clear illustrations and maps. Its format ensures that the content is interesting and easily digested. Extension activities and bibliographies are provided for those who desire more. Content ranges from the Vikings and the crusades, to Japan and tsarist Russia, with sections on the Renaissance, exploration and Islam. A wide ranging approach captures all learning styles. The scholarship is solid, resulting in a definitive text on the period. J.Watts

LEV: Lower secondary Upper Secondary

AVAIL: Paper \$31.95

KLA: HSIE SCIS 858454

Also available:

Modern quest SCIS 858467

Issues in the news. [computer software]

Fairfax, NSW, 1995

ISBN/ISSN 13252259 [909.8205]

Covering articles published in *The Sydney Morning Herald*, between January and December 1995, this CD-ROM has no accompanying user booklet. To facilitate navigation, it is essential that users work their way through the User's guide and Help options from the main menu. It is possible to search on one of eight pre-selected issues, such as: Economy, Environment etc. From there, select from further sub-menus, refining the search to feature articles, letters to the editor, headlines and so on. This progression provides an excellent method of directing students on how to read a newspaper. A general search (using Boolean logic) may also be made by selecting the Search option, which is displayed on the screen at all times. It is possible to print whole articles or photographs, but not portions of text. It is possible to copy to the clipboard and edit there. A bookmark facility is also very useful. This is a worthwhile asset for students requiring recent material on contemporary issues. E. Maxwell

Minimum requirements

Windows 3.1: 80386; DOS 3.3; 8MB RAM; 5MB hard disk;
256 colours

LEV: Upper primary
Lower secondary Middle secondary

Upper secondary

AVAIL: \$49.95 John Fairfax SCIS 863783

National parks of Australia. [computer software]

Websters, NSW, 1996?

ISBN 1863981411 [919.4]

Relying on information and graphics provided by the National Parks and Wildlife Service, this CD-ROM program is akin to a collection of tourist brochures on Australia's national parks. The Contents screen, a map of Australia, allows the user to click on any of the states and begin a journey through that state's national parks. Alternatively, using the Tool bar, a search can be initiated on any keyword related to national parks, including fauna, flora and names of specific parks. As with other CD-ROMs produced by Websters, this offers the user such techniques as: the ability to create a library; make notes; produce a slide show. The photographs enhance the program though quality of the videos

is disappointing. Designed to assist the user in deciding which national parks to visit, and providing expert advice on vehicle conditions, existence of walking tracks and camping facilities, and the types of flora and fauna present, its curriculum relevance may be limited. D.Dawson

Minimum requirements

Windows 3.1: 386DX; 256 colours

LEV: Middle primary Upper primary
Lower secondary

AVAIL: \$29.95 Webster's

KLA: HSIE; Science; TAS SCIS 858909

Natural wonders of Australia. [computer software]

Mediasoft Australia, 1995

ISBN none [919.4]

A straightforward presentation of major Australian landmarks and their associated flora and fauna is offered by this CD-ROM. Whilst the information is of a general nature, the photo images are remarkable, diverse and comprehensive in their visual presentation of the landmarks. On the Tool bar, areas such as the Blue Mountains, Kakadu, Fraser Island, and the Gascoyne region are selected from Topics, which provides relevant data. When Slide show is selected, icons are superimposed on the image to allow corresponding audio/video recordings to be played, and distribution maps or contents information to be retrieved. Hot words are also given. Navigation is very easy for all ages, including Kindergarten, using the visual symbols. The games and quizzes provide a novel approach to recognising images. Cross-referencing is thorough. This is an engaging resource, particularly for primary children, as the interactive nature of the multimedia is enjoyable and structured for ease of use. E. Maxwell

Minimum requirements

Windows 3.1: 386DX; 5MB hard disk; 4 MB RAM; MS-DOS 3.1; 256 colours; MPC compatible audio card

LEV: Lower primary Middle primary
Upper primary Lower secondary

AVAIL: \$59.95 Mediasoft

KLA: HSIE; Science SCIS 869931

SHAW, Ian

British Museum dictionary of Ancient Egypt.

British Museum, 1995

ISBN 0714109827 [932]

A sturdily bound text, this massive reference is scholarly but reader-friendly. Entries vary in length, according to historical importance and available evidence; most are accompanied by high quality photographs, many in colour. Pleasing to the eye, this volume covers geographical as well as historical aspects, mythology, and up-to-the-minute archaeological finds. Many of the Museum's collected treasures, hidden from public view for decades, are also depicted. It features simple, clear diagrams and maps, and relics both familiar and obscure. A definitive text, it is highly recommended, valuable for all Egyptophiles, and students of ancient history or archaeology. J.Watts

LEV: Upper primary Lower secondary
Middle secondary Upper secondary

AVAIL: \$79.95

KLA: HSIE

EVAL: Highly recommended SCIS 863951

HATHERLEY, Sheila
Our Asian neighbours.
 Macmillan, 1996
 ISBN 0732928176

[950]

An eight volume set, this offers informative coverage of the Asian countries in our region. Information for each country is organised under the headings: **The land, Population and language, Religion, History, Present-day** and Australia's relations with the country. The language level is easy to read and appropriate for competent readers, while the inclusion of numerous coloured photographs enhances understanding of the different cultures presented. Particularly interesting, is the index volume, which provides an easy resource for information retrieval, and page summaries of important facts and their flags for each country. Accessible text and clear presentation make this series a valuable resource for primary libraries. J. Anderson



LEV: Middle primary Upper primary
 Lower secondary
AVAIL: \$159.00
KLA: HSIE
EVAL: Highly recommended SCIS 868416

Titles in the set are:

1. *Brunei, Burma, Cambodia* SCIS 868217
2. *China, Indonesia* SCIS 868218
3. *Japan* SCIS 868200
4. *Korea, Laos* SCIS 868212
5. *Malaysia, the Philippines* SCIS 868213
6. *Singapore, Taiwan* SCIS 868214
7. *Thailand, Vietnam* SCIS 868211
8. *Index* SCIS 868219

Worldfocus. [series]

Heinemann, 1995

Young students will gain much from these volumes on economically developing countries. Double page spreads, clear layout, and case studies help make the issues accessible to the junior reader. Each book contains introductory chapters on the people, agriculture, industry and challenges of the country. In each, there is treatment of one area or city in depth, including discussion of school, family life, leisure time and travel. A glossary and index give the necessary support to the text. Produced in association with Oxfam, the series gives a much-needed focus on these areas, providing a balanced view of the difficulties and strengths of the countries. M. Steinberger

LEV: Secondary
AVAIL: \$18.95 each
KLA: HSIE

Titles in this series are:

Ethiopia SCIS 849162
Jamaica SCIS 849163
South Africa SCIS 849161
Vietnam SCIS 849159

EDMONDS, Helen L.

Peoples under threat. [series]

Wayland, 1995

Providing overviews of the lifestyle, past and present, of several groups of indigenous peoples, this set offers an insight into the problems facing them today in their fight

for survival. The emphasis is on pictorial presentation, with stunning coloured photographs adding realism to the information presented. Simple, easily-read text and short sentence structure ensure the accessibility of the series to a wide audience. Unfortunately, in the volume on the Aborigines, some issues have been simplified to the point of distortion. Included in each volume are a glossary, index and books and organizations providing further information. J. Anderson



LEV: Middle primary Upper primary
 Lower secondary

AVAIL: \$26.95 each
KLA: HSIE

Titles in this series are:

The Aborigines SCIS 868165
Native Americans SCIS 868167

WOMERSLEY, Judith.

All about. [series]

Macmillan, 1996

A creditable series in which each volume follows an identical format of double colour page spreads on cities, climate, geography, Aboriginal and European history, population, industry, sport, government, arts and science and so forth. The information is based entirely on excellent illustrations with short, informative captions and occasional brief fact files. While this is very accessible, the detail is necessarily thin. Each volume concludes with an adequate index but has no resource lists, activities or other accoutrements. Nevertheless, this simple idea of a state-by-state summary is useful, effective and surprisingly unusual. The only volume where the process comes apart is *The Territories*, where the intermixing of the Northern and Australian Capital Territories becomes quite confusing at times. G. Spindler

LEV: Middle primary Upper primary
 Lower secondary

AVAIL: \$24.95 each
KLA: HSIE

Recent titles in this series include are:

All about Australia SCIS 863310
All about New South Wales SCIS 863312
All about Queensland SCIS 863311
All about South Australia SCIS 849098
All about Tasmania SCIS 848598
All about the Territories SCIS 848920
All about Victoria SCIS 848597
All about Western Australia SCIS 863309

Encyclopedia of Australia 1996. [computer software]

Webster, NSW, 1996?

ISBN none [994.003]

Websters are well known for producing high quality CD-ROMs. Exceptional screen design makes navigability very easy—it is not possible to become lost in this program. The **Status** and **Tool bars** provide all the options necessary to locate, use and move through this encyclopedia. The images are well defined, and the sound and video clips are of a good quality. Useful options, such as the ability to bookmark, create your own library, and highlight and make notes are great techniques to personalise a resource. Students in both

primary and secondary schools are desperately in need of an extensive, detailed CD-ROM encyclopedia of Australia—sadly this is not it. It is really just a ready reference resource, for occasions when you need to know, for example, the floral emblems for the States or how many gold medals Australia won at the last Commonwealth Games. The information provided for most topics dealt with in this encyclopedia is not comprehensive enough to meet most student needs. D. Dawson

Minimum requirements

Windows 3.1: 386DX; 256 colours

LEV: Middle primary Upper primary
 Lower secondary

AVAIL: \$79.00 Webster's

KLA: HSIE SCIS 858903

JENSON, Jo

Australian explorers. [series]

Boolorong, 1995 [994.02]

Each of these uses a biographical style accessible to competent readers with an interest in understanding the whole lives of explorers rather than simply looking up established facts about them. The language and concepts are reasonably sophisticated—an ironic tone used at times. Bold drawings have a pleasing, hand drawn effect and maps are uncluttered. The information presented considers the explorer's background and arrival in Australia, and looks at his achievements and personality in terms of his own times, and with the benefit of hindsight. The horrors and extreme difficulties of exploration in such a harsh environment are well documented. A facts page and glossary of terms and vocabulary are a useful addition. C. Frew

LEV: Upper primary Lower secondary
 Middle secondary

AVAIL: \$25.95 each

KLA: HSIE

Recent titles in this series are:

Burke and Wills SCIS 871156
Charles Sturt SCIS 863716
Edward John Eyre SCIS 863719
John Oxley SCIS 871153

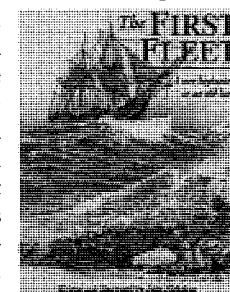
NICHOLSON, John

The first fleet: a new beginning in an old land.

Allen & Unwin (Little ark), 1995

ISBN 1864480173 [994.02]

Although many of us have studied the story of the First Fleet with countless classes, the remarkable story continues to fascinate and we are always on the lookout for fresh material. John Nicholson has given us such a resource. A quick look at the sub-headings immediately alerts us to interesting additions: **The living hell of Georgian England, What they left behind, The Iora people.** This book is not long but the author has given us a fascinating summation of a huge topic. The illustrations are of a similar calibre with their blend of historical detail and artistic flair. L. Williamson



LEV: Upper primary Junior secondary
 Middle secondary

AVAIL: Paper \$9.95

KLA: HSIE

EVAL: Highly recommended SCIS 859280

Australian culture. [videorecording]

Appleseed Productions, VIC, 1995? (The big issues) (37 min.)

ISBN none [994.06]

A collection of opinions from Australian journalists, politicians, writers, film makers and academics, this offers contrasting views on what Australian culture is. Issues examined include: Australia's cultural heritage; influences on present and future culture—Asia or America; and characteristics of Australian culture. The interviews range in quality of recording and presentation. Some issues raised could form the basis of research activities, for example, examining theories about Australia's elite sports representatives versus the tall poppy syndrome applied to leading scientists, entrepreneurs and politicians. A study guide listing recall questions from the video, suggested issues for debate and further research topics is included. F. Plummer

LEV: Middle secondary Upper secondary

AVAIL: \$70.00

KLA: English; HSIE SCIS 856025

PEDERSEN, Howard & WOORUNMURRA,

Banjo

Jandamarra and the Bunuba resistance.

Magabala, 1995

ISBN 187564119X [994.103]

This is the view from the other side of the looking glass of books like *Kings in grass castles*. As the people of the Kimberleys begin to crumple in the face of aggressive white occupation, an unlikely hero, Jandamarra, emerges from among the Bunuba. For several years, he conducts a skilful campaign of resistance and taunting evasion against the police. This is a powerful and confronting story—if sometimes over-told in language attempting to evoke a European style military campaign—recognising the resistance, the massacres, the random and unpunished murdering too long buried under historical silence. In reading this, you face some more of the unpleasant truths of Australian history, which need to be addressed as part of the reconciliation process. G. Spindler

AUD: Professional

LEV: Middle secondary Upper secondary

AVAIL: Paper \$24.95

KLA: HSIE SCIS 839167

BROWN, Shylie

Parramatta: a town caught in time, 1870.

Hale & Iremonger, 1995

ISBN 086806582X [994.4]

There is an eerie quality to this superb local history resource. Each page reveals another house, commercial premises, workshop or factory, often with its occupants frozen in front of it—more than a hundred images from a few days in 1870, when almost all of Parramatta must have paused in succession while photographer Beaufoy Merlin worked his way along street-by-street, building-by-building. Parramatta moved again afterwards, all of the people and most of the buildings now gone, but this freeze-framed moment remains. Working from a huge collection of (uncaptioned) magic lantern slides, the authors have selected, identified, painstakingly researched, fully captioned and presented this 'snapshot' of 1870 Parramatta. Maps and a short historical introduction support the photographs, along with an excellent architectural commentary and additional annotations and references for most plates. It is irresistible. G. Spindler

LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: \$34.95
KLA: HSIE SCIS 853632

Professional reading

Resources are in Dewey order.

SPLITTER, Laurence

Teaching for better thinking: the classroom community of inquiry.

ACER, 1995 [153.407]
ISBN 0864311435
"Why?"—the child's perennial question—can now be encouraged and guided into the development of a worthwhile thinking process. Splitter and Sharp's book is the philosophy behind developing philosophy in the classroom. The discussions involve the reasoning behind philosophy becoming a core subject in the curriculum, and ways to establish the "community of inquiry" in the classroom and methods of practice. The essential part played by information skills in lifelong learning is acknowledged, and how philosophical inquiry can support personal development by helping to foster self-esteem is shown. The book presents an exciting development in educational thinking. M. Hamlyn
AUD: Professional
AVAIL: Paper \$34.95 SCIS 846381

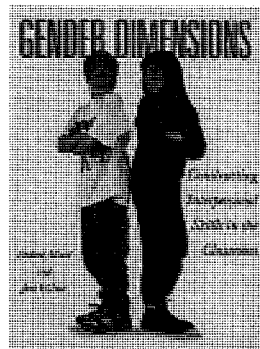
Citizenship and education.

/edited by Lyn Yates. La Trobe University, 1995 (Melbourne studies in education v.36 no.2)
ISBN 1863244220 [323.6]
A series of nine essays on citizenship was prompted by the report of the Civics Expert Group, commissioned by the Prime Minister in 1994 to look into the need to produce better informed citizens. The issues are discussed from many points of view, including historical and multi-cultural. There are attempts to define both "civics" and "citizenship" (and the degree to which it can be encompassed by a curriculum), and "youth". The current vocational basis of education is challenged. Such an informed series of essays should be of interest to those formulating the trends of educational curricula, and those studying them. M. Hamlyn.
AUD: Professional
AVAIL: Paper \$24.95 SCIS 867841

ALLARD, Anthea

Gender dimensions: developing interpersonal skills in the classroom.

Eleanor Curtain, 1995 [370.19]
ISBN 1875327347
Infants and primary teachers will find this a useful resource for building classroom behaviours and attitudes. The book is largely activity based, but each section is introduced by a chapter offering theoretical foundations. It is good to see a chapter devoted to the concept of change beginning with the teacher. The activities come with suggestions for appropriate grades. In each case, teachers are guided to think clearly about their own modelling of the attitude or behav-



our. The aim is to build a constructive learning environment, with a focus on communication, cooperative learning, problem solving and negotiation. Issues addressed include sexist language, unequal access to learning, resources, risktaking and assertiveness. Emphasis is given to the way classroom and lesson structures encourage or inhibit constructive learning and mutual understanding. M. Steinberger

AUD: Professional
AVAIL: Paper \$24.95 SCIS 833853

Computers and schools.

/ edited by Lawrie Shears. ACER, 1995 [371.3]
ISBN 0864311834
In 1995 laptop computers were introduced into three state and seven private schools in Victoria for a trial period. The findings of this project, which is a thorough and timely one, are detailed in this book, and make stimulating reading. There are interesting snippets: *Carmen San Diego* was the most popular piece of software in primary schools; *Microsoft Word* the most popular in high schools; and 46% of children have computers at home. The positive outcomes and problems are all listed. Overall, the response was that the laptops enriched teaching although management problems needed to be overcome. This is an invaluable resource for any school embarking upon a laptop project. L. Williamson
AUD: Professional
AVAIL: Paper \$24.95 SCIS 845853

LANG, Greg and BERBERICH, Chris All children are special: creating an inclusive classroom.

Eleanor Curtain, 1995 [371.9]
ISBN 1875327274
The mixture of theory, practical suggestions and short case studies to illustrate points, should prove very useful for schools which are integrating students with special physical and intellectual needs—and isn't that all schools? The scope of the work is so wide, the authors' attitudes so encouraging and positive, the style so free of jargon, and the layout so user friendly, that a great many teachers, faced with what might seem a daunting prospect, will be able to rely on this as a helpmate. The third part in this equation, the parents, may also find it worthwhile. F. Gardiner
AUD: Parents Professional
AVAIL: Paper \$24.95 SCIS 830344



GROUNDWATER-SMITH, Susan and WHITE, Vivienne [372.1]
Improving our primary schools: evaluation and assessment through participation.
Harcourt Brace, NSW, 1995
ISBN 0729509737

Teachers are learners too. The main focus of this book is evaluation and assessment, and that it should not be solely directed at student performance—teachers also need to constantly evaluate their own practices. Aimed at primary teachers, many of the issues canvassed in this book transcend all schooling. As educators, we operate in a learning community—the authors identify the various stakeholders. It is not a book for dipping into: the chapters are presented in a logical sequence, and it is rich in educational pedagogy and

practical applications. The excellent chapter on assessing children's learning is essential reading. There are many books available dealing with the issues discussed here. This book is all the more relevant because it has been written by and for Australian educators, with case study material taken from schools across the country. It is a practical book that has a place in every teacher reference collection. D. Dawson
AUD: Professional
AVAIL: Paper \$31.95 SCIS 854037

DUDLEY, Janice

The politics of education: Commonwealth schools policy 1973-95.

ACER, 1995 [379.94]
ISBN 086431177X
The text outlines the fundamental changes in Australian educational policy from the 1970s to the 1990s, analysing educational policy making, an overview of the Commonwealth Schools Commission 1973-88, and Commonwealth education policies for post compulsory schooling and training. These chapters examine the focus of political decision making in setting the future agenda for Commonwealth educational policy. The concluding chapter draws contrasts between the status of education in the 1970s and the economic rationalism of the 1990s where education and politics can no longer be separated. Three appendices, an index and a comprehensive bibliography of Australian educational research and reports complete the book. F. Plummer
AUD: Professional
AVAIL: Paper \$29.95 SCIS 857652

HOPPEN, Ken

Asian language laboratory: strategies for teaching Japanese, Mandarin and Indonesian.

Macmillan Education Australia, 1990?-1995? [407]
ISBN 073292569X
Presented as a collection of 40 activities, this is intended for teachers to use in introducing Japanese, Mandarin and Indonesian into the LOTE curriculum. It is also designed so that material could be reversed to teach a non-English speaking child English. Each activity includes teacher information on materials, lesson notes, translations of vocabulary in the three languages, and reproducible blackline masters. The activities are visually designed, interchanging the vocabulary for the three languages. The activities range in theme: greetings, family, body and face parts, and days and months of the year. A pronunciation guide in Japanese, Mandarin and Indonesian gives the English translation and phonetic pronunciation, aiding teachers with or without previous LOTE experience. F. Plummer
AUD: Professional
LEV: Lower primary Middle primary
Lower secondary
AVAIL: Paper \$31.95
KLA: LOTE SCIS 845511

Key literacy planning: planning and programming for literacy equity.

/edited by Marion Russell. Curriculum Corporation, 1995 [428.007]
ISBN 1863662782
The result of a project involving practising South Australian teachers, departmental experts and literacy specialists, this is a handbook for classroom teachers. The importance of literacy equity is stressed as it probes: the social and cultural diversity of children; language as a social practice; demands of key learning areas; and teaching strategies for using texts.

The format of the book imitates a working program, a planning framework, with KLA, documents, processes, text and context. Freely peppered with full page examples of set lessons, it is a guide in the planning and development of a program. Linguistic structures and a case study complete the publication. J. Watts
AUD: Professional
AVAIL: Paper \$29.00 SCIS 858105

MITCHELL, Grace L.

Common sense discipline: building self-esteem in young children. Stories from life.

Australian ed. Pademelon, NSW, 1996 [649]
ISBN 1876138009
Focussed on early childhood to middle primary children, this book looks at various issues and conflicts which can occur in a young child's life. It is organised in three main parts: **Today's family patterns and discipline**; **Integration and discipline**; and **Mistakes adults make**. Dramatised stories are used to portray the situations. These are followed by solutions and supportive suggestions for parents and teachers, and comment on adult mistakes. The issues are wide-ranging, incorporating some common problems such as: low self-esteem due to reading difficulties; teaching a young child to share; and family problems like the effects of divorce, moving etc. Although some of the suggestions could be useful in schools, the book would be more relevant in the home situation. J. Eade
AUD: Parent Professional
AVAIL: Paper \$24.95 SCIS 866199

PINDER, Brenda

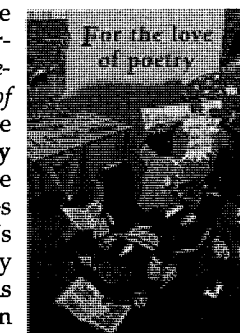
These our actors.

St Clair, NSW, 1995 [792.07]
ISBN 0949898562
A book of photocopiable drama activities for English teachers, this work contains short, minimum preparation activities, non-threatening for both students and teachers. The activities are designed to supplement discussion and written work within a classroom environment, and suggestions are made for text-based activities such as performance poetry and readers' theatre. Its usefulness is as a practical handbook, rather than a text or program. If there is any drawback, it could be that there is little direction for the beginner, save the format, which takes the reader through ice-breakers, concentration and trust exercises, improvisation and role play to text activities. J. Watts
LEV: Upper primary Lower secondary
Middle secondary Upper secondary
AVAIL: Paper \$19.95
KLA: CA; CPA; English SCIS 856414

TUNICA, Mandy

For the love of poetry.

PETA, 1995 (Literature support) [808.107]
ISBN 1875622152
In this very readable resource, the author urges promotion of 'pleasurable experiences which can develop a lifelong appetite for the reading of poetry'. Not only does she provide teachers with the answers to why and how they should do so, but she also outlines a variety of strategies and activities to help them. Tunica's love and enthusiasm for poetry shines through, yet the book remains practical and realistic—well within



the reach of the average classroom teacher, who may not have her background knowledge and experience. There are useful appendices on technical devices and poetic forms, a quite extensive select bibliography, and further reading references. It is a commendable book for every primary classroom practitioner. B. Richardson

AUD: Professional
AVAIL: Paper \$14.00 Members \$20.00 Non-members
KLA: English SCIS 855794

FOSTER, John
Australian children's literature: an exploration of genre and theme.

LIS Press, 1995 (Literature and literacy for young people : an Australian series 1)
ISBN 0949060321 [820.9]

Written by three lecturers from the University of South Australia, this book is a most comprehensive, up-to-date study of various genres and themes in Australian literature. Chapters detail such areas as: early Australian literature to 1890; Ethel Turner and Mary Grant Bruce; Aboriginal Australia; praise and fear of the bush; multiculturalism; urban issues; social history; family life versus individualism; a range of fantasy and humour; and popular literature. The book covers a multitude of well known authors and their works. All are comprehensively cross-referenced in author and illustrator, title and subject indexes. The final chapter contains a fascinating interview about the works of various Australian illustrators, with Peter McWilliams, a senior lecturer in art and design at the South Australian School of Art. This is essential reading for anyone interested in Australian literature. J.Eade

AUD: Professional
AVAIL: Paper \$45.00 SCIS 869335

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
- Colleen Foley, Review Editor
- Catherine Frew, Tumbarumba High
- Fay Gardiner, Katoomba North Primary
- Helen Gordon, secondary teacher-librarian
- Marion Hamlyn, Wollongong High
- Elizabeth Maxwell, Pennant Hills 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, secondary teacher-librarian
- Jenny Watts, Canowindra High
- Maryanne Williams, Moss Vale High
- Leigh Williamson, Buxton Primary

CORRECTION: *Eyewitness virtual reality: bird* (computer software), a CD-ROM reviewed in *Scan* Vol 15 No 2, costs \$59.95 not \$119.95 as noted in the availability statement.

REVIEWS SURVEY

To enable us to provide an ongoing quality service, we would appreciate your feedback on the reviews. Please complete the following brief survey and return to the address shown below.

1. How helpful do you find the reviews as selection aids?
 Very useful Useful Not useful
2. Do you feel there are any gaps in coverage, overall? Please detail.
3. In what areas would you like to see either more or less reviews, given DSE curriculum priorities?
4. Have you ever purchased an item based on a review and been disappointed? If so please state resource title, reason for disappointment and *Scan* issue if possible.
5. Do you have any further comments or suggestions?

Many thanks!
 Please return to:
 Ms Colleen Foley, SCIS Review Coordinator, Private Bag 3 (3a Smalls Road), RYDE 2112
 Phone (02) 808 9478 Fax (02) 808 9413

Childrens Book Council of Australia

Winners of the 1996 Book of the Year Awards are as follows:

Book of the Year: Older Readers
 Jinks, Catherine *Pagan's vows*. Omnibus, 1995 SCIS 846247

Honour Books: Older Readers
 Dubosarsky, Ursula *The first book of Samuel*. Viking, 1995 SCIS 828050

Hartnett, Sonya *Sleeping dogs*. Viking, 1995 SCIS 835334

Book of the Year: Younger Readers
 Moloney, James *Swashbuckler*. University of Qld. Press, 1995 SCIS 835286

Honour Books: Younger Readers
 Carey, Peter *The big Bazookley*. University of Qld. Press, 1995 SCIS 841942

Honey, Elizabeth *45 +47 Stella Street and everything that happened*. Allen & Unwin, 1995 SCIS 842914

Picture Book of the Year
 Oliver, Narelle *The hunt*. Lothian, 1995 SCIS 847484

Honour Books: Picture Book
 Baker, Jeannie *The story of rosy dock*. Random, 1995 SCIS 831458

Mattingley, Christobel (illus. Anne Spudvilas) *The race*. Ashton Scholastic, 1995 SCIS 831027

The Eve Pownall Award for Information Books
 Nicholson, John *The First Fleet a new beginning in an old land*. Allen & Unwin, 1995 SCIS 859280

Honour Books: Eve Pownall Award
 Kuchling, Gerald and Guundie (illus Guundie Kuchling) *Yakkin the swamp tortoise: the most dangerous year*. Chelonia Enterprises, 1995 SCIS 830342

Little, Douglas (illus David Francis and Donna Rawlins) *Ten little known facts about hippopotamuses and more little known facts and a few fibs about other animals*. SCIS 828920

ALIA School Libraries Section (NSW Group)

Introducing AliaS, the newsletter of ALIA School Libraries Section (NSW Group)

From the beginning of 1996, membership of ALIA School Libraries Section (NSW Group) brings with it the newsletter, *AliaS*, now in its third issue. It contains feature articles on developments in teacher-librarianship, on the issues the Section is addressing as a lobbying group, on outstanding practitioners, ALIA member news, and details and reports on professional development activities. There is an institutional subscription available to non-members at a cost of \$50 per year.

Schools Section events still to come in 1996:
Integrating the Internet into learning

This program will be repeated on 9th November. It is a minds-on rather than hands-on program, and issues to be addressed include integrating the Internet into the classroom, what makes an Internet site useful, Internet search engines, keeping tabs on Internet sites, and training and development implications of the Internet for teachers. Speakers and panel members include Bruce Rigby, of Classrooms of the Future Project, DSE, Victoria; Barbara Ferguson-Smith and Eleanor Igoe of Training and Development Directorate; and Katie Wilson of Macquarie University Library.

For further information, contact:
 Niki Kallenberger, Ph: (02) 9230 1603
 Michelle Ellis, Ph: (02) 9808 9488

Members first
 Non-members are welcome to attend the Section's professional development, with the proviso that places are allocated first to members. There is always a preferential rate for committee members, members, and as a general rule, we are offering assistance with travel costs to the first three country ALIA members who apply to our courses. Our seminars are available to be rerun in the country, if there is a demand. Please contact Andrew Barber on Ph: (02) 9519 1544 to find out what conditions apply.

Reading the future—ALIA biennial conference
 It may not be too late to register for the national biennial ALIA conference, *Reading the future*.

Dates: 6th–11th October, 1996
 Venue: World Congress Centre, Melbourne
 Cost: Full registration fee: \$520.00 Members \$638.00 Non-members \$300.00 Students
 Partial registration is acceptable.
 Contact: ALIA Secretariat
 C/- Convention Network
 224 Rouse Street
 Port Melbourne Vic 3207

Schools seminar
 Preceding the ALIA biennial conference, a schools seminar will be held, focusing on networking, outcomes education and collection management. Two panel sessions will be held to provide opportunities for discussion, and panelists include Bruce Rigby (Vic), Bronwen Parsons (Vic), Pru Mitchell (WA) Michelle Ellis (NSW), Ross Todd (NSW) and Chris Perry (Vic).

Date: Monday 7th October, 1996
 Venue: Victorian Arts Centre, Melbourne
 Cost: \$25.00 Members \$30.00 Non-members
 Contacts: Kris Johnstone: Ph: (03) 9596 6099
 Allan Thomas: Ph: (03) 9848 5174
 Sandra Ryan: Ph: (03) 9885 4501
 Cheques to: The Treasurer
 ALIA Schools Section (Vic Group)
 23 Tracey Street
 East Doncaster Vic 3109
 Make cheques payable to ALIA Schools Section (Vic Group)

ASLA (NSW)

Publications

Learning for the Future: Teachers' resource kit

This booklet, recently reprinted, takes the key points from *Learning for the future*, which was published cooperatively by ASLA and ALIA nationally, and expands them into useful strategies to implement the policies.

Real books for real readers

This new publication was launched at the recent ASLA (NSW) biennial conference, and provides insights and ideas to encourage reading through the whole school community. Of particular interest is a current list of fifty best books for years K-10.

Enquiries: Pauline Tipping
Sadleir Primary School

1-2-1 project

The 1-2-1 project was set by ASLA(NSW) to assist isolated or special needs teacher-librarians to acquire skills and knowledge through visiting or hosting a best practice colleague. The association supplies funding for release of these staff members and has the approval of each of their Principals. The first recipients of 1-2-1 funding were Anne Smith of Melville High School, Anthea Scholes of The Entrance High School, and Julie Smith of Macksville High School.

Libraries on the move

Date: Saturday, 26th October, 1996, 9.30am-3.30pm
Venue: Commencing Tara Anglican School, North Parramatta, and visiting a series of nearby schools throughout the day, concluding at Girraween Primary School.

Keynote address: Lyn Hay, Charles Sturt University

Cost: \$45 Members
\$60 Non members
\$80 For two non-members

Contact: Gayle Follan—Ph: (02) 9631 3650 (work)
(02) 9674 6484 (home)

The John Hirst award

The John Hirst award is presented annually for services to school libraries and teacher-librarians within New South Wales. Nominations forms are available in *Teacher & Librarian*, the journal of ASLA(NSW), or from Jan Radford, P O Box 1336, Parramatta 2124. Nominations for the 1997 award should reach the association by 31st October, 1996

1997 Catholic secondary teacher-librarians' biennial conference

The theme of this conference is *Minders, mentors or magicians? Teachers at the crossroads*. Speakers, workshops and trade fair will focus on issues relevant to Principals, coordinators and teacher-librarians. Guest speakers will include Alan Bundy, University Librarian, University of Adelaide, who will bring an international perspective to information literacy.

Venue: Mercure Grand Hotel
Bowral Heritage Park
Bowral.

Dates: 3rd-4th August, 1997

Contacts: Karlene Carroll
Ph: (042) 564388
Sue Stuckey
Ph: (042) 852877

From the districts

Queenbeyan

An additional OASIS support group was established last year to cater for the southern part of the Queanbeyan District. Details are as follows:

Title: Queanbeyan OASIS Library training and development group

Key functions: To provide support and professional development for teacher-librarians in the southern area of Queanbeyan District. The group meets once per term at a school in Queanbeyan.

Contact: Donna Franklin
Bungendore Primary School

Riverina

RivPat is the Riverina professional association of teacher-librarians. The association holds an annual conference and AGM, and produces a newsletter, *RivPatter*. The next AGM and conference will be held in November, 1997. The RivPat executive is currently based at Wagga and consists of the following people:

President: Shirley Sinclair
Forest Hill Primary School

Scan promotes
information literacy.
We welcome articles about
successful programs for
information skills
development, both primary
and secondary, particularly
in an electronic
environment. Please
contact the Editor
on ph.:
(02) 9808 9501
or fax:
(02) 9808 9413

Treasurer: Jill Kohlhagen
Ashmont Primary School
Secretary: Margaret Morison
June High School
Publicity officers: Therese Quinn
Mount Austin Primary School
Sue Webb
Wagga Technology High School

St. George

The St. George teacher-librarian professional network recently met at Mortdale Primary School, and had a speaker from Starfish Publications who publish books written by children. Primary and secondary teachers broke into separate groups to discuss their distinct issues and offer professional support and ideas.

The St. George OASIS/technology users' group met recently at Lugarno Primary School. Sessions for beginners were presented as well as sessions for more advanced users, including Circulation for Beginners, Periodicals, and the ever popular Q & A session. Dennis Stewart presented a workshop on using Report Generator.

Western

AdLib etc is the journal of the Western Districts (NSW) teacher-librarians' association. It is published each term and contains conference reports and many practical teaching ideas, for example, Term two's issue featured a terrific original Book Week song. Subscriptions are \$25 per annum.

Subscriptions: *AdLib etc*
C/- Orana Education Centre
212 Darling Street
Dubbo 2830

Other enquiries: The editor—Margot Lindgren
Teacher-librarian
Coerwull Primary School
Ph: (063) 51 3106

ACPAD needs your surplus publications

The Australian centre for publications acquired for development (ACPAD) was established in 1982 to collect quality surplus books and journals in Australia for distribution to tertiary institutions in Southeast Asia and the Pacific. ACPAD is seeking donations in the following areas:

- ESL and graded English language readers, if published after 1980
- English language dictionaries.

Contact: Robyn Stokes or Anne Fitton
Ph: (06) 285 8222
Fax: (06) 285 3036
email: acpad@idp.edu.au

Subscribing to Scan in 1997

Please see the 1997 **Scan** subscription form which accompanies this issue as a flyer. The 1997 rates for subscribing to **Scan** are as follows:

NSW government schools: \$50.00 (plus \$4.00 postage and handling charge)

Non NSW government schools, NSW non government schools and private subscribers: \$55.00 (plus \$4.00 postage and handling charge)

Overseas subscribers: \$60.00 (plus \$8.00 postage and handling charge)

The discount of \$5.00 for NSW government schools is a recognition of the curriculum support provided to these schools by Curriculum Directorate, NSW Department of School Education.

The private subscription rate has been \$45 for the last five years, and the NSW government school subscription rate has been \$45 for the last three years. The price rises for 1997 reflect the increasing costs of producing a higher quality **Scan**.

Thank you for your support of Scan!

RESOURCES 15/3: TITLE

- 40 five-minute maths activities suitable for primary school students, little or no preparation required. 69
- All about. [series] 80
- All children are special: creating an inclusive classroom. 82
- All of me. 61
- Almost Wednesday. 60
- Another holiday for the prince. 59
- Asian language laboratory: strategies for teaching Japanese, Mandarin and Indonesian. 83
- Atmospheric circulation. [videorecording] 71
- Australia's best. [series] 67
- Australian adventure activities. [computer software] 78
- Australian art and artists. 75
- Australian children's literature: an exploration of genre and theme. 84
- Australian culture. [videorecording] 81
- Australian explorers. [series] 81
- Australian universities and career guide. 69
- Australian women's directory. The 66
- Bad behaviour. 58
- Banking on the future. [videorecording] 68
- Being Brandie, being twelve. 61
- Bindi. 55
- Biologica. [computer software] 71
- Blackboard bear: four little stories. 54
- Bollygum. 50
- British Museum dictionary of Ancient Egypt. 79
- Bruno and the crumhorn. 58
- Buildings. 75
- Caleb. 54
- Captain Skywriter and Kid Wonder. 55
- Carl Sandburg. 61
- Chris Burke: actor. 77
- Chronicle of the cinema. 77
- Citizenship and education. 82
- Common sense discipline: building self-esteem in young children. Stories from life. 83
- Companion to theatre in Australia. 77
- Computer dictionary for kids - and their parents. 63
- Computers and schools. 82
- Craftpax activity pack. [computer software] 75
- Dear author: students write about books that changed their lives. 65
- Death comes to dinner. 56
- Design and make it in metal. 74
- Designing for the market: a new life for Helen? [videorecording] 74
- devil latch. The 58
- dictionary of symbols in art. The 74
- Different voices. 58
- Digging up the past. [series] 71
- Discovering the yellow house: researching art history for essays and exams. [videorecording] 75
- dragon in the family. A 56
- Dyirbal song poetry: the oral literature of an Australian rainforest people. 63
- Easter bunny that ate my sister. The 56
- Eating. 73
- Edwina the emu. 51
- emperor who hated yellow. The 50
- Encarta 96 encyclopaedia. [computer software] 65
- Encyclopedia of Australia 1996. [computer software] 80
- Everyday maths. [series] 69
- Expressing our culture: Aboriginal and Islander art. [videorecording] 75
- Famous campaigners for change. 67
- Finding it on the Internet: the Internet navigator's guide to search tools and techniques. 64
- Finding out: information literacy for the 21st century. 65
- first fleet : a new beginning in an old land. The 81
- Five minutes' peace = Bes dakikalik huzur. 52
- Follow the moon. 53
- Follow the rabbit-proof fence. 60
- Food preservation. [videorecording] 74
- For the love of poetry. 83
- Fossils! 62
- Foxspell. [sound recording] 57
- From one to one hundred. 53
- Frontline: the story behind the story behind the stories. 77
- game is up! [videorecording] , The 78
- game. The 52
- Gender dimensions: developing interpersonal skills in the classroom. 82
- Gerald Durrell: the man who built the ark. [videorecording] 71
- Getting court: understanding legal consequences. [videorecording] 68
- ghost dance. The 51
- ghost followed us home. The 55
- golden kangaroo. [kit] , The 53
- Good food for kids: beyond the jam sandwich: healthy food ideas for children aged 5-12 years. 73
- Green air. 52
- Greenpeace campaigning manual. 68
- hare and the tortoise. The 51
- heart's wild surf. The 59
- Hercules. 52
- Hiroshima. 57
- History of film. 77
- How many green ice creams? 69
- Human Rights Act: sexual conduct: a case study in changing the law. The 67
- "I don't care!" said the bear. 53
- Images. 74
- Improving our primary schools: evaluation and assessment through participation. 82
- In our own day. 59
- Indigenous Australians: an Aboriginal community focus. [computer software] 66
- Internet dictionary. The 63
- Internet voyeur. The 64
- Internet: communicating with people around the world. [videorecording] , The 63
- Is there room on the bus? a round-the-world counting story. 52
- Issues in the news. [computer software] 79
- it's all done with mirrors. 71
- It's terrible Tuesday. 57
- Jandamarra and the Bunuba resistance. 81
- Jenny on canvas. 56
- Johnny Hart's heroes. 60
- Johnny wombat. 51
- Kate's giants. 50
- Key literacy planning: planning and programming for literacy equity. 83
- Killer boots. 59
- Knock knock who's there? 51
- last noo-noo. The 52
- last refuge. The 57
- Line dancing especially for kids. [sound recording] 76
- Little wombat. 51
- Look what I've got! 50
- Looking around: an environmental history of the Hawkesbury-Nepean catchment. 68
- Lucky break. 59
- Madeleine the mermaid and other fishy tales. 55
- Magic bean. [series] 56
- Math wizardry for kids. 78
- Medieval quest. 79
- Mermaids. 53
- Miss spider's wedding. 51
- Mortal instruments: poems 1990-1995. 61
- moustache. The 58
- mouthful of feathers. A 57
- Multipedia. [computer software] 65
- My first body book. 73
- National parks of Australia. [computer software] 79
- Natural wonders of Australia. [computer software] 79
- Nervous arcs / The body in time. 61
- Netscape navigator. 64
- news they didn't use. The 60
- Night creatures. 72
- Nightmare in 3-D. 55
- Now I know. [series] 72
- Olive Cotton: photographer. 76
- Olympic gold: a 100 year history of the summer Olympic Games. [computer software] 78
- other side of silence. The 59
- Our Asian neighbours. 80
- Our solar system. [computer software] 70
- Out of the closet and into the classroom: homosexuality in books for young people. 64
- Out: stories of lesbian and gay youth. [videorecording] 67
- Outlaws. 68
- Parramatta: a town caught in time, 1870. 81
- Peoples under threat. [series] 80
- Playing the past : three plays by Australian women. 62
- politics of education: Commonwealth schools policy 1973-95. The 83
- Put on a show! 50
- Radioactivity. [videorecording] 71
- Ralph S. Mouse. [sound recording] 54
- Read and wonder. [series] 72
- Ready or not. 60
- Reef, palm and star: poetry from nations of the Pacific. 61
- Risks. 60
- Rock music essentials. 77
- Running away from home. 50
- Same difference. 55
- shape of things. The 70
- Simple machines. [videorecording] 73
- Simple science. [series] 70
- Spitting McDrew. 54
- Spitting chips. 62
- spooky story. [series] , A 56
- Stage fright plays based on the stories of Paul Jennings. 62
- story of the dancing frog. The 54
- Stress and your child: helping kids cope with the strains and pressures of life. 73
- Student art: a case study. [videorecording] 76
- Sugar slaves. [videorecording] 67
- sun is rising. The 59
- Sun, Earth, Moon. [videorecording] 70
- Tabby's C.A.T. 54
- Tashi and the giants. 55
- Teach yourself calculus. [computer software] 70
- Teaching for better thinking: the classroom community of inquiry. 82
- These our actors. 83
- Thief! 57
- Topic box. [series] 69
- Totally gorgeous. [computer software] 73
- Toys through time. 74
- Tropical beat. [videorecording] 76
- Ty Daring and the billion dollar nose. 54
- Understanding the art of Brett Whiteley. [videorecording] 75
- Uppity women of ancient times. 66
- Victorian life. [series] 66
- Warmer bulletin. [periodical] 68
- Web.guide. 64
- What's it like to be a fish? 72
- Where ya' been, mate? 62
- Whispers in the graveyard. 58
- Who stole the pie? 50
- Willis and the echo. 53
- Wizard classroom dramas. [series] 62
- woman's voice: conversations with Australian poets. A 78
- Women in development. [videorecording] 66
- Women world leaders: fifteen great politicians tell their story. 67
- Worldfocus. [series] 80
- You can do thousands of things with string. 76
- You can surf the Net! 64
- young person's guide to music. [kit] , A 76

RESOURCES 15/3: AUTHOR

- Addy, Shaun 79
- Ahlberg, Allan 40
- Albiston, Jordie 61
- Aldous, Jules 67
- Alexander, Martha 54
- Allard, Anthea 82
- Allen, Traudi 75
- Ardley, Neil 76
- Aston, Manuel 62
- Austin, Virginia 50
- Ball, Duncan 54
- Bates, Dianne 57
- Berberich, Chris 82
- Blackman, Malorie 57
- Blake, Quentin 54
- Borman, Jami Lynne 63
- Breslin, Theresa 58
- Brown, Andrew 77
- Brown, Shylie 81
- Browne, Anthony 50
- Brownie, Anthony 51
- Carr-Gomm, Sarah 74
- Cheek, Julianne 65
- Clark, David 69
- Cleary, Beverly 54
- Clement, Rod 51
- Clyde, Laurel A. 64
- Cormier, Robert 58
- Cotton, Olive 76
- Crew, Gary 54
- Crumlish, Christian 63
- Cullimore, Stan 54
- Davis, John 71
- Dawe, Bruce 61
- Dickson, Peter 69
- Didgy, Jenny 78
- Dixon, R.M.W. 63
- Dodds, Dayle Ann 70
- Dubosarsky, Ursula 58
- Dudley, Janice 83
- Durant, Alan 54
- Edmiston, Jim 50
- Edmonds, Helen L. 80
- Elbos, Stephen 55
- Fahey, Diane 61
- Fairbairn, John 55
- Fienberg, Anna 55
- Fleming, Gary 55
- Flenberg, Anna 55
- Flynn, Warren 58
- Foster, John 84
- French, Jackie 53
- Fulloon, Sandra 66
- Gascoigne, Marc 64
- Geraghty, Helen
- Monsoon 77
- Giffard, Hannah 52
- Gilster, Paul 64
- Gordon, Maria 70
- Gray, Nigel 50, 69
- Gregory, Valiska 50
- Grindley, Sally 51
- Groundwater-Smith, Susan 82
- Hartnett, Sonya 58
- Hatherley, Shella 80
- Hatrick, Gloria 55
- Hegarty, Maggie 74
- Hewitt, Sally 72
- Hillis, Anne 73
- Hoppen, Ken 83
- Horniman, Joanne 58
- Howard, Jim 64
- Hyde, Michael 55
- James, Ann 55
- Jenkins, Wendy 59
- Jenson, Jo 81
- Johnson, Stephanie 59
- Jolly, Elizabeth 59
- Jones, Carol 51, 71
- Karpin, Matthew 59
- Kehret, Peg 55
- Kelleher, Victor 51
- Keller, Holly 72
- Kenda, Margaret 78
- Kirk, David 51
- Knowles, Sheena 51
- Koller, Jackie French 56
- Lang, Greg 82
- Laslett, Stephanie 56
- Leon, Vicki 66
- Liswood, Laura A. 67
- Lloyd, Cheryl 53
- Lobban, Marjorie 64
- Macfarlane, Barbara 56
- Mahy, Margaret 59
- Manger, Jason J. 64
- Mansell, Chris 51
- Marney, Dean 56
- Masson, Sophie 59
- McLerran, Alice 51
- McMullan, Nigel 56
- Measday, Stephen 60
- Metzenthen, David 60
- Miller, David 76
- Miller, Marvin 56
- Mitchell, Grace L. 83
- Morgan, Nina. 67
- Morris, Jill 52
- Muir, Lindsay 52
- Murphy, Jill 52
- Murray, Peta 62
- Nicholson, John 81
- Noonan, Diana 52
- Oktober, Tricia 52
- Owen, Annie 69
- Oxlade, Chris 74
- Parker, Jeffrey 57
- Parker, John 57
- Parkinson, David 77
- Pedersen, Howard 81
- Penny, Malcolm 72
- Pfeffer, Wendy 72
- Piers, Helen 52
- Pilkington, Doris 60
- Pinder, Brenda 83
- Rice, Melanie 73
- Richardson, Robert L. 64
- Rogers, Gregory 50
- Rollinson, Julie 75
- Rood, Lydia 57
- Rosa, Bernard 53
- Rosen, Sue 68
- Roy, James 60
- Rubinstein, Gillian 57
- Sandeman, Anna 73
- Shaw, Ian 79
- Singleton, Glen 53
- Sloat, Teri 53
- Splitter, Laurence 82
- Stewart, Maureen 61
- Stone, Penelope 73
- Tiley, David 68
- Tucker, Mary 61
- Tulloch, Richard 62
- Tunica, Mandy 83
- Valentine, Garrison 53
- Vignozzi, Alessandro 75
- Weeks, Sarah 53
- Wellington, Craig 53
- West, Colin 53
- Westenberg, Cheryl 51
- Wharton, Herb 62
- White, Joanna 75
- White, Vivienne 82
- Williams, John 74
- Womersley, Judith. 80
- Woodruff, Alan 76
- Rosa, Bernard 53
- Rosen, Sue 68
- Roy, James 60
- Rubinstein, Gillian 57
- Yep, Laurence 57
- Youngs, Bettie B. 73