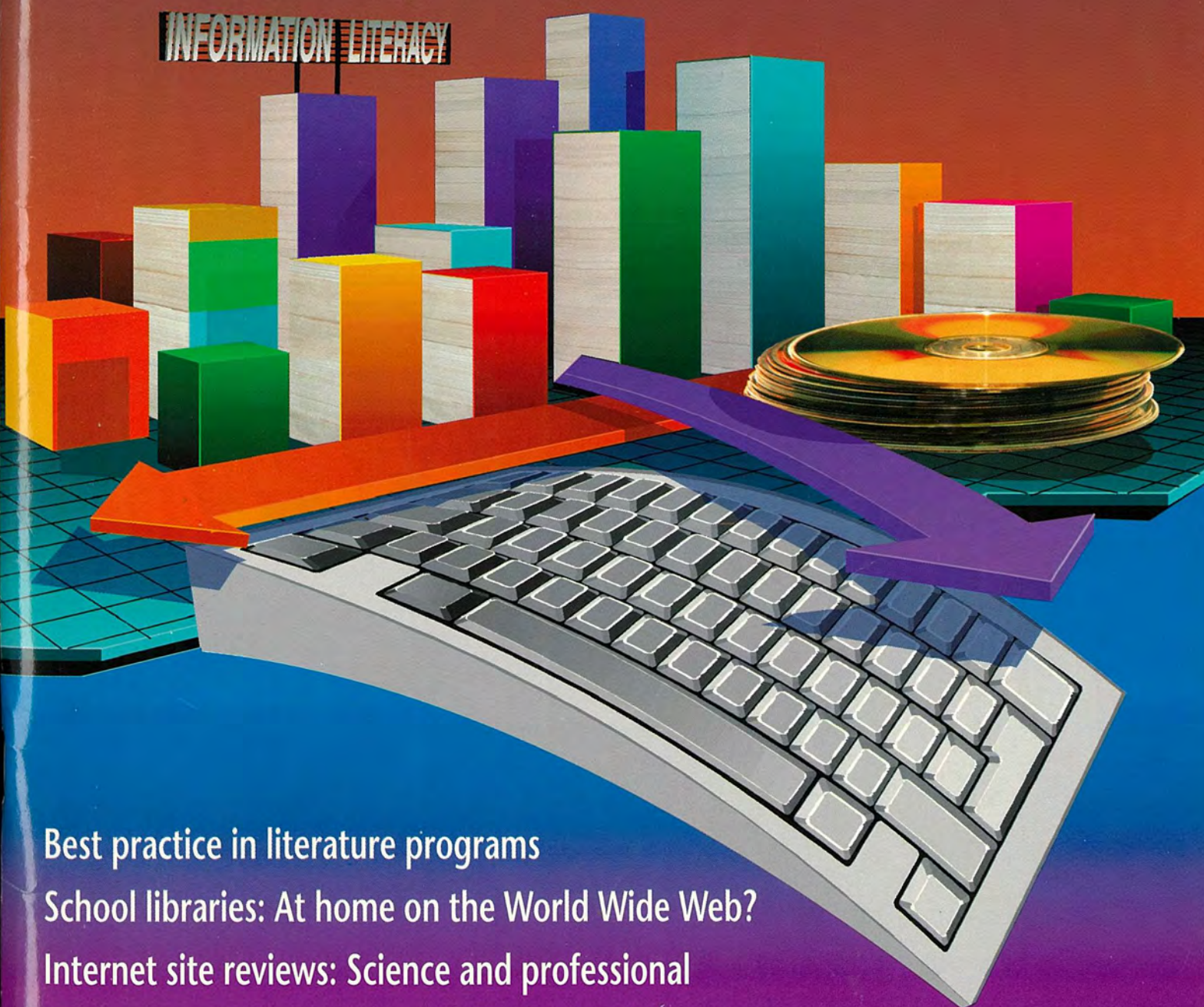


# SCAN

Curriculum Resources and Information Services



Best practice in literature programs

School libraries: At home on the World Wide Web?

Internet site reviews: Science and professional

The teacher-librarian as member of school executive

Research columns: Students use the Internet

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Welcome to the last *Scan* of 1996, written in mid-October, when thoughts turn to rolling out the lazy, hazy, crazy days of summer, instead of rolling out the Internet! This *Scan* has been *The Quick One*—where the *Scan* team has been in an editing frenzy, racing each other to the deadline. Colleen Foley, SCIS review coordinator—*harc extraordinaire*—won the race, but here comes the tortoise, BLTN (*Better Late Than Never!*).

Why the speed, you may ask? The third issue of *Scan* this year was *The Slow One*—which suffered every blow and setback imaginable in its creeping progress towards being in schools. Let's hope *The Quick One* leaves readers speechless with its speed, accuracy, and scintillating content!

What's in it! An end of year flavour emphasises literature. Barbara Poston Anderson writes on the importance of story; students reflect on what their choices would have been in the Children's Book Council awards; the best practice series looks at the creative uses RFF is put to at Wyong Primary School to run whole-grade literature programs, and at a wide reading program on *The Holocaust* at St. Clare's College, Waverley.

To support the rolling out of the Internet, we have our ongoing feature, **Internet site reviews**, this time of Science and professional resources. Anne Clyde writes on the need for teacher-librarians to be involved in the design, content and ongoing maintenance of the school and school library home page. Judith Anderson of North Sydney Demonstration School writes on the development of Internet use in her school and its implications for primary student users. Lastly, Ken Dillon of Charles Sturt University writes on the management of student access to the Internet, addressing such issues as just how much inappropriate material there is on the Internet, and coping mechanisms such as *Acceptable Use Policies*.

To support teacher-librarians aspiring to promotion, we have an article from Anne Franklin, of Model Farms High School, writing on the steps she took to becoming a member of the school executive, and how this has affected her functioning as a teacher-librarian.

Lastly, featured in **Research Columns** is the action research carried out by Ross Todd and Celeste McNicholas at Marist Sisters College, Woolwich, on student use of the Internet in context of a research assignment, which highlights an even greater need for an information skills infrastructure, and for research tasks which are structured to encourage higher order cognitive skills when using electronic information sources. Ross makes the case for teacher-librarian involvement in action research to raise the profile of the role and to work within a team towards providing the best learning environment for students.

There is an ongoing for need teaching staff with expertise in Key Learning Areas and/or across curriculum perspectives; excellent writing skills; demonstrated understanding of DSE curriculum priorities and demonstrated ability to meet deadlines to join the panel of reviewers from across the state. At times, reviewers who can specialise in a particular area such as Internet sites, dual language materials including picture books, or a particular KLA, are also sought. If you are interested, please contact:

Colleen Foley  
SCIS Review Coordinator  
Fax: (02) 9808 9413

Merry Christmas!  
Lee FitzGerald



Michelle Ellis is Senior Curriculum Adviser, Libraries and Information Literacy



### Agenda '97

By now all schools will have received copies of *Agenda '97*. To quote directly from the Agenda "These are the priorities for the New South Wales public school system for 1997. They build on the initiatives announced for 1996 and represent the continuing implementation of the Government's policy agenda". *Agenda '97* is the basis for school plans in 1997 and therefore the basis for school library planning.

Priorities which have specific relevance for school libraries include:

- Literacy in both primary and secondary schools
- Implementation of mathematics K-6
- Citizenship
- Fitness
- Effective classroom practice
- Technology, including support materials on learning through technology.

School library planning will need to support teaching and learning programs and student and staff information needs in these areas.

The emphasis on excellence in teaching and learning in *Agenda '97* has major implications for our role as teacher-librarians. School library teaching and learning programs need to show that we have a positive impact on student learning. It is important that we work with the *Information skills in the school* document in our schools and collaborate with classroom teachers in implementing information skills. The planning and implementation of teaching and learning programs in information literacy need to be informed by the latest research. *Research Columns*, which is now an established section of *Scan*, emphasises research which can be translated into classroom practice particularly in the area of information literacy.

The second area of emphasis of *Research Columns* is promotion of action research by teacher-librarians in the area of information literacy. The article by Ross Todd and Celeste McNicholas is included in this issue as a model for an action research program which can be undertaken by the teacher-librarian. The results of the action research can then be translated into your teaching and learning program.

### Professional Networks

I have written about networks in each issue of *Scan* and emphasised their importance in delivering professional development and support for teacher-librarians. *Agenda '97* is as important for networks as it is for schools and school libraries. The executive of these committees need to look carefully at the *Agenda '97* priorities and organise professional development around these priorities.

I have written in other issues of *Scan* about the professionalism and enthusiasm of the District networks. Two recent visits in the North and South of the state again illustrated the professionalism of these groups. A visit to

Guyra Central School in the Armidale District showed the value of involving a number of State office personnel, in this case myself, the SEO2 Curriculum and Training and Development, and the Technology Adviser. This district group also had the excellent idea of involving a Principal in their executive committee planning of the professional development program for the meetings.

Following a District teleconference with the network arranged by the District SEO2, I went to the Queanbeyan District to meet with the executive committee of the network and the SEO2 Curriculum and Training and Development. This provided some excellent ideas which other networks might like to follow. They looked at the needs of the group and developed a strategic plan to address these needs.

As a result of the planning they have a new name, a newsletter, a major 1 day conference for next year, an invitation to the Principals' groups to nominate a Primary and a Secondary principal to participate in the planning of the professional development (thank you, Armidale, for the idea), and an avenue for suggesting workshops on information literacy at principal conferences. I will be teleconferencing regularly with this executive group which is an excellent way of maintaining contact between groups and the support services provided by the Department.

### ALIA Biennial Conference "Reading the future"

I was fortunate to be able to attend and talk at the ALIA biennial conference in Melbourne at the beginning of October. The conference had a number of highlights including: the teacher-librarian day which looked at the effect of outcomes on our role as teacher-librarians; a presentation by the ALIA Board of Education which is looking at the education needs of teacher-librarians; sessions which looked at the latest research; and keynote speakers examining such diverse subjects as the needs of Aboriginal library users, and the National Library Distributed Collection.

One of the principal benefits of such a conference is the opportunity to meet with professionals from all sectors of the information industry. It is important that school libraries are part of this wider information network. The next conference will be in Adelaide in 1998.

As this is the last issue for 1996 I wish everyone a productive end to 1996, a Merry Christmas, and a safe and happy New Year. I look forward to hearing from all of you in 1997. ■

### The role of the District Office Technology Adviser

Andrew Gunn is Assistant Manager, School Technology, Technology Directorate.

Since Term 2, 1996, the support for use of computers in schools and administration of the Department of School Education has changed significantly. This change is reflected in the creation of a new position under the recent restructuring—the District Office Technology Adviser.

There are 40 Technology Advisers employed within the DSE—one for each District office. They perform a broad range of duties which includes provision of technical advice on local area networks, hardware, software, communications and technology purchases. One of the areas of support provided by Technology Advisers which schools are finding useful is assisting schools to develop technology plans. The Advisers also assist with implementing the Government's *Computers in schools* policy including the current Internet project.

There is also a role which Technology Advisers play in conjunction with curriculum consultants to support curriculum in schools. The current TILT project involves them in providing technical advice as it relates to use of computers in the classroom by students and teachers. The Technology Adviser is also responsible for coordinating, planning, preparing and delivering technology training within districts, in conjunction with the Training and Development Directorate.

Finally, it is the Technology Adviser who is primarily responsible for support of the computers and networks running within the District Office.

The Technology Adviser position demands a high degree of technical expertise while also requiring an understanding of how computers integrate into schools and in administration. It was created in order to provide accurate, consistent and quality advice to schools, operating through a client-focused perspective. ■

# Telling tales: or what storytellers say about story

Associate Professor Barbara Poston-Anderson from the Department of Information Studies, at the University of Technology, Sydney, and Lea Redfern, UTS Summer Scholar, describe the benefits of storytelling.



**T**wenty-four storytellers interviewed in our recent research study on *The value of told story today* urge us all to "tell tales!" The benefits of doing so for educators are extensive.

### Enriches understanding and meets different needs in listeners

Story both frees the imagination and helps make sense of reality. The perspective which a story provides can enrich understanding of everyday events. As one storyteller explains, 'Most stories are about things that matter, that lie deep within us and are reinterpreted in story form' (Shapiro). As a

result, stories have the power to move us and shape how we feel, think, and act.

According to the tellers, story can meet a range of needs. 'People take from any story what they're ready for at the time' (Philp). Story's flexibility means that all listeners hearing a tale may not take away the same meanings. As one storyteller expresses it: 'You build a raft. That's your story... you invite passengers on, but then they take over. And what's more, they've brought flags with them... and little bits of cubby houses and stoves... They're going almost in a different direction. You're still there... but you're only second in command. The audience is sitting there in their own story. All you're doing is getting them

there and back again' (Hungerford). Thus, any one story can fulfill different needs depending on who's listening.

Likewise, the value of a particular story may change and grow as the listener does. At a later point in life, a person may revisit a childhood story for the values, insights, and 'anchor points' (Powell Davies) it provides. As the life experience of individuals deepens, so too does the value of those stories which are of key value to them. That is why telling stories to children is so critical. The great stories of the world provide many experiences on which we all can draw in facing life's challenges. However, in order to use this mythic source for strength and support, as children and as adults, we must have heard the stories in the first place!

### Connects head and heart

Stories are accessible. They can be told anywhere. Young people do not need to know how to read or write or use the computer to hear stories. Yet story can open them to worlds beyond what they already know and serve as an effective learning resource. A storyteller draws on the power of the imagination and shapes information into story within an entertaining framework. This infotainment touches deeper than logic because it taps into an emotional base that we all have as humans. 'The head senses connect to the gut senses' (Clare), focusing listeners' attention and making for a memorable and meaningful interaction. As one storyteller contends, 'If more people spoke in stories, a lot more people would learn' (Allan).

### Encourages understanding

Stories then have that ability to rivet attention, 'to get a message across', (Dudley) while at the same time providing 'gentle wisdom' (Cargill) and 'empowering' the listener (Bellingham). Interactive stories help young people develop their oracy skills—the ability to speak and listen to others, and foster 'literacy skills and a love for reading' (Ingram).

When children are introduced to tricksters, shape-shifters, heroes and other beings who people story landscapes, most of them develop an insatiable curiosity to find out more. This leads children to imagine, invent, read, draw, dance, sing, and even story-tell themselves. Told stories can become bridges to the arts, technology, improved oracy and literacy.

### Builds community

Stories, too, are key building blocks in developing a sense of communality among people. Individuals can discover not only their own self-identity through exploring their family and personal stories, but they can begin to connect with others and, in the process, build community. In fact, storytellers define community as 'a group of people that have shared stories' (Shapiro), with story being 'the soul of [that] community' (Clare).

Stories also help us learn about other cultural groups. 'To come in touch with another culture is to sit down and talk stories' (Clare). While at one level, story content may differ from group to group, at another level, stories reveal our common humanity. Story brings with it understanding and often healing. 'We're not self-contained. We're not an island.

We need to be connected. That's what story does' (Clare). Story links people together.

Story can be viewed as a legacy passed from one generation to the next. 'Storytelling isn't just today. You are also thinking about the future and making sure the stories are handed down... as they traditionally were in the past' (McLeod). Again expressed as a metaphor, storytelling is bridge building because 'you're putting the bolts into place in the foundations [of the bridge] to cross the chasm, whatever the chasm happens to be' (Ellis). Story bridges gaps linking various times, places, and cultures.

### In summary

Overall, the storytellers in our research encourage the use of story as a means of relating, sharing, educating, and entertaining. Stories assist us in understanding ourselves, others, and the world in which we live. Sharing stories helps us make these essential connections. 'It is not the complex stuff of life that helps us to relate to each other. Instead it's the very simple things that our human nature knows about, such as story' (Clare). The tale well told can benefit and delight both educators and children. Telling tales can take us all to many unexpected places. Our research suggests it is worth the travelling time.

With special thanks to the following storytellers for their insight and ongoing commitment to storytelling:

Moses Aaron, Patsy Allan, Daryl Bellingham, Burnum Burnum, Jenni Cargill, Chardi Christian, Dennis Clare, Berice Dudley, Janice Edwards, Grahame Ellis, Peter Hall, Julie Halpin, Brian Hungerford, Frances Ingram, Helen Mackay, Pauline E. McLeod, Miranda Mills, Dennis Murphy, Meg Philp, Barbara Poston-Anderson, Gawain Powell Davies, Zoe Robb, David Shapiro, Yuri.

### REFERENCE:

Hillman, James 'This question of images', in *SAGA: Best new writings on mythology*, vol.1, edited by Jonathon Young. White Cloud Press, 1996 ■

**'If more people spoke in stories, a lot more people would learn'.**

(Allan)

# Using *Scan* in schools



Lee FitzGerald is editor, *Scan*.

At many of the professional development days for teacher-librarians there is a strong sense of preaching to the converted. Attendees are nearly all teacher-librarians. Whilst there is often group identification of issues and suggestions for addressing issues right at the cutting edge in teacher-librarianship, there is a limit to what can be achieved when the other key players in the information literacy community in a school are not there—in particular, Principals, and also computer coordinators and teachers. The messages are not being shared with the people who empower their acceptance in schools.

There may be the same problem with *Scan's* readership. We present articles illustrating best practice in the role of the teacher-librarian, and in the practice of information literacy, information technology, and management. Our primary readership of teacher-librarians is thus informed of the best in current thinking, practice and research. But the people who can empower and enrich our roles—Principals, computer coordinators and teachers—may not be reading *Scan*. They need to be reading *Scan*. I know that many teacher-librarians do photocopy relevant articles for the Principal and other teachers, and use *Scan* articles to support presentations made at staff meetings, but there is a need for more use of *Scan* in schools.

## How does it advantage the teacher-librarian if other members of staff read *Scan*?

*Scan* should be read widely in the school, by all involved in information literacy—Principals, computer co-ordinators, and other teachers. By encouraging wide readership of *Scan*, we can make it much more likely that the role we see for information literacy and for ourselves as leaders in the

process of helping students achieve information literacy in the widest possible context will be facilitated. Our goals need the vision of the school community to make them happen, and the process of creating an information literate community requires collaboration with the other partners in this process—Principals, computer coordinators and teachers.

## What's in *Scan* for the Principal?

In reading *Scan*, s/he will be reading the only Department journal currently going to schools. S/he will find in it:

- **articles illustrating a cross-curricular vantage point** (eg. Vol. 15, No. 1: Kylie Hanson on change management; Vol. 15, Nos. 1 and 2: curriculum mapping, a technique for mapping what is being taught in a school; Vol. 15, No. 3: partnership between the Principal and teacher-librarian.)
- **articles illustrating best practice in the role of the teacher-librarian** (eg. Vol. 14, No. 3: James Henri on characteristics of the information literate school; Vol. 15, No. 1: Darelyn Dawson on the Pennant Hills High School approach to information literacy; Vol. 15, No. 3 and No. 4: articles describing a way of combining RFF and flexible scheduling at Wyong Primary School.)
- **articles on whole school approaches to information literacy** (eg. Vol. 15, Nos. 1–4: Best practice in information literacy series.)
- **on information technology, its implementation, and its uses** (eg. Vol. 15, Nos. 2–4: *The Internet for novices* series; Vol. 14, No. 4: *Technology at Menai High School*; and Internet site reviews begun in *Scan* Vol. 14, No. 4 and are now a regular feature.)
- **the latest research on information literacy which can be translated into classroom practice** (Vol. 15, Nos. 1–4: *Research Columns*.)

## What's in *Scan* for other teachers?

For the computer coordinator, there are many articles in *Scan* supporting the information technology area. *Scan* articles modelling collaborative partnerships between teachers and teacher-librarians can be used to set up such partnerships with the teachers in your school. The review section is of interest to all teachers as a selection aid, and many primary teachers and secondary English teachers would find the literature articles stimulating.

## Using *Scan's* best practice articles as exemplars in your school

*Scan* presents articles and reviews which show the library and its practitioners at the optimum, so that teacher-librarians can use the articles to model their own practice and to inform their school community, particularly Principals.

Some examples of the *Scan* best practice model:

### RFF articles:

*Scan*, Vol. 12, Nos. 3 & 4: "Primary teacher-librarians and release from face to face teaching" and "Good GGRR-RFF! or how to live with RFF".

The first article presents the staffing formula and short articles from the Principals of primary schools where the teacher-librarian is not used for RFF; the second article presents a selection of schools where RFF is still in place and the work of the teacher-librarians in those schools to present good information skills programs.

### Best practice in information skills:

*Scan*, Vol 15, Nos. 2 and 3: Curriculum mapping articles by Darelyn Dawson of Pennant Hills High School and Sherida Zivanovic of Pennant Hills Primary School.

These articles support the teaching of information literacy in context, in conjunction with teachers; and provide a technique for planning and assessing information skills programs and ensuring whole school coverage with those programs.

*Scan*, Vol. 15, Nos. 3 and 4: Articles by Beverley Sampford of Wyong Primary School

These articles describe the school's combination of flexible scheduling and RFF, the integrated information literacy

## Students' choices:

# The Children's Book Council awards

program, and the innovative use of RFF time in the school for whole grade literacy promotion.

## Is it time for a second subscription to *Scan*?

It is acknowledged that teacher-librarians have been informally marketing *Scan* in schools for years, but perhaps the time has come for your school to have a second subscription. Many times I have had calls from teacher-librarians asking me to address *Scan* personally to them, because their Principals keep it for weeks, and they can't get it from them! We suggest a second subscription to *Scan* in your school. **Second subscriptions to *Scan* will not incur the new 1997 handling and distribution charge** (\$4 for all Australian subscriptions, and \$8 for overseas subscriptions).

## How have you used *Scan*?

We would like feedback on how *Scan* articles have been used in schools to compile a list of useful articles for a future issue of *Scan*. If you have found a *Scan* article particularly useful for a staff inservice, as an exemplar for working for change in your school, as a way of stopping a table leg wobbling (!), or if you can provide feedback on the reviews section, please fax details to:

The editor

Fax: (02) 9808 9413

**Include the title of the article, the volume and issue number, what you used the article for, and why it suited that purpose. ■**

## THE PICTURE BOOK OF THE YEAR

### Judges' choices:

Winner: **Picture Book of the Year**

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

### Honour Books:

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

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

### Students' choices and opinions:

The following discussion about the CBC Picture Book Awards took place between a group of Year 5 and Year 6 children at Bexley North Primary School, led by their teacher-librarian, Nadia Johnson. The opinions offered by these children indicate that there are significant differences in the choices made by adults and children, at least in this school. Their responses raise the following questions:

- Is there scope for some new categories in the awards, such as separate younger and older readers' picture book categories?
- Could the CBC consider a special Readers' Choice award, judged by children, possibly in conjunction with the KOALA and other awards?

**The people who can empower and enrich our roles—Principals, computer coordinators and teachers—may not be reading *Scan*.**



Students at Bexley North Primary School discussing *The story of rosy dock*.

- Romina:** *The story of rosy dock* deserves to be a winner. The book makes a clear statement through pictures—as a picture book should do.
- Marsha:** *The race* ought to have been the winning book. The pictures are so expressive. Emotion is expressed through the really great pictures. Words in this book are secondary because the pictures are so good.
- Natalia C:** *The race* is worthy of an award. Anne Spudvilas has made great use of colour. The book has artistic quality.
- Joel:** My personal preference is also for *The race*. It's a great story, very realistic and the illustrations are so good. *Billy the punk* is too cartoony.
- Fiona:** It's good to have unusual pictures for *Billy the punk*. It suits the story.
- Sarah:** I liked *Billy the punk*. The bright, colourful pictures are most appropriate for children. Picture books are mainly for younger children so presentation is very important. I liked the way the shape and size of words in the text changed to show meaning.
- Michael:** *Billy the punk* should have won the Picture Book of the Year Award as it developed a suitable story line for children. However, I don't understand why attractive books like *Bollygum* don't make it to the shortlist.
- Amy:** I agree that *Billy the punk* is a wonderful book for little children. It's so bright—it should have won!
- Daniel:** Don't forget that picture books are pleasurable even for older kids.
- Natalie J:** If a book is considered for the picture book category, then the judging should be based on the pictures.
- Sandi:** There should be more categories within each of the CBC Awards. If *The story of rosy dock* is to be given a picture book award, it ought to be for older readers. Younger children have difficulty following the story line and understanding the concepts in *rosy dock*.
- Ana Laura:** Little children can become interested in books like *rosy dock*! They can look at all the

pictures and wonder about how Jeannie Baker created those collages.

- Kira:** Most picture books are chosen by adults for children. But adults have a different perspective to children. Let children choose the winning books!
- Marsha:** Jessica Carroll (author of *Billy the punk*) knew what kids would like in a book. After all she was a kid when she wrote it. She ought to know better than adult judges!
- Sandi and Romina:** But picture books are for all ages! Everyone enjoys picture books!
- Daniel:** Judges should be children. How do adults know what kids like?
- Alicia:** An adult would naturally choose *The hunt* but a child would choose *Billy the punk*.
- Amy:** Judges don't have a little kid's mind. They are too sophisticated. Children should have a say in selecting the winning books.
- Belinda:** *Rosy dock* is not suitable for very young children.
- Amy:** But *Billy the punk* is. I think Craig Smith has made a good job of expressing in pictures what Jessica wrote from a kid's perspective.
- Alicia:** Children want to have fun! So books like *Billy the punk* and *Hippos (Ten little known facts about hippopotamuses...)* are just great for kids. But I do agree that we need another category for older reader picture books.
- Con:** Yes. That's right. Just compare *Billy the punk* and *The story of rosy dock*.
- Thomas:** A younger readers' picture book category and an older readers' picture book category—that's what we need.  
(Unanimous agreement.)
- Sandi:** The choice of stories in the younger readers' category is too simple for some primary aged children. Last year I enjoyed *Somewhere around the corner*—it had depth to it. But this year, *45 + 47 Stella Street* was the only book in the younger readers' category that I would bother to read and even it is only just appropriate. The story line in the others are obviously just too simple and predictable.



Students of Bexley North Primary School and some of 1996's short-listed picture books.



Girls from Bexley North Primary School look critically at 1996's picture books.

- Alicia:** The format of *Stella Street* is really interesting. Kids like that sort of variety in presentation.
- Sandi:** It looks like we need another category—somewhere between younger readers and older readers for Year 5 and Year 6. We need a challenge in content, and style, and level of reading.
- Thomas and Con:** Why don't the judges choose books by Paul Jennings for the Awards?
- Daniel:** Or Emily Rodda books?
- Fiona:** Paul Jennings is so unrealistic!
- Romina:** Those books are a joke! It's OK to have a laugh every now and then, but it gets boring after a while.
- Alicia:** I'm sick of Paul Jennings. Same plot, same everything. Not another *Gizmo* !!!
- Daniel:** It seems that the judges don't think we are capable of reading more sophisticated material. They are selecting books for the bottom end rather than the top end.
- Michael:** The judges seem to misjudge. I mean, *The hunt* is more an information book than a picture book. It should never have been in the picture book category. Perhaps there ought to be a 'Faction' category?
- Sarah:** Yeah! What about *Hippo* and *What was the war like, Grandma?* and that *Yakkin* book. They're all 'Faction' books. They don't really fit the existing categories.

**Marsha:** Perhaps CBC 'Oscars' could be awarded by children voting for their favourite book through surveys in the *School magazine*.

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Fleming, Garry *Bollygum*. Weldon Kids, 1995 SCIS 874425

French, Jackie *Somewhere around the corner*. Angus & Robertson, 1994 SCIS 785504

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

Jennings, Paul (illus. Keith McEwan) *Gizmo*. Penguin, 1994 SCIS 816713

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

Tonkin, Rachel *What was the war like, Grandma? Emmy remembers World War 11*. Heinemann Australia, 1995 SCIS 831034

**YOUNGER READERS' AWARDS**

**Judges' choices:**

**Book of the Year: Younger Readers**

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

**Honour Books**

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

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

## Student choices and opinion:

Fay Gardiner, teacher-librarian at Wentworth Falls Primary School asked Kamina Vincent, a Year 6 student, for her opinions on the younger readers' awards.

Doing this article made me realise that the sort of books I really like are full of action; I like lots of blood and guts like in olden day movies.

In *I hate books* not much happened and there wasn't any excitement, but it would be good for little kids who are learning to read because it's easy.

I don't think *The big bazoohey* really made sense because I don't think someone would go round knocking on people's doors; it just isn't my type of adventure.

Because I don't like short stories—there isn't enough chance for things to happen—*A bit of a hitch* did not stand much of a chance of being a favourite.

I liked *45 + 47 Stella Street and everything that happened* because it was lively and full of excitement, though some parts were boring.

I think *Swashbuckler* won because it is a good story about a boy who is trying to cope with his father who has cancer and is in hospital. He doesn't talk much and when he does he talks funny because he doesn't want anyone to know about his father. I would make *Swashbuckler* an Honour Book.

I liked *Tashi* best because it had a lot of adventure. Tashi is cute and doesn't boast about his adventures. It's for young readers aged about 8 or maybe younger. I would choose *Tashi* as the Book of the Year For Younger Readers.

## BOOK OF THE YEAR: OLDER READERS

## Judges' choices:

## Book of the Year: Older Readers

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

## Honour Books:

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

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

## Students' choices:

Students at Tumbarumba High School were asked by their teacher-librarian, Cath Frew, to write a review of the book which would have been their choice of winner of the older readers' section of the CBC awards. Except for two short reviews of *The first book of Samuel*, by Ursula Dubosarsky, all the reviews received were of *Sleeping dogs*, by Sonya Hartnett. Three reviews of *Sleeping dogs* follow representing Year 8 and Year 12, showing significant differences in response, in terms of maturity and acceptance, to the controversial novel.

*Sleeping dogs* is a powerful novel about the five Willow children, Edward, Michelle, Jordan, Oliver and Jennifer, or Speck as the family calls her, their mother, Grace and father, Griffin who controls their secluded life. Nobody in the nearby small town knows anything about them, although rumours have been passed around. But then a nosy stranger, Bow Fox, comes to stay at the Willow's

bleak and dirty caravan park and finds out more about their secret relationships and Griffin's domination of them. In one jealous act of revenge, Bow wrecks all their lives, leading to a dramatic ending which leaves many questions unanswered. I enjoyed the book because it didn't focus on just one character. Sonya Hartnett describes the characters perfectly even though she is a bit harsh at times. This book is a quick fast-paced read that leaves you thinking about it after you've finished.

Kylie Bradley, Year 8  
Tumbarumba High School

*Sleeping dogs* has unrealistic characters like Jennifer (Speck), aged 14, who has a sick sense of humour, letting the children get tangled up in the electric fence. There is no way I would follow my older brother around the way she does! And Oliver who is short-sighted and wears glasses that are almost useless, but is still an avid reader. How can he read? Michelle, 23, is full of pent-up hatred; she seems to dislike everything and everybody, except Jordan. She is scared of her father. Jordan, 20, is the most realistic character. He has a conscience and a sense of moral values which do not extend to his incestuous relationship with his sister. Others are colourless and wooden; Bow Fox is too despicable to be believable. I thought the plot was impossible and the background full of holes.

Jude Millard, Year 8  
Tumbarumba High School

*Sleeping dogs* is a disturbing novel set in rural Australia, but the location is almost irrelevant as it is the family members themselves who create the atmosphere. The Willow family is controlled by the often violent, twisted, almost sadistic father, Griffin, whose actions are incomprehensible to the reader. Grace, his wife, has completely withdrawn from life, finding solace in the feel of an old china tea pot. The main character is Jordan, different, compassionate, and an artist. Perhaps his paintings of birds are a sign of his desired freedom. His relationship with his sister is presented as a natural comfort. Hartnett's choice of names is significant. The willow has always been associated with sorrow and desolation, and the physical metaphor of the willow enclosing and hiding everything within its branches is also fitting. What better name for this family? The traditional monster perfectly echoes Griffin's aggressive temperament. And the biblical connotations of Jordan suggest that death is the only escape for him. Hartnett writes with compassion, but without hope for any of her characters and provides no comfort for the reader. This is truly a powerful novel.

Ailsa Frew, Year 12  
Tumbarumba High School ■

In your school  
do your Principal and other  
staff also enjoy *Scan*?

# Best practice: Making a difference to student literacy

The best practice series in this issue addresses the place of literature in the library program. One of the priorities in *Agenda 97* is to "put in place a comprehensive literacy strategy for primary and secondary schools", and, while the primary focus for teacher-librarians is information literacy, we can also contribute to literacy in general. The following two articles highlight an innovative use of RFF time for whole grade literature activities at Wyong Primary School, and a wide reading program, operated in collaboration with English staff, on the Holocaust, at St. Clare's College, Waverley.

## Best practice 1: The literature program at Wyong Primary School

Beverly J. Sampford, teacher-librarian at Wyong Primary School, details the organisation of the school's literature program, which uses a team teaching approach to RFF. This article builds on Beverly's description of the school's library organisation, featured in the previous issue of *Scan*.

In my previous article I described how library use at Wyong Public School had been changed. Now information skills are taught, with the classroom teacher, in co-operatively planned sessions, while activities designed to promote the reading habit (in some schools taught in isolation when the library is used for RFF) are team taught on a grade basis.

These grade sessions involve three classes coming together for an hour and are conducted over two days of the week—and yes! we did have to do a bit of fiddling with composite classes. I enjoy the company of two other teachers and a team of terrific parents working with me in the library on these days. The purpose of this article is to describe the organisation and some of the activities we use during these sessions.

### Establishing expectations

Fundamental to the management of these large groups of children in a team teaching situation is a common set of expectations about behaviour (with consistent responses to misbehaviour) and clearly stated, achievable and well planned activities. We started by discussing behavioural expectations and formulated a set of library rules which is

displayed around the library. Students who break rules have a stencil on which they must copy out the rule broken. Our rules are:

- walk sensibly
- share
- sit still to listen
- never turn a computer off
- leave food outside.



Wyong Primary School Students explore software in the library.

This is allied to the use of happygrams to reward on-task behaviour. A common and consistent approach to discipline has worked well for us and prevents situations where students try to play one off against the other.

### Years K-2

Sessions in the infant grades start with a shared song and story. Students then move into three groups for the weekly activity. One group usually works on computers (and we are fortunate to have enough computers at this stage to have only three students at each machine). Here they are taught computer skills such as accessing, quitting, manipulating the mouse, changing windows, navigating using menus; and the skills involved in handling CD-ROMs and other software ranging from Living Book programs (such as *Grandma and me*) to early dictionaries (*My first amazing incredible* dictionary from Dorling Kindersley is great) and information packages (such as Microsoft *Dinosaurs*).

A second group completes a page in a workbook which focuses on a specific story while introducing standard locating terminology (author, illustration, spine, shelf location, etc); orientation to the library, and its systems (library layout, borrowing procedures, etc); and story listening skills such as sequencing, character description, retelling, and information in illustrations.

The third group is divided into smaller groups, each with a parent or older student leader, to share several picture story books, to retell stories with puppets, to create stories or to complete a range of activities based on a particular story. For example, Year 1 students work through activities based on a series of well-known fairy tales (as we

found that many of our students had missed out on these classic stories). Year 2 students do their first mini novel study based on *Ark in the park* and this leads to a discussion of how judges (and other people) select "good" books and the ways they can choose great books to read (like the five finger test). Infant groups rotate to a different activity each week.

### Years 3-6

Students in Years 3 to 6 are divided into 4 mixed ability groups in each grade at the beginning of the year. We have found that time spent grouping students who work well together (and separating others) is time well spent. Each group then spends one term on each activity, so that by the end of the year each student should have completed all four sections of work. The table below shows the four activities for each grade. Student achievements in their activities are assessed and reported to parents in the school report cards.

### Teaching strategies

Most of these activities (except the free exploration on computers) require students to complete a workbook produced by us. These workbooks are designed to develop student skills in a range of areas. Some are suggested by the English curriculum (support material for which has some excellent ideas—character profiling, sequencing, story mapping, story ladders, etc). Other activities are suggested from observed areas of weakness (using words which describe feelings, atlas use, wide range reading) and others from research tools (dictionary use, OASIS, alphabetical order).



Computer use by Wyong Primary School Students.

	<u>Novel study</u>	<u>Computer use</u>	<u>Using the library</u>	<u>Basic research</u>
Year 3	<i>Meannie and the min min</i> and <i>The muddle-headed wombat</i>	Free exploration of software	Story conferencing using a range of favourite short stories	Basic terminology, OASIS use, location skills and more stories
Year 4	<i>Weird Warren</i> or <i>The Super-Roo of Mangalongaloo</i>	Free exploration of software	OASIS use, location skills partly based around stories from <i>The flying emu</i>	Basic reference tools used to complete a workbook on <i>Deserts</i> or <i>Antarctica</i>
Year 5	<i>The orphan and the billionaire</i> or <i>Rowan of Rin</i> or <i>Freddie the frightened and the wondrous Ms. wardrobe</i>	Free exploration of software & the Internet	Genre reading— which requires students to read at least 4 books from different genres	Using the reference section to complete a workbook on <i>Saving Australia</i> or <i>Pirates</i>
Year 6	<i>Angie's ankles</i>	Free exploration of software, desktop publishing & the Internet	<i>Box an Aussie author</i> where students research biographical details of their favourite Aussie author & present their findings ON A BOX!	An atlas exercise on <i>World cities</i>

Workbooks are programmed using a range of strategies: some are based on Bloom's *Taxonomy* while others use a 4mat approach. All workbooks have a heavy story content. The stories are chosen for their quality, because they read aloud well and because they are not too long.

The use of workbooks designed in-house has many advantages. For the student, it clearly defines the size of the task, our expectations and provides structure and continuity from one week to the next. All workbooks are carefully checked and frequently revised so that tasks match available resources and abilities and are consequently very achievable for all students.

Where workbooks are not used (such as in the *Box an Aussie author* research, in the genre reading or in the book conferencing), expectations are displayed on A3 posters on display boards so that all concerned (and relief staff) know exactly what is required.

The three teachers move between groups taking turns to read the stories and help students complete workbook activities. We are assisted by parent helpers who do a great job helping students with computer use, assisting individuals having difficulties or managing borrowing.

One real advantage of the system is that it is relatively easy to maintain if one of us is away as there is always someone around who knows what is going on. Indeed the students themselves usually know what to do with little direction from us. We have found the considerable time spent producing our own material has been worthwhile and much of it can be re-used the next year, although we are trying to add a new booklet each term to provide variety (and beginning to share resources from other teacher-librarians in our area).

We have also used two weeks in longer terms for alternative activities. The Atlanta Olympics provided the stimulus for two weeks of *Olympicmania* where the wonderful Australian Olympic village web sites provided a range of research resources and a wonderful sense of involvement.

The large groups and longer times make it easier to organise visiting performances. Book Week activities were enriched by a visit from storyteller Paula Sneezeby, a story telling competition and the sharing of short-listed books.

### The result

The sessions can be noisy (we often have to take groups to other locations to read stories) and exhausting but are surprisingly productive and satisfying. Programming and registration are simple. The inevitable interruptions from other staff and students can be dealt with without disturbing the story in progress and the library is freed up on three days of the week to address the needs of teaching information literacy in a more truly co-operative way. After the relative isolation of the traditional RFF library lesson, team teaching is a terrific way to go!

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## Best practice 2: The Holocaust—a Year 9/10 wide reading program with bibliography

Margaret Spinak is teacher-librarian at St. Clare's College, Waverley—an independent Catholic girls school for Years 7-12. There are approximately 480 students.

Promoting reading for pleasure throughout the school is one of the library's priorities. To this end we have initiated a DEAR (Drop Everything and Read) program in which the whole school stops to read for 15 minutes each day. Among other promoting activities, we also feature Book Spots at assembly for staff or students to recommend books they have enjoyed reading.

I have been collaborating with the English staff over a number of years, and together we have developed a variety of wide reading programs. One program, for example, run by the library, features novels on the effects of war on individuals; included are books on the First and Second World Wars, Korea, Vietnam and Cambodia. Another wide reading program, discussed here, is developed around the study of the class novel *Friedrich* by Hans Peter Richter. It is directed at Year 10, and was put together in collaboration with the English teacher Lisa Cleave and Leigh Bedbrook, a casual English teacher, at the school. It involves reading novels, biographies, personal accounts, poetry, and picture books, which examine the Jewish Holocaust. The books used in the wide reading program also relate well to the history syllabus and are also used by the history department.

### Why study the Holocaust in such depth?

The purpose of this wide reading program is to introduce students to a wide range of literature which examines the Jewish Holocaust and issues related to it. Fiction has the power to create empathy, the ability to feel for one another. Reading these personal accounts and novels puts the reader inside another person's life. It enables the reader to imagine the real. All the stories show us how the war and the Holocaust directly affected individuals, individuals with whom young readers can identify as the protagonists are usually young people too. Reading these books enables us to feel what it is like to be persecuted; to have to escape one's country; to go into hiding; to have to live

with memories of the death camps. The stories are about turmoil, challenge, courage and survival.

It is important to read these narratives as the witnesses to these events are fading and what they saw and experienced must not be allowed to fade with them. These events changed the world and changed lives and these events affect us, even in the present.

### The Holocaust unit

The unit of work usually goes for 4-6 weeks. Before starting the class text *Friedrich*, Lisa and I provide the class with historical material, background information on the period, to place events in context. Some excellent books for this are *Smoke and ashes*, *Through our eyes*, *Children witness the Holocaust*, and an excellent, easy-to-read series of six books, *The Holocaust*. The students undertake a research task of their own choice on a topic regarding World War Two, eg. Hitler, life in Germany before the War, or concentration camps. The material is presented in a report form.

The class then embarks on *Friedrich*, which provides the point of view of one who was a child in Germany in the 1930's and who was involved in the Hitler Youth. This involves activities organised by the English teachers. After the completion of *Friedrich*, the wide reading program begins.

### The wide reading program

The program includes biography, fictionalised biography, time-slip novels, autobiographies, fiction based on real events and personal accounts. The stories look at various aspects of the War and the Holocaust. They include:

- **Stories of refugees**  
Examples: *Along the tracks*, *The hunted*, *Sheltering Rebecca* and *To life*.
- **Stories of friendship**  
Examples: *The devil in Vienna* and *Number the stars*
- **Stories of escape and hiding**  
Examples: *The journey*, *Jacob's rescue*, *Hide and seek*, *When Hitler stole pink rabbit* and *The upstairs room*
- **Personal accounts**  
Examples: *The island on Bird Street*, *A place to hide*, *True stories of the Holocaust rescues*, *The big lie* and *Ellie: coming of age in the Holocaust*.
- **Biographies**  
Examples: *The diary of Anne Frank*, *Maus* (in cartoon format), *The empty house*, *The world that summer*, *Life in hiding*, *In kindling flame* and *Touch wood*
- **Picture books**  
Examples: *Rose Blanche*, *Let the celebrations begin* and two very special books, *The children we remember*, a photographic study in picture book format of the lives of Jewish children during the war, and *I never saw another butterfly: children's drawings and poems from Terezin Concentration Camp 1942-1944*. Two unusual books by Jane Yolen are also included, *Briar Rose*, which uses the old *Beauty and the Beast* story to bring home the tragic events of the Holocaust, and *Devil's arithmetic*, which has the main character slipping back in time to be part of the events taking place in a

Polish village as the Germans take over. This story has a particularly moving twist at the end. One English teacher also introduces poems by Auden—'Refugee Blues' and 'Epitaph on a tyrant'—and Leonard Cohen's poem 'All there is to know about Adolph Eichmann'.

One of the many advantages of a wide reading program is that the books in the selection cater for a wide range of reading abilities meeting the needs of a varied group of readers. The students have the choice of reading any one novel (they usually choose more than one, once they start reading these stories!) from the wide selection described above. Students prepare oral presentations, where they read passages of the novels aloud, and written reports, comparing and contrasting the books with *Friedrich*. At the end of the unit they watch the film *Europa Europa* and visit the Jewish Museum in Darlinghurst in Sydney.

### Evaluation

From the feedback it is obvious to us that reading these books has fostered an awareness of personal suffering and triumph of the spirit. It has raised an awareness of the consequences of prejudice in any form and highlighted the role of media manipulation and the use of propaganda. It also raises awareness of current problem areas such as Bosnia, and the need for concern that genocide may be instigated again. The novels continue to be borrowed long after the unit has been complete.

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*I discovered that part of the fun of learning is having to squirm at the initial discomfort of not knowing much, but also having the people, resources and an atmosphere of support that let me get on with making mistakes and trying and adapting new ideas.*

# The grass is greener—the information process from the other side of the fence



Jackie Hawkes—St Clair High.

*Jackie C. Hawkes, teacher-librarian at St Clair High School, is a lifelong learner.*

**A**fter years of being actively involved in the information processes of others, I decided for reasons my family couldn't quite understand to begin a M. Ed. course in a field in which I had limited formal training. My libraries have always been actively involved in school literacy programs, so I felt the time had come to firm up my knowledge base in the area of language and literacy. Thus began my discovery of the millions of black holes and information voids in my brain.

In the two years of late nights at UWS-Nepean, I worked through combinations of essays, tutorial presentations and in-school research. Although I found it a definite advantage being experienced in using the information process with other people, to say the least it was interesting for me to become more aware of how my own information process did or didn't work. I noticed a number of parallels between how I felt and the comments of students I've worked with over the years. A summary of my perceptions follows.

## Defining

I found it essential to immerse myself in a variety of wide reading in order to determine how to define essay topics and to plan further readings to back up applications that would be relevant to me. Personal teaching backgrounds (i.e. primary or secondary) of both lecturers and other students definitely influenced the way people thought topics were supposed to be interpreted. I found mind mapping and drafting outlines of possible ideas useful.

## Locating

It was easy to get caught up in the chase for information. There was a certain amount of frustration at not having enough computer time or knowledge to search effectively. There was also a certain burst of elation at finding short cuts in searching for and locating information, aided by library staff both at UWS and Department of School Education, and by fellow students. I also found surprising the limited amount of Australian content available in the area of language and literacy in print despite the fact that great and interesting things are happening in a number of our schools.

## Selecting

Basically, almost everything is interesting. It was extremely tempting to let article searching and reading continue to branch. It was reassuring to refer to the Department's document, *Information skills in the school*, at this stage to get back on track and to focus ideas. As I found new readings, there was a combination of confusion and insight as readings reaffirmed, challenged and expanded my own experiences or beliefs. My selection was influenced by time, clarity of the article, inclusion of interesting or unusual ideas, and how the information helped clarify the set question.

## Organising

Summarising took the form of notes under headings that often changed. Creating mind maps or graphic organisers helped clarify relationships between topics. Developing

structure meant verbalising descriptions to my supervisor, who, fortunately, was very adept at helping to encapsulate ideas. Talking and scribbling until meaning took shape was as essential for me as having lots of floor space at this stage.

## Presenting

At times meeting the pressures of the required structures and vocabulary detracted from the feeling of relief and accomplishment of finishing yet another 10–20 page assignment. On the other hand, there were some efforts that just worked—ideas flowed, structures emerged and best of all other people could share unique and useful ideas.

## Evaluating

Overall, my academic results were mediocre. I was frustrated at the quality of my final research project, knowing that many of the ideas it included simply needed more time before they were committed to that final sheet of paper. The end product didn't meet my initial expectations or purpose. Each finished essay and project, however, led to a number of great ideas I have been able to trial in my school. I've actually participated in three research projects to date, just for the experience.

## So, what was and is in it for me?

Initially, I found an increased vocabulary that now has meaning and application for me. Face it, *paradigm*, *immersion*, *empowerment*, *metacognition* etc aren't really part of

everyday conversation with classes in the library. I also gained renewed experience with study habits, i.e. reading, note making, using personal mind maps, completing process diaries and learning logs, using and appreciating a variety of libraries and staff, panic writing and inspiration at 2am, applying thinking skills and talking ideas into meaning.

I discovered that part of the fun of learning is having to squirm at the initial discomfort of not knowing much, but also having the people, resources and an atmosphere of support that let me get on with making mistakes and trying and adapting new ideas.

As teachers, how can we effectively encourage students to take intellectual risks if we don't also experience the discomfort or nudge of taking on new learning ourselves? We need our own lifelong learning to enthuse the growth of ideas we expect from our students. Teacher-librarians are in a unique position to encourage lifelong learning and to guide and share in a variety of individual information processes. We "teach" the information process every day. To be genuinely involved in student learning, we need to try it from the other side of the fence on a regular basis. After all, why should kids have all the fun?

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Jackie Hawkes and fellow learners at St Clair High School 1996.

# REVIEWS OF INTERNET SITES

Our series of Internet reviews continues with sites for Science and Professional. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when they were reviewed. Internet site reviews appear on the DSE site ([www.dse.unsw.edu.au](http://www.dse.unsw.edu.au)).

## SCIENCE

**Aboriginal people.** (Previous title: *Aborigines: stories, plants, life.*)

<http://www.abo.org/oz/Aborigines/>

This is a basic homepage for students studying the life of the Yanyuwa and Anangu peoples. Topics listed include: making fire, burning the earth, hunting and cooking turtles, describing and showing the tools of the Anangu women and men. Told in story style, with photos attached, the text has limited hypertext links to the other sites. This first section would be an excellent resource for primary schools, as the language is easy to read, and the site easy to navigate. This page has further links to **Aboriginal plant uses**, **Aboriginal home page** and **Australian indigenous population**. These last three sites would be more suitable at a secondary level. K.Bennett

**LEV:** Lower primary Middle primary  
Upper primary Lower secondary  
**KLA:** English; HSIE; Science; ST  
**SUBJECTS:** Aboriginal studies  
**SCIS HEADINGS:** Aborigines - Social life and customs  
**KEYWORDS:** Aborigines; Aborigines - Food; Aborigines - Implements; Aborigines - Social life and customs  
**MEDIA:** Graphics; Text  
**SOURCE:** Australia  
**DATE REVIEWED:** 9/6/96  
**EVAL:** Highly recommended

### The bug club.

<http://www.ex.ac.uk/bug club>

Although this site is presently under construction, it is full of information and fun for budding entomologists. It aims to promote "creepy crawlies" to young students who aren't keen on them, and answer questions from those who want to know more. This is done by offering a quarterly newsletter with articles, puzzles, projects, things to make and lots more. Care sheets are available, explaining how to care for a variety of bugs as pets. There is a pen pals section for young and old. Questions about bugs can be emailed to the club. Schools, classes and individuals are welcome to join. A. Forbes

**LEV:** Lower primary Middle primary  
Upper primary  
**KLA:** ST  
**SUBJECTS:** Science  
**KEYWORDS:** Bugs  
**MEDIA:** Graphics; Text  
**SOURCE:** United Kingdom  
**DATE REVIEWED:** 10/6/96

### Cassini: voyage to Saturn.

<http://www.jpl.nasa.gov/cassini/>

This provides a very comprehensive coverage of past space missions to Saturn, together with a detailed account of the new voyage—Cassini—which will begin in 1997. The site would be suitable for upper primary or lower secondary students researching Saturn in depth. The information would also support teachers planning space programs. A very useful aspect of the site is the inclusion of **Kids corner**, where information about Saturn is organised under questions or headings typically used by upper primary children. This page would serve as an excellent research guide for students who are extending their studies to the other planets. The whole site includes excellent graphics and is easily navigated. P. Williamson

**LEV:** Upper primary Lower secondary  
**KLA:** Science; ST  
**SUBJECTS:** Science  
**SCIS HEADINGS:** Planets; Saturn (Planet); Solar System  
**KEYWORDS:** Cassini; planets; Saturn  
**MEDIA:** Graphics; Text  
**SOURCE:** USA  
**DATE REVIEWED:** 6/6/96

### The froggy page.

<http://www.cs.yale.edu/HTML/YALE/CS/HyPlans/loosemore-sandra/froggy.html>

Cross-curricular, this site has a simple, clear, clickable index and some search options that will keep frog lovers occupied for hours! It is a great resource for planning an integrated unit on frogs, and will have wide appeal. Colourful graphics and diverse information on the topic include: **Froggy pictures and clip art**; **Froggy sounds**; **Froggy tales**; **Songs of the frog**; **Scientific amphibian**; **Famous frogs**; **Net frogs** (links to other frog pages); **Other froggy stuff** (making an origami jumping frog; frog

recipes). Although the information in **Scientific amphibian** varies in degree of difficulty, some sections, like **Frogs in Australia**, are suitable for primary students as they are clearly and simply expressed. Links to many other related sites are incorporated. The graphics are wonderful, but some images are time consuming to download. This is an outstanding site for primary teachers. J. Anderson

**LEV:** Lower primary Middle primary  
Upper primary Lower secondary  
**KLA:** HSIE; Science; ST  
**SUBJECTS:** Geography; Science  
**SCIS HEADINGS:** Amphibians; Frogs  
**KEYWORDS:** Frog  
**MEDIA:** Text; Graphics; Sound  
**SOURCE:** Yale University  
**DATE REVIEWED:** 18/8/95  
**EVAL:** Highly recommended

### Nasa shuttle web.

<http://shuttle.nasa.gov/>

Students can have access to up-to-date information of recent NASA shuttle projects. Excellent graphics, detailed text, and daily updates of shuttle projects can be accessed through this site. Video clips of life aboard the shuttle can be downloaded. During the NASA's fourth shuttle, *Sts-77 Endeavour*, students were able to communicate with astronauts, ask questions, and have them answered from space. When this mission was complete, a list of the frequently asked questions was archived. There are more shuttles planned, as NASA moves closer to its goal of being able to retrieve and repair satellites. NASA will continue to offer opportunities to interact with future shuttle missions. This project offers teachers and students of science and technology an opportunity to witness space projects first hand. This NASA project is available in Spanish and German, so there are implications for teachers of LOTE. L. Bruce

**LEV:** Upper primary Lower secondary  
Middle secondary Professional  
**KLA:** LOTE; Science  
**SUBJECTS:** Science; Spanish; German  
**SCIS HEADINGS:** Space flight; Space shuttles  
**KEYWORDS:** Endeavour Project; NASA  
**MEDIA:** Text; Graphics; Videos  
**SOURCE:** Texas, USA  
**DATE REVIEWED:** 6/6/96  
**EVAL:** Highly recommended

### New Scientist: Planet science.

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

Science student browsers, rather than specific information seekers, would find much to interest and inform them at this site for the well known magazine. Information tasks could readily be set using many of its features, friendly navigation and stylish layout. Particularly useful were: **This week**, giving the latest science and technology news; **Site of the day** (great for expanding bookmarks); **Views** and **No limit**, which expand definitions of science and contain opinion pieces. Teachers could use aspects of this site for a wide range of junior and senior science, and technology aspects of junior and senior science and technology topics. A. Glasscock

**LEV:** Lower secondary Middle secondary  
Upper secondary  
**KLA:** Science; TAS

**SUBJECTS:** Biology; Chemistry; Computing studies; Design and technology; General studies; Geology; Physics; Science  
**SCIS HEADINGS:** Science  
**KEYWORDS:** New Scientist  
**MEDIA:** Graphics; Text  
**SOURCE:** New Scientist  
**DATE REVIEWED:** 3/6/96

### Questacon. (The National Science & Technology Centre, Canberra)

<http://sunsite.anu.edu.au/Questacon/>

Voted in the top 100 sites in February, 1996, this site contains a wide range of hands-on science activities for students from kindergarten to lower secondary, eg. from simple colouring or dot to dinosaur activities, to detailed instruction on making a comet. The activities vary in difficulty and in topic areas. They would have wide application in primary science programs. Apart from the science activities, it is possible to take a **Virtual tour of Questacon** or click on **What's new** to find out the latest science exhibitions. The most outstanding features of this site are the colourful and creative screen design, and well-designed navigation features, both of which add to its appeal and ease of use. P. Williamson

**LEV:** Preschool Lower primary  
Middle primary Upper primary  
Lower secondary  
**KLA:** Science; ST  
**SUBJECTS:** Science  
**SCIS HEADINGS:** Science; Science - Exhibitions; Science - Experiments; Science - Study and Teaching  
**KEYWORDS:** Science experiments; science exhibitions  
**MEDIA:** Graphics; Text  
**SOURCE:** Australia  
**DATE REVIEWED:** 6/6/96

### StarChild. (previously Welcome to the planets)

<http://hearsarc.gsfc.nasa.gov/docs/StarChild/StarChild.html>

Courtesy of NASA, this is an excellent site for young children. The homepage contains easily accessed pictures on the following topics: **Astronomy**; **The earth**; **Galaxies**; **The moon**; **Planets**; **Space**; **Stars**; **The sun**; and **The universe**. All information is given in short, clear sentences, with definitions providing hyperlinks from selected keywords. There are some excellent photographs from NASA and movies to enjoy (if your computer supports MPEG). Even though the information is not detailed (eg. no specific information on each of the planets), it does provide a good starting point for young children with an interest in astronomy. J. Eade

**LEV:** Lower primary Middle primary  
Upper primary  
**KLA:** ST  
**SUBJECTS:** Science  
**SCIS HEADINGS:** Astronomy; Planets  
**KEYWORDS:** StarChild; planets  
**MEDIA:** Text; Graphics  
**SOURCE:** USA  
**DATE REVIEWED:** 28/5/96

**Views of the solar system.**

<http://www.anu.edu.au/Physics/solarsystem/home-page.htm>

One of two Australian mirror sites, this offers a comprehensive coverage of the solar system and associated areas, with the ability to branch out to more sophisticated levels of information. Topics include: the planets; Asteroids; Comets; Meteoroids and meteorites; History; Sun, planet and satellite data; Glossary; and People. All are accessible from the table of contents or clickable images. Relevant information of each topic is easily retrieved, and additional resources on each topic are given. A large selection of space related links are also provided. J. Anderson

LEV: Middle primary Upper primary  
Lower secondary Middle secondary  
Upper secondary Professional Parent

KLA: Science; ST

SUBJECTS: Science

SCIS HEADINGS: Astronomy; Solar system;  
Space - Exploration

KEYWORDS: Planets

MEDIA: Text; Graphics; Sound; Videos

SOURCE: Los Alamos National Laboratory  
(maintained by US scientist)

DATE REVIEWED: 14/8/96

EVALUATION: Highly recommended

**Volcano world.**

<http://volcano.und.nodak.edu/>

An attractively presented site, this has an emphasis on current world wide volcanic activity. The simple contents page branches the user into further sub-sections, which are also clearly organised for easy retrieval. Volcanoes of the world looks at current and recent eruptions. Images of volcanoes and a volcano slide show are included, with special features on the Galapagos Islands and Guatemala. Questions can be put to one of three volcanologists—a list of topics and the most frequently asked questions is shown. A search facility allows access to further information, and multiple keyword searching for several topics is possible. Lesson plans are provided. J. Anderson, R. Roughley

LEV: Middle primary Upper primary  
Lower secondary

KLA: HSIE; Science; ST

SUBJECTS: Geography

SCIS HEADINGS: Volcanoes; Disasters

KEYWORDS: Volcanoes

MEDIA: Text; Graphics; Sound

SOURCE: USA

DATE REVIEWED: 14/8/95

EVALUATION: Highly recommended

**World Wide Web virtual library: Energy resources.**

<http://solstice.crest.org/online/virtual-library/VLib-energy.html>

A great number of links to energy sites around the world are available here. It is worthwhile downloading the file to produce a resource list of possible sites for perusal off-line. Some careful searching will then provide many sites for bookmarking. Energy resources covered by this site include: solar energy; geothermal energy; biofuels; and wave and wind power. Many links are to organisations in the US. However, there are also some unusual gems in

other countries. One such site is the *Finnish Windpower Association* (<http://alpha.cc.tut.fi/~vihriala/fwpa/fwpa-home.html>) which has an excellent FAQ page detailing recent developments in this form of technology. Yes, the information is written in English! B. Smith

LEV: Lower secondary; Middle secondary

Upper secondary; Professional

KLA: HSIE; Science; TAS

SUBJECTS: Design and technology; Geography;  
Science

SCIS HEADINGS: Energy resources

KEYWORDS: Energy; resources

MEDIA: Text

SOURCE: World Wide Web Organisation

DATE REVIEWED: 6/6/96

**PROFESSIONAL RESOURCES**

**Australian Curriculum Projects Registry.**

<http://owl.qut.edu.au:80/registry/>

A relatively new site worth watching as it develops, this site has the potential to have a significant impact on teaching and learning programs in schools. It is a centralised program to advertise curriculum projects being developed by Australian educators from professional associations, universities, education departments and teachers. A monthly listing of projects for 1996 is presented on the home page. The number of projects is not yet substantial. Ongoing projects include: *Book rap*; *Postcards from Oz*; *BushScene teen magazine*; and *The GLOBE program*. This is an exciting venture for teachers and teacher-librarians to become involved in, whether joining an existing project or registering one that is operating within your school. D. Dawson

LEV: Professional

SCIS HEADINGS: Curriculum

MEDIA: Text

SOURCE: Australia

DATE REVIEWED: 27/5/96

**Geography Teacher's Association of Victoria.**

<http://netspace.net.au/~grav/>

Accessed from this home page is an extensive 231 item indexed list, directly linked under 26 categories identified as the World Wide Web sites for geographers. The index contains such diverse headings as: *Antarctica and the Arctic*; *Bushfires*; *Geomorphology*; *Maps and mapping*; and *World current affairs*. The *Geographic information system* topic area contains thirteen sources from: the US National Aeronautics and Space Administration; US, Canadian, UK and German universities; and the Australian Key Centre for Land Information Studies. The home page also offers information on online geography projects. N. Hutchinson

LEV: Professional

KLA: HSIE

SUBJECTS: Geography

SCIS HEADINGS: Geography - Study and teaching

KEYWORDS: Geography; countries; government;  
social science; weather; climate

MEDIA: Text

SOURCE: Melbourne

DATE REVIEWED: 10/6/96

**Global Schoolhouse.**

<http://www.gsh.org/>

Advertised as the "new" *Global Schoolhouse* and now sponsored by Microsoft, this is part of a larger site called the *Global SchoolNet Foundation*, (<http://www.gsn.org/>)—also worth examining. *Global Schoolhouse* provides teachers with one stop professional development opportunities, and a storehouse of ideas on applying information technology to teaching and learning. There are numerous links within this site, the principal objective being the linking of students around the world—truly an international classroom. Opportunities exist to participate in *Think quest*, a student contest involving education and science. There is an international listing of schools on the web, and collaborative initiatives involving: *Teachers 2 teachers*; *Teachers 2 classrooms*; *Classrooms 2 classrooms* and *Classrooms 2 community*. Within this site, there is the potential for cultural, social and educational collaboration by students. D. Dawson

LEV: Professional

SCIS HEADINGS: Education

KEYWORDS: School

MEDIA: Graphics; Text

SOURCE: United States

DATE REVIEWED: 9/6/96

**Integrating the Internet.**

<http://www.indirect.com/www/dhixon/index.html>

Teachers hesitant about applying on-line work to class programs should find this professional, smoothly-running site an impetus and confidence-booster. Three constantly up-graded facilities are offered: *Internet travel guide* previous issues; *Curriculum resources*; and *Units of study*. *Curriculum resources* provides a network of branching links to information on art, music, technology, geography and science. Links open directly—to museums, galleries, databases and scientific establishments world-wide. American Indians and other locally sparse topics are richly resourced. Current *Units of study* are *Monet* and *Volcanoes*. The volcano unit is a New Zealand disaster-situation-based series of activities, including research at all levels, using the links provided, with teacher's notes. H. Gordon

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

KLA: CA; HSIE; Science; TAS

SUBJECTS: Art; Geography; Music; Science;  
Technology

SCIS HEADINGS: Teaching resources; Internet  
(Computer network)

KEYWORDS: Internet

MEDIA: Text; graphics

SOURCE: United States

DATE REVIEWED: 04/06/96

EVAL: Highly recommended

**Intercultural E-mail.**

<http://www.stolaf.edu/network/iecc/>

The challenges of integrating e-mail into the curriculum is at the core of this site. Mailing lists (to which subscription is free) aiming to help classroom teachers find e-mail exchanges are an option. Alternatively, by selecting the discussion site, access to some excellent discussion of trans-global intercultural issues is achieved. This page is contin-

ually being updated, with the latest in pedagogical innovations, and stories of successful implementation of e-mail into the classroom. Access to various language groupings (including ESL) is also of potential use to LOTE. However, apolitical exchanges with an emphasis on cultural impact are the focus of the site. E. Maxwell

LEV: Professional

KLA: English; HSIE; LOTE

SUBJECTS: English

SCIS HEADINGS: Communication; electronic mail  
systems; educational resources

KEYWORDS: E-mail; cultural relations

MEDIA: Text

SOURCE: United States

DATE REVIEWED: 1/6/96

**Lesson plans : computer skills.**

<http://www.dpi.state.nc.us/Curriculum/Computer.skills/lssnplns/CompCurr.LP.html>

The home page here presents a simple table listing the basic skills (keyboard, word processing, database, telecommunications) against the grades from K to 8. There are 23 lessons available from this table. Clear reference is made to the skills targeted, and objectives of each activity. The lessons are presented in an easy-to-follow, standard format, detailing materials, time to be taken, terms used, preparation and pupil activity. There is a link to a glossary of terms for each lesson. Much of the content is American, but this problem can be overcome. Not all the activities require immediate computer access. G. Donaldson

LEV: Lower primary Middle primary  
Upper primary Lower secondary  
Professional

KLA: TAS

SUBJECTS: English; Computer awareness,  
Computing studies; Design and  
technology

KEYWORDS: Computer skills; keyboard; lessons

MEDIA: Text

SOURCE: North Carolina Dept. of Public  
Education

DATE REVIEWED: 13/6/96

EVAL: Highly recommended

**Ozlit. (Australian literature)**

<http://www.vicnet.net.au/~ozlit/index.html>

A significant site for all of those interested in Australian literature, this is divided into six chapters for easy access to desired topics. The first contains information on Australian literature in general, such as: an index of Australian authors; literary news; magazines; reviews and criticisms of Australian books; and much more. Chapter two lists links to other Australian sites (notably *OzKidz* for primary children), while chapter three recommends great places to bookmark. Chapter four brings together a collection of literary sites on the Internet, and chapter five presents research tools for students and researchers of Australian literature. Finally, chapter six houses links to various poetry sites on the Internet. This is a site which would be invaluable to professionals, and of great interest to students needing biographical information on Australian authors, or information on Australian literature in general. J. Eade

LEV: Upper primary Lower secondary  
Middle secondary Upper secondary  
Professional

**KLA:** English  
**SUBJECTS:** English  
**SCIS HEADINGS:** Australia - Literature  
**KEYWORDS:** Australian literature  
**MEDIA:** Text  
**SOURCE:** Australia  
**DATE REVIEWED:** 28/5/96

**oz-TeacherNet.**

<http://owl.qut.edu.au/oz-teachernet/>

Designed specifically for Australian teachers, this site responds to the need to find support structures and ideas for incorporating the Internet into teaching and learning programs. It enables teachers to share with the wider education community. *Thinking about curriculum activities on the Internet* is one of a number of articles written by teachers to be found in **Tucker box** (formerly **Toss up**), the online bulletin. At oz-TeacherNet teachers gain access to **Curriculum projects**, a list of Australian schools on the Internet, a very useful Australian email list for teachers, and information on *Education Moo* from Monash University. This is a significant professional development site for teachers. D. Dawson

**LEV:** Professional  
**SCIS HEADINGS:** Education - Australia  
**KEYWORDS:** Teacher  
**MEDIA:** Graphics; Text  
**SOURCE:** Queensland University of Technology  
**DATE REVIEWED:** 16/6/96

**Pathways to school improvement.**

<http://www.ncrel.org/ncrel/sdrs/pathway.html>

A site that was designed primarily to help school improvement teams, this is useful for professional development for the individual teacher. It contains multimedia documents that examine a particular issue within a topic area. These topics are arranged under five critical issues—content; environment; educators; students; and teaching. Each critical issue contains practical, action oriented summaries of best practice and research. The documents not only look at the issue but at how to implement some options. Supporting materials, additional resources and Internet links are recommended. Although this is an American site, the topics dealt with are extremely relevant to current educational practice in NSW. A. Forbes

**LEV:** Professional  
**KLA:** English; Mathematics; ST  
**SUBJECTS:** English; Mathematics; Science  
**KEYWORDS:** Critical issues; school improvement  
**MEDIA:** Text; Graphics; Sound; Video  
**SOURCE:** NCREL, USA  
**DATE REVIEWED:** 10/6/96  
**EVAL:** Highly recommended

**School librarian links.**

<http://www.yab.com/~cyberian/>

Developed by an American teacher-librarian, for teacher-librarians, this professional site could save many hours of serendipitous searching. For those struggling with the development of Internet policy statements, the **Acceptable use and censorship** link could be a useful starting point. It includes a number of sample policies from a variety of schools. It is hard to resist clicking on such links as: **Harnessing the power of the Web for classroom use;** **Thinking critically about World Wide Web resources;**

**How to cite electronic information;** and **Children's literature web guide.** There are many worthwhile links to explore within this easily navigated site. It would suit those just starting out on the cyberspace journey. Major categories include: **Acceptable use and censorship;** **Publishers and vendors;** **Best education sites;** **Curriculum links;** **Librarians' professional resources;** **Online texts/e-journals;** **News and information sources on-line;** and **Search engines.** D. Dawson

**LEV:** Professional  
**KEYWORDS:** Librarian  
**MEDIA:** Text; Graphics  
**SOURCE:** Peoria School District Librarian, United States  
**DATE REVIEWED:** 29/5/96

**Web wonders.**

<http://www.athenet.net/~alvaugn/webwonders.html>

An extensive coverage of loosely themed sites characterises this education gateway. Once the jumping off points are explored, the collection of links would assist teachers to highlight and demonstrate educational uses of the Internet in a wide variety of subjects. Hypertext links include: the **NASA home page;** **frogs;** **whales** (complete with extensive coverage of Herman Melville); **AskERIC;** **Web 66** (the international registry of K-12 schools on the Internet); virtual libraries; Internet resources and engines; the **New York Times;** museums; and the **White House home page.** Also of interest are the Japanese links, particularly the haiku poetry. N. Paull

**LEV:** Preschool Lower primary  
 Middle primary Upper primary  
 Lower secondary Middle secondary  
 Upper secondary Professional  
**KLA:** CA; CPA; English; HSIE; LOTE;  
 Mathematics; PD/H/PE; Science; ST; TAS  
**SUBJECTS:** Geography; History; Literature; Poetry; Science  
**SCIS HEADINGS:** Education; Internet  
 (Computer network)  
**KEYWORDS:** Education; Internet  
**MEDIA:** Graphics; Text  
**SOURCE:** USA  
**DATE REVIEWED:** 5/6/96

**Internet reviewers for this issue were:**

- Judith Anderson, North Sydney Primary
- Kerrie Bennett, Bulli High
- Lorraine Bruce, Cherrybrook Technology High
- Darelyn Dawson, Pennant Hills High
- Greg Donaldson, Westport Technology High
- Jan Eade, Primary
- Anne Forbes, Blacktown West Primary
- Alison Glasscock, Turrumurra High
- Helen Gordon, Secondary
- Nick Hutchinson, Turrumurra High
- Liz Maxwell, Pennant Hills High
- Nigel Paull, Grafton South Primary
- Robert Roughley, Casula High
- Birgit Smith, Mudgee High

*The creation of a home page involves information searching, information organisation, information evaluation, information presentation, all skills that are part of the repertoire of the teacher-librarian.*

# School libraries: At home on the World Wide Web?



Anne Clyde.

*Laurel A. Clyde is Professor, Faculty of Social Science, University of Iceland, Reykjavik, Iceland. In this article, she argues the case for teacher-librarian involvement in the planning for, content of, and on-going maintenance of the school and school library home pages.*

## School home pages: Are teacher-librarians getting involved?

More and more teacher-librarians are surfing the Internet, collecting information and locating resources for teachers and students in their schools. Some are also using the Internet with students, as a way of helping them to develop information skills that will be useful to them at school and afterwards. But while there are many World Wide Web home pages or even full Web sites created by schools (or by classes or groups within schools), there are, in comparison, relatively few school library home pages. In addition, when a school has a substantial Web site, there is seldom evidence that the teacher librarian has been involved in its creation.

## Why should the teacher-librarian be involved in school and school library Web pages?

A survey of the World Wide Web home pages of Australian schools, carried out early last year for the **Computers in school libraries** pages of the school library journal, *Access*, revealed more than 40 school home pages or Web sites and there would, of course, be many more today. However, of those 40, only two showed evidence of having been created by or with the involvement of the school library. Yet the creation of a home page involves information searching, information organisation, information evaluation, information presentation, all skills that are part of the repertoire of the teacher-librarian. In addition, the teacher librarian has an important role in information skills development in the school, and the creation of a home page incorporating work of students involves the exercise of high order information skills.

The school library is the major information centre in the school, and so it is logical that the school library would be

involved in any Internet-based information activities in the school, both in terms of information skills work and in terms of the skills that teacher-librarians themselves can contribute to the development of what is really a school information service on the Internet. If the teacher-librarian and the school library are not involved in the creation of home pages and school Web sites, then they are losing opportunities. They are also selling their schools short, because many school Web pages present clear evidence that some information skills expertise would have been an advantage to all participants in the creative process. In addition, it could be said that, as the school's information centre, the school library should be taking the initiative in providing information and services to the school community in this way, through its own home page on the Web. This Web page would have the further advantage of being available to users (for instance through a public Internet terminal in the local public library) even when the school library is closed.

## Planning for a school library home page

If the school library should have a home page, then many questions arise, such as:

- What should be its purpose or aim?
- What needs should it serve?
- Who would be the users?
- How should it be designed?
- Who should create it and who should maintain it?
- What should be on it?

These are important if a home page is to serve to promote the mission of the school library and the school, to further the educational aims of the school, and to promote the school library as the information centre of the school.

**An online survey of school library home pages**

To begin to answer at least some of the questions, I decided to do another small online survey, this time of school library home pages. On 19 August 1996, I downloaded the home pages (and any supporting pages) of fifty school libraries in nine different countries; their features were then analysed using a matrix. The home pages were identified using two international directories: Peter Milbury's *School library and school librarian Web pages*; and Linda Bertland's international list of *School library pages*. Peter Milbury's list identifies 55 school library home pages, but of those, only 39 were available on the day the search was done, hence the need to use a second list as well. A little over half were in the United States, reflecting the origins and size of the Internet in that country, but seven were Australian (see Table 1.) There were many more secondary schools than primary schools (see Table 2), with some middle schools, K-12 schools, and special schools.

**Deciding the aims of, and the intended audience for, a Web page: a critical first step**

The content and format of these school library Web pages suggested that school libraries may have very different aims in developing their pages, though some pages had no apparent aim and no clear audience. Only a few pages actually identified the intended audience in some way, either by a statement of purpose or by clear implication. Seven had been developed for students of the school, to help them to find Internet resources, or to help them to search for materials, while one was aimed at teachers in the school. One was developed for *students, teachers and visitors*—a diverse group with very different needs; another was for *students, teachers and parents*. Six were clearly intended for online visitors from outside the school, in that they were little more than sections from a school prospectus, made available via the Internet. The intended audience for the other school library pages was impossible to discern from the pages themselves, and it may be that they had been created with no particular audience in mind. It is very difficult to select and present information to meet the needs of users if neither the users nor their needs have been identified, and so these pages tended to include a miscellany of material and links, at a variety of levels, usually without any indication of purpose and without any linking theme. It is interesting that eight of the home pages provided links to Internet resources for school librarians, suggesting that the school library staff themselves were among the main users of the pages in some cases.

**Contents of school library Web pages:**

- the name of the school and the school library?

Just as the intended audience for these school library Web pages varied, so did the contents. Table 3 summarises the results of a basic content analysis of the fifty school library Web sites/pages. The most commonly-appearing feature was, of course, the name of the school and the name of the library. What is most surprising in relation to

this is that nine of the 50 pages did not have this critical information on them! The creators perhaps assume that because the name of the school has appeared on a school home page, then putting *Our library* at the top of a school library home page linked to the school home page will be enough. However, Internet users from outside the school do not always come in to a school site through the school home page (I came direct to the library page, for instance), and even when they come into the Internet from inside the school, the school library home page is a promotional opportunity that should not be missed. Just as the name of the school and the library would appear on any printed materials such as brochures or book lists produced by the library, so this information should be on every Web page created by the library.

- an assortment of information

Some 29 of the 50 pages provided information about the school library, ranging in length from a few sentences to quite long and detailed descriptions of buildings, collections, and services. Six had the mission statement and/or goals of the school library. Eight provided information about the library staff (beyond just their names and positions), and some of these had links to the home pages of the staff members. Although 28 school library pages provided an interactive email address for contact with the library staff, only 14 provided the street address (even the town, state or province, and country) of the school or the library. Six had a photograph of the school library and four had photographs of the school library staff. Four carried a newsletter, or a *News* or *Update* section, with information about current library activities. Two provided the library rules online, three had information for parents about Internet access and use (and access policies) in the school library, and three carried discussions of the changing role of the school library in an electronic age (apparently aimed at parents or online visitors though to my eyes one of these at least looked suspiciously like a library school assignment!). None provided search access to the school library's online catalogue, though one Australian school library home page showed this as a future development.

- links to resources on the Internet

After the name of the school and the library, the most common feature of the school library home pages was links to resources on the Internet (31 of the 50 pages provided at least some links). In its simplest form, this was done as a plain list, perhaps with a short description or annotation for each link. However, in some school libraries, considerable thought had been given to how these links would be presented. Sometimes they were listed by broad topic or by school subject; sometimes they were presented under the name of the course for which they could be used; sometimes under the name of the teacher in whose courses they would be used; sometimes by curriculum unit or even under the actual assignment or project for which they would be used. Occasionally another classification scheme was employed, for example, a geographical arrangement (such as *Resources in the school, Resources in our local community, Resources in our state, Resources in other places*), or even an arrangement based on the main Dewey classes. Fifteen of the pages

had links to Internet search engines such as *Lycos, Yahoo!*, and *AltaVista*, sometimes with an explanation of how this tool might be used to locate resources on the Internet. Eight of the pages had links to Internet resources for teachers, including links to online journals and to education and curriculum databases and services.

- links with information skills resources

Several of the school library home pages were clearly designed (at least in part) to help school students (and sometimes their teachers as well) to use the Internet and to incorporate information and resources from the Internet into their work. Eight pages had (or had links to) information skills resources, usually presented for students; the most popular was the *Big Six* information skills sequence developed by Michael Eisenberg, but two Australian pages presented information skills guides developed in Australia. Presented through the home page, these are always available when needed by students who are doing online work. To assist students to use Internet resources appropriately, six of the home pages had information (or links to information) about citing Internet resources, and general information about preparing bibliographies. Four pages had Internet tutorials designed to help students to understand the Internet and to use it more effectively; one of these was presented in the form of training for an *Internet driver's licence*.

**Creating a school library Web page: the role of the teacher-librarian**

In terms of creating the school library home page, the most common options are to have the work done by a specialist or the computer staff, to have the work done by the school library staff, or for the teacher-librarian to coordinate a home page project with students and perhaps teachers involved in the work. This is, after all, an opportunity to help members of the school community to develop information selection and presentation skills. The specialist may have skills in page design and page development that the teacher librarian initially lacks, but sooner or later the library staff will want to be involved, especially because it will then be easier for them to ensure that the page meets the needs of intended users and that information is updated as necessary. Even if outside expertise is used, the teacher-librarian will need to decide what information should go on the library's home page, perhaps in consultation with others. **It is the teacher-librarian, after all, who is the information expert and the person who knows the needs of the library users.**

**Maintaining the home page: an ongoing activity**

It should be recognised from the beginning that the creation of a home page is not a *once only* activity. It is rather the beginning of an ongoing process that lasts as long as the home page is available for public viewing. The page will need to be maintained and updated regularly, again perhaps as a cooperative venture involving students and teachers, and within the context of information skills work. Links to other pages will have to be checked regularly to make sure that they are still active, and the information

about the library kept up to date. New links and new content will be needed to keep the page interesting and relevant to the needs of users. Thus when resources (personnel, time, money, equipment) are allocated to this task, it should be on an ongoing basis. **Through the home page, the school library moves from being a user of online information to being an online information provider, a significant change that is appropriate in today's context, but one that needs to be planned and managed so that educational goals are achieved through it.**

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 See also links provided on the Web server of the International Association of School Librarianship at <http://www.rhi.hi.is/~anne/iasl.html>

**Table 1**

**Countries represented in the survey of home pages**

Country	Number of home pages
United States of America	27
Australia	7
Canada	7
Sweden	3
Singapore	2
Iceland	1
Kuwait	1
New Zealand	1
Norway	1
<b>TOTAL:</b>	<b>50</b>

**Table 2**

**School library home pages by type of school**

Type of school	Number of home pages
Primary	11
Secondary	26
Other (including middle schools, K-12 schools)	13
<b>TOTAL:</b>	<b>50</b>

Table 3

Contents of school library home pages (n=50)

Feature	Number of home pages
Name of school and library	41
Links to selected resources on the Internet	31
Information about the school library	29
Interactive email contact address	28
Link to a school home page	24
Date of the last update of the page	19
Links to Internet search engines	15
Address of the school/library	14
Counter	11
Information about Internet projects undertaken in/through the library	9
Research skills information, e.g. <i>Big Six</i> , <i>Be definite</i> , research guides.	8
Links to Internet resources for teachers	8
Links to Internet resources for teacher-librarians	8
Lists of CD-ROMs in the school library	8
Book reviews, lists of books recommended by students, school book club choices, etc.	7
Photograph of the school library	6
Information (or links to information) about citing Internet resources in bibliographies	6
Links to HTML guides or information about creating a home page	5
Links to resources about the library or library activities	4
News about the library or library activities	4
Information about the Internet for library users	4
Internet tutorial	4
Online reference desk for email enquiries	3
Information about Internet access and policies in the school/library	3
The library rules	2
Electronic magazines	1

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# Internet use— a primary perspective



Judith Anderson.

Judith Anderson is teacher-librarian at North Sydney Demonstration School.

## Background

Our interest in the Internet at North Sydney Demonstration School began in 1994 with a partnership set up between the school and the Faculty of Education at Sydney University by one of our parents, Linda McDonald, who was a Computer Systems Officer at the University of Sydney Library, which provided us with an account facility on their Internet host, plus the loan of a modem. I began promoting Internet use in the school by putting together a newsletter with interesting projects and class links, gleaned from the *Kidsphere* mailing list. Links were made with overseas classes and this became our first experience with the Internet. Then, by the middle of 1995, with the Web browser *Netscape* installed, we began to build up a list of useful World Wide Web sites under curriculum headings, with a view to developing an annotated subject list of useful sites for staff reference to save them the time needed for searching. I have since changed tack on the priority of building up this list to giving priority to searching for sites as the curriculum need for them arises.

## A personal learning curve

I was fortunate in being able to visit, with two other staff members, other schools further down the track than us—such as Wanniasa Hills Primary School and The Armidale School, which were inspirational in the scope of what they had achieved and in their enthusiasm, and which provided insights into how access could be structured for students. These visits enabled us to broaden our perspective and develop long term directions and planning for technology in our school with the educational focus that is so important.

## Networking the library

In late 1995, a multimedia network was installed in the Library. Anabelle Bits Pty Ltd designed and installed the network which consists of a RAID Multimedia Fileserver with capacity for 12 CD-ROM titles and 6 workstations, a scanner and laser printer. Each Pentium workstation is diskless with 16 mb RAM, includes a sound card with inbuilt stereo speakers and headphone jack. As well as access to the CD-ROM titles, the workstations provide stu-

dents with access to word processing applications, offline email, and web sites that have been downloaded to the file-server. Only one workstation has direct Internet access, due to the limitations of the dial-up line. The network is situated in the middle of the library, so it becomes an integral part of information searching.

## During 1996, our major uses of the Internet have been in the following areas:

- Information searching

In the year we have been connected to the Internet, I have found that most primary students need assistance with searching the Web as they have difficulty sorting through the mass of information available. Our direct searching, limited also by only having a telephone link to one computer, is usually confined to up-to-date information or topics on which it is difficult to find information from other sources, and here it is an invaluable resource and one that I could not imagine being without. However, by far the greatest use of the Internet is with sites downloaded specially for the curriculum need being addressed.

All workstations have access to Web pages which have been downloaded in full or part through the use of *Webwhacker* software and stored on the fileserver. This gives students a feel for Internet use, while ensuring that only material of appropriate text level and relevance for primary school students is accessed. Teachers give me the topics they will be studying and I endeavour to find two or three suitable sites that can be saved locally and used as another library resource. Those staff members using the Internet in this way then design student research around the use of these and other resources. Even quite young students can successfully use these sites if the activities are carefully designed, eg. a Year 1/2 class group successfully completed a project on animals using the *Animal bytes* page from the *Sea world* site. Other sites which are either too vast for downloading (eg. *Explorantet*), change regularly (eg. *Behind the news*), are of interest as a stepping off point for future searching, or could be a useful reference, are bookmarked and organised under curriculum and general headings for quick access.

• **Mailing lists—personal professional development for the teacher-librarian, and for teachers**

Discussion of issues of teaching practice with colleagues both within Australia and around the world is a valuable professional development activity made available by joining one of the many mailing lists devoted to educational issues, such as *Kidsphere*, the Australian teacher-librarians network (*OZTL\_NET*), and *IECC* (keypal links).

• **Keypal activities**

17 out of 20 classes in the school are linked with overseas classes in the USA, Canada, Scotland and Ireland. All classes have exchanged letters and some have exchanged research projects and continuous story activities. The research projects are often collated and put together as a class book. Each class sends their email to the library on disk and I cut, paste and send it to the appropriate location and, when the mail comes in, I print it out and send it to the classroom. The scanner allows us to add photos or copies of students' work as attachments to the letters. We use *Eudora* as our email package.

• **Links with experts**

Direct links via email with scientists and other professionals adds immediacy and relevance to curriculum areas studied. One of our classes studying Antarctica recently linked up with the station leaders at the Macquarie Island and Casey bases, while another class working on animation techniques made contact with one of the animators who worked on the film *Independence day*. Both classes received answers to their questions which provided them with information not available elsewhere.

• **Web publishing**

Staff and students are beginning to learn how to create their own Web pages, as well as publishing student work on sites like *KIDPUB*. Our home page has been completed since the beginning of 1996, with the assistance of a parent, Bruce White, and classes have been encouraged to create their own pages to link to the home page. HTML (Hypertext Mark-up Language) publishing develops students' research, reading, analytical, and graphic design skills. It also allows student research projects to be used by other students, especially those in younger age groups.

• **Internet Relay Chat**

After installing the necessary software, we had our first IRC session with Ross Rynehart, leader of the Mawson base in Antarctica, and we are planning further interactions with one of our keypal schools in Denver.

• **Software**

We have just begun to download software from the Net. Our first acquisition was *The greatest paper airplanes*, a wonderful piece of shareware from Kitty Hawk Inc. that is very popular at lunchtime. As well as handicraft activities, there is also a section on the history of flight.

**Information skills and the Internet**

Information skills apply to online information sources such as the Internet in the same way they do to any other media. While students access all the Library's resources in context of a curriculum need, we have however designed introductory activities for some class research topics in a more formal way. Classes using Internet resources begin

their research with a structured activity that introduces them to the pages they can access on the *Local Internet*—younger students often only completing the one activity designed around one Internet site. Older students then move on to their individual projects, gathering information from different sources. Similar activities have been designed for CD-ROMs to familiarise students with navigating them. While our aim is to familiarise all students with CD-ROM and Internet resources, this can only be done through co-operative planning between class teachers and the teacher-librarian. Some teachers do not feel the need to work in this way, so I concentrate my time on those who are keen to become involved.

Internet searching requires students to be very discerning users of information and most primary school students have not developed this skill to any great degree until late primary school. Unless these skills have been consciously developed, even in Year 6 many students will have difficulty sifting through the mass of information that results from an Internet search.

**Training for staff and students**

Using the Internet is a steep learning curve for even the keenest devotees and something that requires a great deal of time.

With teachers, we began with an orientation program for staff and then offered those interested in exploring the medium further the opportunity to participate in several afternoon workshops. Even this only provided an introduction and I have found that it is better to work closely with a small number of teachers with specific needs. Generally, I do the searching for staff who want to use Internet sites and they monitor the results and design some of their teaching activities around them. Out of 20 teachers, only two so far are prepared to spend the time searching for their own sites as they have other priorities and limited time. However, once teachers make a commitment to using the Internet as a teaching tool, it becomes a permanent part of their teaching activities.

With students, I work in small groups and assist them with their searching. I find that even those students who are connected to the Internet at home and are more familiar with the search engines will become a little bored with assessing the results of a search. When a search is successful, we print the results and bookmark the site for future reference as topics tend to reappear. All student training is done at point of need in small groups.

**Censorship**

Obviously because our *Local Internet* consists only of downloaded sites, we have no problems with unsuitable material. When students are searching on-line, they are usually under supervision, but even when they are searching alone, I have not found them accessing dubious material. The fact that the network is right in the middle of the library is perhaps an inhibiting factor, but I do not feel the need to restrict them in any way under our current set-up.

**Challenges**

The major problem with Internet use is **TIME**. Teacher-librarians need the time to search for suitable sites as few teachers have the time or inclination to do so. Searching is a very time consuming activity, especially when looking for material suitable and relevant for primary teaching activities. Email and mailing lists require a daily time allocation if they are to be kept running efficiently. Currently, my priority is downloading Internet sites for our *Local Internet*, so I am short of time for monitoring the mailing lists, and attending to email. Time needs to be available for the teacher-librarian to provide the necessary support to staff. For teacher-librarians, Internet use means a prioritising of traditional elements of the role. Internet installation brings with it an intense learning curve which at times can be rather overwhelming, but, from my perspective, is well worth the effort. Working with teachers designing learning experience to provide even quite young students with exposure to the Internet is professionally very satisfying. While I have a strong belief that the library should be the focus for implementing the Internet, it cannot be done

without whole school commitment to the process. I have been most fortunate in having the support of both the parent body and staff and a strong Technology committee. Whilst I am enjoying the challenge of Internet use, it adds greatly to my workload, and has certainly added a great deal of stress to the job. I was fortunate that my library was fully computerised, and that I have flexible timetabling with no RFF. Even so, I admit that, without the help of volunteer parents on a daily basis to run the circulation system, we would not have been able to move as far as we have. Most importantly, without the help of Linda McDonald, the parent who has been and still is my mentor, embarking on such a huge learning curve for me would have been impossible. She has provided advice every step of the way and has always been there to assist with problems and give help when needed.

For me the move into multimedia and Internet access has been very challenging. It has given me a new impetus and direction, and made the library a more exciting place for students. ■

*While I have a strong belief that the library should be the focus for implementing the Internet, it cannot be done without whole school commitment to the process.*

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# The teacher-librarian as a member of the school's executive staff



Anne Franklin.

Anne Franklin is head teacher-administration at Model Farms High School as well as teacher-librarian, joint OASIS systems administrator, and one of two timetablers. Here she presents her personal five step guide to achieving this status, and her assessment of the implications it has for her role as teacher-librarian.

The teacher-librarian is a member of the school's total teaching staff and as such must be actively involved in teaching/learning processes. Teaching is an integral part of the work of the teacher-librarian. An awareness of teaching activities in the classrooms will enable the teacher-librarian to be a more effective teacher. Additionally, the teacher-librarian is involved in the provision of the information related resources integral to the planning, implementation and evaluation of the curriculum of the school. (*Libraries in NSW government schools: policy statement*. NSW Department of Education, 1987. p. 4. SCIS 386361)

## Step 1: Becoming involved

To say that the teacher-librarian is at the forefront of change within education is not an exaggeration. We all know how important the library is to learning. The NSW Department of School Education recognises its importance when it states: *A school library contributes to the improvement of student learning outcomes by providing services and programs which support teaching and learning practices within the school.* (*Handbook for school libraries*. 2nd ed. NSW Department of School Education, 1996. p. 1. SCIS 863927). So how do we achieve a higher profile within our school? **Become involved.**

Whenever I meet with colleagues, our discussions always seem to centre around the way in which we are perceived by others within our schools. Do we have a high profile or are we only seen as the keeper of the books? How often do we hear our own colleagues exclaim, *It must be nice to be able to just sit and read books!* As a result of two unhappy experiences early in my teaching career, I was determined to ensure that, as a teacher-librarian, I was

going to avail myself of every opportunity offered to members of the teaching staff to become involved in whole school change.

## Step 2: Going for head teacher eligibility

I began my "climb" to executive status in 1986 when I went for my List 2 Inspection. I did it to prove that a teacher-librarian does have the skills and expertise required for a head teacher's position. What fun I had! It is very rare that teacher-librarians have the opportunity to display their skills to an outsider, especially for 2 and a half days. I passed, and became eligible for a head teacher position.

*I went for my List 2 Inspection... to prove that a teacher-librarian does have the skills and expertise required for a head teacher's position. What fun I had! It is very rare that teacher-librarians have the opportunity to display their skills to an outsider, especially for 2 and a half days.*

## Step 3: Getting involved with timetabling

In 1988, with a change of deputy, volunteers were called to work on the timetable. I jumped at the chance. (I have tried to compare timetabling to original cataloguing but... it is more like a jigsaw puzzle that takes a great deal of patience. It relates to teacher-librarian challenges such as finding the right resource for students in the bottom classes, or trying to find enough resources for the whole of Year 7, who have all been given the same language assignment due at the same time). In my role as teacher-librarian, I already approached school issues without a faculty bias. Therefore, I was readily accepted as being fair minded.

## Step 4: Joining the curriculum committee

With the arrival of a leading teacher 2 years later, I joined the curriculum committee, the only non-head teacher member. It was the curriculum committee's responsibility to determine the direction of the school, while it became my responsibility to implement those changes through the school's timetable structure. Again, I felt that I was well placed to ensure a rounded approach, keeping in mind that the end result was our students' future.

## Step 5: Applying for promotion

Because of my involvement in whole school change, my principal began hinting that it was time for me to spread my wings. I was happy doing what I was doing, but I realised that I really did need a change. It was one thing being considered executive material at my own school—I needed the title.

The process of CV writing proved to be a challenge and well worth the effort. My first attempt at merit selection landed me an interview. Although unsuccessful, the experience led me to realise that I truly wanted a promotion. My second attempt proved successful (I had been well groomed by both my deputy and Principal) and I was offered a position as head teacher-administration at a comprehensive high school. Although I jumped for joy at the prospect of a new school and an executive position (all this happened on the last day of the school year during farewell speeches) I felt for the teacher-librarian that I was forcing out. Because of the way the system was working, she was one of the last to know.

## The impact of executive status on the teacher-librarian role

To say that being a head teacher and teacher-librarian has made an impact on the functioning of the school's library is an understatement. The obvious ways include:

- the library no longer being used as a dumping ground for senior private study and other purposes
- the teacher-librarian no longer being expected to pay for resources ordered by others
- no assumptions being made about using the library before consultations have occurred

- areas within the library no longer being reallocated by others, and
- the library no longer being isolated from the happenings of the rest of the school.

There have, however, been some drawbacks for the teacher-librarian role, which have included:

- time being spent away from the library (first period every day because of the Rolls), and
- time being spent away from the library during Term 4 because of the timetable.

I am, however, given relief as head teacher (6 periods a week) and, although last year the 6 periods were originally divided between 4 people, this year, it is shared by 2 people. The melding of the two positions has been made easier this year with the establishment of a whole school network capable of accommodating OASIS Admin, OASIS Library and curriculum resources. This means that I am no longer drawn away from the library as frequently and that I am able to do most of my work from my office in the library.

I feel as if I have the best of both worlds. ■

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# Management of student access to the Internet: Issues and responsibilities



Ken Dillon

The following article is an extract from the paper presented by Ken Dillon of the School of Information Studies, Charles Sturt University, at the 1996 NSW Computer Education Group Conference at Charles Sturt University, Bathurst.

## Student use of the Internet

One of the main problems that members of many school communities envisage with Internet access is that of student access to 'unsavoury' information, particularly pornographic and violent material. A second, perhaps even more disturbing, problem relates to personal security of student users on the Internet. The potential for paedophiles, for example, to 'meet' potential victims online in order to arrange real-time meetings is of particular concern. While such concerns are obviously valid, they need to be kept in perspective. We can be certain that the media relish these kinds of stories and if coverage of them is not level-headed and responsible, the resultant media hype can be very damaging to proponents of Internet access for schools.

In short, it should be understood that it is an unfortunate fact of life that many of these incidents occur on a much more regular basis in 'real-life'. The degree of 'interactivity' accorded by the Internet is nothing like that available from television, video or even telephone. In this regard, the joint report from the Australian Broadcasting Authority and the Office of Film and Literature Classification (1996) should be of interest. The report makes recommendations about the desirability of an Australian 'code of practice' for online services. Also known as the *Online services investigation*, the report is available on the ABA Home Page (<http://www.dca.gov.au/aba/hpcov.htm>).

There is a common misconception about the amount of 'controversial material' on the Internet. Spalding, Gilding and Patrick (1996) found that few schools reported incidents of students stumbling across pornography and the like. Ingvarson (1996) and his colleagues at *schoolsNet*, a Melbourne-based Internet Service Provider (ISP) special-

ising in education, set out to find out how much potentially 'controversial material' was really out there:

*Hands up all those who have looked for pornography on the Internet (many people have because of all the media attention on it)! I thought I would find out. We have 27 years of Internet in our building and some of the best net surfers around. So armed with keywords like 'nude', 'erotic', 'sex', 'bombs', and many more, we set out on a 36 hour hunt for the dark side of the Internet. We searched over 11 million pages of the World Wide Web, gopher and FTP. We found 3136 sites which matched our key words. These were made up of a vast array of sites, including: magazines, self-help pages, community information, and academic discussions. There were 45 indexes to other pornographic sites. These indexes proved to be very frustrating. On some of the lists more than 60% of the sites listed were either no longer available, required you to pay for the images, or just never responded. Of the others, many were slow, and the pictures of poor quality and mainly of the nude titillation variety.*

*There was almost a sigh of relief when the first pictures of people having intercourse were uncovered—one site with more than 12 hard core pictures. It was a number of hours till we found any more.*

*Out of the entire search, only eight sites were found which had pictures which would be considered as hard core pornography—four of these sites had less than five pictures.*

*There was a considerable number of sex shops and phone sex sites (which advertise traditional phone sex)—these would describe products and occasionally have crude selling lines. Most, however, had few erotic images at the site. Some would provide you with the titillation of one image and you would have to put in your credit card number to get any more pictures.*

*In total the number of sites which had considerable pornographic material freely available and easily accessible was less than 100. Out of 11,000,000, that's a percentage of 0.001.*

## Management of student access

There are a number of different techniques for managing student access to the Internet. In their study of selected Australian schools, Spalding, Gilding and Patrick (1996: xii-ix) identified the following 'wide variety of mechanisms and arrangements to manage student access to the Internet':

- **organisational arrangements:**
  - supervision
  - signing a register before using a computer with Internet access
  - Acceptable Use Policies (AUPs)
  - student contracts
  - working with parents to develop shared responsibility
  - placing reliance on student responsibility.
- **technological mechanisms:**
  - vetting material e.g. incoming and outgoing email
  - using a specialist service provider who limits access to certain sites or newsgroups
  - restricting access to particular Internet tools (e.g. Internet Relay Chat, newsgroups)
  - blocking access to specific sites (either at school or service provider level)
  - downloading specific Internet information for student access (as opposed to allowing students direct access to the Internet)
  - keeping log files and running random checks of sites students have accessed, and
  - using filter software, such as *Surfwatch*, *Cyber Patrol*, or *Net nanny*, which is specifically designed to limit student access to potentially controversial material on the Internet. The extent to which this is actually achieved is debatable, as is the question of whether such software can be seen as censorship, or as a necessary protective measure.

## Acceptable Use Policies (AUPs)

In addition to the use of intelligent software filters, teacher-librarians and other staff have attempted various means of 'filtering' student access. The most common of these methods is supervision of access. Clearly this is not a practical solution! Another idea is to establish a menu of, for example, servers from which students can select desired 'pathways'. Specialist educational providers of access to the Internet may provide a list of 'bookmarks' on the World Wide Web which they recommend as educationally useful. This strategy is also used by some schools. Another method is to 'download' a selection of (potentially) useful sites for a designated need e.g. an assignment topic and have students conduct their searches of those sites. Of course, some of these measures are fanciful as

students will quickly work out how to navigate their way to other parts of the Internet.

One of the most popular options for management of student access to the Internet is the adoption of an **Acceptable Use Policy**, which Rumbagh (1994) defines as a:

*written agreement, signed by students, their parents, and teachers, outlining the terms and conditions of Internet use. It specifically sets out acceptable uses, rules of online behavior, and access privileges. Also covered are penalties for violations of the policy, including security violations and vandalism of the system. Anyone using a school's Internet connection should be required to sign an AUP, and know that it will be kept on file as a legal, binding document.*

For some readers, the foregoing description may be a little over the top. As Spalding, Gilding and Patrick (1996) report, however, many Australian schools are moving toward this course of action. Rumbagh goes on to contend that the 'school solicitor' may need to scrutinise any AUP in the drafting stage. While such a suggestion may reflect the litigious nature of US society (school policies including selection policies for school libraries are signed 'legal' documents in many US school districts), most existing Australian policies are less formal and are clearly designed to apportion *responsibility* for using the Internet in schools.

In the teacher-librarianship strand of the 1996 '*Schooling and the Information Superhighway Virtual Conference*', the consensus of opinion among participants in the '**Censorship and the Internet: Problems and Solutions**' topic supported the view that responsibility for searching the Internet should lie with students and/or parents. An 'information session' for parents about using the Internet as a research tool was a widely accepted strategy for alleviating actual or potential concerns of parents. Davison (1996) described an Internet access/management strategy for secondary schools where the onus of responsibility for sites visited lay with the individual student who is accountable for his/her actions. Similar to many other schools, there are penalties for infringers. However, this model addresses one of the main criticisms of Internet access/management in many schools—lack of student involvement e.g. in the formulation of AUPs or in the determination of appropriate penalties for infringements.

Does an 'Acceptable Use Policy' differ from a school policy for student access to the Internet? The following suggestions have been adapted from McKenzie (1995).

*In basic terms, AUPs help to define acceptable behaviors by student and staff users of information systems, while school policies take the matter much further. AUPs were designed to satisfy the regional networks that some schools join when driving onto the Electronic Highway.*

*School policies also describe acceptable student behaviors, echoing the content of AUPs, but they tie those standards to the school's policies on student rights and responsibilities, drawing connections, for example, with the school policy and procedures on locker searches and a student's rights to privacy and freedom to read. They tie consequences and procedures to those already in effect.*

In addition, a sound school policy takes a position on access to potentially controversial information and relates these new information sources to pre-existing policies on curriculum and the selection of curriculum materials, outlining clear expectations for staff supervising student use. Finally, a comprehensive set of policies would also outline staff responsibilities and rights as employees using these utilities.

Hanson (1994) offers the following **Acceptable Use (Ethics) agreements' checklist** as a guide for formulating policy at the school level:

- confirm student has read it and understands it
- may or may not include parent permission
- present use of the Internet as a privilege, not a right
- show respect for limited network resources
- ensure proper account management (quotas)
- communicate with users the idea that nothing is really private
- remain on distant systems only as long as you need to
- adhere to time restrictions of archive sites
- check for and adhere to copying and licensing agreements
- lurk on a listserver or newsgroup before posting
- insert your address at the bottom of messages
- be careful with sarcasm and humour
- learn the difference between a listserver's admin and discussion addresses
- rarely reply to the list, opt for replying to the poster
- never share your account with anyone
- use a cryptic password
- be alert for unsuccessful login attempts and last login flags.

### Sources of policies

There are a number of collections of sample school policies for student access to the Internet and AUPs for libraries. Some of the most well known include (in no particular order):

- AskERIC (<http://ericir.syr.edu/Projects/ICONN/CurriculumConnections.html>)  
Look under **Intellectual Freedom and Acceptable Use Policy**
- Texas Education Network (TENET) (<http://www.tenet.edu/tenet-info/accept.html>)  
Look under TENET Acceptable Use Policy
- Classroom Connect (<ftp://ftp.classroom.net/wentworth/Classroom-Connect/aup-faq.txt>) Consists of FAQs (Frequently Asked Questions) about AUPs as well as suggested sources. Periodically updated and made available via email.
- Acceptable Use Policies (Rice University) (<http://www.rice.edu/armadillo/acceptable.html>) and (<gopher://riceinfo.rice.edu:1170/11/More/Acceptable>) Includes a wide range of sample AUPs and discussions about Internet censorship.
- Bellingham Public Schools (<http://www.bham.wednet.edu/policies.htm>)

Look under **Board policies** then under sub-division **Internet**

- The Internet advocate (<http://silver.ucs.indiana.edu/~lchampel/netadv.htm>)  
Look under **Introduction** then under sub-division **Develop an Acceptable Use Policy**
- K-12 Acceptable Use Policies (<http://www.erewon.com/k12aup/>)  
Includes templates for developing AUPs
- Southern Regional Acceptable Computer Use Policy (<http://150.216.8.1/schofed/lset/AUP.HTM>)  
Look under **Acceptable Computer Use Policy**
- Arkansas Public School Computer Network (<http://www.k12.ar.us/ecc.htm>)  
Look under **Current local (Arkansas) information** then sub-division **Network appropriate use guidelines** (PDF File)
- Karen's kitchen: The freedom pages (<http://www.intac.com/~kgs/freedom/policies>)  
Look under **Sample library policies**
- California Department of Education goldmine ([http://goldmine.cde.ca.gov/WWW/Technology/Ed\\_Tech/Policy.html](http://goldmine.cde.ca.gov/WWW/Technology/Ed_Tech/Policy.html))  
CDE's Acceptable Use Policy and district guidelines.
- Avoiding ethical potholes: Acceptable Use Policies (<http://www.ucalgary.ca/~mueller/aup.html>)  
Includes a range of sample AUPs, links to other collections of AUPs and related sites.

Of course, URLs can and do change so it is wise to re-check your bookmarks from time to time.

### Conclusion

The whole question of student access to the Internet is a perplexing issue. Media 'hype' has certainly fuelled the debate over access to the Internet for school-age children and sown the seeds of doubt in the minds of some members of school communities about making access to the Internet a reality/priority. For teachers and teacher-librarians, there are a range of crucial issues to do with equity of access and effective harnessing of the Internet for teaching and learning, to consider. As part of the school's information technology team, the teacher-librarian/information specialist has a pivotal role to play in making access to, and effective use of, this valuable resource a reality for all members of the 'information literate school community'.

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# On the border: meeting the future

## How teacher-librarians of the North Coast are meeting the future

Marion Silk, teacher-librarian, Kadina High School, attended the North Coast Conference—*On the border: meeting the future*—at Coolangatta. In this article, she reports on some of the challenges facing North Coast teacher-librarians and provides some best practice solutions for meeting them.

**N**orth Coast teacher-librarians were excited to attend their biennial conference at the Greenmount Resort, Coolangatta, earlier this year, to hear educational experts and library gurus, such as Ross Todd, Ken Dillon, Lance Deveson and Tony Ryan, tackle some of the challenges we face as educators approaching the next millennium. Many of my colleagues did actually "cross the border", as teacher-librarians from Queensland as well as New South Wales shared ideas on the emerging and continuing changes in teaching, technology and information literacy and the implications for school libraries of these changes. Discussions were often lively and stimulating, and I have attempted to outline some of the major issues raised over the two days. Suggestions for best practice solutions (BPS) were discussed and some are listed below to provide useful starting points for further debate and future professional development.

### 1. Technology

**The challenge:** "To know more than the people who come asking for help."

**Areas of challenge:**

- OASIS
  - Large number of small schools requiring ongoing training and support.
- Internet / electronic communication
  - User pays or who pays? (Budget implications)
  - Training for teacher-librarian as well as staff
  - Accessing via a local provider or incurring STD rates
  - Additional duties for the teacher-librarian?
- Computers and CD-ROM
  - Security

- Access and equity issues: financial constraints
- Lack of technical expertise
- Networking problems.
- Censorship and copyright issues

**TECHNOLOGY  
BPS**

**(Best practice solutions)**

Develop information skills programs for electronic environment.

Start 'curriculum mapping' across KLAs, to ensure whole school coverage of information skills programs.

Join computer committee.

Be involved in the development, as a matter of urgency, of whole school policies on student and staff use and responsibilities re information technology.

Refer to documents such as:  
*Learning for the Future* (ASLA)  
*Management of student access to controversial material on the Internet*. (Schools Council Report No. 48)

**2. DISTANCE/COMMUNICATION**

**The challenge:** "Overcoming the tyranny of distance."

**Areas of challenge—Distance:**

- between the teacher-librarian and teaching staff
- between the teacher-librarian and other teacher-librarians
- between the teacher-librarian and District Office
- between the teacher-librarian and the DSE.

**ISOLATION  
BPS**

Organise newsletters and/or staff meeting timeslot each week/month.

Ensure teacher-librarian membership of school committees (esp. curriculum and finance).

Join professional teacher-librarian associations, ASLA and ALIA.

Attend collegial meetings and conferences.

Attend 'Virtual' conferences, such as the ITEC Virtual conference.

Become a member of NICS (a North Coast resource sharing network).

Use email for accessing discussion groups for teacher-librarians, such as OZTL\_NET, OZ-teachernet, INFO\_LIT Australia, etc.

**3. TEACHING**

**The challenge:** "Keeping on top of management and information literacy."

**Areas of challenge:**

- Information skills & information literacy

**MANAGING/TEACHING  
BPS**

Use teaching staff as "lighthouses" for successful CPPT lessons/programs.

Establish an information skills continuum with staff.

Refer to: CD ROM: *Teaching Information skills* (ASLA)  
Kit: *Learning for the future teacher resource kit* (ASLA).

Organise relevant professional development for staff on information literacy, etc.

Use mind maps.

Find a mentor/advocate on the executive.

Think in metaphors (e.g. "the library is a service centre, not a parking lot".)

Advertise!

Use technology for repetitive administration or clerical tasks,  
e.g. Rapid Retrospective for data entry; SCIS online for cataloguing.

Read: *Seven habits of highly effective people* (S. Covey)  
*The one minute manager* (S. Johnson)  
*The learning revolution* (G. Dryden & J. Vos)

Have a 1, 3 or 5 year plan written down (and review it regularly).

Set specific goals or deadlines (and stick to them).

Practise time management techniques and strategies.  
e.g. Have a daily/weekly list of priorities  
Handle pieces of paper once only.

- Literature

**LITERATURE  
BPS**

Read, read, read!

Read reviews (get other staff and students to read them too!)

Celebrate with special events: Book fairs, Book Week, displays etc.

Relax and enjoy wide reading schemes such as DEAR, RIBIT, RAGE.

Enlist storytelling and reader's theatre for all ages.

Use OASIS for publishing brief book reviews written by students (attach to Notes field for Fiction titles, etc).

Subscribe to and read professional journals, such as *Scan*, *Access*, and *Incite*.

Become an ACTIVE member of your professional association.

Make time to contribute articles to professional journals.

**5. Role of the teacher-librarian**

**The definition:** "Knowledge navigator or cyberarian?"

**Areas of challenge:**

- Promoting and educating others in the changing role of the teacher-librarian
- Coming to terms with the role carrying the responsibilities of a head teacher, without the position or clout (or salary).
- Needing to emphasise the teaching role of the teacher-librarian with special relevance to information skills, information literacy and student-centred learning.
- Having responsibility for management of the resources of the whole school.
- Keeping up to date with advances in new technology e.g. Internet and often being viewed as the "expert".
- Facilitating access to sources outside the school in a climate of diminishing resources.

**THE ROLE  
BPS**

Have a vision (Big picture); learn to visualise your goals.

Use your multiple intelligences.

Think laterally!

Maintain a positive attitude and sense of humour.

**The essence: a sense of humour and collegial support**

In the discussions which created this article, two comments re-emerging in every scenario; these were "to keep a sense of humour at all times" and "to keep actively supporting each other". In my limited opinion (for I have only been on the beautiful North Coast for six years!), these two statements encapsulate the major strengths of teacher-librarians and are to be found in great abundance in North Coast teacher-librarians. Their camaraderie and ability to provide a network of support for their colleagues, combined with a desire to be at the forefront of educational and technological change, ensure that the North Coast will not be left behind.

**PS:**

I cannot fail to acknowledge the collaborative efforts of my teacher-librarian colleagues who contributed to this article, and who continue to maintain effective communication links between North Coast schools.

**4. Support**

**Areas of challenge:**

- Ancillary
  - Primary teacher-librarians taking RFF face increasing difficulties with practising CPPT and with managing clerical staff and tasks because of time constraints
  - Additional staff demands for ancillary staff causing them to be re-allocated to other areas around the school, often reducing library allocations
  - Clerical staff needing extra training in new technology.

**SUPPORT  
BPS**

Hold collegial meetings for ancillary staff.

Make time to have your own library 'staff meeting' regularly.

- Financial

- Diminishing budgets, increasing demands
- Ageing collections
- Increasing stock losses
- Leasing vs purchasing of new equipment (or replacing 'older' technology).

**FINANCE  
BPS**

Establish a tax-deductible library building fund via your school P & C.

Use curriculum resource mapping to demonstrate collection strengths and weaknesses and to demonstrate accountability for effective use of funds.

Involve your school P & C in library events and enlist advocates.

- Professional

- Needing to keep abreast of developments in teacher-librarianship, information literacy, technology and curriculum developments
- Having limited HRD funds.

**PROFESSIONAL  
BPS**

Attend collegial meetings regularly.

Report back to Principal & executive/staff on seminars, conferences, etc.

Use email to keep in touch with outside world of teacher-librarianship.

Seek assistance with T & D Officer to co-ordinate professional development activities.

Gloria Cassidy	(Mullumbimby HS)
Sue McLeod	(Byron Bay HS)
Lorraine Neill	(Hastings PS)
Ann Johnston	(Grafton PS)
Margot Combes	(Wollumbin ERC)
Kathy McDowell	(Toormina HS)

PPS:

The Hastings Group has volunteered to organise the next North Coast teacher-librarian conference in 1997. I can hardly wait...

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# News from SCIS



Anne Dowling.

Anne Dowling is Divisional Librarian, responsible for managing the cataloguing input for the SCIS database for NSW.

Subject headings

In 1996 the following headings were added to the SCIS database:

*Bedtime, Biomechanics, De Facto Relationships, Feng Shui, Hospitality Industry, Mediation, and Social Action.*

*Aquiculture* was replaced by the term *Aquaculture*, *Bahasa Indonesia* by *Indonesian Language*, *Kanakas* by *Australian South Sea Islanders*, and *Down's Syndrome* by *Down Syndrome*.

The reference structure for these headings is available on the Subjects headings disk available from the Curriculum Corporation.

Dewey decimal classification 21

The 21st edition of the *Dewey decimal classification* is now available and the corresponding abridged edition, *Abridged Dewey decimal classification 13* will be released in 1997. The classification numbers on the SCIS database will be converted to the numbers in the new editions.

Before the conversion can take place the changes in both editions must be considered in the context of the SCIS standards. Instructions on how to implement the changes will be given in *Scan* prior to the conversion. The change to the new editions will not involve teacher-librarians in a major reclassification of the resources in their school libraries. ■

Are you a good writer who'd like an enjoyable, opportunity for professional development?  
Apply to join the SCIS Review Panel.  
Further details: Colleen Foley,  
SCIS Review Coordinator  
Ph: (02) 9808 9478



# RESEARCH COLUMN

Ross Todd is Senior Lecturer, Department of Information Studies, University of Technology, Sydney.



**B**last off for cyberschools was the eye-catching title of an advertising feature in Ansett Australia's inflight magazine *Panorama* that I came across a short time ago when travelling to Melbourne. I was attending a meeting of teacher-librarians as part of the ALIA Biennial Conference in Melbourne, a conference titled *Reading the future!* The header of the feature disturbed me somewhat. It claimed: *From the days when paper replaced slates in schools, our children have been flag bearers in the onward march of technology. Today, they're at the forefront of the computer revolution and taking it all in their stride. Computers are transforming the way we learn.*

Schools are acknowledging that information technology can play an important role in the education of young people. However, as educators, we have yet to address the hard questions posed by Johnson and Eisenberg:

- How much difference is information technology making in student achievement?
- What are the best uses for a finite number of computers and limited amounts of related technologies in schools?
- What evidence is there that the money spent on technology is being spent wisely? (Johnson & Eisenberg, 1996: 12).

To these questions I would add:

- How do we make the transition from traditional teaching practices constructed around printed text to a pedagogy constructed around electronic information?

I believe that as part of their leadership role, teacher-librarians must also play an active role in helping to answer the questions posed above. Ensuring that information technology is meaningfully used in teaching and learning requires not just vision and leadership, but it

also requires knowledge of how to integrate information technology into teaching and learning, as well as knowledge about how it makes positive, tangible and lasting differences to student learning.

Against this backdrop, this column focuses on three aspects:

- Firstly, it provides a brief overview of **action research** as a school-based approach to documenting the impact that information technology on student learning.
- Secondly, it reports on an action research project undertaken by Celeste McNicholas and myself involving senior high school students using the Internet to complete a research assignment.
- Thirdly, it presents an abstract of an important review of research into the contribution of information technology to learning and primary and secondary schools. I would commend all teacher-librarians to review this research, and to discuss its conclusions in your school.

Action research

Description

Action research has dual goals of action and research. It investigates aspects of current practice in order to improve that practice. It is undertaken to investigate real concerns, to take action to solve problems and at the same time contribute to the knowledge base of the profession. It aims at increased understanding of a particular situation or problem, and provides a basis for making decisions, establishing directions, and taking actions to make improvements.

Action research is collaborative in nature. It is a group activity, and all those involved share the responsibility for the outcome of the project. The problem that is at the heart of the action research represents a shared concern of all group members. In action research, critical reflection and feedback are essential components, based on the data gathered.

The research process

To undertake action research, you do not need to be a professional researcher. It does require you to be a reflective practitioner, a team member, and someone who is willing to contribute to the problem identification, provide viewpoints on various options, take an active role in implementing the chosen course of action, and able to evaluate its outcomes and set directions.

Action research involves five basic phases: identify, plan, act, observe, and reflect.

- An issue of practice is identified where there is a mutual commitment to wanting to improve what is already happening.
- The team develop a systematic plan to investigate the concern.
- The team implement critically informed actions designed to improve the situation.
- The team observes the effects of the actions.

- The team **reflects** on these effects as a cyclic basis for ongoing planning, action, and evaluation.

### Benefits for teacher-librarians

The impact of information technology on student learning opens up many opportunities for action research in schools. There are a number of advantages for teacher-librarians who are willing to initiate and be involved in such action research projects.

Action research provides an opportunity for teacher-librarians to build their profile in the school, to be part of a leadership team committed to providing the best learning opportunities for students. The communication network that can develop during a project can help to reduce the isolation often experienced by teacher-librarians, and foster ongoing support and sharing of ideas.

Action research also provides an opportunity not only to become more competent in understanding and applying research to improve practice, but also to develop needed skills in doing research and improving the ability to read, interpret, and apply the research of others. I believe this is a critical need in teacher-librarianship.

by Celeste McNicholas, teacher-librarian, Marist Sisters College Woolwich and Ross J. Todd, Senior Lecturer, University of Technology, Sydney.



The action research team involved a classroom teacher, Year 11 geography and religion classes with a total of 42 students, the teacher-librarian, and the research adviser. The focus was on investigating the use these students made of the Internet when given a typical research assignment set by a classroom teacher, and the impact that this had on their learning.

The motivation for this research was

- to understand how students worked with the Internet
- to identify learning difficulties
- to implement actions to address these difficulties, and

- to foster the development of teaching and learning strategies to enable classroom teachers to more effectively integrate the Internet into their classes.

### Research design

The research assignment tasks were designed without consultation with the teacher-librarian, and were not designed to suit the Internet aspect of the work. The tasks were set with a firm time line that reflected the requirements for both subjects. The research was planned using naturalistic observation of the students and teacher.

Each class involved in the research was divided into two randomly selected groups, and these groups were given specific directions for completing the research tasks.

**Group A** students were required to use information sources considered traditional by Marist Sisters College, that is print texts, multimedia, electronic indexes and full text services.

**Group B** accessed the Internet, primarily the World Wide Web, from any of fifty possible sites around the College using *Netscape* and unconstrained by any electronic censorship. Group B students had open access to the Net at all times throughout the course of the study.

Prior to beginning their tasks, both groups of students were asked to record: their search plans for gathering the required information; what information was to be looked for; and where they expected to find it. In addition, a process diary was used by each student to make comment about their perceptions of the sites visited and judgements about the quality and usefulness of the information gathered. At various stages in the process, all involved in the process took part in diagnostic discussions and feedback sessions.

### Results

This report will focus on some of the learning issues which arose. Each of these became the basis for classroom instruction, discussion, and learning activities specifically designed to address the difficulties. It is clear to us that some of the issues emerging from this action research warrant further exploration and debate.

### Understanding search engines

The assumption that all engines will look the same and work the same way was the beginning of many uncomfortable discoveries for the students as they began their Internet surfing. The need for students to adopt some simple rules in terms of engine syntax and interface interpretation became apparent very early in the study. Students discovered that colloquial English was not Net English and that some search results appear off screen, requiring movement of the scroll bar before they are displayed. The complexities of syntax or alternative server searches were issues that required immediate action. This involved classroom instruction, accompanied by guided search activities, and in some cases, one-to-one assistance.

### Search design

It became obvious that students had not taken the time or effort to think through their search strategies. Their enthusiasm and rush to get on to the Net meant that their analysis of the task and planning their searches were quite hasty and superficial.

The need for well structured searches, stressed in the context of information literacy over the last several years, is perhaps even more pressing in the world of the Net. The girls learned that sloppy searches were expensive both in terms of personal time and effort and in on-line connection costs. It has been assumed by many of the uninitiated that the Net holds all that is worthwhile in terms of current and accurate information at the click of a button. The students in this study brought this assumption with them, and it resulted in high levels of frustration and anxiety.

Our observations suggest that students' ability to complete or even begin a successful search is closely linked to their ability to design search paths. **A well developed conceptual knowledge of broadening and narrowing searches, of substituting alternative search terms is essential for any Net user to be independently productive in their on-line time.**

In the course of the study, students confirmed that the extreme frustration of unsuccessful searches completely negates any enthusiasm for the Net per se. We observed that inexperienced Net users would readily identify their failed searches as being the fault of the Internet, and often repeatedly performed the same search without any change of syntax, search terms, or server and were oblivious to the diagnostic and suggested changes that *Netscape* provided.

*Enter the Internet: a world where there is no process of selectivity other than that each surfer brings with them.*

### Information quality

An issue that became clear during the course of the study centred on the concept of specialised collection development. The paper-based school library is a very specialised collection and generations of students have come to rely on its preselectivity. Students and teachers know and expect the information resources in the collection to have direct or indirect application to the school's programme of learning and as such have been able to remove from their own search procedures that first stage requiring them to sort the chaff from the wheat.

The study revealed that the classroom teacher and students searching the Internet were woefully under-prepared for the diversity and enormity of search results. Meanwhile, Group A students considered their one or two successful hits in the traditional library an acceptable result and fulfilled their expectations.

**The study clearly indicated that teachers and students alike need to acquire the fundamental skills of selection.** Preselectivity has long been fundamental and acceptable in the school environment, but it will not pre-

pare students for the real world information overload on the Internet. Informed selection is a real skill. How do we develop in students this important skill of discrimination, evaluation and selection so that they can manage the vast, ambiguous Internet?

Other issues that arose involved questions of accuracy and authority of information. From our experiences in this study, it is imperative that students recognise that the Net offers no guarantees of quality.

### Productivity

One of our concerns in this study related to productivity. Productivity was looked at from two perspectives. Time productivity was associated with questions of how much work was accomplished for the amount of class time available. Students using the traditional library resources (Group A) indicated that they were on track with their time management. This meant that they were meeting their own time lines in respect of searching, reading, drafting and presenting information. The Internet students (Group B) displayed high levels of dissatisfaction and commented on the frustration of spending inordinate amounts of unprofitable time in the search component. At

a measured point in time, Group A students were all involved in some form of preparation of their product whilst Group B students had not collected enough information to consider their searching successful.

It should be noted that Group B students made repeated excursions into sites on the Net unrelated to the task at hand. Their frustration with the task did not completely destroy their curiosity about the Net. Whether their excursions were used as digressions for their frustration or stemmed from an unwillingness to complete the task

is somewhat harder to determine.

Task productivity was also reviewed at the completion of the study, and included student perceptions and teacher's comments on the graded product. The general consensus from the religious education class was that the Internet group had expended a great deal more nervous energy for very little benefit. The students did not perceive that their product was any better than that of Group A and this was supported by their grades. In fact the Group B students felt that the choices available to them in the structure of the task were severely limited by the Net. Observations indicate that these limitations were self imposed and probably stemmed from inadequate search design skills. In the final debriefing session, students were prepared to acknowledge this, and in doing so, send a clear message to classroom teachers to ensure that the students have the appropriate knowledge and skills to effectively use the Internet.

The geography class had a different outcome although their initial experiences were very similar. Group A moved through the task at a steady self-directed pace, while Group B floundered with unsuccessful searches

and inaccurate search terms. It was not until quite close to the end of time and after fairly high levels of frustration had been expressed that members of Group B realised their searches needed restructuring. Once this was achieved and information started to flow, there was a general acceptance that the information was of very high quality and far exceeded the information contained in the 'traditional' collection. The subsequent grading of the product confirmed that Group B students completed the task with more current and applicable information than that presented by Group A.

### Construction of information

An issue that resurfaced and that is by no means new was that of plagiarism. It is not simply a question of failing to use quotation marks; rather, it is more a question of **cut and paste versus analysis and synthesis**. The incredible diversity and volume of information on the Net coupled with the ease of dumping to the printer presented an almost too tempting short cut to the final product for some students.

Students participating in the study made good use of printing and copying facilities. Students using traditional resources indicated their acceptance of the need to work with information and to synthesise new information. It was not an issue for them. We assumed this was in part attributable to many years of being instructed not to copy, many years of familiarity with the medium of choice and perhaps a suspicion that teaching staff might be familiar with the paper based references.

Members of the Internet group were less inclined to see that the results of their searches would need further manipulation. This may have been because they had spent so long in the search, and perhaps the pressure of deadlines encouraged shortcuts. Some students in Group B expressed their decision in terms of the Net product being designed to *just cut and paste* into their own work. What became obvious in this study was that the **value placed on skills of analysis and synthesis of information gleaned from so called traditional sources did not automatically transfer to the new age information sources.**

Six students who took part in the study were enrolled in both the geography and religious education classes. These students, from both Group A and B, held the opinion that the geography task could not be completed as easily as the religion task because no matter what information they found they still *had to do something with it to make it answer the question*. The religion task was seen as gathering basic biographical data, although clearly there was scope to perform some analytical and synthesising functions. Students are capable of discerning tasks that necessitate higher order functions to be performed but, as we all know, most students will only perform those functions if the task construction demands it.

### Implications

Clearly one implication of this study is that **research tasks involving electronic information sources need to be structured so that they discourage the amassing of**

**facts, and encourage higher order cognitive skills including synthesis and analysis.**

A second implication is that an **information skills infrastructure is an essential prerequisite to successful and satisfying use of the Internet as an information source in schools**. Before students and teachers embark on a Net surfing spree, teachers need to be creating tasks whose structure and product require the analysis and manipulation of information and not tasks whose marking schema rewards the simple collection of facts.

Perhaps the most striking observation is that **when using the Internet in classrooms, teachers need to be constantly available for guidance, clarification and instruction**. They need to be competent themselves with the information literacy demands of the Internet. The teacher involved in this study commented that the students using the Internet demanded much more of his time than he had anticipated. His own experiences of the Internet and understanding its pedagogical implications were not diverse enough to prepare him for a room full of novice net surfers all finding new and interesting ways to get lost.

### Worth the effort?

So back to the original question: **New kids on the box: is it worth the effort?** Yes, in our opinion it is. The challenge lies in being well informed from the outset as to how much effort will be required. Implementing and managing change is never an easy affair and using the Internet as an additional open access information source is fraught with technical and teaching practice challenges. What we have learned from all the work on information skilling that has gone before is that the more information literate a group of learners is, the more a teacher needs to adapt and modify traditional teaching practices.

This study and its evaluation has given priority to the school's staff development, the parent evening courses and the co-operative teaching of novice Net classes. The investment is large in both dollars and human resources and the costs will be ongoing. However, if as educators we are committed to preparing our students for participation in the world at large, then we must accept the challenge to deal with the world's toys.

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Gregoire, R., Bracewell, R. & Laferriere, T. *The contribution of new technologies to learning and teaching in elementary and secondary schools - documentary review*. Collaboration of Laval University and McGill University. August 1996.

This paper is available at the Web site:

<http://www.tact.fse.ulaval.ca/fr/html/impactnt.html>

I am not aware that it is published in print. The authors indicate that the review will be updated as new research becomes available.

This paper reviews recent research that pertains to the classroom integration of information and communication technologies. It gives emphasis to research relating to student learning. It has the potential for stimulating a great deal of discussion in schools. It asserts that *it is increasingly clear that technology in and of itself, does not directly change teaching or learning. Rather, the critical element is how technology is incorporated into instruction*. In addition, it highlights that successful implementations of computer-based learning technologies are associated with trained and knowledgeable teachers in the classroom.

The paper presents research which demonstrates that:

- new technologies have the power to stimulate the development of intellectual skills such as reasoning and problem solving ability, learning how to learn, and creativity.
- new technologies can contribute in several ways to better learning in various subjects and to the development of skills and attitudes. The nature and breadth of learning depend on previously acquired knowledge, and on the type of learning activity.
- most students show greater spontaneous interest in a learning activity that uses a new technology than in the traditional approaches in class.
- the attention span or concentration that the majority of students are willing to devote to learning activities

is greater when they use a new technology than when they are in a traditional setting using traditional resources.

- new technologies have the power to stimulate the search for more extensive information on a subject, and a more satisfying solution to a problem.
- the use of new technologies promotes co-operation among students in the same class and among students or classes in different schools.
- if the new technologies are used in such a way as to exploit their potential, the teacher interacts with students much more than in a traditional classroom, as a facilitator, a mentor, a guide to the discovery and gradual mastery of knowledge, skills and attitudes.
- teachers begin to view knowledge less and less as a series of facts to be transferred and more and more as a process of continuous research in which they share the difficulties and results with their students.

A clear theme of this paper is that these outcomes do not happen by chance. Diagnosing learning needs, intervening with appropriate development of information handling skills, and constant evaluation and feedback are essential components. This paper provides a clear mandate for teacher-librarians in term of their educational, information literacy roles. Are the outcomes identified above a reality in your school? Any hesitation in answering yes to any of the above is an opportunity for action research. This research column will share your action research endeavours! ■

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

Picture books

Picture books are arranged alphabetically by author. Some books in this section are non fiction or have relevance to a particular KLA.

**BALLIE, Allan & HARRIS, Wayne**  
*Dragon quest.*  
Scholastic, 1996

The quest in this picture book is for a knight and his steward (the reader is called!) to pass through many perils before facing one final challenge—the dragon. The illustrations are well-executed, bold and powerful, telling of hidden dangers and responding to questions and comments in the text. Some may feel the pictorial clues are not obscure enough for the level of textual difficulty, but younger audiences may respond well to a participatory reading aloud. This will find an audience among adventurous dragon-seekers who enjoy books individually or as a group. R. Elston

LEV: Middle primary  
AVAIL: \$19.95 SCIS 882091

**CRABTREE, Judith**  
*Skew-whiff.*  
Hodder, 1996  
ISBN 034061269X

A mixture of story traditions can be seen in this picture book. The old woman is from the nursery rhymes, the animals and houses from the Australian country, and the humour and tone reminiscent of Patterson's *Mulga Bill's bicycle*. The idiosyncratic story involves two animals who go in search of the cure of all cures that can fix their disabled limbs. Their companion and mentor on the journey is Skew-whiff. The illustrations are boldly and well drawn, with plenty of minor details to intrigue the eye. They complement this humorous and novel tale. L. Williamson

LEV: Pre-school Lower Primary  
AVAIL: \$19.95 SCIS 872731

**CREBBIN, June & BENDALL-BRUNELLO, John**  
*Into the Castle.*  
Walker, 1996  
ISBN 0744537630 [821]

Join three children, a horse and dog, in their courageous venture into the castle on the hill where, they say, a monster lives. Cross the moat and then the yard, go along the passage and down the steps and find the dark, dank dungeon. Take the key and... While reminiscent of many other popular stories in content, structure and rhythm, the tale manages to achieve a freshness and vitality of its own. The illustrations in this picture book are mobile, good humoured and expressive,



with clever use of space, colour, line and perspective, ensuring that each spread matches the changing mood and atmosphere of the accompanying verse. B. Richardson  
LEV: Preschool Lower primary  
AVAIL: \$19.95  
KLA: English SCIS 870100

**CRISTALDI, Kathryn**  
*Even Steven and Odd Todd.*  
Scholastic, 1996 (Hello math reader. Level 3)  
ISBN 0590227157

Though this book will never win prizes for its literary merit, its value lies in its ability to reinforce simple maths concepts. The book revolves around two cousins, who do everything in relation to odd or even numbers respectively. When Todd comes to visit Steven their incompatibility causes problems until it finally reaches a climax. The simple, coloured, delightful illustrations could be very useful in assisting students to count. Activities and games at the end of the book provide worthwhile teaching ideas. J. Eade

LEV: Lower primary  
AVAIL: \$7.95  
KLA: Mathematics SCIS 869878

**DAVIES Gill & KINCAID, Eric**  
*I can't sleep.*  
1st Australian ed. Koala, 1996  
ISBN 1875846921 [821]

When Polly Panda can't sleep, she tries counting sheep, elephants, tigers, fish, pigs and hippos. Nothing works until Polly accepts Mrs Panda's suggestion that she count her family and within no time at all she is fast asleep dreaming of teddies. Text combines prose and simple dialogue with rhythmic counting rhymes which focus on the antics of the particular animals being counted. The illustrations in soft watercolours provide lots of detail for youngsters to pore over, although the number of animals depicted on the double page spreads could be confusing unless readers are warned that they're in two groups of nine. Unfortunately, Polly's hand is a jarring note resembling that of a human rather than a panda. B. Richardson

LEV: Lower primary  
AVAIL: Paper \$8.95  
KLA: Mathematics SCIS 873159

**HADDON, Mark & BIRMINGHAM, Christian**  
*The sea of tranquility.*  
Collins, 1996  
ISBN 0001981625

As a boy the author dreamt of walking on the moon when the famous trio were doing just that. He remembers with clarity his fascination with the exotic-sounding Bay of Rainbows and Sea of Rains, and the cold darkness of the moon—no wind, no clouds, no streams, no sky. He stays awake when the astronauts make their landing and dreams he was there. The end of the picture book sees the author grown up, still fascinated. The predominantly blue pastel illustrations mirror the dreamlike quality of the story, and the ghostly fascination of the solar system and moon. More than a gentle memento of childhood, this personal account of a life-long interest should inspire readers to more than a cursory look at a full moon. L. FitzGerald

LEV: Lower primary Middle primary  
AVAIL: \$19.95 SCIS 879521

**HAVEL Geoff & KENDALL Peter**  
*Ca-a-r ca-a-a-r.*  
Sandcastle, 1996  
ISBN 186368154X

When a car and tanker collide on a busy highway near a farm, the animals all make appropriate comment and give helpful advice and answers to police inquiries. Sounds trite, but there's a twist. Cleverly the author exploits the onomatopoeic quality of each animal sound for puns and word play. So the cats 'meeeeooowww' as the cars zoom past, the dog responds with a 'roof roof', and so on. Yes, it is corny but, it is also very funny and highly entertaining, particularly when read aloud with the right dramatic flair and emphasis. Very lively illustrations in cartoon style are most apt. This picture book would make a terrific class performance piece. B. Richardson

LEV: Lower primary  
AVAIL: Paper \$9.95 SCIS 876810

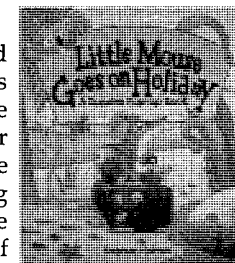
**HAWKSLEY, Gerald**  
*The enormous turnip.*  
Koala, 1996  
ISBN 1875846573

Everyone knows the story of the enormous turnip. But what would happen if the heroes and heroines of the fairy tales—the *Three little pigs*, *Little Red Riding Hood*, and more—come to help. What eventuates is a delightful story. And there is a clever twist at the end when the Very Hungry Caterpillar makes an appearance. Cut away pages, dialogue circles, indestructible pages and lots of little visual tricks to spy upon are all features of this imaginative picture book. In all ways, it is a very successful creation. L. Williamson

LEV: Preschool Lower primary  
AVAIL: Paper \$7.95 SCIS 872220

**HOLMES, Stephen**  
*Little Mouse goes on holiday.*  
Koala, 1996  
ISBN 1875846808

A delightful little book, with bold colours, pop-ups and pull-tabs, this will amuse and encourage little hands to reach out and explore for themselves. This short, thirteen-page picture book has Little Mouse setting off to different places around the world, and meeting a variety of wildlife that he mistakes each time for something else. The pop-up on each page reveals what is really there, and the occasional pull-tab brings some of them more to life. Discovering the creature on each page is not difficult, but the fun is in the appealing layout. The quality artwork is the major attraction for small children and makes this book a worthy addition to any library. R. Dobson  
LEVEL: Preschool Lower primary  
AVAIL: \$14.95 SCIS 873189



**ISHAM, Marion and ISHAM, Steve**  
*Tasmanian tiger.*  
Bandicoot, TAS, 1996  
ISBN 0958653607

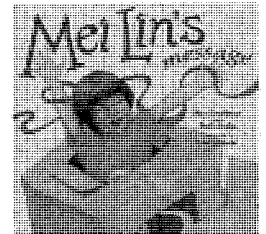
A most unusual picture book, this is more than simply a story about two children who see a Tasmanian tiger. The preface contains a picture and information about the Tasmanian tiger, whilst at the end of the book, there is a picture of the authors burying a gold tiger treasure, located somewhere in Tasmania. The clues to finding this treasure are embedded in the

book in the form of phrases and pictures around the brightly-coloured, vibrant illustrations. The clues are extremely difficult, but are sure to interest those students who enjoy a challenge. This adventurous, creative and informative book is likely to find an audience in all who are interested in the Tasmanian tiger or cryptic clues and detective fun. J. Eade  
LEV: Middle primary Upper primary  
Lower secondary  
AVAIL: Paper \$12.95 SCIS 871251

**JACOBSON, Kerri and MULES, Ruth**  
*Mei Lin's message.*  
Lady Gowrie Child Centre, 1996  
ISBN 0947305157

A positive portrayal of social diversity is the aim of this picture book for young readers. This is achieved by the use of images of children from various cultural backgrounds and abilities (one young girl uses crutches), playing together happily in a day-care centre. After attending the Reverse Garbage Depot, the children are inspired to build various things with the materials they had collected. The storyline and text are simple. The soft, watercolour illustrations are lifelike, inspiring and convey mood and emotion well. Young children should be able to identify with the concepts of co-operation and sharing shown in the story. J. Eade

LEV: Preschool Lower Primary  
AVAIL: \$18.95 SCIS 870436



**LIVELY, Penelope & GON, Adriano**  
*Good night, sleep tight.*  
Walker, 1996  
ISBN 0744543762

Fantasy blends with reality in this story of a small girl whose family of toys—animals, Frog, Lion, Cat, and a rag doll, Mary-Ann—take her with them to share their night time adventures before they settle down to sleep. The text, written in simple but evocative language, reads aloud with a gentle story telling rhythm. Complementing illustrations are light, colourful and appealing, with a joyous vitality and exuberance that echoes the fun and excitement of the story. The last double page spread of coloured patchwork quilt is a nice, quieting touch, preparing a small listener for sleep. This is a delightful bedtime picture book recommended for the very young. B. Richardson

LEV: Preschool Lower primary  
AVAIL: Paper \$9.95 SCIS 870457

**LUCAS, Helen & LEWIS, Naomi**  
*A new star.*  
Random, 1996 (A Mark Macleod book)  
ISBN 0091829941

Endorsed by the Victorian Sudden Infant Death Research Foundation, this picture book sensitively tells the story of the death of baby Tanya through the eyes of her older sister. The story is simply written and examines Tanya's short life from the time she was brought home from the hospital until her tragic death. The pastel sketch illustrations beautifully complement the sombre mood of the story. This would be a very valuable book for use by any child who has experienced this loss; it ends with the positive thought that Tanya is now a star twinkling down at the family. Overall, it is an effective and supportive resource. J. Eade

LEV: Preschool Lower primary Middle primary  
AVAIL: \$22.95 SCIS 880233



MOSES, Brian & DUNTON, Trevor

*Ten tall giraffes.*

Ladybird, 1996 (Picture ladybird)

ISBN 0721496555 [513.2]

The success of a number picture book is largely dependent upon the skill of the illustrator in maintaining high interest levels—this one will be well-received by young readers. The humorous illustrations dominate each double page, with no superfluous detail to detract from the text. Posing a reference question at the beginning, to which all subsequent text is addressed, is a deft touch in this marvellously cheerful book. As number picture books invariably begin at one and work upwards to ten, it was refreshing to see one which was so cleverly written in reverse order. R. Elston

LEV: Preschool Lower primary  
 AVAIL: Paper \$7.95  
 KLA: Mathematics SCIS 876795

ODGERS, Sally & GAMBLE, Kim

*Bunyips don't.*

Scholastic, 1996

ISBN 1863881670

Old Bunyip lives in the dark, cold side of the creek and puts a stop to anything that is fun but Young Bunyip wants to enjoy himself. Two such disparate personalities come to life in this picture book. Kim Gamble's illustrations are perfect: the dark scenes are dark without being terrifying; and the light scenes are all sunshine and fun. Splendid language pushes the story along. Old Bunyip laughs "like water gurgling down a pipe" and makes a sound "like a boot being pulled from the mud". This is an impressive, amusing Australian picture book for young children. L. Williamson

LEV: Preschool Lower primary  
 AVAIL: \$19.95 SCIS 871762

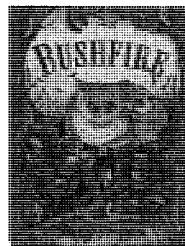
OKTOBER, Tricia

*Bushfire.*

Hodder Children's, 1995

ISBN 0733601162 [A821]

From this outstanding Australian artist/author, comes poetry and illustrations that may change our outlook on bushfires. Rather than depicting disaster, Oktober presents the advantage of fire to our native plants and animals, and their tough survival techniques. One or two short verses in large print are accompanied on each double page by large colour illustrations that celebrate the long evolved ingenuity of our flora and fauna—hakea pods that need fire to germinate, and animals that benefit from the rich food sources that hastily appear. This picture book offers a wonderful balance to our understanding of the Australian landscape. M. Williams



LEV: Middle primary  
 AVAIL: Paper \$9.95  
 KLA: HSIE SCIS 859297

ROSEN, Michael & GRAHAM, Bob

*This is our house.*

Walker, 1996

ISBN 0744537509

Everyone will recognise George in this picture book for young children as the person who aggressively defends his own things and will not share. A young reader will appreciate the humorous attempts by George's classmates to gain entry to his cubby house and rejoice at their decision not to

let him back in once he has left. The simple, colourful, line outline illustrations subtly capture the tension of the confrontation between George and the group, and deftly reflect the satisfaction of all when the conflict is resolved. This story is an excellent introduction to the concepts of sharing and fair play. R. Elston

LEV: Lower primary  
 AVAIL: \$19.95 SCIS 880437

ROSENBERG, Liz & LaMARCHE, Jim

*The carousel.*

Orchard, 1996

ISBN 186039213X

A poignant story, this picture book, which sensitively portrays grief, is one to be recommended. Two young girls coming to terms with the death of their mother, encounter the awakening of the carousel horses in the park near their home after a long winter. Their realisation that the horses cannot function properly until they are repaired with tools from their mother's tool box becomes part of their own healing process. As each horse is mended and takes its rightful place on the carousel, there is an overwhelming feeling that the girls' harrowing grief has gone, and that only comforting memories remain. The dark, ghostly illustrations, with splashes of brightness support the mood and text well. R. Elston

LEV: Lower primary  
 AVAIL: \$19.95 SCIS 872784

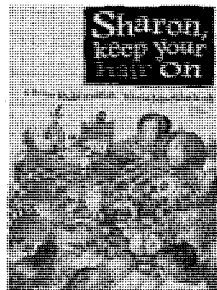
RUBINSTEIN, Gillian & MACKINTOSH, David

*Sharon, keep your hair on.*

Random, 1996 (A Mark Macleod book)

ISBN 0091830087 [A821]

When Sharon marries Jase and moves into his shed, the big bed creates a space problem, but instead of moving, Jase solves the problem by building "a little bit more on". And so, as time passes and the household grows to include children, relatives and an assortment of animals and belongings, Jase just keeps on adding extra space. But, the day comes when there is once again only Sharon and Jase and too much space. The wonderful word play and catchy rhyme, rhythm and beat of the rap narrative set the pace, and the reader would be carried through at a frenetic speed if it weren't for the equally lively drawings which demand close reading to fully appreciate their humorous detailing. This picture book is entertaining, with appeal for young and old alike. B. Richardson



LEV: Preschool Lower primary  
 AVAIL: \$22.95  
 KLA: English  
 EVAL: Highly recommended SCIS 870168

SCHIELDS, Gretchen

*The water shell.*

Harcourt Brace, 1995

ISBN 0152004041

Elements from a number of Polynesian legends are woven into this charming picture book. The Fire Queen, embodiment of evil forces, erupts to destroy a beautiful, peaceful island. A little girl is swept away on the waves to begin her quest to save the island from its fate. She receives gifts which have magic powers throughout her journey. It is Keiki's true heart and courage which help her throughout her quest. Strongly designed colour illustrations contribute much to this involving story. The sense of integration between the

natural and human world is a strong message of this harmonious work. J. Buckley

LEV: Middle primary Upper primary  
 AVAIL: \$28.95 SCIS 859780

SMEE, Nicola

*Where's my special bed?*

Orchard, 1996

ISBN 1852139013

A child has four beloved toys: a giraffe, a doll, a teddy bear and a pig. She has determined special sleeping areas for them all, such as a furry boot (to keep the stuffed giraffe's neck warm), and so on. An excellent springboard resource for a unit of work on toys, the sparse text is cleverly designed to stimulate a child's imagination. They will want to extend the story and add their own dialogue. Illustrations are vibrant. The picture book comes complete with four die-cut cardboard 'toys', which young readers will enjoy slipping into the slots on each page as the story progresses, although keeping track of the loose pieces may prove a challenge. I. McLean

LEV: Lower primary  
 AVAIL: \$14.95 SCIS 859417

SYKES, Julie and LINCH, Tanya

*This and that.*

Magi, 1996

ISBN 1854301314

An enigmatic cat makes her rounds of the farmyard, asking each animal she meets to donate a little straw, hay, wool, feathers or hair for a special project. When questioned, she describes her purpose evasively as just 'this and that'. Confused, the farm animals decide to investigate further and solve the mystery. They are delighted to discover her secret, hidden in the stable. The text is wonderfully repetitive and therefore most of the action is quite predictable, while the bold collage illustrations, created from torn paper, are most appealing. A useful resource for units of work on the farm, this picture book may also inspire an art lesson or two. I. McLean

LEV: Lower primary  
 AVAIL: Paper \$8.95 SCIS 859293

TROTTIER, Maxine & VAN MIL, Al

*The tiny kite of Eddie Wing.*

Stoddart, 1995

ISBN 0773728651

A wonderful picture book that celebrates the imagination, and demonstrates that dreams can come true. Eddie Wing is too poor to own a kite but that does not deter him from flying (his imagined) one on the day of the Festival of Kites, and gaining the attention of Old Chan who can still remember his own dreams. The narrative, in direct, well written prose, is supported and extended with painterly illustrations executed in rich, glowing colours. Good use is made of space, perspective and facial expression—the viewer's eye cleverly caught and manipulated. It is particularly recommended for sharing as well as for individual reading. B. Richardson

LEV: Lower primary Middle primary  
 AVAIL: Paper \$8.95 SCIS 870370

TURNER, Gwenda

*Teaching bears to count.*

Penguin, 1996

ISBN 0140558691 [513.2]

Why are teddy bears so cute and lovable? The fact that this picture book is a winner has a lot to do with the gorgeous teddy bears, their hats, and the varied, lifelike, expressive children in the illustrations. The bears and the hats come in

all shades, shapes and sizes. On each double-spread page a child teaches her or his beloved bear a new number, from one to ten, and counting fingers, letters, numbers and objects illustrate the concept. The watercolour illustrations are warm, realistic, and demand our instant recognition. This is an excellent additional resource. L. Williamson

LEV: Preschool Lower primary  
 AVAIL: Paper \$9.95  
 KLA: Mathematics SCIS 870692

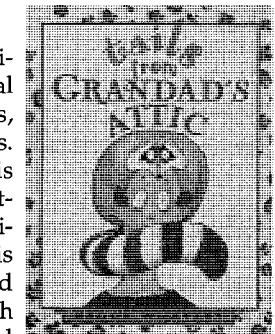
WHATLEY, Bruce

*Tails from Grandad's attic.*

Angus & Robertson, 1996

ISBN 0207183503

Just imagine people wearing animals, using them for rugs, musical instruments, handbags, wallets, even glasses and umbrella stands. How weird! Well it certainly is when interpreted visually in a literal sense. And, just imagine if animals wore people clothes? This simple but clever idea is executed with considerable humour, dash and flair. Each double page spread illustrates a separate concept, expressed in clear, well placed text with boldly drawn, pen and wash characters set against white backgrounds. Text is easy to read, well sized and placed on the page. This picture book is entertaining, fun and innovative, with sure child appeal and potential to stimulate imaginative thinking. B. Richardson



LEV: Preschool Lower primary  
 AVAIL: \$19.95 SCIS 858827

WINCH, John

*The old woman who loved to read.*

Scholastic, 1996

ISBN 1863884610

Beautifully written and illustrated this book is a sheer delight. The illustrations are bright and vibrant featuring many Australian animals as well as those more traditionally found on farms. The story revolves around an old woman who has moved to the country because life in the city is no longer quiet and peaceful. Here she hopes to have more time for her favourite pastime—reading; but country life is not always peaceful either. Written in clear, simple text, and featuring illustrations which invite exploration, this picture book is sure to appeal to both younger students and adults alike. J. Eade

LEV: Preschool Lower primary  
 AVAIL: \$19.95 SCIS 880760

**Fiction for younger readers**

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

AARON, Moses

*Lily and me.*

Random, 1996 (A Mark Macleod book)

ISBN 0091830311

The first novel of well-known story-teller, this is the response to a child's question: "How come a baldy like you wears a skull ring like a little kid?". Moses tells the story of his friendship with Lily, a ten year old who died of leukemia. Moses visits Lily in hospital, tells her stories, and plays games—funny,

pointless, sometimes grotty. Moses shows reluctance to face sickness and death; Lily leads him to acceptance of both. The final storytelling, a few days before Lily's death, illustrates this, as Lily insists on being told *Sadako and the thousand paper cranes*, which mirrors her situation. The story reads simply, movingly, its narration having a childlike quality. There is no hammering of a message about death, which is presented as part of life, with an ingenious, humorous touch to which older primary readers can relate. L. FitzGerald

LEV: Upper primary Lower secondary  
 AVAIL: Paper \$10.95 SCIS 876719

**APPS, Roy**  
*My barmy Aunt Boomerang: the coolest act in school.*

Bloomsbury 1996  
 ISBN 0747525137  
 Sebastian has been suffering at the hands of Ashley Belcher, the school bully, when suddenly Aunt Boomerang arrives from Australia and solves his predicament. While there is nothing humorous about bullying, his aunt's eccentricities and outlandish behaviour are hilarious. She fills the role of a guardian angel in an entirely unconventional but very successful manner. She is just one of numerous colourful characters who emerge. This is easy to read, very funny and contains a lesson. Its readability is enhanced by delightful line drawings. It is a flexible work which could be enjoyed equally individually or when read aloud and could also tempt reluctant readers. L. Monticone

LEV: Lower primary Middle primary  
 AVAIL: Paper \$9.95 SCIS 873581

**BARTON, Colleen**  
*Murder most fowl.*

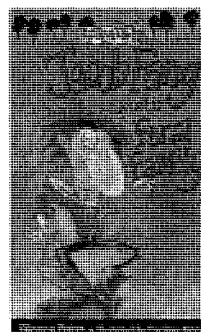
Scholastic, 1996  
 ISBN 1863885226  
 I Findem P.I. (Private Investigator) is a young James Bond. But instead of an Aston Martin, he has Sniffer, his dog. Everybody from the neighbourhood comes to I Findem for help—children with jealous contemporaries, his mother, worried class members. I Findem works at discovering the answer to their problems. The text is easy to read and full of puns and witticisms. It is perfect for the young reader who wants something simple, light, and amusing to read. There is the extra attraction of searching for clues. L. Williamson

LEV: Middle primary Upper primary  
 AVAIL: Paper \$7.95 SCIS 871736

**BATES, Dianne & MAGERL, Caroline**  
*Jacob Fang and his feral family. (Bushrangers)*

Hodder Headline, 1996  
 ISBN 0733603718

A despicable yet humanitarian bush-ranger searches for a family to alleviate his loneliness, and collects more than he had originally intended. Primary readers will be captivated and highly entertained by the attractive presentation, energetic pace, quirky plot line and off-beat humour of this pleasing example of contemporary Australian fiction. The author's whimsical approach is complemented by Magerl's delightful line illustrations, which demand equal consideration with the text. Language is lively, with copious amounts of dialogue, making it ideal for reader's theatre presentations. It is one of a series worthy of



cult status in primary and lower secondary remedial classes. J. Watts

LEV: Lower primary Upper primary  
 AVAIL: Paper \$7.95  
 EVAL: Highly recommended SCIS 882967

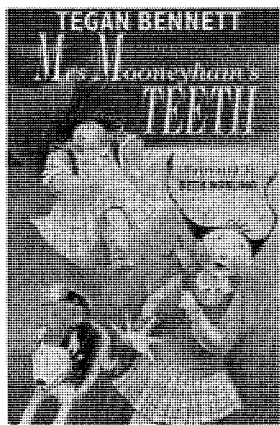
**BELL, Krista**  
*Nothing but net.*

Allen & Unwin, 1996 (Top shots)  
 ISBN 1864480874  
 Social models for team-building and personal relations are bonuses with this interest-focussed story. One of a series on basketball, it describes the adjustment of a young team to a new coach (easy) and a new star player (not so easy), throughout a season during which they hardly win a game and must measure success in other terms. Gradual acceptance of the star by a resentful team member, and the coach's positive development of team spirit are artfully woven into a plot delivered in colloquial language likely to have wide appeal. In addition to its natural readership, the book could attract reluctant older readers, being short and jauntily illustrated. H. Gordon

LEV: Upper primary Lower secondary  
 AVAIL: Paper \$8.95 SCIS 874673

**BENNETT, Tegan**  
*Mrs Mooneyham's teeth.*

Random House, 1996 (A Mark Macleod book)  
 ISBN 0091830109  
 Sean Twigg makes a return visit as best friend to Penelope Poulis in this lightweight, lighthearted variation on the theme of the genie and the lamp. But this time it's 103 year old Catherine G. Mooneyham who appears, to grant nine year old Penny's wish. With the help of Alice, the neighbourhood witch, Penny is returned to normal and the Year 6 bully, Marietta Rossini, is vanquished. The short chapters, vocabulary, humour, sentence length and structure are all in keeping with the reading skills of the intended audience. Bennett's visual language, along with Norling's fun black and white illustrations provide a pleasant, satisfying read. W. Muskin



LEV: Middle primary Upper primary  
 AVAIL: Paper \$10.95 SCIS 867266

**HAAS, Dorothy**  
*Burton and the giggle machine. (Minstrel)*

Pocket, 1996  
 ISBN 0671798979  
 Burton's family is (or would like to be) as creative as the Boyds, and as benign as the Brady Bunch. Burton's role is that of inventor. We follow him and his brother and friends as they protect one invention from theft, and develop another to promote even more bonhomie in this sugar-coated world. Though it is quite a lengthy novel, it is a very light-hearted romp, further enhanced for young readers by a series of line drawings and diagrams of the inventions. The language or style will not make demands upon unsophisticated readers. F. Gardiner

LEV: Middle primary Upper primary  
 AVAIL: Paper \$6.95 SCIS 863542

**HILL Anthony**  
*Spindrift.*  
 Penguin, VIC, 1996  
 ISBN 0741037843X (Puffin)

A difficult topic is handled with great sensitivity in this well-written novel about a young girl trying to come to terms with the fact that her grandmother is dying. While walking along the beach waiting to give Gran's spirit to the dolphins, Elizabeth meets "Bull" Morgan, a beachcomber with his own stories and impressions about death and the ocean. Although this is essentially a sad story, it is developed in such a practical, realistic manner that it becomes an interesting insight into human nature, not simply a story about death. Poignantly powerful imagery is part of the simply told story's strength. Written in double-spacing, it is a very readable book which even younger readers could enjoy. J. Eade

LEV: Upper primary Lower secondary  
 AVAIL: Paper \$9.95 SCIS 867963

**HOMES, Ruth**  
*The flying trapeze.*

Omnibus, 1996 (Omnibus ripper)  
 ISBN 1862912807  
 Captain Newland is a seafarer in Queen Victoria's time, and Sophie, who grows up to be the flying trapeze sensation at the circus is his loved daughter. Circumstances separate father and daughter for years but they come together in the exciting finale. Excellent writing, a nice sense of humour, and a deft handling of the storyline which roves from the mainland to the high seas, gives us a rollicking and enticing tale. There are lots of ingredients to interest young readers here—pirates, treasure, love, families, a near-murder and the circus. It is a book to be enjoyed silently, or shared and laughed over in the classroom setting. L. Williamson

LEV: Middle primary Upper primary  
 AVAIL: Paper \$7.95 SCIS 874586

**JENNINGS, Paul & SMITH, Craig**  
*The cabbage patch war.*

Penguin, 1996 (Puffin)  
 ISBN 0140382437  
 This story of the Dads from hell, who have matching beerguts and IQs—a slightly offensive stereotype—begins with Dad vomiting in the garden and encouraging the growth of a very large cabbage. The cabbage goes missing, and Whacka, the next door Dad, is suspected. Chris from *The cabbage patch fib* encourages his father in a war with neighbour Whacka, involving some outrageous episodes. Mother finds a way to turn all this to the Dads' advantages, as settlement of the dispute involves changing lifestyle from non-stop stubbies and junk food to healthy eating and weight loss. The Dads fall for this ruse, but have they really learnt? Whaddayareckon? The story and its illustrations are exuberant, and as unpolished in their humour as kids like. L. FitzGerald



LEV: Middle primary Upper primary  
 AVAIL: Paper \$9.95 SCIS 876343

**LEONARD, Alison & BURNARD, Damon**  
*Marybelle and her computer aunt.*

Orchard, 1996 (Computer whizzkids)  
 ISBN 1852137975  
 Marybelle is sent to spend Christmas with her aunt, an automaton living in an automated house, having forsaken people and the world. So automated is the house that the toi-

let tells her when to wash her hands, food is automatically prepared in nutritionally correct quantities and serviettes appear mechanically, with instructions on how to use them. Virtual reality is the closest she gets to anything outside the four walls. Marybelle yearns for a real Christmas and when her aunt is finally persuaded under protest to brave a virtual Christmas which is the best that Marybelle can hope for, the power goes off. It is a well written, easy to read work with a fulfilling ending, enhanced by the use of sketches which add depth and movement to the story. L. Monticone

LEV: Lower primary Middle primary  
 AVAIL: \$15.95 SCIS 870633

**Magic bean. [series]**  
 Era, 1996

A magician with a magic coat, children fixing a tasty breakfast treat for their parents, children making shadows on their bedroom wall, a small boy creating magical creatures, a bored hairdresser creating exotic styles: these are the themes of the short stories in these five slim, handsized readers. The language in each, while simple, is used with imaginative flair, humour is used to good effect, and the illustrations are lively, colourful and expressive, the styles varied and well matched to the individual texts. Those looking for language and reading resources which will provide children with short, entertaining texts will appreciate these. B. Richardson

LEV: Lower primary  
 AVAIL: Paper \$5.95 each

- Titles in this series include:*
- Cut loose* SCIS 880309
  - Julius the marvellous* SCIS 880308
  - Mr Dallytap's magic coat* SCIS 880304
  - One slice of bread* SCIS 880306
  - Who made the woolly mammoth?* SCIS 880307

**MARSDEN, John**  
*Creep Street: you make it happen.*

Pan Macmillan, 1996  
 ISBN 0330358421  
 The format of this book allows the reader to select from several equally intriguing alternatives to conclude each eerie chapter. What starts out as an exploration of a new home turns into not just one, but several alternative nightmares. Coffins, ghosts with deadly intent, skeletons with bad attitudes, supernatural events and a reincarnated Elvis can all be found in the bizarre episodes. Many scenarios feature the new neighbour, who may be a supportive friend or a bewitched and murderous enemy, a ghost, or even a bat depending on choices made. John Marsden has again triumphed. He has mastered yet another genre and provided quality entertainment for a wide cross section of readers who will be bemused, thrilled or amused—it's up to them. L. Monticone

LEV: Middle primary Upper primary  
 Lower secondary

AVAIL: Paper \$8.95 SCIS 871139

**MORPURGO, Michael**  
*The butterfly lion.*

CollinsChildren's, 1996  
 ISBN 0006751032  
 The author of *Dancing bear* and *Twist of gold* has produced another master-piece—this time, an easy-to-read chapter book. Although few Australian children will have experienced an African veldt, all will relish the thought of owning a pet white lion cub, as did Bertie. Readers will appreciate the fairness of two crushingly lonely orphans, Bertie and Nel-

lie, sharing a life-long love story—a story which included the Butterfly lion. The softness of Birmingham's illustrations highlight and support aspects of this wonderful story of loneliness, friendship and adventure. R. Elston

LEV: Lower primary Middle primary  
AVAIL: Paper \$8.95  
EVAL: Highly recommended SCIS 880138

NIMMO, Jenny  
*The witch's tears.*

Collins, 1996 (Collins red storybook)  
ISBN 0006746829

Is Mrs Scarum really a witch? This easy-to-read chapter book manages the difficult task of combining a controlled vocabulary text with an exciting story-line. It is a wonderful tale about a benevolent witch who "blows" into the Blossom household during a blizzard, like an elderly Mary Poppins. A young reader will relish the mounting tension as the family wait for Mr Blossom to return at the height of the storm, breathe a sigh of relief as the cats lead him home through the snow and, finally, feel sad as the children find Mrs Scarum's "tears" after she has gone. There is much to enjoy in this book. R. Elston

LEV: Middle primary  
AVAIL: Paper \$8.95 SCIS 865725

PHILLIPS, Juanita  
*The newspaper kids.*

Angus & Robertson, 1996  
ISBN 0207191603

What do suburban children do when their adored park is being threatened by a greedy mayor who wants to raze it to the ground and build a twenty-storey building? They plot in their 'cave', communicate by computer and publish a newspaper. This short novel could be set anywhere in the English speaking world: the newspaper title sounds American, the park is called the Village Green, and the children live in Tumblegum Street. The story bounces along in an engaging fashion. It is well written, with lots of intrigue and action, and told from the child's point of view. L. Williamson.

LEV: Middle primary Upper primary  
AVAIL: Paper \$8.95 SCIS 877471

POWLING, Chris & ANDERSON, Scouler  
*Harry the superhero.*

Collins, 1996 (Jets)  
ISBN 0006751008

A nice mix of humour and astute observation of middle childhood make this short novel memorable. Harry sets out to become a superhero, but finds it is not as simple as it appears. After deciding on a name, experiencing the difficulties of changing in a telephone box, and trying to locate a suitable crisis, Harry finally gets on with his task. Reactions from others don't bring him the hero worship he expects. Good, lively line drawings on every page contribute much to the success of this short novel. They support and extend the text very effectively. J. Buckley

LEV: Middle primary  
AVAIL: Paper \$8.95 SCIS 874170

*Pumpkin Hollow books.* [series]

Sandcastle, WA, 1996

Visit Pumpkin Hollow, located near a remote Aussie beach, and meet an assortment of children and folks who holiday

and live there. Join them as they explore, plan and engage in fun activities. Each pacy, child centred little story is told simply in straightforward, easily read language—a mix of prose and dialogue. Complementing and extending the text are bright, lively illustrations. All the titles are interconnected, either through the participating central characters or references to characters or incidents in the other stories. Each is designed to lead on to a non fiction book written as a report, recount, procedure, explanation or description. These are useful resources for those looking for short, simple, meaningful texts for early reading. B. Richardson

LEV: Lower primary  
AVAIL: Paper \$ 6.95 each

Titles in this series include:

<i>Fishy!</i>	SCIS 869466
<i>Dragons of the dark</i>	SCIS 869470
<i>Monty's tale</i>	SCIS 869479
<i>Pumpkin Hollow party</i>	SCIS 869464
<i>Shifting sands</i>	SCIS 869474

ROSEN, Michael J & ROBINSON, Brenda Lynn

*A school for Pompey Walker.*

1st ed. Harcourt Brace, 1995  
ISBN 015200114X

An immensely moving book, this slim, larger hardcover, left this reader feeling drained and very sad. Narrated in the first person, using the vernacular voice, Pompey tells of his early life as a slave, his rescue, and the struggle which ensued as he and his saviour friend risk their lives to raise the necessary funds to build a school to educate Negro children who also managed to gain freedom. This is a sad, shocking, but ultimately triumphant story. The conversational tone of the powerful, yet matter-of-fact, unsentimental telling, allied with boldly coloured and executed expressionistic illustrations, draws the reader in, ensuring emotional response as the heinous horrors of slavery are revealed. It is commendable reading for all adolescents and young adults. B. Richardson

LEV: Upper primary Lower secondary  
Middle secondary Upper secondary

AVAIL: \$28.95  
KLA: HSIE; PD H PE  
EVAL: Highly recommended SCIS 859778

RUBINSTEIN, Gillian

*Witch music and other stories.*

Hyland, 1996 (Young Hylander)  
ISBN 1875657800

Delightful, suspenseful, fantastic, and sheer good fun, the stories in this collection twist and turn and surprise. Relationships, friendship, family, adventure, death, school, love, and magic all feature—offering hope, humour and warmth. Most of the stories have been previously published in other anthologies, but they come together in captivating variety here. Many students and teachers will recognise Homecroft Estate and Homecroft High. They will revel in the accurate, yet humorous and magical, portrait of their home territory. Rubinstein's irrepressible style guarantees enjoyment and a challenge to unravel the layers and themes so cleverly interwoven. C. Foley

LEV: Middle primary Upper primary  
Lower secondary

AVAIL: Paper \$9.95 SCIS 883199

SIMON, Francesca

*Horrid Henry and the secret club.*

Orion Children's, 1996 (A Dolphin paperback)  
ISBN 1858812925

Controlled vocabulary books are notoriously tedious, but this book of four short stories for the beginning reader manages to escape tedium. Each story involves an episode in Horrid Henry's life—events with which newly independent readers will be familiar. The alliteration of each character's name—Perfect Peter, Sour Susan, Anxious Andrew—creates a slap-stick humour which would appeal to a young audience. *Horrid Henry's birthday party* will be a favourite story—parents would also relate to this one! The wonderful expressiveness of Tony Ross' simple line drawings enhance the text immensely. R. Elston

LEV: Lower primary  
AVAIL: Paper \$7.95 SCIS 876371

SIMONS, Moya

*Dead worried!*

Omnibus, 1996  
ISBN 1862912858

Danny is in Year six, enjoying friends, jokes and bubblegum. He is also newly aware of Mandy, who makes him feel hot and cold. Numerous escapades are recounted as Danny lives life to the full. School is the focus of much of the book's humour, as his teacher's discipline strategies and the dilemmas of friends unfold. Strong family support underlies Danny's adventures. A lively, colourful cover illustration sets the tone of this appealing work. The first person narrative is easy to read and would suit older reluctant readers. The work is funny and accessible. J. Buckley

LEV: Middle primary Upper primary  
AVAIL: Paper \$8.95 SCIS 869871

SIMONS, Moya

*Spacnapped!*

Penguin, 1996 (Puffin)  
ISBN 0140381929

A fast moving adventure tale, this examines the ideas of aliens and UFOs from the other side. The tables are turned in this story of aliens on the planet of Zordeth, where four-eyed conical creatures are fascinated by a specimen collected from another planet and placed on display at the zoo. Humorous line drawings by Leigh Hobbs enhance the text, which uses the protagonist as narrator. It is well spiced with dialogue, and primary readers will relate to the parallel society, complete with social and economic pressures and other family relationships. It raises a number of questions of morality and ethics. J. Watts

LEV: Upper primary Lower secondary  
AVAIL: Paper \$9.95 SCIS 881859

URE Jean

*Harriet strikes again.*

CollinsChildren's, 1996 (Collins red storybook)  
ISBN 0006751512

Young readers will find much to chuckle over in these latest stories which feature the irrepressible Harriet. Somehow Harriet's good ideas and best of intentions always seem to take an unexpected turn. In this collection there are four self-contained stories wherein Harriet is involved in—digging a hideout; helping the aged; raising money; and pet sitting. The humorous, entertaining plots, lively narrative pace, well

chosen language and convincing characterisation ensure that the stories will please their targeted audience of independent early readers. B. Richardson

LEV: Lower primary Middle primary  
AVAIL: Paper \$8.95 SCIS 873130

WESTALL, Robert

*Blitz.*

HarperCollins, 1995  
ISBN 0006750859

Four stories centred on the experiences of children during the World War Two London Blitz would seem superficially not to have much relevance for young Australian readers. The stories do, however, have a universality. This, combined with the brevity of the stories, the large print, the line drawings throughout, and the timeless appeal of the war story genre, make it a possibility for handing to the ubiquitous older reluctant reader, as well as the more enthusiastic client. Westall is also, of course, a master craftsman whose work is always worth reading. F. Gardiner

LEV: Upper primary Lower secondary  
AVAIL: \$8.95 SCIS 855115

## Fiction for older readers

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

BLACKLOCK, Dyan

*Call it love.*

Allen & Unwin, 1996 (Ark fiction)  
ISBN 1864480912

Blacklock's collection of wonderfully crafted short stories is surprising. It is not a series of romances—rather it contains captivating writings which deal with the vexatious nature of love. Often there is intrigue, with a twist in the tale as realism encroaches on romance. Each episode confronts the reader and forces them to analyse their concept of love. A wide range of aspects of relationships are explored—first love, parents in love, true love, new love, disappointment in love, contented love. Adolescents will identify with many of the characters, situations and quandaries within each whirlwind adventure. L. Monticone

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$12.95 SCIS 878939

CASWELL, Brian

*Asturias.*

University of Queensland Press, 1996 (UQP young adult)

ISBN 070222877X

Another of Caswell's challenging, fascinating reads, this draws the reader into the adeptly linked worlds of the modern music industry and the Spanish Civil War. Is it curse or talent that spans the generations between Alex and his grandfather? Powerful characterisation, and the use of different voices are key elements. We experience the struggles and drama of Alex and the other young people brought together as a band—family, friendship, fame and its consequences, drugs, loyalty, death, courage, pain. There are many layers and themes to explore. This book offers support and hope in these complex times—and assumes young adult readers are capable of responding to the demands both life and this novel place on them. C. Foley

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$12.95 SCIS 878363

**Celebrate! the colour and splendour of Australian children's literature over half a century.**

/ compiled by Margot Hillel & Anne Hanzl. Viking, 1996

ISBN 0670862746

The successful evolution of Australian children's literature, and the role of the Children's Book Council in building that success, are indeed celebrated by this volume. It is both an historical record and a forward looking resource. Extracts from early winners; extracts demonstrating the importance of family and landscape; extracts documenting the emerging teenager; and those representing the current diversity of voices are included. Each excerpt has a clear summary and contextual statement. Specifically commissioned short stories on the theme of celebration conclude the work on a contemporary note. The editors have selected judiciously from the wealth of wonderful children's literature available. J. Buckley

LEV: Upper primary Lower secondary  
Middle secondary Upper secondary  
AVAIL: Paper \$18.95 SCIS 870758

CROSS, Gillian

**New world.**

Penguin, 1996

ISBN 0140373772

Here is a tense story, balanced between the personal dilemmas of a young protagonist and a menacing, ambivalent world. The setting is a virtual reality game, the tension between its seductive involvement of mind and spirit and the possible loss of the independent self. Miriam finds the game stressful, addictive, and demanding secrecy. It is the keeping of secrets which becomes the underlying issue. Miriam's need for personal support and truth, and her growing understanding of adult life are explored. Suspenseful, well described episodes within the game contrast with family scenes of spare dialogue. J. Buckley

LEV: Upper primary Lower secondary  
AVAIL: Paper \$9.95 SCIS 871211

ENGLE, Marty M.

**Fly the unfriendly skies.**

Penguin, 1996 (Strange matter)

ISBN 0140381937

Morgan thinks that his fear of flying is difficult to contend with. That is before he and his sister Kelly are kidnapped, and trapped in the middle of a battle for supremacy between two rival alien groups. Tension mounts and fear turns to sheer terror as they travel space and attempt to avoid the clutches of the evil aliens. Readers will be swept along as they attempt to save the human race from a dreadful fate. Reluctant readers will be immediately engaged by the constant action and large print, which make for an easy and exciting read. L. Monticone

LEV: Upper primary Lower secondary  
AVAIL: Paper \$6.95 SCIS 864426

FLEISCHMAN, Paul

**A fate totally worse than death.**

Walker, 1996

ISBN 0744540607

Three glamorous college students have killed a fellow student because she dared to rise above her station and date a

boy they felt they had prior claim to. Now they are to be punished for their crime by a vengeful ghost, or so they believe. Caricaturing the meaningless lives of superficial and trendy college students is the intention of the author of this strange novel. He succeeds in portraying the worst facets of adolescent behaviour. The characters and plot are deliberately, outrageously overdone; and while the discerning reader may see the humour in the novel, and appreciate the murderers receiving their due, for many it would be unsatisfying, if not confusing. L. Monticone

LEV: Upper primary Lower secondary  
Middle secondary  
AVAIL: \$18.95 SCIS 870187

FRENCH, Jackie

**Beyond the boundaries.**

Angus & Robertson, 1996 (Bluegum)

ISBN 0207187460

The strong environmental theme, intermingled with fantasy and breathtaking adventure, continues in this sequel to *Walking the boundaries*. Once again, Martin is pulled into the land over which he is a guardian—into fears, understandings and challenges that explore the essence of life. Time warps, future and past, in quick succession keep up a relentless pace as the mystery over who will be a future guardian of the land reaches an unexpected climax. This is a thought provoking and vibrant exploration of our relationship with the land, and the range of wisdoms, including Aboriginal, available to us in making choices about our environment. C. Foley

LEV: Upper primary Lower secondary  
AVAIL: Paper \$9.95 SCIS 880136

HOOPER, Mary

**Mad about the boy.**

Walker, 1996

ISBN 0744541123

Humour and pathos abound as adolescent Joanna, who has lived contentedly with her father for many years, comes to terms with his remarriage. This brings two interlopers into her home: her wicked stepmother, and the train spotting boffin, her stepbrother. Determined from the outset to dislike them, a feisty Joanna moves rapidly from antagonism to confusion and finally more than acceptance. As she warms to her new family, the reader is entertained and enthralled. This is a very readable book in which enjoyable characters, with all their human foibles, deal successfully with issues relevant to many young readers. The action is fast moving, and the overall effect heart warming. L. Monticone

LEV: Upper primary Lower secondary  
AVAIL: \$16.95 SCIS 868123

KATZ, Louise

**Myfanwy's demon.**

HarperCollins, 1996

ISBN 0732251672

One minute Meg is an everyday teenager living in twentieth century Sydney, the next she is Megmonster, a witch's demon in the Netherworld. There she is cast as the saviour of the good witches and the common people, in their battle with the cruel and tyrannical Conabere. It is an exciting tale, which draws the reader into a fantastic world of goblins, potions, mythical beasts and dragons. So captivating is this world, that her temporary returns to our world are almost disappointing, although they do bring us in contact with

the wonderful characters of her mother, Sarah her best friend, and Mr Pye, her science teacher. Comic relief is provided in Meg's quirky sense of humour, and in the soliloquies of some of the most unlikely creatures in the Netherworld. This tale possesses a suspenseful, driving narrative which is intriguing to the end. L. Monticone

LEV: Upper primary Lower secondary  
AVAIL: Paper \$9.95 SCIS 868905

KOEN, Karleen

**Now face to face.**

Century, 1996

ISBN 0712677259

A well-crafted example of historical fiction, this novel recreates Hanoverian London. It successfully weaves human passions, political intrigue, machinations of the Royal court and the mandatory love story into a tale of a personal journey. In its attention to every detail of the period, it tends to sag in the middle of its saga-like proportions. The story offers an examination of English government and the society of the period, and prevailing attitudes to the New World, slavery, friendships and political alliances. Language is convincing, yet eminently readable, and research into the historical background gives the work weight. J. Watts

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$19.95 SCIS 858897

LUCKETT, Dave

**The wizard and me.**

Scholastic, 1996 (Shorts)

ISBN 1862912890

An uncomplicated tale of the future, this shows a bleak, sinister world reverted to a deadly form of feudalism. A crazy old wizard from another world plucks an apprentice from the streets and plans a takeover. The creation of a degraded society and its speedy plot are the book's strengths. Characters are thinly sketched, some merely shadows in the graphic, murky landscape. Disbelief is happily suspended for the reader, who is reminded of the value of freedom, nature and the need to believe in magic. Its simple plot, definitive language and straightforward characters make this a quick, but satisfactory read for reluctant readers. J. Watts

LEV: Upper primary Lower secondary  
AVAIL: Paper \$12.95 SCIS 871415

McFARLANE, Peter

**The enemy you killed.**

Viking, 1996

ISBN 0670870048

A chilling look into the mind of a teenager obsessed, whose sense of alienation drives him to murder, is provided by this timely piece on the gun culture. School, war games and rock music underpin the deceptively simple plot of Australian teenagers, their passions and relationships. Its comfortable contemporary vernacular and rapid pace make an intense and compelling book, which draws the reader into the whirlpool of teenage passion and confusion, and its sadly authentic conclusion. Major characters are depicted with sensitivity, and without judgement. The book throws up a number of questions about the direction of modern Australian youth and society. J. Watts

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$16.95  
EVAL: Highly recommended SCIS 864066

METZENTHEN, David

**Animal instinct.**

Omnibus, 1996 (Shorts)

ISBN 1862912823

One of a series catering for a dual market, short in length and adolescent in interest level, this title is attractive reading for the reluctant, or for those who simply prefer a quick, pithy read. Karli is a top runner in training, whose favourite route passes the nature reserve. Spotting a military-looking lurker worries her, and she consults 'Sarge' Jeremy Overton—an unsociable outsider at school, interested in war games. He solves her problem, and they take a closer look at themselves and each other. This title lives up to the quality reputation earned by others in the series. H. Gordon

LEV: Middle secondary  
AVAIL: Paper \$8.95 SCIS 871413

NILSSON, Eleanor

**The experiment. (Shorts)**

Omnibus, 1996

ISBN 1862912963

An interesting portrayal of modern Australian youth and the problems brought on when hormones outstrip maturity and judgment is provided by this book. Stephen likes two girls, both attractive in their own ways, but with vastly differing personalities. His relationships with them become an unforgettable learning experience. Very much plot driven, the book examines the nature of boy-girl relationships. Language is measured, idiomatic Australian English, with lots of dialogue to keep up the pace. Stereotyped characters are presented through the eyes of the protagonist. Universal and pertinent, the book provides the reluctant reader with a relevant read and a gentle message about human relations. J. Watts

LEV: Lower secondary  
AVAIL: Paper \$8.95 SCIS 880762

ORR, Wendy

**Peeling the onion.**

Allen & Unwin, 1996 (A little ark book)

ISBN 1863739475

Adolescence is difficult enough, but coping with massive physical injuries after a car accident is all Anna can deal with. Coming to terms with the trauma, and learning to adapt to a new situation of permanent physical and mental impairment, her fragile emotions are rocked by changing attitudes. Subtle allusions to onions develop into tentative, then honest self examination, peeling away the layers of anger, denial and grief. The first person approach delivers a hard emotional impact, enhancing reader empathy. The main character is authentic, drawn strongly and drives the plot. There are no conveniently happy endings, but it is a strong, credible work. J. Watts

LEV: Lower secondary  
AVAIL: Paper \$12.95  
EVAL: Highly recommended SCIS 878937

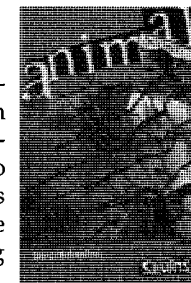
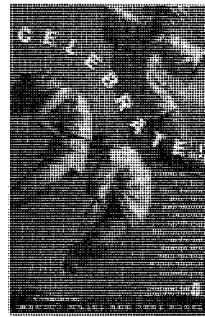
PARRY, Glyn

**Mosh.**

Random House, 1996

ISBN 0091831687

Not for the faint-hearted, or those not young at heart, this book follows a nasty dream, a bad trip and an experience in cyberspace, and the jumbled stream of consciousness which attends it. Little strands of stories connect and inter-



connect, reality and illusion merge. Language is heavily peppered with slang, jargon and current vernacular. Realistic descriptions may cause reader dizziness. Visions come and go as the main character spins through cyberspace via the mosh pit at a rock concert. Heavy metal fans and computer heads will appreciate this total absorption of youth culture stretching back to the icons of the '60s. J. Watts

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$12.95 SCIS 869360

PINNEY, Estelle Runcie  
*A net full of honey.*  
 University of Queensland Press, 1996  
 ISBN 0702227447

Three sisters are growing up in Townsville in the 1920s. In this smoothly told story we become involved with Josie, whose love of learning sends her off as a governess on a property, Molly, who cooks for the boarding house where the girls have been raised, and Belle, who is a performer and also works for a photographer. Their experiences with love, grief, poverty, floods, and the discrimination of their time against illegitimacy, Greek migrants, and leprosy patients are elements which flow in the ups and downs of their daily lives. It is a lively story as well as an interesting historical reflection of the time and place. M. Hamlyn.

LEV: Upper secondary  
 AVAIL: Paper \$12.95 SCIS 863895

PUGH Derek and the Sunshine Girls  
*Tammy Damulkurra.*  
 Aboriginal Studies Press, 1995  
 ISBN 085575284X

The story of fifteen-year-old Tammy Damulkurra was written (as a negotiated text) by ten Aboriginal students, aged 13-18 years, who live in the small coastal community of Maningridas in the Northern Territory. Their aim was to produce a story that had relevance to their culture, rural lifestyle and community. They have achieved more than that with a story that will strike chords with many teenagers, black and white. It is teen centred—self esteem, conflict with parents, first romance, sex, the musical pop scene—all part of Tammy's experience. The writing style is straightforward, not always even in quality, but the naivete and adolescent voice make it instantly accessible to the target audience. B. Richardson



LEV: Lower secondary Middle secondary  
 AVAIL: Paper \$8.95 SCIS 848951

RUBINSTEIN, Gillian  
*Annie's brother's suit.*  
 Hyland, 1996 (Hylander)  
 ISBN 1875657819

A thought-provoking, subtly probing collection of stories (most previously published in other anthologies), this contains much of Rubinstein's usual demand on readers. A theme common to most stories is love in various shades, with a scattering of fantasy, fear, discomfort and personal dreams. Characters have depth and often resist stereotypes, or offer creative supports in meeting life's personal challenges. Romantic dreamer, Kay, struggles with what's important in life and suddenly makes sense of the complications wearing Annie's brother's suit in a school play, skilfully exposing many social intricacies. Grant has an abiding interest in history, is a readily identifiable teenage boy, who has a fantastic, humorous

adventure at the supermarket. Other stories will also strike a ready chord with teen readers. C. Foley

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$14.95 SCIS 883202

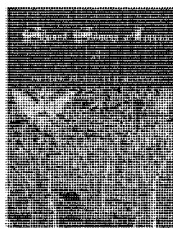
RUBINSTEIN, Gillian  
*Shinkei.*  
 Omnibus, 1996  
 ISBN 1862912602

In a sense this predicts the terminal illness of computer games. Sequel to *Space Demons* and *Skymaze*, it tells of Professor Ito's third intelligent game and its capacity to feed and grow on the minds of its players. Midori, Andrew, Ben, and Elaine are consumed by Shinkei, (will they escape?) while the professor and his assistant are the prey of commercial and political hunters greedy for the power the games can bring. Even the coolest adolescent readers must experience a shivery sense of impending possibility as they next pass the amusement arcade: the combination of gripping read and cultural warning is irresistible. I wouldn't review the game for anything! H. Gordon

LEV: Upper primary Lower secondary  
 Middle secondary  
 AVAIL: Paper, \$9.95  
 EVAL: Highly recommended SCIS 858587

*Short story arena.*  
 / edited by Walter McVitty. Macmillan Education, 1996

ISBN 0732928656  
 Many enjoyable literary snacks are contained in this volume of Australian short stories. It features the work of traditional writers like Henry Lawson and Alan Marshall, and popular contemporary writers like Paul Jennings, Libby Hathorn and Kate Walker. There are some stories that elicit laughter or tears, and others that just leave the reader pondering. Each story is accompanied by well conceived questions for class discussion, ideas for personal writing, and suggestions for further reading. These exciting, well written tales are appropriate for a wide age range and should readily engage even the reluctant reader. C. Sly



LEV: Upper primary Lower secondary  
 Middle secondary  
 AVAIL: Paper \$16.95  
 KLA: English SCIS 873037

STARKE, Ruth  
*Coming out.*  
 Omnibus (Shorts)  
 ISBN 1862912971

Freemont College Senior Social Committee debates the issue of a debutante ball as the end of school rite of passage. Opinion is hotly divided. The story is told from several points of view, and in different formats, including minutes, memos from the Principal, letters to the editor of the school newspaper, and the ball itself is a video script. The debutante ball epitomises everything some feminists dislike, an opinion shared by some of the girls; others regard it as a chance to celebrate the end of grunge as a fashion statement, and as a 'coming out' of school. Tom sees it as a chance to announce his homosexuality. The touch is light—it is the humorous, authentic voice of the Australian teenager which engages in this very funny story. L. FitzGerald

LEV: Lower secondary Middle secondary  
 Upper secondary  
 AVAIL: Paper \$8.95 SCIS 880759

YAHHP, Beth  
*Nothing interesting about Cross Street: a collection of girls' voices.*  
 Angus & Robertson, 1996  
 ISBN 0207189676

More than a mere compilation of writings, this is an impassioned chorus shouting rage, humming contentment and murmuring fears. Variety is provided by the range of cultures and life experiences of the authors, who are mainly adolescent girls, although some more experienced women writers are included. A common thread exists in the honest and profound nature of their work. Young readers will identify with the experiences and the emotions of the authors, and older readers will gain insight into them. This collection will have wide appeal, and could be used to provide inspiration to all beginning writers. L. Monticone

LEV: Lower secondary Middle secondary  
 AVAIL: Paper \$12.95 SCIS 869468

## Poetry and drama

Resources are in Dewey order.

NOWRA, Louis  
*Cosi: the screenplay.*  
 Currency, 1996  
 ISBN 0868194751

[791.4372]

Nowra's screenplay for his play joins Currency's growing list of Australian screenplays released concurrently with, or shortly after, the movies. The series is building into a valuable resource. Students of HSC English, drama and media studies will find this an attractive and involving volume. Nowra's introduction gives insight into the process of writing for the screen. David Stratton's comments on casting etc, and the many still shots from the film, add to the interest.



Nowra describes screenplays as 'a blueprint for the director', and this is amply demonstrated here, as the reader may supply many alternative interpretations for the instructions given. As teaching tool or general reading, this screenplay should prove a winner. M. Steinberger

LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$16.50  
 KLA: CA; English SCIS 870350

McKAY, Helen and DUDLEY, Berice  
*About storytelling: a practical guide.*  
 Hale & Iremonger, 1996  
 ISBN 0868065935

[808.5]

No dry manual, this Australian resource aimed at both the novice and experienced storyteller, is written by talented exponents of the art and is bursting with common-sense and practical advice. With a readable style, it provides information on using picture books, storyteller's tools and props, the physical environment, selection of stories, coping with disasters, fees, and so on. As well as practical hints, there are lists of available resources (puppets, costumes, aids), recommended books, and addresses of guilds and contacts. Despite its essentially practical nature, there's still room to

stress the importance of connecting with an ancient tradition. This is an exhaustive, excellent and inspiring resource to share. W. Muskin

LEV: Professional  
 AVAIL: Paper \$16.95  
 KLA: CA; CPA; English SCIS 865036

*It's raining cats and dogs: a collection of four-legged poems.*

/ edited by Pie Corbett. Penguin, 1996  
 ISBN 014037180X [808.81]

Emotional rather than language maturity determines the potential audience of this delightful collection. Many of the poems could be read successfully to very young children; others, like *Dog in space*, might be traumatic for younger dog-owners while merely thought-provoking for adolescents. The collection is arranged by subject, cats before dogs—an order of precedence natural for cat-lovers but not according to Dewey!—and the poets include children, icons of English literature, and writers from other cultures translated. Viewpoints include the cat's own, the psychological, the comical and the very sad. I read it twice—once each for business and pleasure. H. Gordon

LEV: Upper primary Lower secondary  
 Middle secondary  
 AVAIL: Paper \$9.95  
 KLA: English  
 EVAL: Highly recommended SCIS 874579

POULSON, Joan  
*Girls are like diamonds: original poems by Joan Poulson.*

Oxford University Press, 1995  
 ISBN 0192761161 [821]

Just like diamonds, these fifty poems are at once sparkling, dazzling, brittle and hard, reflecting life's many facets as seen from a teenage girl's point of view. Set in post-Thatcher Britain, they cover a wide ranging sweep of social and emotional problems—homelessness, unemployment, old age, love, pregnancy—in accessible language. Despite the subject matter, the tone throughout is not black or despairing, but mundane, sometimes humorous. Poulson presents: crisp snap-shots of family—"my gran ... lips neatly pleated"; interior conversations; and pictures of frozen moments—"rose-pearl bright", "tapestry of sound". This is a collection emphasising the relevance and worth of poetry. It is a rewarding read. W. Muskin

LEV: Lower secondary Middle secondary  
 AVAIL: Paper \$9.95  
 KLA: English SCIS 867070

*Beetle soup: Australian stories and poems for children.*

/ compiled by Robin Morrow. Scholastic, 1996  
 ISBN 1863885927 [A820.8]

Some outstanding authors of Australian literature—Colin Thiele, Gordon Winch, Lydia Pender, C. J. Dennis, Jean Chapman and many more—are well-represented in this attractively produced anthology of poetry and prose for young children. King's simple, humorous drawings support the text well, providing splashes of lively colour and helping break up the print. Even the endpapers are works of art. There is variety in topic and theme, though no major adventures in poetic form. An index would be a useful addition. This is a book which will be greatly appreciated by all. R. Elston

LEV: Lower primary Middle primary  
 AVAIL: \$29.95  
 KLA: English  
 EVAL: Highly recommended SCIS 881768

**Hot type.**

Penguin, 1996 (A Penguin original)  
 ISBN 0140257209 [A820.8]

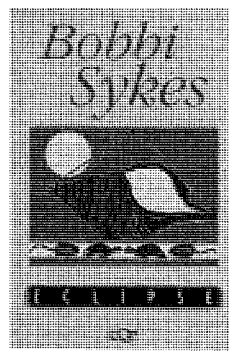
Poetry and prose in this collection of new Australian writing range in quality and are variously startling, streetwise, confronting and probing. A couple of stories are rambling and mundane. Among the best contributions are: powerful poetry by Melissa Curran; a warm, humorous, mild and affirming lesbian coming out story by Sue-Ann Post (no sex!); a compelling account of a black death in custody by Sam Watson; and the creative and probing imagery and character sketching of Helen Barnes in her clever but uncomfortable work about a young girl's reactions to being confronted by a masturbating flasher. Explicit sexual detail and strong language are used in context in a number of the pieces. Biting insights into social realities are starkly revealed. Critical senior students and more mature readers could appreciate this book. C. Foley

LEV: Upper secondary  
 AVAIL: Paper \$12.95  
 KLA: English

SYKES, Bobbi  
**Eclipse.**

University of Queensland Press, 1996  
 ISBN 0702228486 [A821]

Dr Roberta (Bobbi) Sykes celebrates the joy, pain and achievements of women in their struggle against racism and sexism. At times the poetry identifies struggles which are intensely personal, others political and social. The poetry is deeply sensitive, written in a direct and simple style of diverse text types. The poems explore issues related to Aboriginal dispossession, land rights, mothers and daughters, discrimination and two hundred brutal years. The explicit and expressive language conveys the heights of emotion and depth of depression: "when confronted with despair—don't shoot. PRAY". F. Plummer



LEV: Middle secondary Upper secondary  
 AVAIL: Paper \$16.95  
 KLA: English; HSIE SCIS 868409

GIBBS, Paige  
**Lockie Leonard, human torpedo: the play.**

Currency, 1996  
 ISBN 0868194786 [A822]

Some may already be familiar with the character Lockie Leonard, but even those not yet acquainted are sure to enjoy this dramatic adaptation of Tim Winton's story. A witty, fast moving play, it focuses on the anxieties of growing up. Lockie, a twelve year old surfer from the city, has moved to a country township. Relationships with family, teachers, peers and the girl of his dreams are riddled with ups and downs. This candid portrayal of adolescence deals with touchy issues in a humorous, matter-of-fact manner. It is fun, and has many personal development issues for further discussion. C. Sly

LEV: Lower secondary Middle secondary  
 AVAIL: Paper \$12.95  
 KLA: English; CPA; PDHPE SCIS 873283

MORRIS, Mary  
**Blabbermouth: the play.**

Currency, 1996 (Currency teenage drama)  
 ISBN 0868194212 [A822]

The zing of Morris Gleitzman's text is maintained in this adaptation. Students will enjoy the characters, the funny dialogue and the exaggerated extremes of Rowena's father. Issues raised include: coping with a disability; dealing with an embarrassing family; communicating; and making friends. It will promote discussion. The substance of the play is delivered via humour and emphasised with music. The recurring country songs link and frame scenes. Sets and props are basic. This careful adaptation results in a fast moving play suitable for English classes or drama groups. It is a pleasure to read and seems likely to ensure memorable performances. J. Buckley

LEV: Lower secondary Middle secondary  
 AVAIL: Paper \$12.95  
 KLA: CA; English SCIS 873247

**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).

POSPISIL, John  
**How to buy a computer.**

Choice, 1996 (A Choice guide)  
 ISBN 0947277269 [004.160297]

There's quality information for everyone in this practical and helpful guide. It could benefit both the novice considering the purchase of a first computer, and experts updating their system. For the former, it includes details on the makeup and uses of computers, and applications such as multimedia and the Internet. For the latter, there is more specific and technically sophisticated information, including a range of options and a guide to upgrading. It is very readable, with user-friendly layout, and clear language rather than jargon. Its clarity is

further enhanced by the addition of a glossary. This is an appropriate resource for secondary libraries. L. Monticone

LEV: Middle secondary Upper secondary  
 Professional  
 AVAIL: Paper \$9.95  
 KLA: TAS SCIS 870511

POLLY, Jean Armour  
**The Internet kids golden directory.**

Osborne/McGraw-Hill, 1996  
 ISBN 0078822173 004.6]

Aimed at the younger internet user, this resource directory will appeal to students, parents and teachers. Annotated sites and their addresses range in alphabetical order from: amphibians, anthropology, books and literature to dance, family, parenting, monsters, recycling, pets, sport and zoology. While it is an American publication, it is not too difficult to locate some very useful Australian sites. Jean Armour Polly's top fifty extraordinary experiences for Internet kids is a novel way to engage the potential Internet user. There is a comprehensive index with the main subject headings shown in bold. This directory is a reassuring guide to the Internet. It points to some possible sites to review or explore for classroom or personal use. D Dawson

LEV: Lower primary Middle primary  
 Upper primary Lower secondary Professional  
 AVAIL: Paper \$39.95  
 KLA: CA; CPA; English; HSIE; Mathematics;  
 PDHPE; Science; ST; TAS SCIS 874511

**Britannica CD.** [computer software]  
 2.0 ed. Encyclopaedia Britannica, 1995

ISBN 0852296177 [030]

Unlike some CD-ROM encyclopedias, this will not let you machine-gun chickens! It offers no sound and few graphics. What it does offer is so much text information, and in such detail, that it employs Netscape navigator (offline) as its browser: using hypertext links; recording search paths; and allowing pages to be bookmarked, saved and printed. The initial screen asks for a search term or question, supporting Boolean searches (using *and/or/not/adjacent*) and natural language (eg. "What is the longest river in the world?"). The search results from the entire database are ranked and listed as headings with brief extracts. In transferring the entire Britannica onto CD-ROM, the scope and structure has been preserved: the Propedia outline of interrelated subjects; Micropedia for brief information in simpler language; Macropedia for in-depth treatment and more complex language. Added to these are a dictionary and Nations of the world. It is relevant to all curriculum areas, useful as an initial information source and as a comprehensive reference to cover difficult-to-find specific questions. The boxed set includes a video and book. R. Buchanan

Minimum requirements  
 Windows 3.1: 386; 25MHz; 4MB RAM; 10MB hard disk;  
 DOS 5.0; MSCDEX 2.2

LEV: Upper primary Lower secondary  
 Middle secondary Upper secondary  
 AVAIL: \$1,798.00 Britannica  
 KLA: CA; CPA; English; HSIE; LOTE;  
 Mathematics; PDHPE; Science; ST; TAS  
 SCIS 854133

HINDLEY, Judy & SHARRAT, Nick  
**Walker paperbacks.** [series]

Walker, 1995  
 The text of these four concept readers was first published ten years ago and has much of the innovative and zany feel of Dr Seuss. Walker Books has wisely reprinted the text and

improved it, with the addition of the bright and colourful illustrations. These are infectious. Drawn in simple, strong lines and filled with bold, primary colours, the pages leap and bounce at you, demanding a response. Number, time, size and the alphabet are the concepts covered in the poems, rhythms and rhymes that march through the pages. These would be a good additional resource. L. Williamson

LEV: Preschool Lower primary  
 AVAIL: Paper \$8.95 each  
 KLA: English; Mathematics

Titles in this series are:  
**Crazy ABC** SCIS 867031  
**Isn't it time** SCIS 867034  
**Little and big** SCIS 867035  
**One by one** SCIS 867015

WOOLLEY, Derek  
**Shape up: shape and space activities for middle primary students.**

Dellasta, 1996  
 ISBN 1875627936 [152.1407]

The 38 activities in this collection of black line proformas provide an excellent starting point for the teaching of problem solving and spatial skills. Each of the shape related, enjoyable, mathematics activities can be used alone or as part of a unit of work. Many are quite challenging and would be very useful for gifted and talented children or early finishers. Some sheets may be a little confusing, though this can be overcome if the straightforward teacher instructions and teaching notes are used in conjunction with the activity sheets. J. Bruce

LEV: Middle Primary Upper primary  
 AVAIL: \$24.95  
 KLA: CA; Mathematics; ST SCIS 871197

**Beliefs and cultures.** [series]

Watts, 1996  
 Designed to introduce young children to the world's major religions, this series achieves its aim very well. Using simple, bold text and various coloured headings and sub-headings, each book carefully explores important aspects—the people, culture and history of each religion. These topics are further brought to life by the use of photographs and sketches. Interviews and clearly set-out craft activities and recipes add much to the overall experience of discovering a different religion. The significance of relevant traditions, how they began, and how those who follow them feel about their religion is relayed. This is an excellent series to aid students in universal understanding and acceptance of different beliefs. J. Eade

LEV: Middle primary Upper primary  
 Lower secondary  
 AVAIL: \$22.95 each  
 KLA: HSIE

Titles in this series include:  
**Jewish** SCIS 866731  
**Muslim** SCIS 866703

**Celebrating Lebaran in Australia: exploring Indonesian culture.** [videorecording]

Video Education Australasia, 1996 (20 min.)  
 ISBN none [297]

Teachers of Indonesian will find this a useful resource for teaching aspects of Indonesian culture. It shows the observance of Ramadan in Australia and, in particular, the prayer and feast day, Lebaran, as kept by one Indonesian family. The practice of dawn to dusk fasting is explained, and the

preparation of traditional foods in the family's kitchen is of particular interest. Soundtrack is in Indonesian, with the exception of a few sentences in English and the ritual prayers, which are in Arabic. The copious teaching notes are in English, which may make the valuable content accessible to other curriculum areas such as general studies and the foreign cookery option of design and technology. H. Gordon

LEV: Middle secondary Upper secondary  
 AVAIL: \$89.00  
 KLA: HSIE; LOTE SCIS 876940

**Glued to the telly.** [video recording]

Vixen Films, 1995 (55 min.) [302.23]  
 ISBN none

Here is an informative and often very amusing documentary on the powerful impact television has had on the lives of all Australians. Actor Kerry Walker recalls the excitement of flickering black and white images of the 1956 Melbourne Olympic Games. A journalist laments the loss of family gatherings around the piano. Other strong opinions, both for and against TV, are voiced by a cross-section of society. Historically, television is seen as a fashion statement, a companion and a teaching tool. Archival footage is combined with tongue-in-cheek, dramatic re-creations of each decade. The many rituals of television watching are treated similarly. The accompanying concise sheet of teaching ideas and discussion questions is invaluable. I. McLean

LEV: Lower secondary Middle secondary  
 Upper secondary  
 AVAIL: \$79.00  
 KLA: English; HSIE  
 EVAL: Highly recommended SCIS 867750

**PERHAM, Molly**  
**Mapworlds.** [series]

Watts, 1996  
 Each book in this geographical series examines a different theme—landscapes, people, wildlife—on a world-wide basis. Information for each listed geographic area covers a double page and is well-illustrated with maps, photographs, keys, scales and time-lines. Brief text information is often integrated with pictorial information available, providing an interesting approach for young researchers. Other text could be broken up a little for better accessibility. Entries about Australia have some inaccuracies—British settlers arriving in the seventeenth century, inland ranches—which does not inspire confidence in the overall quality of the generally simple information, well-suited to the target audience. R. Elston

LEV: Middle primary Upper primary  
 AVAIL: \$22.95 each  
 KLA: HSIE; LOTE  
 Titles in this series are:  
 Landscapes SCIS 882118  
 People SCIS 882120  
 Wildlife SCIS 885981

**Ethnic minority youth in Australia.**

/ edited by Carmel Guerra & Rob White. National Clearinghouse for Youth Studies, 1995  
 ISBN 1875236325 [305.23]

A range of well-credentialed writers have contributed to this study of youth culture and difficulties in Australia's multicultural society. The book examines Australia's social structures and institutions, conventions and culture, and other forces acting on young people, with relation to ethnic minorities. A diversity of subjects is offered, including media images, sport, feminism, immigration, refugees, sexuality and men-

tal health. The case studies included give strong support to the perspectives presented, while a sampling of programs used with youth provide further practical emphasis. M. Steinberger

LEV: Middle secondary Upper secondary  
 Professional  
 AVAIL: Paper \$32.00  
 KLA: HSIE SCIS 864730

**STEARMAN, Kaye & VAN DER GAAG, Nikki**  
**Gender issues.**

Wayland, 1995 (Global issues) [305.3]  
 ISBN 0750215151

Although the introduction to this book provides a useful overview of gender, looking at changes facing men and women globally at home and in the work force, the main focus of the text is an examination of the roles and issues that are under consideration from a woman's perspective. These include changes in family composition, access to education, and professional roles for women in countries ranging from Zambia, to Australia, the USA, the UK, Mexico and others. Material is generally current (although all photographs are not) and includes a useful bibliography and contact list for further research. Questions encouraging debate are a sound feature of the presentation. E. Maxwell



LEV: Middle secondary Upper secondary  
 AVAIL: \$26.95  
 KLA: HSIE SCIS 874833

Recent titles in this series include:

- Exploitation of children* SCIS 874837
- Racism* SCIS 878521
- Refugees* SCIS 878523
- The rich-poor divide* SCIS 856888

**The family.** [videorecording] [series]

Video Education, 1995 (23 min. each)  
 Understanding the family in Australia in the 1990s involves awareness of a wide range of family types and the issues that are important to people within the family. This series of programs admirably meets the challenge by providing stimulating and well planned programs that can be used by teachers to expand on students' understandings as they progress through the series. The first program is prescriptive, with lists of facts about families, while emphasising diversity. Later programs require more interpretive skills. Comic actor, Tracey Harvey, tells about her family in *Parenting*, and provides comic relief. This is an excellent series with good notes. A fourth title was not available for review. L. Bowring

LEV: Middle secondary Upper secondary  
 AVAIL: \$89.00 each; \$295.00 series  
 KLA: HSIE; TAS  
 EVAL: Highly recommended

Titles in this series are:

- Family conflict* SCIS 859382
- Parenting* SCIS 859418
- The changing family* SCIS 859379

**COWDEN, Anne**

**Women and work: changes over three generations.** [videorecording]

Equality Videos, 1995 (27 min.) [331.4]  
 ISBN none

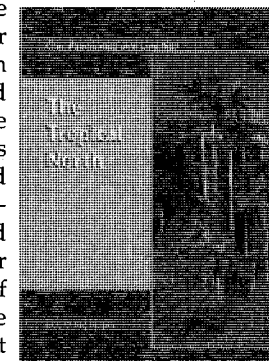
In examining the working lives of three women of different generations and very different occupations, this well paced and well produced video provides insight into changes in both employment and women's lives over the last 60 years. The women discuss five topics: career decisions; pregnancy and child care; changes in the workplace; issues in the workplace; and personal values. Through their personal accounts, a wide range of women's issues are raised, including: working mothers; child care facilities; sexism; and numerous workplace issues, such as ergonomic furniture, unionism, sexual harassment and smoking. Accompanying this engrossing video is a list of questions and research topics which match the high standard of the video production. L. Monticone

LEV: Lower secondary Middle secondary  
 Upper secondary  
 AVAIL: \$70.00  
 KLA: HSIE SCIS 864206

**MORRISEY, David**

**Our resources are limited.** [series]

The use and management of the various primary products for each climatic area are explored in these attractive, well presented books. Each title investigates the different soils, water supplies and mineral ores, accompanied by maps, diagrams and photographs. Text is clear and straightforward. Each chapter looks at a different aspect of resource management, with the final chapter discussing the fact that resources are limited and suggesting that they be managed sensibly. Words written in bold text are explained in the glossary greatly enhancing understanding of difficult terms. This is a useful series for students studying Australia's resource management. J Eade



LEV: Upper primary Lower secondary  
 AVAIL: \$19.95 each  
 KLA: HSIE; Science; ST

Titles in this series include:

- The south-west and the gulflands* SCIS 873259
- The arid centre and west* SCIS 873254
- The temperate south-east* SCIS 873230
- The tropical north* SCIS 874949

**MICAY, Jack**

**Energy choices.** [videorecording]

Medicinema, 1995 (43 min.) [333.79]  
 ISBN none

An informative review of energy use and options is presented through animation, archival footage and song. The themes include: a history of energy development; implementation through applied technology; and alternative renewable sources. The impact of energy use on the environment is well developed in explanation of the greenhouse effect. The video challenges viewers to consider future environmental disasters associated with nuclear energy options. Energy efficiency in terms of reducing energy loss and promoting alternative renewable energy technologies through solar cells and hydrogen gases is explored. The four segments could be used separately as stimulus material for further independent research. F. Plummer

LEV: Middle secondary Upper secondary  
 AVAIL: \$85.00  
 KLA: HSIE; Science SCIS 862394

**Know-how: the guide to innovation in Australia.** [computer software]

Powerhouse, 1996 [338]  
 ISBN 1863170537

The Powerhouse Museum is well known for the high calibre exhibitions and interpretive work it produces from its extensive collections—this CD-ROM is nearly as good as a visit to the museum. It uses a case study approach, linked to an extensive database, to showcase Australian innovation in an attractive, easily navigated multimedia format. Images and sound are of high quality. Case studies are grouped into five themes: the innovation cycle; ingredients; communicate; issues; and history. Chronological and topic approaches to innovation are equally well supported by the software design. This is an excellent reference tool; information is authoritative, if occasionally variable in depth. The inclusion of discussion questions and learning activities extend its classroom potential, as do the two games—a thought-provoking innovation game, and a challenging trivia quiz. This program is both informative and entertaining. Because of the diversity of its content and thoughtful design, this has widespread curriculum appeal. N. Kallenberger

**Minimum requirements**

Macintosh: System 7.0; 5 MB RAM; 256 colours; QuickTime  
 Windows 3.1: 8 MB RAM; 256 colours; QuickTime for Windows

LEV: Middle primary Upper primary  
 Lower secondary Middle secondary  
 Upper secondary  
 AVAIL: \$99.95 Bookwise International  
 KLA: HSIE; Science; ST; TAS SCIS 881682

**The changing law.** [videorecording]

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

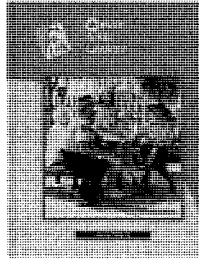
An overview of legal change, this offers a worthwhile introduction to the topic. The logical structure of the video moves through: **Law making bodies**; **Reasons for change**; **Pressure groups**; and, finally, **Effects of legal change** on society. Relevant aspects include: technology, such as the Internet, information access, privacy, and caller ID; a citizen's lobby group; Greenpeace; and child abuse. The euthanasia issue is probed in more detail, and personalised, giving perspectives of doctors, family and a person with HIV. Video quality is good and teacher notes are included. The Albert Park case could be further clarified. Overall, this is an effective expose of the relationship between social change and the law, illustrating the challenges that continue to face the law. C. Foley

LEV: Upper secondary  
 AVAIL: \$79.00  
 KLA: HSIE SCIS 835326

**Learn about the law.** [series]

Macmillan, 1996  
 Generously illustrated with colour photographs of Australian situations, this series tackles the complex topic of the law by dividing it into four separate volumes. *What are laws?* defines rules and laws, and informs the reader how they are made, who enforces them and how society copes with breaches of its laws. In *How laws protect you*, the subject matter is narrowed somewhat, with authors Fitzgerald and Frank Golding providing case studies for class discussion, and dealing calmly with the often controversial issues of children's rights. The books are useful across the curricu-

lum, with references to such topics as technological change, the environment and levels of government. They would have application for less able secondary legal studies students. I. McLean



LEV: Upper primary  
Lower secondary

AVAIL: \$16.95 each  
KLA: HSIE

*Titles in this series are:*

*How laws protect you* SCIS 865108  
*Protecting children around the world* SCIS 865111  
*What are laws?* SCIS 864815  
*Why laws change* SCIS 865107

SHARP, Nonie  
*No ordinary judgement: Mabo, the Murray Islanders' land case.*

Aboriginal Studies Press, 1996  
ISBN 0855752874 [346.94304]

As fresh challenges to Aboriginal and Islander land rights surface, this book is a timely addition to the literature on the Mabo judgement. Anthropologist Sharp, involved from the start, offers detailed description and penetrating analysis. Legal studies, Aboriginal studies, society and culture, general studies, history students, and the well-informed general reader will find this a ready reference on most aspects of the case. The focus is on cross-cultural relationships and the right to self-determination. The book makes a significant contribution to the study of cultural diversity, and discusses issues from both Torres Strait Islander and European perspectives. Sharp establishes that different types of law need to be recognised in a multicultural society. M. Steinberger

LEV: Upper secondary Professional  
AVAIL: Paper \$29.95  
KLA: HSIE SCIS 876581

STEVENS, Joyce  
*Healing women: a history of Leichhardt Women's Community Health Centre.*

First Ten Years History Project, 1995  
ISBN 0646259776 [362.1]

A history of the first women's health centre in Australia, this work chronicles the politics of women's health, and its opposition, with attendant propaganda and dirty tricks. More importantly, it is a feminist tract for all the right reasons. In 1973, many services widely offered today were bitterly opposed by organisations comfortable with the status quo—which fostered women's acceptance of their lot, and ignorance of their bodies. Decades of domestic abuse and patronising medical men were challenged. This is a powerful, informative and inspiring story of a major milestone, which empowered the most vulnerable of Australia's women, and revolutionised health services. J. Watts

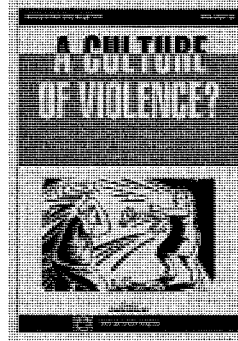
LEV: Middle secondary Upper secondary  
AVAIL: Paper \$17.95  
KLA: HSIE; PDHPE  
EVAL: Highly recommended SCIS 855292

*A culture of violence?*

Spinney, 1996 (Issues for the nineties)  
ISBN 187562635 [362.82]

While the information in this book is intended as a starting point, the issues discussed provide students of subjects such as general studies, legal studies and contemporary English with much current information, biased and unbiased. A very

useful listing of additional resources, both state and federal, is provided, as are government reports, newspaper and journal articles. Aspects in this issue are: **Violence in the family**, and **Violence and homosexuality**. Supporting material is well referenced, and includes tables and statistics. Advice is given on how to prevent violence occurring, and which authorities to contact for assistance. All of the issues treated in this series are topical, current and relevant to secondary schools. Similarly powerful presentation of topics occurs in all issues in this series. It is a valuable series. D. Dawson



LEV: Middle secondary Upper secondary  
AVAIL: Paper \$14.50  
KLA: English; HSIE SCIS 871030

*Recent titles in the series include:*

*Adolescent health* SCIS 871038  
*City squeeze - urban sprawl* SCIS 871041  
*The judiciary* SCIS 859133  
*Learning disabilities* SCIS 871045  
*Sexual abuse* SCIS 871024  
*Youth gangs* SCIS 859146

BERESFORD, Quentin & OMAJI, Paul  
*Rites of passage: Aboriginal youth, crime and justice.*

Fremantle Arts Centre Press, 1996  
ISBN 186368137X [364.3]

Aboriginal juvenile crime is powerfully examined through authentic case studies, interviews and research. The text weaves a social history of the political and legal practices instituted to deal with Aboriginal adolescents and crime. Education, the criminal justice system, marginalisation of Aboriginal youth, and relations with police are current political and social issues documented in the text. Issues related to institutionalised discrimination and dispossession are well researched and documented. Most interesting are the numerous references to personal accounts by Aboriginal juveniles and their communities. An extensive bibliography provides useful material for further research. F. Plummer

LEV: Upper secondary  
AVAIL: Paper \$19.95  
KLA: English; HSIE SCIS 861195

*Tackling bullies: an Australian perspective.*

[videorecording]  
Video Classroom, 1995 (A Media Australia production) (20 min.)  
ISBN none [371.5]

Well-designed and logically structured, this video progresses through various aspects of and perspectives on bullying, at a pace designed to maintain interest. The dramatisation of types of bullying are generally realistic and well presented. These segments are visually set apart, though at times image clarity suffers. The interspersed of various adults' /experts' comments with student interviews is effective, and would allow students to relate to the content, which draws on research. Examples of preventive structures, programs and support for both primary and secondary are given. The accompanying notes and activities are helpful. The program provides a thought provoking overview which could be well used in segments or as a whole. C. Foley

LEV: Lower secondary Middle secondary  
Upper secondary Parent Professional  
AVAIL: \$85.00  
KLA: PDHPE

*Ships and sailors.*

Watts, 1996 (Secret histories)  
ISBN 0749620005 [387.209]

Covering topics such as ancient ships, galleys and slaves, women who went to sea, punishment, submarines, and strange ships, this book is a broad general reference on the subject. Although there is not much mention of individual countries, there is a reference to Mary Bryant, an Australian convict who escaped with her husband in a small single-masted boat, in **Women who went to sea**. The information, though interesting, is brief. The illustrations are cartoon-like and light hearted, offering a sense of enjoyment with the information, though at times somewhat distorting in interpretation. J. Eade

LEV: Middle primary Upper primary  
Lower secondary  
AVAIL: \$21.95  
KLA: HSIE; ST; Science SCIS 869370

*Counting leopard's spots: animal stories from Africa.*

/ retold by Hiawyn Oram. Orchard, 1996  
ISBN 1860390196 [398.2096]

Similar in concept to the way Aboriginal Dreamtime stories seek to explain why the animals are as they are today, this is a delightful collection of tales. Following a colourful contents page is a picturesque two-page introduction to the main characters in the stories. All stories are simply written and accompanied by large colourful illustrations, with each story featuring different coloured border designs. Not only is this book likely to appeal as an interesting collection of folk-tales to read and study, but also it could be incorporated into a unit on any of the various animals, or used as a model for writing students' own stories about how these animals came to be. J. Eade

LEV: Lower primary Middle primary  
Upper primary  
AVAIL: \$22.95  
KLA: English; HSIE; ST SCIS 879678

GANERI, Anita  
*Signs of the times.* [series]

Evans, 1996  
Was Gutenberg, in his time, as influential and controversial as Bill Gates is today? When were the first pencils made? Why did the Romans object to using the practical Arabic system of numerals? This splendid series, beautifully packaged and written about everyday topics, gives the answers. The illustrations—photos, reprints of original manuscripts, and drawings—and the text, with sub-headings, **In fact**, **Breakthrough**, and **Signpost boxes**, sit side by side in this series. It is attractive, easy to access for specific data, and makes absorbing reading. L. Williamson

LEV: Middle primary Upper primary  
Lower secondary  
AVAIL: \$24.95 each  
KLA: English; HSIE; Mathematics; Science; ST; TAS  
EVAL: Highly recommended

*Recent titles in this series include:*

*From abacus to calculator: the story of numbers and counting* SCIS 866788

*From candle to quartz watch: the story of time and timekeeping* SCIS 878618

*From reed to pen to word processor: the story of writing and printing* SCIS 852886

*I spy.* [computer software]  
Macquarie, 1995 (Macquarie kids discs)  
ISBN 0949757810 [421]

It is pleasing to hear Australian voices on a CD-ROM designed for students learning letter recognition. This interactive program is easy to navigate and has simple yet clear graphics. It is aimed at teaching and reinforcing letter discrimination, increasing students' vocabulary, and developing spelling. Allied with these aims are practice in basic numerical order, and keyboard skills via two simple games. The major component of the CD-ROM is playing I spy, and selecting the appropriate letter and/or spelling objects. Each letter chosen is pronounced, and help is there in the form of a character, Little Mac, for students who experience difficulty. Although the spelling component is at a more demanding level than the other tasks, it would prove challenging for students at higher stages of development. This software would be a beneficial addition to lower primary classrooms because it uses several learning tiers, and would encourage cooperative work between pairs of students as well as independent work. An error on the package (being rectified) states 4MB is required where in fact 8MB is necessary. N. Paull

**Minimum requirements**  
Windows 3.1: 486; 33MHz; 8MB RAM; 5MB hard disk; double speed CD-ROM.  
Macintosh: System 7.1; 8MB RAM; 5MB hard disk; double speed CD-ROM.  
LEV: Preschool Lower primary  
AVAIL: \$69.99 Macquarie Library P/L  
KLA: English SCIS 873205

PEASE-WATKIN, Bill & GREENWAY, John  
*Carnaval. Livre de l'élève.*  
Cambridge University Press, 1996  
ISBN 052142545X [448.3076]

Visually this student's workbook is fantastic. It presents an enormous diversity of layouts, graphics (cartoon characters, photographs etc.) in vibrant colours that continually excite the learner. Whilst language presentations are also integrated into this dynamic format, they have a consistency and semi-formality in their layout so as not to detract from the structured desired learning outcomes. There is an interesting variety of activities that are well suited to written and aural/oral tasks in both group and individual situations. Instructions are all in French, further encouraging absorption in the language. This is an enjoyable and progressive resource. E. Maxwell

LEV: Upper primary Lower secondary  
AVAIL: Paper \$20.95  
KLA: LOTE SCIS 873426

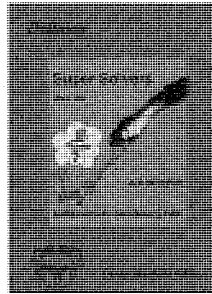
BELLINGHAM, Julie  
*Super solvers: mathematical problem solving tasks. Grade one.*  
Dellasta, 1996  
ISBN 1875627871 [510.76]

Basically, this is a folder of loose leaf proformas for activities that will stretch the capabilities of most Year one students. Such challenge is the aim of the collection, with the tasks covering a wide range of skills and concepts. The book is divided into a section with activities for co-operative groups



and another for individuals or pairs. There are brief notes on co-operative learning, and an explanation on how best to utilise the book. Each task begins with a page outlining the problem, and a handy section at the bottom to aid programming. This could be a useful supplement to any maths program. R. Dobson

**LEVEL:** Lower primary  
**AVAIL:** Paper \$24.95  
**KLA:** Mathematics



SCIS 871266

**CHAMBERS, Catherine**  
*Would you believe it!* [series]

Evans, 1996  
The use of bold colours, simple layout and sparse, yet informative text are key features of this series. It is designed as an introduction for young readers to the everyday uses, invented by humans, of an array of natural products. A vast collection of information from around the world is presented. Each volume deals with one particular natural substance, and shows many amazing ways it is used by different cultures, past and present. Layout is visually appealing, utilising a blend of colour photography with simple, age appropriate, text to deliver a surprisingly large amount of information, including a useful double page on craft ideas. Less able readers at secondary level may also benefit. R. Dobson

**LEVEL:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$22.95 each  
**KLA:** HSIE; ST  
**EVAL:** Highly recommended

Recent titles in this series are:

<i>Bark</i>	SCIS 856020
<i>Grasses</i>	SCIS 866723
<i>Nuts</i>	SCIS 856009
<i>Shells</i>	SCIS 856021
<i>Stones</i>	SCIS 866721
<i>Wood</i>	SCIS 856022

**Food for thought.** [videorecording]

National Geographic Society, 1995 (On nature's trail) (23 min.)  
ISBN none [574.5]

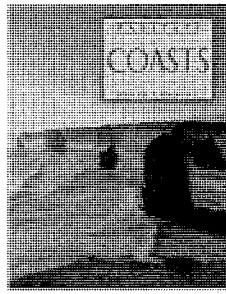
Although it is not always clear what is happening in this video, it is quite useful as an introduction to the food chain. The shots of the various exotic animals are guaranteed to hold the interest of young viewers, and to see the animals actually consuming their prey is far more riveting and effective than is the reading of text or illustration—media which may be used in the follow-up. Though it is a US production in which the accents of the children are not always easily comprehensible, this is certainly an excellent springboard to further exploration of the subject. It comes with a teachers' guide. F. Gardiner

**LEV:** Lower primary Middle primary  
Upper primary  
**AVAIL:** \$55.00  
**KLA:** HSIE; ST SCIS 869581

**Habitats.** [series]

Wayland, 1996 [574.5]  
Informative, accessible, and well researched, this excellent series introduces and informs the reader about a wide range of habitats. The content is not limited to one country or con-

tinental region. Information is presented in age appropriate language, in an attractive layout. Each page contains at least one large colour photograph or diagram relevant to the text, providing additional information. This series is a resource of quality in overall finish, information and presentation, and will find a place in any library as a resource or to be browsed for pure reading or visual pleasure. R. Dobson



**LEVEL:** Middle primary Lower primary  
Lower secondary

**AVAIL:** \$26.95 each  
**KLA:** HSIE; ST  
**EVAL:** Highly recommended

Titles in this series are:

<i>Coasts</i>	SCIS 873062
<i>Forests</i>	SCIS 873065
<i>Grasslands</i>	SCIS 873068

**VICTORIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION**

*Investigating Australian ecosystems.*

Cambridge University Press, 1996  
ISBN 0521455936 [574.50994]

From a Victorian professional teachers' association, this is a high quality contribution to a much studied topic. It presents numerous local study examples from organisations such as Melbourne Water and Zoo. A balance is maintained with other examples from across the nation. Aboriginal land management in Central Australia, the rehabilitation of Ranger uranium mine, and Patricia Caswell's guess essay on the role of the Australian Conservation Foundation indicate the breadth of topics and standard of authorship. Each page of clear facts, questions and/or activities, is accompanied by black and white photographs, maps, charts, tables and/or diagrams. This would be excellent as a text or supplementary resource for many aspects of environmental education. M. Williams

**LEV:** Upper secondary  
**AVAIL:** Paper \$34.95  
**KLA:** HSIE; Science  
**EVAL:** Highly recommended SCIS 855297

**BURLEY, Ray**

*The invaders.* [videorecording]  
Canadian Broadcasting Corp., 1994 (45 min.)

ISBN none [574.6]  
Quality film footage, a highly respected presenter, and an international perspective on the serious problem of introduced species, make this an asset to many schools. Dutch elm disease, New Zealand native mammal extinction, and European starlings are just some of the introduced plant and animal problems detailed by the well known ecologist David Suzuki. Some solutions offered by biological control are praised as an alternative to chemical control; yet Suzuki's chief aim is to highlight the fragility of many ecosystems where introduced species arrive without sufficient thought. This Australian edition comes with teachers' notes and questions that raise some local issues. It is a good resource for many courses studying the environment. M. Williams

**LEV:** Middle secondary  
**AVAIL:** \$78.00  
**KLA:** HSIE; Science SCIS 860831

**HARRIS, Neil**

*Organic clean-up.* [videorecording]  
London Television Service, 1995 (Perspective 11) (30 min.)

ISBN none [576]  
From the producers of this English science and technology television series comes a clear introduction for the use of microbes in reducing pollution. A complex scientific topic is carefully introduced with the use of some actual applications of bioremediation: the Exxon Valdez oil spill, MacDonalds Restaurant grease disposal, and radioactive waste extraction. Problems that have been created by pollution are examined, and the application of biochemistry and the natural processes of bacteria and fungus are featured as solutions. A clear narration together with well researched film footage makes for a useful resource for many geography and science classes. M. Williams

**LEV:** Middle secondary  
**AVAIL:** \$65.00  
**KLA:** HSIE; Science SCIS 871102

**WHITE, Joanne**

*Nature's wealth: using indigenous plants.* [videorecording]

Equality videos, 1996  
ISBN none [581.994]

Unfortunately this video has a '50s feel to it. Aboriginal use of native plants is a topic of growing interest in many courses and it was disappointing to find a lack of creativity in this presentation. Old film footage, a non-Aboriginal voice over narration, and classical rather than Aboriginal music made this feel very dated. There have been more interesting programs on these topics by presenters such as Ernie Dingo and Less Hiddens. The teachers' guide and some details of Melbourne's Botanic Garden hint at much research behind this production, yet for student interest level and technical production this video has great scope for improvement. M. Williams

**LEV:** Middle secondary  
**AVAIL:** \$70.00  
**KLA:** HSIE  
**EVAL:** Consider before buying SCIS 864113

**Australia's threatened plants and animals.**

[videorecording]  
Classroom Video, 1996 (22 min.)  
ISBN none [591.52]

The stunning photography of the opening sequences in this magnificent video sets a high standard which is well-sustained throughout. The Aboriginal presenter succinctly explains how the balance of nature in this country has been disturbed, and offers timely solutions. This video has potential as an excellent teaching tool—the pause button could be used to great effect. Threatened species from forest, woodland, marine and coastal areas are investigated. The clear captions, minimal in content but uniform in style, facilitate teaching information skills. The background music is muted, enhancing rather than overwhelming the commentary. R. Elston

**LEV:** Middle primary Upper primary  
Lower secondary  
**AVAIL:** \$75.00  
**KLA:** HSIE  
**EVAL:** Highly recommended SCIS 868342

**BOWERS, Graham**

*Technologies from space.* [videorecording]  
London Television Service, 1996 (Perspective) (30 min.)

ISBN none [607]  
Despite major flaws in presentation, several secondary science audiences can be envisaged for this video. The flaws are a hasty adult magazine approach to the technologies introduced, and a failure to pause between items, leaving the viewer uncertain where one finishes and the next begins. There are no markers or timed segments. The content, however, is fascinating: earthbound applications of technologies designed to solve space problems—such as fuel-safe seals, high-temperature insulation, collapsible tubing, a satellite mobile communication aerial, shaped memory alloys, an artificial nose, sensors, and a tiny pump. Possible audiences include: Year 7 units on space flight, middle secondary units on inventions, senior biology classes, and senior industrial arts classes. All will find stimulating, relevant segments. H. Gordon

**LEV:** Lower secondary Middle secondary  
Upper secondary  
**AVAIL:** \$89.00  
**KLA:** Science; TAS SCIS 871054

**Learn about technology.** [series]

Macmillan, 1996  
It would be easy if one could give an overall recommendation for all the books in this series. However, the quality of information was not uniform throughout. The inventions and levers titles are the best two—both having clear text, beautiful illustrations, and an arrangement of information that is both sensible and accessible. Problems with the other two books, *Wheels at work* and *Wind power*, are threefold: an incompatibility between the title and the content, a sometimes confusing organisation of information, and an unsuitable linking of contents to grade level. There is good content within the latter two books for those willing to overlook the minor editorial problems. L. Williamson

**LEV:** Lower primary Middle primary  
Upper primary Lower secondary  
**AVAIL:** \$16.95 each  
**KLA:** HSIE; Science; ST; TAS

Titles in this series:

<i>Inventions that have changed the world</i>	SCIS 871479
<i>Levers at work</i>	SCIS 871482
<i>Wind power</i>	SCIS 871480
<i>Wheels at work</i>	SCIS 871353

**PARKER, Steve**

*Diseases and medicine.*  
Penguin, 1996 (100 questions and answers)  
ISBN 0140374078 [610]

While the traditional question and answer format remains a popular style for presenting information for children, the publishers of this series have found a way to make the facts more accessible. Questions are grouped into short chapters, each displayed across a double-paged spread. Small icons in the contents page are more than decoration, directing less able readers to the appropriate page. This book presents complex information simply, attractively and accessibly. There is no pronunciation guide, although alternative words are often presented in parentheses. It could be helpful for older less able readers. I. McLean

**LEV:** Middle primary Upper primary  
Lower secondary  
**AVAIL:** Paper \$9.95  
**KLA:** PDHPE; Science; ST SCIS 874584

**Battle scars: an overview of our defence against disease.** [videorecording]

East Australian Film Corp, 1996 (30 min.) [616.07]  
ISBN none

This graphic exploration of the human immune system assumes some understanding of anatomy, blood, and pathogens, though simple review summaries are included. It provides a lucid explanation of the complex levels and components which constitute our defences against infection, defining the roles of antigens, antibodies, leucocytes, phagocytes, macrophages, B and T cells, and markers. Text summaries introduce new information which is reinforced by diagrams and computer animations; segment breaks permit easy—classroom topic introduction, individual learning, or revision—making it a very useful resource for senior biology. H. Gordon

LEV: Upper secondary  
AVAIL: \$89.00  
KLA: PDHPE; Science SCIS 876945

**Hepatitis.** [videorecording]

Video Classroom, 1995 (25 min.) [616.3623]  
ISBN none

Affecting five times as many Australians as the AIDS virus does, hepatitis is a disease which needs to be thoroughly understood. Viewers of this video will easily gain this understanding. It begins with clear background information on what viruses are, and then progresses logically, with the aid of clear diagrams, commentary by experts, and the use of relevant subheadings. It provides appropriate information on all aspects of the disease and its impacts, including who is at risk and how it can be combated. The documentary and explanatory approach is enhanced by interviews with a hepatitis carrier, who conveys the urgency required in the treatment of this disease. Practical teachers' notes accompany the video and round off this outstanding package. It would be excellent for senior biology classes and the wider population. L. Monticone

LEV: Upper secondary  
AVAIL: \$85.00  
KLA: Science  
EVAL: Highly recommended SCIS 826687

**McCLISH, Bruce**  
**The story of gold.** [series]

Macmillan, 1996  
Every aspect of the alluring, precious metal is detailed in this series. The books examine gold in a world context. Most of the fascinating information is about gold in Australia. It covers: the history; how it was discovered and mined in the past, and how it is mined now; how it was used in ancient times; and its uses in the computer age. Human greed for gold, and the world's gold rushes are clearly documented. Large colourful illustrations and photographs combined, with an informative, readable text, make this series an excellent, useful resource. J. Bruce

LEV: Middle Primary Upper Primary  
Lower Secondary  
AVAIL: \$24.95 each  
KLA: HSIE; ST  
Titles in this series are:  
*Gold in Australia* SCIS 873099  
*Gold mining* SCIS 873094  
*The quest for gold* SCIS 873089  
*Uses of gold* SCIS 873104

**THOMAS, Ron**  
**Feral animals.** [series]  
Macmillan, 1996 [632]

This informative, attractive series clearly explains the contributory role of feral animals to the demise of Australia's native animal population. The origin of each feral animal—camel, cane toad, horse, donkey, pig, goat, fox, rabbit, cat, dog, European carp, water buffalo—is traced. Their breeding habits are explored and natural predators listed. Clear photographs and maps detail the distribution of each feral group. Unhappily, only two of the books have a concluding section which explains what steps are being taken to eradicate feral pests. This is a worthwhile, well-presented series with generally a good range of information in appropriate detail. R. Elston



LEV: Middle primary Upper primary  
Lower secondary  
AVAIL: \$16.95 each  
KLA: HSIE; Science  
Titles in this series are:  
*Camels, cane toads and European carp* SCIS 873093  
*Cats and dogs* SCIS 873086  
*Foxes* SCIS 873103  
*Horses, donkeys and water buffalo* SCIS 873113  
*Pigs and goats* SCIS 873107  
*Rabbits and European hares* SCIS 873070

**THOMAS, Ron & STUTCHBURY, Jan**  
**Where our food comes from.** [series]  
Macmillan, 1996

An attractive series, well-designed and clearly set-out, this will be extremely useful to all those studying the various aspects of food, whether it is for health and nutritional information, or for investigating the process involved in their commercial packaging. Each book begins with an introduction depicting the healthy food pyramid, and continues using photographs and diagrams to illustrate various aspects of the food—how they can be found, grown or used. Each book includes at least two recipes, accompanied by safety instructions. J. Eade

LEV: Lower primary Middle primary  
Upper primary  
AVAIL: \$16.95 each  
KLA: HSIE; PDHPE; ST  
Titles in this series include:  
*Cereals* SCIS 878006  
*Fish* SCIS 878008  
*Fruit* SCIS 878571  
*Vegetables* SCIS 878000

**BREIDAHL, Harry**  
**Animal culling.**  
Macmillan 1996 (Learn about the living world)  
ISBN 0732936950 [639.9]

Writing in a detached and informative manner about an issue as emotive as culling is quite a challenge, and achieved by the author of this excellent production. Culling is defined, the reasons why it is necessary are outlined, and the types of

culling explained. Information is written succinctly, and large print and appropriate colour photographs aid understanding. Comprehension is increased by the use of numerous examples, most of which are Australian. Depth is added through the use of case studies of particular incidents which occurred overseas, such as the killing of dolphins in Katsumoto Japan. This would be a valuable resource for students studying environmental issues such as endangered animals. L. Monticone

LEV: Middle primary Upper primary  
Lower secondary  
AVAIL: \$16.95  
KLA: HSIE SCIS 878525  
Other titles in this series are:  
*Animal and plant fossils* SCIS 878559  
*Endangered animals* SCIS 878547  
*How animals and plants evolve* SCIS 875531  
*Living with animals* SCIS 878555  
*Natural or artificial?* SCIS 878564

**Getting that interview.** [videorecording]

Video Classroom, 1995  
(Australian job search) (20 min.) [650.14]  
ISBN none

Convincing adolescents that theory applies to them personally is difficult, and the presentation strategies and content of this program look particularly effective. Wendy opts for a job after Year 12. She discusses essentials of self-marketing through resume preparation, techniques for finding jobs, and the importance of first impressions with her aunt, a business school director. Wendy tries and tries again, finally obtaining an interview. Her slightly stilted acting style is more than offset by the effective section summaries and home truths contributions of employment officers from Myer, Big W, the CES and a bank—it's reality rules, no holds barred, with excellent teaching notes. H. Gordon

LEV: Middle secondary Upper secondary  
AVAIL: \$150.00  
KLA: VOC ED  
EVAL: Highly recommended SCIS 859287

Titles in this series are:  
*Getting that job* SCIS 866959

**HIRSH, E.P.**  
**Writing about art.**

Longman Australia, 1996 [701]  
ISBN 0582804132

Developed in Victoria, this is a very relevant text to the impending visual arts syllabus. It applies a model of art criticism for evaluating works that is specifically identified in the NSW syllabus. It identifies: key works and explains them well; different types of essay questions such as comparative, argumentative and appreciation; and how to approach research for art: processes, types of material, gathering information and note taking. The research section would support programming the application of the information process to art student needs. The text includes criteria for identifying a good essay and an annotated bibliography. H. Wyatt

LEV: Upper secondary  
AVAIL: \$29.95  
KLA: CA  
EVAL: Highly recommended SCIS 869209

**HAMILL, Pete**  
**Tools as art: the Hechinger collection.**

Abrams, 1995 [704.9]  
ISBN 0810938731

An excellent presentation, this documents diverse artists whose only common element is that their art uses tools as their subject matter or form. The publication includes large colour plates of sculptural, painted, mixed media, and drawn works. It is an invaluable, vibrant stimulus for all secondary years. The essay makes interesting connections between an ancient primal context for the evolution of tools as art, and spreads the examples from folk artists across the twentieth century. The focus is mainly on American artists. The biographies of artists are also useful for senior students. H. Wyatt

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: \$69.95  
KLA: CA  
EVAL: Highly Recommended SCIS 863926

**STOKSTAD, Marilyn**

**Art history.**  
Abrams, 1995 [709]  
ISBN 0810919605

A comprehensive text, this covers the history of Western Art. It includes two chapters each on India, China, Japan, and reference to Pacific cultures (including Aboriginal Australian art). It claims to cover formalist concerns, the newer interest in the context of art, and to make art history enjoyable. The book covers the traditional ground of painting, sculpture and architecture, and is useful for critical and historical study. It has useful explanations of terminology, provides information for making case studies, and gives a comparative timeline with maps and lots of good colour images. It is an excellent alternative to Helen Gardner's *Art through the ages*, though its contemporary sections are disappointing. H. Wyatt

LEV: Lower secondary Middle secondary  
Upper secondary  
AVAIL: \$45.00  
KLA: CA  
EVAL: Highly Recommended SCIS 869930

**The unseen art scene: 32 Australian women artists.**

/ edited by Caroline Ambrus. Irrepressible, ACT, 1995 [709.94]  
ISBN 064624437X

In this informative work, the editor asserts that women artists are under-represented in galleries and exhibitions, and that the majority remain invisible, regardless of the quality of their art. Her purpose in this readable, attractive book is to raise the profile of a selection of contemporary women artists who have survived this unequal treatment, in the hope that others will receive recognition during their lifetime. An alphabetical listing of brief profiles precedes the major section where each artist discusses her philosophy, analyses her own work, and presents photographs of some examples. The photographs, mostly colour, are clear and stunning. This interesting book fills a gap, and will be much used by Year 10 and senior secondary art students. H. Gordon

LEV: Middle secondary Upper secondary  
AVAIL: Paper \$39.50  
KLA: CA SCIS 877654

WOODRUFF, Alan

**Workbooks, diaries and all that.**  
*[videorecording]*

Video Education, 1996 (20 min.)

ISBN none [709.94]

The essential place of a work book and/or diary in the process of creating major works in senior secondary art courses in drawing, painting and photography, is revealed by this video. Three case studies of student artists—David, Ben and Kate—show how these records can be used, not only for recording ideas and inspirations at any time, but also as a place to trial styles, explore, collect and record other influences, and try out possible solutions to problems without over-working the final product itself. The video is a useful demonstration for all senior art students. M. Hamlyn.

LEV: Upper secondary

KLA: CA

AVAIL: \$89.00 SCIS 867755

**Antipodean currents: ten contemporary artists from Australia.**

Guggenheim Museum, 1995

ISBN 0892071451 [709.94074]

The Guggenheim Museum in New York held an exhibition of diverse talents from contemporary Australian art in 1995 and produced this book as its catalogue. It provides a series of essays that locate a view of art and Australian identity from its multicultural and indigenous histories. Commentaries, mostly by Australian experts, are given for each artist. The text raises issues of Post-Modernism, and differences in American and Australian perspectives on similar issues. Those included in the show are: Imants Tillers, Tim Johnson, Tracey Moffat, Judy Watson, Gordon Bennett, John Young, Simone Mangos, Felicia Kan Mutlu Cerkez, and Mike Parr. It is a very useful resource for 3 unit art theory students. H. Wyatt

LEV: Upper secondary

AVAIL: \$45.00

KLA: CA

EVAL: Highly Recommended SCIS 854988

ARCHER, John

**The Great Australian dream: the history of the Australian house.**

Angus &amp; Robertson, 1996.

ISBN 0207190038 [728.0994]

Archer sees houses as "The shells in which we create our lives". His approach is not to reveal the status architecture of the day, but to show the home settings in which the majority of Australians created their lives. In over 230 illustrations, home styles and attempts to adjust to our environment are depicted from pre-white settlement to the present. The visuals are supported by quoted contemporary comments. The numerous black and white photographs are valuable primary resources, providing much information in their own right. This is an excellent resource book for history and art. M. Hamlyn.

LEV: Middle secondary Upper secondary  
Professional

AVAIL: Paper \$35.00

KLA: CA; HSIE SCIS 870811

HEDGER, Michael

**Public sculpture in Australia.**

Craftsman House, NSW, 1995

ISBN 9768097795 [730.94]

The focuses of this book are the fountains, war memorials, commemorative sculpture, garden sculpture, architectural and corporate sculpture, and gallery connections. Many of the works are accessible to Sydneysiders, but there are numerous examples located in other states and regional centres. The written text is an historical narrative and it has numerous colour and black and white photographs. Some of the works are more recent site-specific works such as Richard Goodwin's freeway projects, and acquisitions by the National Gallery of Australia, such as the Fog sculpture. It is a commendable book which could be a useful addition to the senior curriculum. H. Wyatt

LEV: Upper secondary

AVAIL: \$80.00

KLA: CA SCIS 863937

TRIMBLE, Judith

**Inge King: sculptor.**

Craftsman House, NSW, 1996

ISBN 9766410488 [730.994]

The work of a significant female Australian sculptor is recorded in this historical narrative. It is personal and reveals links with European artists and their contributions to Australian sculpture through her. She is an artist making huge metal forms and using industrial processes. This text documents her work up until recently. It is an interesting coffee table book with numerous, large colour plates, and is good as an in depth example of a woman pushing the limits of her particular form. It is a commendable reference for senior secondary students. H. Wyatt

LEV: Upper secondary

AVAIL: \$75.00

KLA: CA SCIS 870387

FREEMAN, Judi

**Fauves.**

Art gallery of New South Wales, 1995

ISBN 0731064380 [759.06]

This is a valuable documentation of the recent exhibition of Fauves artists at the Art Gallery of New South Wales. It is thorough, and profiles artists such as Dufy, Derain, Kees van Dongen, Vlaminck, and Matisse. The essay gives an account of the quest for self expression and the lure of colour by these artists from the end of the Impressionist era. Some of the language is difficult and calls for an understanding of other contemporary movements. Commentaries of specific paintings, and diversity of works makes it a commendable and useful reference for senior students. H. Wyatt

LEV: Upper secondary

AVAIL: \$59.95

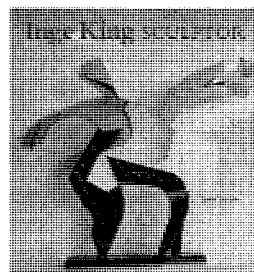
KLA: CA SCIS 863930

**The good looker. [videorecording]**

Australian Film Commission, 1995 (55 min.)

ISBN none [759.994]

Joy Hester, now regarded as one of the more important Australian women artists, is presented in this biographical video as a vibrant personality, maintaining her art despite her work being ignored and her life being threatened by cancer. It is a combination of re-enactments, interviews with contemporary artists (Nolan, Blackman, Perceval and friends), stills of the works, and photographs of the time. Indirectly, it is the story of Heidi Park, now a museum and gallery, which was



a centre for Melbourne art in the '40s and '50s, and a vignette of art history. Hester's story is both poignant and courageous. However, what most stand out are the works themselves, and the vicissitudes faced by artists, especially women. M. Hamlyn

LEV: Upper secondary Professional

AVAIL: \$95.00

KLA: CA SCIS 864500

HELMRIDGE-MARSILLIAN, Veronique

**Stewart MacFarlane: riddles of life.**

Craftsman House, NSW, 1996

ISBN 9766410542 [759.994]

Stewart MacFarlane takes as his subject matter explorations of modern sexuality. Through this he raises issues such as sex-roles, the abyss between the sexes, the process of a sexual relationship, and the future. The commentary explores: his iconic types—the symbolic vehicles for his explorations of these themes; his form—his use of colour, perspective and the window on the world; and the titles which locate meaning for us. Senior students would connect with the style and subject matter of the work. The commentary is accessible for senior students. H. Wyatt

LEV: Upper secondary

AVAIL: \$49.95

KLA: CA

EVAL: Highly Recommended SCIS 870386

**Multicultural book of songs. [kit]**

/ chosen by Nisha Chadha. Mantra, 1994

ISBN 1852691115 [782.42083]

Twenty children's songs from fifteen cultures are included in this charming collection for lower and middle primary students. Compiled to celebrate the diversity of cultures represented in multicultural societies, the collection booklet gives musical score, text in the original language and English, and culturally appropriate illustrations for each song. The accompanying cassette provides a simple instrumental performance, and a disappointingly brief introduction to the songs, giving only the title, key and country of origin. While the performance is ample for teaching the tune, a vocal rendition, serving as a guide to correct pronunciation, could be helpful for teachers and encouraging for students, particularly in classes where no background speaker is enrolled. H. Gordon

LEV: Lower primary Middle primary

AVAIL: Booklet \$12.95 Cassette \$12.00

KLA: CA; HSIE; LOTE SCIS 870235

**Music central 96. [computer software]**

Microsoft, 1995

ISBN none [782.42164]

There is a wealth of information in this multimedia musical encyclopaedia on CD-ROM. It is possible to enter your own search term, or to search using any of the preset topics on the contents screen. There is considerable cross-referencing between all the options. From artists, songs, albums, music styles and technicians included, a complete picture of a modern musical period or biography of a performer can be compiled. Selections of video and audio clips, album covers, event stills, and portraits are available in the media gallery. A disappointing aspect of this resource is the lack of musical additions in other sections of the program. As a Microsoft product, on-line access to updates of information is also available from the main menu, as is the option of creating your own lists of items located. It is an invaluable resource for music students undertaking research in specialised fields or on individuals in contemporary music. E. Maxwell

**Minimum requirements**

Windows 95: 386DX; 8MB RAM.

Windows 3.5: 386DX; 16MB RAM. Will not run on Windows 3.1 or earlier.

LEV: Lower secondary Middle secondary

Upper secondary

KLA: CA

AVAIL: \$59.00 Microsoft SCIS 858062

**In Grandma's attic. [computer software]**

Softkey, 1996

ISBN none [793.93]

The enchantment of being alone in an attic with an array of interesting artefacts and objects is played upon in this CD-ROM. Colourful buttons, directional signals and a Quick-Time video clown offering helpful tips in a choice of American or English dialogue, get the young user started. Graphics are first-rate, and students gain mouse practise pointing and clicking on available images. Activities include visual discrimination, concept development such as left/right, empty/full, numeration, and dissemination of factual information. Repetition, spoken text, and humour are used effectively to encourage exploration. Early keyboard skills, double clicking, and physically reacting to interactive messages promote fine-motor coordination in the target audience. Activity-based images are randomly placed, and others provide fleeting animations that under-utilise the capacity of CD-ROM format. Children need opportunities to refine preschool skills as offered in this package, but activities should be further developed to encourage revisiting. G. Krestensen

**Minimum requirements**

Macintosh 68030: System 7.1; 8MB RAM; 25MHz; 256 colours

Windows '95/Windows 3.1: 486; 8MB RAM; 33MHz; 256 colours

LEV: Preschool Lower primary

AVAIL: \$59.95 Roadshow

KLA: English; HSIE; Mathematics SCIS 880169

SANCHEZ VICARIO, Arantxa

**The young tennis player.**

RD, NSW, 1996

ISBN 0864500378 [796.342]

A colourful, superbly presented, clearly set out book, this gives an overview of tennis. Brief history, clothing and equipment, and approaches to the game are included. Tips on grips and strokes to help improve your game are clearly explained and graphically illustrated, usually in a series of colour action photographs. Every aspect of the sport is dissected and clearly explained in small scattered parcels of text, and great colour shots. It contains all most people would need to improve their enjoyment and level of proficiency. It is a valuable reference for any aspiring player. J. Bruce

LEV: Middle Primary Upper Primary

Lower secondary

AVAIL: \$25.00

KLA: PDHPE SCIS 869898

THOMAS, Ron and HERRAN, Joe

**The Macmillan children's encyclopedia of the Olympic Games.**

Macmillan, 1996

ISBN 073292698X [796.4803]

With a subject that has high student interest, even in a non-Olympic year, this encyclopedia is bound to be well used. It provides an adequate (if at times uneven) coverage of events, athletes, host cities and peripheral material (flag, flame, medals, symbol, mascots). Most entries provide brief

summaries, but some are quite detailed (the popular gymnastics and swimming). There are even some omissions—paralympics is there but not the winter Olympics. Twenty five athletes are highlighted (five Australians) and the controversial issues of drugs in sport and boycotts are covered. Succinct entries and an attractive layout make this a useful reference. W. Muskin

LEV: Middle primary Upper primary  
Lower secondary

AVAIL: \$36.95

KLA: HSIE; PDHPE SCIS 868323

**Escher interactive: exploring the art of the infinite.** [computer software]

Thames & Hudson, 1996

ISBN 0500100160 [796.9492]

The full potential of CD-ROM technology is exploited in this comprehensive exploration of the work of Escher. Navigation is simple, with cross references between menu items abundant and relevant. The spoken commentary in the introduction to Escher's life and work is clear, well-paced and in neutrally accented voices. Help and information items are readily available and easily understood. The gallery of images is chronologically arranged to assist investigation of the progress of artistic philosophy and practice. Interactivity is the focus throughout. In the workshops on tessellation, morphing, and the concepts of convex and concave, students have the opportunity to test their understanding of the bases of Escher's art by creating images. The provision of the facility to print designs one has created will be a popular feature. The package really comes into its own with the animated sequences and the puzzle section, where the viewer is invited to duplicate some typically impossible designs, and move and build three-dimensional components. M. Steinberger

**Minimum requirements**

Windows 3.1/Windows '95: 486SX; 8MB RAM; 25MHz; 15MB hard disk; double speed CD-ROM; 256 colours.

LEV: Middle secondary Upper secondary

AVAIL: \$89.95 Thames & Hudson

KLA: CA SCIS 878706

**BRIERLEY, Anthony**

**Explorers of the ancient world.**

Macdonald Young, 1995

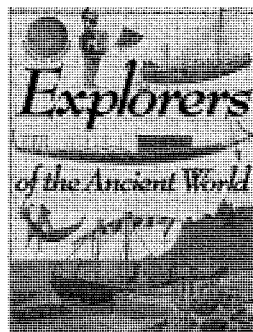
ISBN 0750014660 [910.92]

Voyages of discovery that took place over 2,000 years ago are recounted in this book. Modern day adventurers have tried to emulate many of the ancient explorers and their sea voyages in order to verify accounts of these journeys. Today they set out in vessels not unlike those used by the ancient explorers and take what is believed to be the same routes. Many adventurers have been able to confirm that the stories of the ancient explorers are not myths but actually took place. With bold illustrations and maps of each journey, Egyptian, Phoenician and Greek voyages are told in this handsome book. Each journey is presented on a double page spread within a decorative frame. Text is accessible and the illustrations are detailed enough to capture the reader's imagination. D. Dawson

LEV: Upper primary

AVAIL: \$26.95

KLA: HSIE SCIS 856208



**BREITER, Matthias**

**Kakadu and the Top End.**

Kangaroo, 1996

ISBN 0864176473 919.429

Written and photographed by a German visitor, this book presents a very practical guide to exploring Kakadu, Nitmiluk and Litchfield national parks. All the necessary details for correct behaviour and seasonal comfort are included. Additionally, there are brief sections on the history of the parks, the geology, geography, and natural fauna and flora (including 110 colour photos of them). Aboriginal heritage, in a more detailed section, includes a survey of the art and religion. The information is set out clearly with sub-headed paragraphs and is easily accessed through the index. This could be a very useful book for social science and science students. M. Hamlyn.

LEV: Lower secondary Middle secondary

Upper secondary

AVAIL: Paper \$24.95

KLA: HSIE; Science SCIS 872643

**Antarctica.** [computer software]

Aoraki, 1994

ISBN none [919.8]

The scope of this CD-ROM covers six main aspects of the continent of Antarctica—animals and plants; physical place; living conditions; environmental issues; scientific investigations of the area; and exploration. A tour of each is possible and useful as an overview. The information is presented via print, photographs, video clips and brief commentaries. Questions are posed and, interestingly, the student must choose to read further in order to obtain answers. Many interactive choices, such as repetition of the narration, are offered. The ability to: bookmark; save several searches; hear experts working on this continent; move backwards or forwards easily makes navigation very user friendly. Boolean searches are possible and the provision of See also is a welcome addition. Choices available at each point are indicated in bold along the tool bar. Text is easy to see. There are several good maps, each emphasising different aspects. A print facility is available. It is a well balanced and authoritative source of information touching on all aspects of this continent. E. Petlevanny

**Minimum requirements**

Windows 3.1: 486SX; 4MB RAM; 25 MHz; 256 colours.

LEV: Middle secondary Upper secondary

AVAIL: \$89.00 or \$199.00 network Britannica

KLA: HSIE SCIS 878623

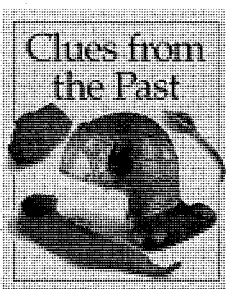
**PLACE, Robin**

**Clues from the past.**

Wayland, 1995

ISBN 0750217235 [936.1]

Students interested in history and archaeology will enjoy this book. Fascinating detective work, and the use of high powered computers, combine to throw light on the past. The only leather saddle in existence from the 1600s was found in a well near the Tower of London—it would have rotted in dry ground. From this discovery, archaeologists were able to ascertain the type of wood in the frame, the padding, leather and metal studs used at that time. The book explains how archaeologists use clues from tiles, pottery, cloth bones, metals,



stone and wood to help solve puzzles from the past. It is beautifully presented and designed, with easy to read text and quality illustrations. An excellent glossary is included. The teaser on the last page lists the archaeological places worth visiting—unfortunately they are all in the United Kingdom! D. Dawson

LEV: Upper primary Lower secondary

AVAIL: Paper \$16.95

KLA: HSIE

**DEARY, Terry**

**The groovy Greeks.**

Scholastic, 1996 (Horrible histories)

ISBN 0590132474 [938]

Study of the ancient Greeks may be enlivened by this little book, which certainly demystifies ancient history. Cartoons and newspaper reports, diary entries and games, quizzes and letters are all included. There is a considerable amount of factual information. Topics include: war; Sparta; death; children; lifestyle; Olympics; literature; and the theatre. Teachers should beware the quiz provided for readers to test them—it's a serious multiple-choice exam, so read first! The whole package is wrapped up in really dreadful puns, so learning is likely to be incidental and painless for many, even non-history students. M. Steinberger

LEV: Upper primary Lower secondary

Middle secondary upper secondary

AVAIL: Paper \$6.95

KLA: HSIE SCIS 870395

**BLANNING, T. C. W.**

**The Oxford illustrated history of modern Europe.**

Oxford University Press, 1996

ISBN 0198203748 [940.2]

Spectacular illustrations are the highlight of this work. Many are black and white plates, and feature some not often seen in texts of this nature. Eleven eminent English authorities have contributed essays on subjects as diverse as revolutions, the rise and fall of European economy, and Post-Modernism. Contemporary history includes: Bosnia; feminism; and multiculturalism. Social and cultural advances are given equal credence with political history in a scholarly text. Indices include an impressive bibliography, a very detailed chronology from May 1789 to January 1995, and large, clear maps. It is a serious work, particularly useful for its coverage of the later 20th century. J. Watts

LEV: Upper secondary

AVAIL: \$59.95

KLA: HSIE SCIS 867290

**When they came to take my father: voices of the Holocaust.**

/ edited by Leora Kahn & Rachel Hager. Arcade,

1996

ISBN 1559703059 [940.53]

The extraordinary beauty of this book may seem to be in stark contrast to the horrors it recounts, yet it functions as a moving and appropriate tribute to Holocaust victims and survivors. Page after page contains the testimonies of survivors, most now based in the United States. Representatives of the millions of victims, they give graphic yet generally unemotional first-hand accounts of theirs and others' ordeals. Supporting these moving statements are powerful photographs. These mostly portrait images reveal strong, characters—people who have had pain, wisdom, tenacity and greatness thrust upon them. History students will gain

much from the documentary evidence here. Art and photography students will appreciate the book for its artistic and design values. M. Steinberger

LEV: Lower secondary Middle secondary

Upper secondary

AVAIL: \$55.00

EVAL: Highly recommended SCIS 864439

**SAUVAIN, Philip**

**Britain since 1930.** [series]

Wayland Hove, 1996 [941.08]

The usual high standard of the apparently endless stream of Wayland junior British social histories is maintained here. Excellent illustrations (historic and contemporary photographs, advertisements, posters, documents) and succinct text liberally sprinkled with brief quotations, many of them personal reminiscences, create a meaningful contrast of change at work, at home, in leisure and technology since 1930. The contrast is mainly between the 1930s and the near-present. While the context is, of course, entirely British, much will be relevant and illuminating for Australian students. This is an attractive series. G. Spindler

LEV: Middle primary Upper primary

Lower secondary

AVAIL: \$c29.95 each

KLA: HSIE

Titles in this series are:

*Life at home* SCIS 859261

*Life at work* SCIS 859267

*The advance of technology* SCIS 870846

*Leisure time* SCIS 870845

**Japan.** [videorecording]

IVN Communications, 1995 (Windows to the world) (30 min.)

ISBN none [952]

Technical strength and Jack Clancy's smooth narration of an excellent script give this video a head start, built on by the relevance and impact of the selected film. A comprehensive introduction to Japan's geography stresses the geographical foundations of its history and culture, and this is followed by a succinct, graphic outline of early to modern history, where the threads of today's culture and economic success are skilfully drawn. Detail about aspects of everyday life—religions, art forms, foods, festivals, housing and sports—underlines the preservation of tradition concurrently with the acceptance of change necessary for economic survival. Comprehensive teaching plans accompany the video, with vocabulary, discussion questions, related teaching materials, quiz, maps, and the complete script. H. Gordon

LEV: Middle secondary; Upper secondary

AVAIL: \$178.00

KLA: HSIE; LOTE

EVAL: Highly recommended SCIS 882998

Other titles in this series are:

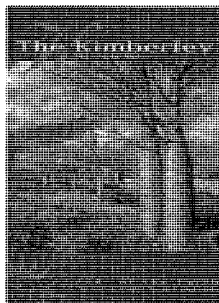
*Thailand* SCIS 882995

**Ends of the earth: the world's remote and wild places.** [series]

Reed Library, 1996

Each volume in this series, which covers aspects of life in some of the world's most far-flung places and highlights environmental damage occurring there, is lavishly illustrated with colour photographs, maps and drawings. The series is well-researched and style of presentation of information is largely similar across titles. Information is

reasonably detailed covering a good range of themes, but would be more accessible with increased use of sub-headings. The glossaries tend to be a little cluttered in appearance. This is an attractive series offering worthwhile information. R. Elston



LEV: Upper primary  
Lower secondary  
AVAIL: \$24.95 each  
KLA: HSIE; LOTE;  
Science; ST

Titles in this series are:

<i>Amazonia</i>	SCIS 883098
<i>Antarctica</i>	SCIS 883095
<i>The Kalahari</i>	SCIS 883100
<i>The Kimberley</i>	SCIS 883097

**Modern industrial world. [series]**

Wayland Hove, 1996

Diversity is an aspect that is successfully focused on in this series of simple books on various industrial nations, thus avoiding the common traps of the stereotyped views often found in such books in the past. The historical emphasis establishes the roots of the diversity, and ensures that the books can remain a useful resource over time. With their attractive and inviting layout, large print, and interesting photographs, glossary and index, these books would be particularly useful for introducing information skills. Unfortunately, the statistical charts, which provide significant detail, have no dates for their figures. Otherwise, these could be a valuable addition to the library. L. Bowring

LEV: Upper primary Lower secondary  
Middle secondary  
AVAIL: \$26.95 each  
KLA: HSIE

Recent titles in this series include:

<i>Canada</i>	SCIS 859117
<i>South Africa</i>	SCIS 871772
<i>Spain</i>	SCIS 859116

**PIROTTA, Saviour**  
*The wild, wild West.*

Wayland, 1996 (Quest)  
ISBN 0750213817

[978]

The history of the opening up of North America's untamed West is re examined. The text successfully attempts to be sensitive and culturally inclusive, which makes for a very readable, informative book. There are numerous references to the contributions of African-American and Mexican cowboys (including several early photographs), cowgirls (such as Calamity Jane), and even some legendary female outlaws. The treatment of indigenous Americans is also presented through more critical eyes than books of previous decades. It is generously illustrated with etchings, colourful paintings, maps and original photographs. I. McLean

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

SCIS 874828

**Australian identity. [videorecording]**

SBS, 1995 (Insight forum) (60 min.)  
ISBN none

[994]

How we see ourselves and who we are as Australians are

the key questions debated on this program. The search for a national identity is examined by a large variety of speakers, ranging from authors, lecturers and journalists to monarchists, republicans, RSL representatives and indigenous people, presenting disparate views. Beginning with a news magazine format (lots of pacy visual and sound bites), the program proceeds to a studio forum, providing an opportunity for discussion whose tone remains academic and cerebral. With material relevant to both society and culture and Aboriginal studies, this video could provide a useful catalyst for class discussion. W. Muskin

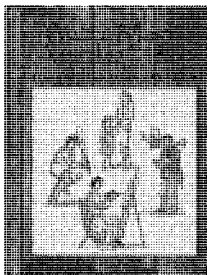
LEV: Upper secondary  
AVAIL: \$75.00  
KLA: HSIE

SCIS 867024

**DUGAN, Michael and GUNTER, Anne**  
*Women make Australian history. [series]*

Macmillan, 1996

At long last, here is a comprehensive series of books on famous women in Australian history. It is extremely well-designed, and currently contains seven books, each spanning a time period of about thirty to forty years, from 1788 through to the present. Each book begins with a brief introduction setting the scene for the time period, and presents ten to seventeen women. All spheres of life are represented, each woman receiving one or two pages with colour illustrations and photographs included. The clear, simply written text could be used by both primary and secondary students, and is supported by a contents, index and an excellent glossary in each book. This is an excellent series. J. Eade



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

Titles in this series are:

<i>The convict era 1788-1840</i>	SCIS 864799
<i>The pioneer era 1840-1880</i>	SCIS 864802
<i>The suffragette era 1880-1914</i>	SCIS 864803
<i>Women in wartime 1914-1919, 1939-1945</i>	SCIS 864808
<i>Between the wars 1919-1938</i>	SCIS 864806
<i>The post war years Book 1 1946-</i>	SCIS 864809
<i>The post war years book 2 1946-</i>	SCIS 864810

**WOMERSLEY, Judith**  
*All about. [series]*

Macmillan Education Australia, 1996

Much of the text of the books in this series takes the form of extended captions to the numerous photographs and drawings. All other information has been collected into fact boxes. The cover designs and internal layouts are most appealing—each book resembles a high class scrapbook, with at least two images per page. Colourful borders, and matching arrow icons, direct the reader to each illustration. Chapters are consistent throughout the series, with topics such as: Aboriginal history; early exploration; government; tourism; and festivals given adequate coverage, although space allows only five famous faces per book in the *Identity parade*. I. McLean

LEV: Middle primary Upper primary  
Lower secondary  
AVAIL: \$24.95 each

KLA: HSIE  
EVAL: Highly recommended

Titles in this series are:

<i>All about Australia</i>	SCIS 863310
<i>All about New South Wales</i>	SCIS 863312
<i>All about Queensland</i>	SCIS 863311
<i>All about Western Australia</i>	SCIS 863309

**DAVIS-HURST, Patricia**  
*Sunrise Station.*

SunBird, NSW, 1996

ISBN 0646283308 [994.4092]

Sunrise Station is now known as Purfleet, and lies on the southern approaches to Taree. Whilst this book is principally autobiographical and focuses on growing up in the Taree district, it draws its strength from the subtle and fascinating anecdotal evidence by which aspects of Koori culture and its history are revealed. The text is well supplemented with illustrations and photographs, and the personal elements in this approach engender an admiration for the survival of Aboriginal communities past and present. This is an extremely useful resource across a range of KLAs requiring original source material, including contemporary English issues. E. Maxwell

LEV: Upper primary Lower secondary  
Middle secondary Upper secondary

AVAIL: Paper \$30.00  
KLA: English; HSIE

SCIS 880455

**Professional reading**

Resources are in Dewey order.

**PLACE, Ron**

*Educator's Internet yellow pages.*

Prentice Hall, 1996

ISBN 0132323567 [004.6]

Comprehensive and up-to-date, this guide points to some of worthwhile educational internet sites, which could be reviewed or explored for potential classroom use. The four sections include: **Internet basics** including how to connect; **General education resources**; a **Directory of internet curriculum areas** divided into major Key Learning Areas; and **Appendices** which offer some invaluable resources. Subscription sites and listservs for educators are present. Arranged in alphabetical order, there are over 40 curriculum areas covered. This manual is useful for those urgent or immediate information seeking needs of students. D Dawson

LEV: Upper primary Lower secondary  
Middle secondary Upper secondary

AVAIL: Paper \$39.95  
KLA: CA; CPA; English; HSIE; Mathematics;  
PDHPE; Science; ST; TAS

SCIS 873294

**WHITE, Kerry M.**

*Australian children's fiction: the subject guide. Update.*

Jacaranda, 1996.

ISBN 070163328 [015.94]

How did we manage before Kerry's exceptional guides to children's fiction helped us find, by either subject or genre, appropriate titles for extending students' reading? They are absolute right-hand books for busy teacher-librarians, librarians and teachers. In this update, 1300 fiction books published between 1992 and 1996 have been cross-referenced

so that they can be found by author, title and illustrator and subject and genre. This book will help the busy professional recommend interesting stories, particularly for primary and junior secondary pupils, and so support literacy and encourage reading. M. Hamlyn.

LEV: Professional  
AVAIL: Paper \$24.95  
KLA: English  
EVAL: Highly recommended

SCIS 868431

**CAMERON, Jane**

*A good read: books for adult new readers.*

National Library of Australia, 1995

ISBN 064210655 [016.42862]

People who help illiterate adults along the road to reading success say that the teaching rewards are fantastic. This book will assist their valuable work as it is a compilation of reviews of books that would be suitable for the adult who is new to reading. As one would expect from a team of four reviewers, all with extensive experience in this and associated literacy areas, the reviews are all of a high standard: succinct, and written with an empathy to the needs of the clientele. The reviews, which are graded and arranged in genre, summarise books that reflect a realistic representation of the habits of the book-buying public. It is an excellent publication which will have application at the senior secondary level. L. Williamson.



LEV: Professional  
AVAIL: Paper \$15.00

SCIS 849152

**THOMAS, Ron**

*The school library: a practical guide to organisation and management.*

Macmillan, 1996

ISBN 0732926661 [025.1]

Designed to assist teacher-librarians with all aspects of their job, this resource contains practical advice arranged alphabetically. Information is clearly presented. Black line proformas provide teaching and display ideas. A library skills program is suggested, which pre-dates the current information skills framework. There is much information, but the role advocated by the resource is not in keeping with DSE policy and does not reflect the impact of automated library management. Using information technology for learning is not discussed. The teacher-librarian's role in collaborating with colleagues is not explored. While some ideas will assist new teacher-librarians, they will need to think and act more widely than this resource indicates. J. Buckley

LEV: Professional  
AVAIL: Paper \$29.95  
EVAL: Consider before buying

SCIS 866687

**The learning link: information literacy in practice.**

/ compiled by Di Booker. Auslib, 1995

ISBN 1875145389 [028.7]

A significant work, this deals with a full range of information literacy issues, pedagogy and practice. It recognises the collaborative leadership teacher-librarians have shown, providing a model for programs now being implemented at the tertiary level. It presents an interesting range of case studies illustrating programs under the broad headings of: **General issues**; **Policy and promotion**; **Information literacy programs**; and **Staff development**. Contributions like those of Todd and Boyd, offer practical strategies which enhance the

development of information literacy at the school level. Hill offers valid insights related to the Internet. This work, including the bibliography, offers a great deal to information professionals for learning/teaching and staff development in school and tertiary sectors. C. Foley

LEV: Professional  
AVAIL: \$36.00 SCIS 855370

GARD, Stephen  
*Mindworks.*

Macmillan, 1996  
ISBN 0732926866 [153.407]

A range of interesting ideas is included here, although at first glance, this collection of activities to challenge the gifted and talented primary student does not appear user-friendly, with its absence of an index and dated looking cover. It offers a wide variety of problems for an intellectually curious child to solve—reasoning, puzzles, word enigmas and quizzes—and has a thoughtful rationale in the introduction. Problems involving the mathematical sciences occupy only one fourth of the available space, compared to the verbally-based activities. Some may prefer more non-verbal activities, though this offers potential to cater to a wider range of learning styles. R. Elston

LEV: Upper primary Lower secondary  
Professional  
AVAIL: Paper \$32.95  
KLA: CPA; HSIE; Mathematics; ST SCIS 865112

COOPER, Carol

*Motivating schools to change: integrating the threads of school restructuring.*

Global Learning Communities, 1995  
ISBN 0646240684 [370.19]

Teacher-librarians who read this book will be motivated to become the change agents in their schools. It is a gem! It is concise and to the point. Changing the culture of a school is very complex and the stakeholders, all those members of the school community, must first of all understand the need for change. The impact of technology, information literacy and cooperative learning has significant implications for student learning outcomes. This book provides models and plans to effect such change. Each chapter deals with a different aspect of change, beginning with an understanding of why schools need to change, then examining how people learn and ways of motivating schools to change. Some examples of schools as collaborative learning communities are included though they are of United States origin. An excellent bibliography is also provided. D Dawson

LEV: Professional  
AVAIL: Paper \$10.50 SCIS 879907

DWYER, Peter

*Opting out: early school leavers and the degeneration of youth policy.*

National Clearinghouse for Youth Studies, 1996  
ISBN 1875236341 [371.2]

Research based, this Australian report is for educators of middle school students who are interested in the decisions and responses of early school leavers. The report examines the challenges and myths of government employment policy in responding to the growing concerns for unemployed youth. The text contains accredited quotations and statistical evidence to



highlight the research conclusions. The presentation is highly readable, with graphs, charts, cartoons and highlighted text summaries. The chapter, *I'm no good at maths...*, quotes student case studies with some suggestions for effective school practice by offering supportive structures which recognise diversity and active student engagement. F. Plummer.

LEV: Professional  
AVAIL: Paper \$24.00 SCIS 880691

CECIL, Nancy Lee

*The art of inquiry: questioning strategies for K-6 classrooms.*

Pegius, 1995  
ISBN 1895411742 [371.3]

Questions, questions, questions! Effective questioning technique for teachers is fully explored in this comprehensive work. A taxonomy of questions and their uses is described. Creating a suitable classroom climate is explored. Questioning strategies for different grades and subjects are included. The author is persuasive, the resource reads easily. However, it is let down by uninspiring presentation. The work is heavily text based with relatively few visual elements included. More student examples and improved graphic design for transcribed dialogue would assist the work's impact. The thorough, authoritative approach of this work allows teachers to re-examine this fundamental teaching technique. J. Buckley

LEV: Professional  
AVAIL: Paper \$29.95 SCIS 871529

*Leading the way: strategies for managing the school.*

/ edited by Mandy Tunica. Macmillan Education Australia, 1995

ISBN 083292023X [372.12]

The assertion that schools have always been subject to change underpins this positive, readable work. The complexities of such change in the '90s, and the varied pressures (political, economic, corporate, technological) on schools, teachers and education are recognised. Topics covered affirm the book's supportive purpose: managing change—the Principal as change agent; managing human resource development; managing curriculum change; financial issues; communication, negotiation and conflict resolution; marketing the school; and stress management. Helpful tables, charts, questionnaires, and illustrations (some light relief) are integrated throughout, and contribute to the practicality and accessibility of the book. Collaborative leadership is the focal approach of this authoritative resource. C. Foley

AUD: Professional  
AVAIL: Paper \$34.95

*May I see your program, please? : Australian teachers share their programming practice*

/ edited by Vivienne Nicholl  
Primary English Teaching Association, 1996

ISBN 1875622187 [372.19]

New and experienced educators will find a plethora of ideas in this A4 format book for teachers, by teachers. The text is chatty, positive and realistic, despite the often daunting subject matter. There are chapters: on whole-school planning; record-keeping; helpful ways to document personal beliefs in teaching; evaluation; and response to change. A diverse range of programming proformas is included, which teachers are encouraged to adapt to suit their individual styles. Copyright ownership of teachers' programs, a rarely discussed aspect, is addressed in the introduction. I. McLean

LEV: Professional  
AVAIL: Paper \$20.00 PETA members \$28.00 others  
SCIS 868052

OSTROW, Jill

*A room with a different view: first through third graders build community and create curriculum.*

Stenhouse, 1995  
ISBN 1571100091 [372.19]

A convincing work, this is an account of an integrated approach to classroom practice. Initial irritation at the first person narrative was replaced by the realisation that the principles described were those many teachers aspire to and would like children to experience. Ostrow describes a year with a junior primary class, where the metaphor of an island community is an overriding concept for learning activities. Cooperative learning, student motivation, teacher as facilitator—all in evidence, along with academic rigour and meaningful learning. Photographs, worksheets and student projects are included. J. Buckley

LEV: Professional  
AVAIL: Paper \$34.95 SCIS 871545

SAMWAY, Katherine Davies

*Buddy reading: cross-age tutoring in a multicultural school*

Heinemann, 1995  
ISBN 0435088408 [428.497]

Those seeking a resource to assist in setting up and/or evaluating a buddy reading system, will find this a useful resource. It is written from personal experience, and the result is a practical rather than theoretical handbook, although the text does at times take some concentrated reading. Australian teachers face similar challenges and problems to those of these Californian teacher/authors, and will find the accounts of their approaches and methods of meeting and overcoming difficulties provide informative and interesting reading. The text is well supported by children's written feedback. Included are useful children's literature reading selection lists and theoretical references. B. Richardson

LEV: Professional  
AVAIL: \$27.95  
KLA: English SCIS 871551

LARKIN, Veronicah

*What will we play today?*

Pademelon, 1995  
ISBN 0646248901 [796.1]

Essential on every early childhood and kindergarten teacher reference shelf, this valuable resource contains one hundred marvellous games for playing indoors and/or outdoors. Included are new games and old, drawn from diverse cultures—quiet games, boisterous games, games with equipment, games without. They are all non-competitive 'arts' games—games based on drama, music and movement. Each game is introduced with an at-a-glance section detailing age suitability, grouping and resources, followed by clear game playing instructions and game variations. Words and simple musical score (treble with chord markings) complete each game page. Well designed presentation is enhanced by delightful drawings and black and white photographs. B. Richardson

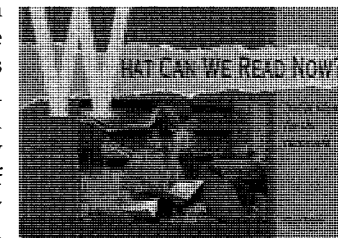
LEV: Professional  
AVAIL: \$29.95  
KLA: PDHPE  
EVAL: Highly recommended SCIS 858143

ROLTON, Gloria

*What can we read now? novel ideas for the classroom.*

Macmillan, 1996  
ISBN 073293057X [807]

Ideas for helping to teach and explore literature are always welcome and this guide provides a good variety of genre from which to thematically select a graded range of texts. A general overview of each theme is provided, with an accompanying bibliography, and student literature and language based response sheets, some of which are pleasingly creative in format presentation. The focus of this resource is the enjoyment of literature and its successful integration into the curriculum. There is a sound depth of Australian content in the explored texts. These activities would work well for wide reading as well as whole class units. E. Maxwell



LEV: Professional  
AVAIL: Paper \$32.95  
KLA: English SCIS 865238

HEWITT, Geof

*A portfolio primer: teaching, collecting and assessing student writing.*

Heinemann, 1995  
ISBN 0435088343 [808]

A teacher manual and valuable resource for all curriculum areas, this is the story of the Vermont program, its origins and ideology, its practice and successes. Reflecting a passionate belief in this program, the author plots its development and implementation in Vermont schools. Many examples are provided, with explanation and assessment of both student-writer and teacher. Portfolio writing is not new, but this enlightened approach stresses the spontaneous nature of writing, reading aloud, and classroom activities. Tables and charts of both the process and its results are included as well as a glossary, a massive bibliography and detailed references. J. Watts

LEV: Professional  
AVAIL: Paper \$34.95 SCIS 871534

*Real books for real kids.*

/ edited by Heather Voskuyl. Australian School Library Association, NSW, 1996

ISBN 090954817X [808.068]

ASLA's latest production is of significant interest to parents, teachers, teacher-librarians and school administrators. It contains four major articles: Rosemary Johnston's paper on encouraging children to become habitual readers; Jenny Williams' lists of top books appropriate for each of Years K-6; Helen Sykes' lists of 50 top titles for each of Years 7-10; and Terry Bruce's practical analysis of how to run a Read-a-Thon for the joint purposes of encouraging reading and raising funds. These are followed by a shorter, equally useful list of seventeen Internet sites offering resources on various aspects of children's literature, for both children and interested adults. This is a valuable offering for all involved in promoting literature. H. Gordon

LEV: Parent Professional  
AVAIL: Paper \$10.00 (Members) \$12.00 (Others)  
SCIS 882328

SAMWAY, Katharine Davies  
*Literature study circles in a multicultural classroom.*

Stenhouse, 1996 [808.307]  
ISBN 1571100180

An exciting method of teaching through literature is presented in this well documented work. Based on the idea of Literature Study Circles (LSCs), in which small groups of students within a class select, read and discuss particular books, children have been stimulated to really enjoy reading. Working with reluctant readers, often from multicultural backgrounds, their teacher, Gail Whang has discovered a vast number of books that children can relate to. Lists of such fiction books are included. Many of these stories deal with characters from various ethnic backgrounds and have strong relevance to the multicultural classroom. C. Sly

LEV: Professional  
AVAIL: Paper \$29.95  
KLA: English SCIS 821575

#### Literature units. [series]

Hawker Brownlow Education, 1996 [813]

A series such as this is an exciting and practical addition to every teacher's resource collection. Beginning with author biographical information, pre-reading activities and sample lesson plans, each unit provides approaches and worksheets as it progresses through a chosen novel at upper primary or lower secondary levels. Programs that reinforce critical thinking skills and which incorporate a range of text types, and which support current functional language applications are devised. The challenge and the pleasure for students will come not only from the novels, but also from the engaging learning which these units encourage. There is a bibliography provided to facilitate further reading in the genre. Some novels covered include: *Bridge to Terabithia*; *Charlie and the chocolate factory*; *Charlotte's web*; and *Sarah, plain and tall*. E. Maxwell

LEV: Professional  
AVAIL: Paper \$14.95 each  
KLA: English  
EVAL: Highly recommended

Recent titles in this series include:

*A literature unit for A wrinkle in time* SCIS 873017

*A literature unit for Dear Mr. Henshaw* SCIS 871051

*A literature unit for Where the wild things are* SCIS 871046

### 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:

Liz Bowring, secondary teacher-librarian  
Jill Bruce, Beacon Hill Primary  
Ruth Buchanan, Jamison High  
Jill Buckley, ex *Scan* editor  
Darelyn Dawson, Pennant Hills High  
Rodney Dobson, Long Flat Primary  
Jan Eade, primary teacher-librarian  
Ruth Elston, Lane Cove Primary  
Lee FitzGerald, *Scan* editor  
Colleen Foley, Review Editor  
Fay Gardiner, Katoomba North Primary  
Helen Gordon, secondary teacher-librarian  
Marion Hamlyn, Wollongong High  
Niki Kallenberger, secondary teacher-librarian  
Geoff Krestensen, Computer teacher, South Grafton Primary  
Elizabeth Maxwell, Pennant Hills High  
Ian McLean, Punchbowl Primary  
Lea Monticone, secondary teacher-librarian  
Wendy Muskin, Newcastle High  
Nigel Paull, Grafton South Primary  
Eve Petlevanny, Kuring-gai Creative Arts 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  
Helen Wyatt, HT Visual Arts, Vacluse High

## Children's Book Council of Australia

After the National AGM on 16th and 17th November, South Australia will be the new home for the National Executive for the next two years. Val van Putten is the new President of the CBCA. For a full list of the new National Executive and contact details, please phone/fax the National Secretariat on (02) 9818 3858.

The 1997 Book of the Year Awards announcement will be made on 15th August, 1997 in Adelaide. 1997 Book Week will then follow from 16th-22nd August, 1996, with the theme *Bookaleidoscope*.

The NSW Branch will be announcing the winner of the 1996 Lady Cutler award at the Hughenden Hotel on 29th November. Tickets are \$15, everyone welcome! Please ring the NSW Branch on (02) 9810 0737.

### Language, Learning and Culture: unsettling certainties

The Australian Association for the Teaching of English, The Australian Literacy Educators' Association, and The Australian School Library Association are presenting the above conference, which focuses on the social and cultural contexts of learning, on language, on literature and on the future. Speakers include Professor Marcia Langton, Professor David Crystal, Dr. Peter Goldsworthy and Dr. Patricia Edgar, with Professor Allan Luke acting as conference 'vision shaper'. Issues addressed will include: The novel is dead; Access to information is more of a curse than a blessing; Reading is a feminised practice not valued by boys; and Texts exist only when they are 'read'.

Dates: 8th-11th July, 1997  
Venue: Darwin High School  
Further details: Rita Henry  
Darwin 97 Conference  
P O Box 42403  
CASUARINA NT 0811  
email: darwin97@ozemail.com.au  
Ph: (08) 8922 0725 (business hours)  
0419 868781 (mobile)  
Fax: (08) 8922 0789

### Why join the Australian Library and Information Association (ALIA)?

The Australian Library and Information Association is the professional association for all librarians—not just teacher-librarians—in Australia. Joining ALIA creates an important link with others in the field of library and information services. School libraries make up a large part of the framework of information services and it is important that they are well represented within ALIA. Teacher-librarians choose to join ALIA School Libraries Section (NSW Group), but are free to join any of the other sections composing ALIA, such as Acquisitions; Cataloguing; Children's and Youth Services; Public libraries; Special libraries and TAFE libraries; and they are free to join any of the special interest groups which exist within sections for lobbying purposes. Members of ALIA have access to

journals such as *Orana*, *Australian library journal*, *InCite* and *Cataloguing Australia*.

Any person with an interest in library and information services is welcome as a member of ALIA. There are three categories of membership of ALIA:

- Member
- Technician
- Associate

Members have no formal qualifications in library and information science, but may be working in the industry or simply interested in the profession; Technician members hold Library Technician qualifications recognised by ALIA; and Associate members hold graduate status and qualifications in library and information science.

#### Membership of ALIA entitles all categories to

- a subscription to the monthly news magazine, *InCite*
- member rates for ALIA conferences, seminars, workshops and publications
- free membership of one section and access to membership of other sections and special interest groups
- training, development and industrial information services.

#### Membership fees

Your attention is drawn to the flyer accompanying this issue of *Scan*, which describes the activities of ALIA School Libraries Section (NSW Group), and provides information about costs of joining ALIA.

#### For further information, contact:

Andrew Barber, Newtown High School of the Performing Arts, Ph: (02) 9519 1544

Martha Heeren, Kingsgrove High School,  
Ph: (02) 9954 3492 or 9150 4416

### ALIA Schools Section (NSW Group)

#### Christmas Party time!!

You are invited to get in the Christmas mood, and celebrate with ALIA Schools section the winding down of another busy year.

Venue: Sydney Grammar School  
Date: Tuesday, December 3rd, 1996, 6.00pm-8.00pm  
RSVP: Friday 29th November  
Further details: Lee FitzGerald  
Ph: (02) 9808 9501, or  
Andrew Barber  
Ph: (02) 9519 1544

### ASLA(NSW)

#### ASLA Christmas get together

Date: 2nd December, 1996  
Venue: Crayons Restaurant at The Renaissance  
30 Pitt Street  
SYDNEY 2000  
Further details: Terry Bruce  
Ph: (02) 9639 7007 (home)  
Ph: (02) 9899 1334 (school)

Bookings are essential!

**Scan** promotes information literacy.  
We welcome articles about successful programs for information skills development, both primary and secondary, particularly in an electronic environment.

Please contact the Editor  
on ph.: (02) 808 9501  
or fax: (02) 808 9413

Future matters

The first ASLA(NSW) professional development day for 1997—*Future matters*—will feature Kevin Richardson, of Information Technology Directorate, NSW Department of School Education, as keynote speaker. Other speakers will include David Jefferies of Charles Sturt University, speaking on the HSC web site, and Eleanor Igoe of Training and Development Directorate, NSW Department of School Education.

Date: 22nd February, 1997  
 Venue: State Library of NSW  
 Contact: Terry Bruce  
 Ph: (02) 9639 7008 (home)  
 Ph: (02) 9899 1334 (school)

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# school magazine Bookshelf List 1997

Each year School Magazine, published by the New South Wales Department of School Education, selects 40 titles for review and extracts. Many schools use this list as a guide when ordering for their libraries. (Depending on availability of titles, there may be some changes to this list). For further information regarding this list or School Magazine subscriptions, phone Rebecca: (02)9808 9598

## COUNTDOWN

### Interest Level 8-9 years old

- The Tale of Tobias*, Jan Mark, illustrated by Rachel Merriman, Walker Books 1995
- Stellaluna*, Janell Cannon, Koala Book Company 1993
- The Boy and the Cloth of Dreams*, Jenny Koralek, illustr. James Mayhew, Walker Books 1995
- Tashi and the Ghosts*, Anna Fienberg, illustr. Kim Gamble, Allen & Unwin 1996
- Rain Player*, David Wisniewski, Clarion Books 1991, reissued 1995
- The Tip at the End of the Street*, Tohby Riddle, Angus & Robertson 1996
- El Chino*, Allen Say, Houghton Mifflin Boston 1990
- Bernard's Prize*, Dick Cate, Walker Books 1996
- The Winged Cat, A Tale of Ancient Egypt*, Deborah Nourse Lattimore, Harper Trophy 1992, reissued 1996
- Idle Jack*, Robert Leeson, illustr. Axel Scheffler, Walker Books 1995, paperback 1996

## BLAST OFF

### Interest Level 9-10 years old

- Victor's Quest*, Pamela Freeman, Omnibus Ripper 1996
- Neil Armstrong, Above the Clouds and Beyond*, Leonie Young and Avril Janks, illustr. by Astri Baker, Weldon Kids 1996
- The Thistle Princess and Other Stories*, Vivian French, illustr. Chris Fisher Walker Books 1995
- Annie's Pouch*, Jackie French, Angus & Robertson 1996
- Tingleberries, Tuckertubs and Telephones*, Margaret Mahy, illustr. Robert Staeremose, Hamish Hamilton 1996
- Abdullah's Butterfly*, Janine M. Fraser, illustr. Kim Gamble, HarperCollins 1996
- The Cabbage Patch War*, Paul Jennings, Puffin 1996
- Mieko and the Fifth Treasure*, Eleanor Coerr, calligraphy by Junko Morimoto, Margaret Hamilton Books 1995
- Murder Most Fowl*, Colleen Barton, illustr. Stephen Axelsen, Scholastic Australia 1996
- Dead Sailors Don't Bite*, Anna Fienberg, Allen & Unwin 1996

## ORBIT

### Interest Level 10-11 years old

- The Flying Trapeze*, Ruth Homes, Omnibus Ripper 1996
- The Big Bazooohley*, Peter Carey, UQP 1995
- Dirrangan*, Bronwyn Bancroft; stories by Eustan Williams & Lucy Daley, collected by Roland Robertson, Angus & Robertson 1996
- The Butterfly Lion*, Michael Morpurgo, illustrated by Christian Birmingham, Collins Children's Books (HarperCollins) 1996
- Summerland*, Jackie French, Angus & Robertson 1996
- The Wizard's Torment*, Paul Collins, HarperCollins 1995
- Dog Friday*, Hilary McKay, Collins Children's Books (HarperCollins) 1995
- Great Buildings*, Ed Anne Lynch, Allen & Unwin 1996
- Danger, Keep Out!*, David Schutte, Pan Macmillan UK 1996
- Lassie Come Home*, Eric Knight, Puffin Books 1994

## TOUCHDOWN

### For Advanced Readers

- Bruno and the Crumhorn*, Ursula Dubosarsky, Viking 1996
- Walk Two Moons*, Sharon Creech, Pan Macmillan Children's Books 1994
- Johnny and the Bomb*, Terry Pratchett, Doubleday 1996
- Ackford's Monster*, Nick Warburton, Walker Books 1996
- Power to Burn*, Anna Fienberg, Allen & Unwin 1996
- Cairo Jim and the Alabastron of Forgotten Gods*, Geoffrey McSkimming, Hodder Headline 1996
- New World*, Gillian Cross, Penguin/OUP 1994
- Canyons*, Gary Paulsen, Macmillan 1996
- Plundering Paradise*, Geraldine McCaughrean, OUP 1996
- The Pits*, Lesley Howarth, Walker Books 1996