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- Choosing a revolution in the role of the teacher-librarian
- Extended uses for curriculum mapping
- Creating a library home page—ready or not?
- Internet site reviews—HSIE
- Internet support— primary and secondary

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Welcome to *Scan* in 1997! Working to our deadline in the school holiday period, it felt like the *Scan* team never sleeps, or takes a holiday! There are some changes, in our quest to provide the best possible curriculum support. Your feedback is always welcome.

- **Changes to Scan**

As you see, this is the blue year for *Scan*! Hope you like our new cover design, which highlights what is to be the focus of this year—the Internet.

We've introduced a new section—**From DSE**—to keep you more fully informed on new directions and projects going on here. In this section this time are short articles on the **HSC online** project, and the **Literacy across the KLA's** project.

This year, you will find more articles in Scan about implementing the Internet. This issue features Internet site reviews for HSIE; an article about designing and maintaining a school library home page; an article about **acr.net**, a regional network in the south of NSW; two articles about training staff and students in Internet use; and a very practical guide to searching the Internet.

1997 will also see a regular feature from School Technology Support, reporting on how the support service is going, and offering OASIS technology news.

- **Continuing in Scan**

We're continuing the **Best practice** series—hopefully, so that you can use it to model your own practice, and to provide evidence to your Principal of what the school library program can be. This issue has two overviews of the information literacy program, one primary and one secondary; and a particular unit on illustrators. We continue to highlight **curriculum mapping** as a useful tool for the teacher-librarian, this time looking at its uses for keeping track of text-types and technology used in library programs.

Also continuing are the **Research columns**, which have received the most positive feedback over 1996. Ross Todd exhorts us to use them as a basis for productive discussion and negotation with Principals, and as a basis for ongoing across-school collaborative strategic planning.

Apart from the new **From DSE** section, the sections remain the same—**Features; Teaching/learning; Information technology; Management;** and **Research columns**. These sections represent the major segments in the role of the teacher-librarian, and, just as there is in the carrying out of the role in schools, there is a great deal of overlap between sections, and a blurring of the distinctions between the sections. For example, much that appears in **Information technology** could just as well appear in **Teaching/learning**, because implementation of technology in a curriculum based set of needs is central.

Other highlights of this issue are an interview with Geoffrey McSkimming (great fun to do!); and a call to arms from Suzette Boyd, of MLC Kew, who invites teacher-librarians to choose a revolution in their role.

Welcome back to school, and have a most productive 1997.

Lee FitzGerald

Editor

Michelle Ellis is Senior Curriculum Adviser, Libraries and Information literacy

In the last *Currents* for 1996, I referred to the NSW Department of School Education's agenda for 1997. The priority areas for 1997 are those around which schools and, therefore school libraries, have developed their plans for 1997. I have always said that teacher-librarians could find a place for the school library in each of the priorities, the proviso being that the school library needs to focus on those areas where they can have the greatest impact on student learning.

Literacy

Literacy is one of the priority areas for 1997 where teacher-librarians can have a significant impact on student learning, and where there is a major opportunity for involvement of the teacher-librarian and the school library. *Scan* will be very interested in hearing from teacher-librarians who have seized the opportunity offered, and developed whole school literacy programs. The Year 7 Literacy program, *ELLA*, that a large number of high schools will be involved in in 1997, means that we should hear from high schools as well as primary schools.

Internet

The Internet is another area where there is an important opportunity for the teacher-librarian to be collaboratively involved in student learning and teacher development. The roll out of the Internet to all schools, and in many cases its location in the school library, means that teacher-librarians will be directly involved in its integration into classroom programs. Information literacy is a major component of any curriculum. The curriculum projects which are a major focus of the Department's web site are many and varied, and provide exciting teaching and learning programs for students. Teacher-librarians have a vital collaborative role in these projects.

Library home page

One development that teacher-librarians could consider is the creation of a school home page, including a library home page. The principles outlined in Dr Anne Clyde's article provide the basis for the design of a home page. It is an opportunity to seize the technology and provide information on the school library, and on information literacy and its role in learning.

NSW HSC on-line

The NSW *HSC on-line* Web site is a joint project between the Department and Charles Sturt University. It aims to provide teachers and students with resources to assist with the HSC. At the beginning of 1997 it will focus on the subject areas of English, mathematics, geography, computer studies, agriculture, japanese, and astronomy. The number of subjects will be expanded in 1997. The range of resources includes teaching units, Internet site reviews specifically related to the HSC, and Board of Studies resources, among others. It is a project of which teachers and students working towards the HSC in 1997 should be aware.

Scan and new communication technologies

Scan is an excellent source of articles to support teaching and learning for teachers and students in relation to new communication technologies. Over the last eighteen months there have been numerous articles to support Internet usage in schools. In 1996 a number of schools sought permission to photocopy articles from different issues of *Scan* to become the basis of whole school development days in relation to new technologies and, in particular, the Internet. Reports back from these schools indicated that the days were highly successful and that teachers valued the articles, the approaches suggested, and the excellent sites reviewed in *Scan* and on the Department's Web site. It is a very important part of the professional development role of the teacher-librarian that *Scan* is shared with the Principal and teachers in the school.

Creating a revolution

Suzette Boyd's article in this issue poses a challenge to teacher-librarians to look at the way in which we see ourselves. Boyd raises a number of important questions. How can we as teacher-librarians respond and be part of the pedagogical revolution? Is an issue a challenge or a barrier? As a profession we want to be "revolutionary", and we will continue to adventure forward. This article is one which might well be part of the current awareness service for the Principal.

Research Columns

In 1996 we introduced the new section *Research columns*. One of the aims of this new section was to provide teacher-librarians with some of the latest research findings in information literacy which could be translated into classroom practice. The first research column for 1997 provides some very interesting results which directly translate to the role teacher-librarians play in schools. The information skills process can provide a model in which metacognitive structures are developed and enhanced. Teacher-librarians need to look at the ways in which the process is used, and build in opportunities for thinking and reflection on the process. The second paper provides a research rationale for the ways in which strong professional links can be developed with the school principal. The third article provides evidence for the assertion that teacher-librarians who play an active instructional role have a positive impact on student outcomes.

SCIS

1997 is a year of opportunity. If teacher-librarians are to seize the opportunity and continue to be actively involved

in teaching and learning, then some of the things that have traditionally been seen as an important part of the role, such as cataloguing, need to be managed in a different way. All teacher-librarians should be using SCIS and buying the bibliographic records. The NSW agency records are created by expert cataloguers, and the SCIS program has quality control procedures which aim to provide the best possible record to the schools.

I hope everyone is looking forward to a very exciting 1997.

I am certainly looking forward to the operational role of Curriculum Directorate this year. I am booked for a number of professional development days in Districts in both the city and the country. These days are very valuable as they give me the chance to meet with "revolutionary" teacher-librarians. Don't hesitate to contact me here at Curriculum Directorate if you would like to involve the Library and Information Literacy team in district professional development. ■

*We begin a new section of **Scan** for 1997. Each issue will contain information on departmental initiatives underway this year. The first issue features the **HSC on-line project**, and the **Literacy across the KLAs Years 7 & 8** project.*

The NSW HSC on-line project

Owen Davies is Chief Education Officer and coordinator of the NSW HSC on-line project. The DSE project management team consists of Owen; Glenn Dudley, SEO2, Computer & Technology Officer, TAS; and Michelle Ellis, Senior Curriculum Adviser—Library and Information Literacy. The project manager at Charles Sturt University is David Jeffries, Division of Planning and Development.

The NSW HSC on-line project is an initiative of Charles Sturt University which has been developed as a joint venture with the Department of School Education. The project is to be launched in February 1997, following the construction and trials of the website during 1996.

Existing subject nodes

There are currently six subject nodes online: **Agriculture; Computing studies; English; Geography; Japanese;** and **Mathematics**. There is also a node for the distinction subject **cosmology**. The subject nodes have been developed by node teams chaired by representatives from Curriculum Directorate and from CSU. **Teaching and learning** and **Study and examination techniques** nodes have also been established.

Users of the site are able to gain access to tips on maximising their learning with advice on managing time, stress and the organisation of content in the **Study and examination techniques** node. There is also an area entitled **'Broadening horizons'** in which users will be able to gain information about such things as post-school options eg.

TAFE courses, University courses, scholarships and employment opportunities.

The **Teaching and learning** node is in its initial stages of development and teachers are able to subscribe by contacting *majordomo@hsc.csu.edu.au* and to the prompt 'subject'— key in *nothing* and to the prompt 'body' key in *subscribe*. This will ensure inclusion in the node which will have an online journal of benefit to all teachers

HSC subject node teams have been developing content material to support teachers and students involved in HSC study. Web searches and Website reviews, similar to those appearing in *Scan* in 1995 and 1996, have been important in focusing the resources available to teachers and students. There are reviews of sites—coordinated and edited by the SCIS Review Coordinator, Colleen Foley— accompanying the URLs (Uniform Resource Locators, or Internet addresses) for each subject area. This will assist access to quality sites, with direct sylabus links, without the extensive use of time taken in searching the Web. The information available is almost limitless but quality material is often difficult to locate.

Each of the subject nodes has also developed a range of communication tools including electronic mailing lists, list-servs, news groups, tutorials and e-mail. Communication features will be among the strengths of the on-line device for teaching and learning.

Managing the project

The project is governed by a board of management which is chaired by Charles Sturt University and consists of four members from the Department of School Education, four from CSU, one from the Board of Studies and one from the Joint Council of Professional Teachers' Associations. The Board will meet at least four times each year. Policy developed by the Board will be implemented by the project management group, comprised of three members

from CSU and three from DSE and chaired by the executive officers to the Board.

Benefits to Charles Sturt University and Department of School Education

This joint venture between CSU and DSE has been mutually beneficial. DSE curriculum knowledge has been essential for site development as has the technological knowhow of CSU. There have been courses in using the Internet and in the use of the computer language (HTML) to enable the establishment of web pages, and to develop greater understandings of programming.

Node coordinators have been in constant contact and an extensive network of experienced teachers has been the power behind the amount of material developed in a relatively short period of time. The nodes currently online will continue to develop and to be refined. Other subject nodes coming online will benefit from the experience of the inaugural node teams. Planned for 1997 are the following subject nodes:

- **Aboriginal studies**
- **Biology**
- **Business studies**
- **Drama**
- **Modern history**
- **Music**
- **PDHPE (2 unit)**
- **Studies of religion**
- **Visual arts**

The project is timely because every school now has access to the Internet and access for isolated students is of particular importance in allowing equity. *HSC on-line* is an exciting project which will continue to develop and be further utilised as access to the Internet increases. Already overseas attention has been attracted to the innovation.

*The URL for the NSW HSC on-line project is: **http://hsc.csu.edu.au/**. The official launch date for the site is mid-March, 1997.*

Literacy across the KLAs Years 7 & 8

*Sue Beveridge is a literacy consultant with Training and Development Directorate. For further information about the modules **Literacy across the KLAs Years 7 & 8**, contact your district literacy consultant, or Sue Beveridge on 9556 0728.*

Background to *Literacy across the KLAs Years 7 & 8*

Sue Beveridge.

Agenda '97 includes **"Getting the foundation right"**, a coordinated support program to improve literacy K–12, mathematics K–6, physical fitness and citizenship. In 1997, the literacy focus will be on early childhood literacy, reading in the primary school, and Year 7 literacy in all KLAs. Improving the continuity between primary and secondary schools will be a crucial feature of the initiatives. The course described below is designed to support the Year 7 literacy progam. Central to implementation of the program will be the school's literacy support team, an across-curriculum team trained to mentor Year 7 teachers, develop a whole-school approach to literacy, foster continuity with feeder primary schools and monitor the project. Schools will receive a special grant to support training and development, and will have access to the training packages and materials developed especially for the program.

Literacy across the KLAS Years 7 & 8 is a four module professional development course developed as part of the NPDP (National Professional Development Program). It aims to provide Year 7 and 8 teachers with KLA specific information and literacy strategies which can be applied in each KLA classroom. District literacy consultants and facilitators were trained at a conference in Sydney at the beginning of 1996. The facilitators were secondary teachers from a variety of KLAs. The course has been presented in every district across the state. In some districts, the facilitators have led courses for all the other head teachers in that KLA or have worked with the literacy consultant in the other district high schools. Each district has developed an implementation plan to suit the needs of their schools at the district level.

Some of our literacy consultants have reported that they have found the modules very useful for creating a common dialogue between primary and secondary teachers especially in the middle years.

Literacy gaps, or gaps in understanding?

As a response to *Writing K-12*, many teachers undertook to vary the kinds of writing students participated in, in their classrooms. However, there has often been a mismatch between the kinds of writing students experience and the kind of writing in which specific subject area is presented. For instance, students may be asked to write a narrative about how the digestive system works. The purpose of this writing is for teachers to see whether students have understood the content and to help students in their own learning. However, students may then be assessed by being asked to write an explanation of how the digestive system works. When students fail to perform well on this task, it may be their inability to deal with the literacy demands of the task rather than their inability to understand the content. *Literacy across the KLAs Years 7 & 8* will assist teachers to assess the literacy needs and content needs of their students.

The modules

The modules build on other literacy inservice courses currently available by providing links with the functional approach to language which underpins *English K-6*. The four modules are entitled:

Module 1   Introducing an approach to literacy

Module 2   Describing text types

Module 3   Integrating literacy in the KLA classroom

Module 4   Implementing a whole school approach to literacy.

Module 1

Through the activities in this module, and in all four modules, participants gain an understanding of the:
- functional approach to language
- language features and structures of some typical text types
- literacy demands of their KLAs
- literacy strategies to use within the classroom.

Module 2

This module supports teachers in recognising the purposes for the literacy tasks they are setting, for instance, to instruct, to explain, to report, to entertain. These purposes are then supported by particular text types. The text types in the modules are described in *English K-6* and are informed by the research undertaken in the *Write it right* project of the DSP. The project identified the kinds of writing valued in the KLA classroom and typically found across the KLAs.

The text types provide a basis for our discussions with students about the language structures and features of the texts they read and write. Many of the materials we ask them to read from the real world are combinations of the text types. But having a common language to discuss language features and the organizational features of texts assists students in their literacy development.

Module 3

The module focuses on a teaching and learning process which is organised around:
- planning
- setting the context for learning
- building field knowledge
- modelling (looking at how texts are constructed)
- constructing texts together (joint construction)
- independent stage (constructing texts independently), and
- evaluating the success of the teaching sequence.

By implementing this process in the classroom teachers are supporting students literacy learning more effectively.

Module 4

The course also provides support for schools to develop a whole school approach to literacy.

CD-ROM on literacy for middle years of schooling

Literacy across the KLAs Years 7 & 8 is currently being revised to be relevant for teachers of students in Years 5–8. The revised materials will then be incorporated into a CD-ROM which will be distributed to every school in the state. The CD-ROM will also contain further professional development in the area of literacy in the middle years of schooling, a component which examines the importance of talk in student learning and a component which examines reading in the KLAs. Additionally, case studies from action research being undertaken in school focused projects around the issue of literacy and language in the middle years will appear on the CD-ROM. Currently in NSW, there are 43 school focused projects being undertaken by the DSE involving some 286 schools—as well as 9 projects in AIS schools and many others in the Catholic sector. Each project involves primary and secondary schools focusing on an area of literacy. ■

Cairo Jim at Scan: an epic tale of extra editing!

Cairo Jim Geoffrey McSkimming works in his other life for the NSW School Magazine, whose premises are alongside the SCIS and Scan team. We have watched the mighty Cairo Jim enterprise blossom and this interview highlights the development of Geoffrey's unique novels, the preoccupations behind a Cairo Jim or Jocelyn Osgood adventure, and Geoffrey's plans into the future. He is the author of the following books published by Hodder Headline Australia which have been in continual reprint since publication:

Cairo Jim and Doris in search of Martenarten—a tale of archaeology, adventure and astonishment, 1991; seventh printing 1997 SCIS 765350

Cairo Jim on the trail to Cha Cha Muchos—an epic tale of rhythm, 1992; fourth printing 1996 SCIS 723095

After the Puce Empress—a Jocelyn Osgood adventure, 1993; second printing 1994 SCIS 763004

Cairo Jim and the sunken sarcophagus of Sekheret—a tale of mayhem, mystery and moisture, 1994; fourth printing 1996 SCIS 813920

Xylophones above Zarundi—a chaotic tale of melody, 1995; second printing 1996 SCIS 847734

Cairo Jim and the alabastron of forgotton gods—a tale of disposable despicableness, 1996 SCIS 885179

Cairo Jim's bumper book of flabbergasting fragments, 1996 SCIS 887323.

Coming soon are:

Cairo Jim and the quest for the Quetzal Queen—a Mayan tale of marvels, 1997, and Ascent into Asgard, 1998.

Geoffrey's novels are enjoyed by thousands of children in Australia, Canada, New Zealand and Singapore, and he is the Head Scribe of the Cairo Jim Club which has a current membership of over 3000 avid readers. For the Scan editor, interviewing Geoffrey was a Christmas treat!

The story at the introduction to all your novels about yourself as a child going to the attic in your grandmother's house and finding the projector and the dusty old home movie that inspired the Cairo Jim books—is it true?

You suspect an untruth, do you? Well, in my grandmother's house, I **did** find the projector and the tin containing the dusty home movie, and the reason I put that in the books is because it's a really good way of introducing to the reader my fascination with history, how history is perceived, how history is distorted, how things from history are shrunk down, like the ancient gods, and how things are forgotten in history. And I guess that finding that film which had the man in the pith helmet, baggy Sahara shorts, and the jaunty desert sun spectacles was a great springboard for me and that, in a way, I'm reconstructing my past and the past of my family.

And is this where your love of history began?

I've always had a love for history, old records, old films, lots of old things. I studied history in Years 11 and 12, both ancient and modern, and loved it, but, at university, I studied drama, then worked as an actor for five years. I think that background's invaluable as a writer. Here's an interesting little theory I have: a lot of books that are written in Australia for young people are written by people who had a background in teaching, who are either still teachers or have left the profession. And I think those books are very different from the smaller number of people, like Doug McLeod and Richard Tulloch who have

Geoffrey McSkimming
Author of the Cairo Jim & Jocelyn Osgood adventures.

written them with a background of theatre. Someone should write a paper looking at these things.

What are the differences in children's books written by authors with a background in theatre (from those written by authors with a background in teaching)?

I think there's a different sense, of the theatrical. In all of my books there's a little piece of theatre, whether it's a small theatrical experience, like in *Cairo Jim and Doris in search of Martenarten*, where the Collossi of Mnemnon actually sing again, or a major theatrical event, such as in *Xylophones above Zarundi*, where a huge theft takes place in the midst of a gala royal command performance. I think a lot of children find the world of the theatre, of pretend, fascinating and I like to bring this into my books. Because it's my own experience too, I love that artificiality.

The presentation of my work, like the film in grandmother's attic, is also like a film. The story at the beginning is like an intro or trailer, then we've got the whole story or film, then we have other books by Geoffrey McSkimming—and that's like previews. The writing experience for me is slightly filmic in that often there's a vague awareness in my head of where the characters are standing (blocking, we call it in the threatre), of what the set looks like. And I think this comes across. Letters I receive from my readers indicate that children visualise the scenes.

When you visit schools, do you present your books as a theatrical experience?

I was a terrible actor, but I did gain some skills. I know how to hold an audience—when I read I know where to pause, I've got good voice projection. And I also dress up in the character of Cairo Jim, in the pith helmet, the shorts, the desert sun spectacles, and I have been known to take a hatful of artificial fruit to schools and to plonk that on the head of a male librarian, preferably mustachio'd, because it looks much better that way.

First you've got to find a male librarian....

Well, I've found the three there are in NSW!

At schools, do you read extracts from the books, or do you do more of an "embodiment" of your books?

It's more like the embodiment, that's a good word. It's much more the total experience. I usually start off with reading from some of the books, but then children want to ask questions because the books are all set in such exotic settings, Egypt, Mexico, Greece, Peru, etc. Each question develops into an anecdote of an experience. So they're getting exposure to 'broad horizons'. In *After the puce empress*, Roland Bunshaft actually drinks a toast to 'broad horizons and all who seek them out'. And that's one of the underlying things I like to present—that the world is a broad place and that we can use books like these and other books to be our passports to a wider world.

Geoffrey, the language in your books is quite demanding. Is this deliberate?

Another of the things I try to do in my books is use good vocabulary. I like to expose younger readers to bigger words and bigger concepts. I am inspired by writers like Shakespeare, Evelyn Waugh, Scott FitzGerald and Grahame Greene who were able to tell their stories simply yet beautifully, without forsaking the text and the language, and big ideas. I never feel I am writing down to children, just as when I go to visit them in schools, I never feel I am talking down to them. Within two minutes of my being in a school, dressed in my Cairo Jim outfit, it's obvious that I'm not afraid to make a fool of myself, and children respond to that. And I think that certain children really do respond to the fact that there are words in this book they might not understand and that they might go and look up those words or leave it till later. The words won't stop them getting the gist of the story. Here's a writer who's not keeping the language away from them, who is not storing it up for when they're adults, but giving them a chance to experience it now. Not all children respond to this, but there is a large number who enjoy that experience.

Do the books encourage an interest in history in your readers?

Often the books are introductions to history. I received a letter the other day asking was the Pharaoh Martenarten real? I wrote back saying he wasn't entirely real, but based on the Pharaoh Akenaten, who worshipped the sun. My creation worships the moon. So, if this reader wants to find out about Akenaten, the book has been a starting point.

And in visiting schools, have you found particularly good preparation by teacher-librarians for your presentations?

Yes, in the six years or so I've been going to schools, I've developed a list of brilliant teacher-librarians. It's growing and every year I add two or three teacher-librarians to it. They're the ones who inspire the children. At a Central Coast school, the entire back wall was covered from ceiling to floor with maps, horoscopes of characters, models of tombs, all based on *Cairo Jim and Doris in search of Martenarten*. Artarmon Public School had beautiful collage work based on the characters. At a school in Victoria, the entire library was done up as an Egyptian tomb, complete with gold bunting and the teacher-librarian and children had hand coloured a bas-relief, photocopied series of hieroglyphics. The students were doing a radio recording of *Cairo Jim and the sunken sarcophagus of Sekheret*, and they got me to read the introductory word to the readers. We've a special photo album of schools where the children have dressed up as the characters. Lots of little girls dress up as Mrs. Amun Ra with artificial fruit on their heads, and they've all made little cakes. This is one of the reasons we put recipes into the *Bumper book of flabbergasting fragments*. They've all made shergold cakes, some of them are as hard as rocks. But if there are four Mrs. Amun Ra's in a school, and they've all made shergold cakes, you have to try all of them. I lost a tooth in one school. But that's part and parcel of being an author.

So, how would people go about booking a Cairo Jim visit to a school?

In NSW, they can book through my appearance agent, **Speaking of books**, Contact: Jill McGilvray, Phone/fax: (02) 9869 3030, and in the rest of Australia, bookings are made through **Nexus Arts**: Phone: (03) 9528 3416, Fax: (03) 9523 6866.

Your books feature astounding characters, including Cairo Jim, archaeologist and sometime poet, Brenda, the Wonder Camel with telepathic powers, and Doris, the clever macaw, who is adept at Shakespearean quotes. Why have you chosen those particular characters for your books? And why a mixture of human and animal? (Stand poised for a strange answer, readers!)

I just love camels—camels are very brilliant and bright creatures. And when I had the sunstroke in the Valley of the Kings which led me to write the first book, I'd been riding camels for a while! I also love macaws—Doris is very talkative and being a macaw is very clever. She's a beautiful bird. I chose them because, well, they don't eat a lot, and they seem to be ideal companions, forming the perfect trio. They've all got strengths and their strengths complement each other.

And Neptune Bone? Is he modelled on anyone?

Bone is modelled on some people I used to know... He's a very clever man. Some of the schemes he comes up with absolutely shock me sometimes. I just stumble upon them, but he's already thought about them.

He's very dastardly, isn't he...

Very dastardly, evil, selfish, vainglorious...

Has a lot in his pockets, doesn't he...

Specially in *Cairo Jim and the Alabastron of forgotten gods....* I love stretching the bounds of credulity. There's a passage in it—where Bone has lost something, and has to turn out his pockets—which consists of an entire two

> *I love creating things that make people laugh....and I really think it's very hard to write humour which is original and doesn't sink into making fun of anybody or any thing, but rather laughs with things. The worst humour, the humour that won't last, is the humour that is making fun of something. The humour that does last is a joyous thing, which doesn't poke fun, but creates fun. And that's the great challenge.*

pages' description of the contents, without a single paragraph break. This is the first time in children's books that all that's been published without a paragraph. But I think it works because it's so over the top. And I think you can tell a lot about a character by what he's got in his pocket. This is an exercise you could give children about any character they may have just read about—**what would this character have in his pockets?**

Well, I think it's amazing what you can fit in Neptune Bone's pockets!

It just goes to show how clever he is, specially because he has such fat thighs, and he wears those tight-fitting plusfour trousers, and he can still fit all that stuff in his pockets. And the inflatable rubber donkey isn't inflated when he pulls it out, don't forget that!

I've noticed that what older teenagers, when gathered together, want to do most of all is laugh. I'm sure that's what they want out of reading but there's so little that does make them laugh. Would you consider in the future writing humorous books for the older age group?

I'd like to, but I'd have to find a whole new world—the world that I'm writing about here is a slightly pixilated, wonky world, with slightly pixilated, wonky characters. And I don't write them for mid to late high school readers, deliberately—although there are readers of my books in this age group, precisely for the reasons you gave, that my books are a respite from books written for this age group which present no hope. I think that writers for children have a responsibility to offer our readers hope. If I didn't believe that, I'd have Neptune Bone stripping off his clothes, all those mounds of flesh coming out, and I would have him ruling the earth. I think hope is something that no matter what age you are you must be able to find. You must be encouraged from an early age that hope is not the exclusive domain of the ruling class, the rich, the famous, the fully limbed person... And I am unfashionable amongst current trends of children's and young adults' literature because I really think that.

Do you think that humour is valued as a genre?

I object to the fact that humorous writers get looked down on because we are not writing in the literary genre of the half decade. What the genre is, is an adult decision. It may be marketing, it may be the book organisations that are set up for children who make this choice. But I really believe that we've got to give more power to the child, more respect to the young reader. We've got to give them more room to find literature which suits them. I know that many libraries are strapped financially and can only buy the books that are on certain shortlists. But let's set up inter-school library loan systems, so that children who want to read different literature are able to get their hands on it. Let's broaden their horizons....

Agnes Nieuwenhuizen, Victorian Youth Development Officer, ran a book gig in Sydney in January as part of the writer's festival—similar to those organised by Agnes at St. Martin's, the Victorian Centre for Youth Arts. What do you think of Agnes' work?

I think every Australian city should have an Agnes Nieuwenhuizen. Late last year, I went to Melbourne for a book gig on *Cairo Jim and the alabastron of forgotten gods.*

My good friend, the theatre director, Chris Thompson, invited me to participate and I played Gerald Perry Esquire. It was a great success, and we also took it out to schools. The gigs consist of 3 x 20 minute episodes, with the author talking and the audience asking questions in between segments, the whole thing taking about an hour and a half. Then you have refreshments and book signings. Agnes organises these gigs and also *book talkers*, mainly for teacher-librarians—where authors talk about books. This programme is funded by the Victorian Government. We could do it here, given the funding—we have, for example, the Australian Theatre for Young People here, and the university theatres who could perform the book gigs. I think the Children's Book Council would not be the appropriate body to run such a service for youth, because it operates for children's **books** only—whereas what St. Martin's offers is a total youth service—in theatre, literature and art.

What are your plans for the future, Geoffrey?

Adventures for Jim are planned in Sumatra, then Egypt, Turkey, India and Rome. The perfect place for a Jim or Jocelyn adventure is one with a rich, exciting history, a great wealth of myth and legend, and mysteries which have not been explained that Cairo Jim, or Jocelyn can explain. The explanations always seem improbable at the beginning of the books, but, by a certain stage, the reader will think 'That's not so improbable, why couldn't that happen'? That's the challenge for me, as a writer. I'm contracted to do a Cairo Jim or Jocelyn Osgood adventure a year for the next 47 years.

There aren't 47 countries left to go to!

Yes, there are—countries of the mind. I've got multiple book contracts—however, not quite for 47 years! There's quite a lot to come in the series, we've got seven books out now, and I've just finished the 8th one—which is set in Mexico, *Cairo Jim and the quest for the Quetzal Queen.*

Are there any new characters to come in *Cairo Jim and the quest for the Quetzal Queen* or *Ascent into Asgard*?

The major new character is **Mademoiselle Fifi Glusac,** who is simultaneously the world's most famous contortionist and harmonicist. And there's also a mysterious character Jim and Doris meet in the jungle called **Armando Tezzistecoátl,** very respectfully based on some of the Indians we met around Palenque and on the ancient Mayan god of the moon. That's another fascination of mine—**what became of the old gods.** I'm fascinated with the old religions, and where they've ended up, if they've ended up anywhere. I explore that in *Cairo Jim and the alabastron of forgotten gods,* of course—in the legend it's based on, these incredibly gigantic, powerful rulers of heaven and earth, sea and sky—the Titans—were condensed into a very small container. I've used an alabastron in keeping with my view of how history shrinks things—the alabastron being the smallest and most nondescript of Ancient Greek vases.

What is *Cairo Jim world*?

One of the exciting things I'm involved in in 1997 is an online interactive site—*Cairo Jim world*—which is being set up and invested in by Australian Multimedia Enterprises and which should be online by the end of the

year. This is another thing that's really exciting about being a writer at the end of the 20th. Century. For a writer at the end of the last century, the outlets would have been novels, maybe short stories, and theatre. This century we've had all of these, plus cinema, radio, TV, video, magazines, and now the Internet. We've so many more formats to tell a story in! We can't just limit ourselves to writing books, we need to create in other media.

What's going to be on the Cairo Jim site?

It's going to be fully interactive. We're just beginning to build it and basically what it is is a giant pyramid, which you go in, with 4 doors. One door will lead to information about the books and forthcoming books; another will be a chat door—so every month or six weeks we'll have an online chat for an hour; another door will be an extension of something that appeared in *Thoth's Blurter* (the newsletter of the Cairo Jim club) which will be piece of real archaeological news which Gerald Perry Esquire will gather from around the world, which will be updated. And the fourth door, the really big door, you will go into to participate in a Cairo Jim adventure.

Will you participate by choosing endings, or paths to take?

It will be by choosing the path you take. This adventure will not be published as a book, it'll be exclusively online. It's called *Cairo Jim and the kafuffle at the Parthenon*, and you will have your own knapsack, and you will download probably Java Applets—things that you will need. The story: Cairo Jim, and Doris and Brenda have been charged with returning some priceless antiquities to their rightful place, following through with one of the major themes of my books—**the whole concept of plunder of culture and archaeology.** They are taking everything back, but there's one piece they can't fit on the plane, so they ask you to do it. You will have to use Valkyrian Airways to get this piece back to its rightful place. But Neptune Bone, my favourite villain, has been altering Valkyrian Airways' timetables and you will find yourself in any of 30 countries, and you will have to answer questions to get out of that country. It'll be fun! For me, there's probably as much writing in that as there is in a novel, because I have to explore all of the alternative routes you could be plunged into. I think it will appeal to all the Cairo Jim fans, but also those who are computer literate but not book literate. This will be ready by the end of 1997.

What of your Russian and American markets?

The first six books are being published in Russia this year—Armada publishing is doing it. And the translation I can't wait to see. They are doing big print runs, and paying good royalties. The States is a very hard market and I'm unknown there. But I have a great agent in New York, who loves what I'm doing. She's young, brilliant, an Oxford grad, and she loves this humour—which she say is not there in the States.

Will all your writing for children be humorous?

I think my books will always be humorous, as long as I've got my sense of humour—I love laughing, I love creating things that make people laugh....and I really think it's very hard to write humour which is original and doesn't sink into making fun of anybody or any thing,

but rather laughs **with** things. The worst humour, the humour that won't last is the humour that is making fun of something. The humour that does last is a joyous thing, which doesn't poke fun, but creates fun. And that's the great challenge.

What are the biggest rewards from your writing?

This is my sixth year as a published novelist—it's been a lot of fun and hard work. The very best thing is to come away from talking to children at school and to know that they are inspired about some place in the world that they haven't thought about. That gives you more motivation than any amount of money, or your name in the paper, or overseas travel—the fact that you're passing on something to young people, the fact that I have found things in the

world that inspired me and that some children are inspired by the same thing. It's like passing on the baton, which comes back to the history thing. Some important things about our past won't be forgotten as long as people can inspire younger people to carry on the batons. Apart from love, which I am fortunate to have in my life, that is one of the best things that anyone could ever hope to have.

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Choosing a revolution:

the role of the information service professional into the 21st century

Suzette Boyd.

Suzette Boyd is Director of Library Services at Methodist Ladies' College in Melbourne. She has had a long career in teacher-librarianship and has an established reputation for taking risks and facilitating change. Since taking up her position at MLC four years ago, her professional focus has been managing change and re-engineering traditional school library practice. The transformation that has taken place in the library since she has been there has been described by the Principal David Loader as "breathtaking". In this article, she challenges us to identify which type of teacher-librarian we are: doom and gloom, evolutionary, or revolutionary. She puts out a challenge to teacher-librarians to choose the last category.

Why do we need a revolution in the way the teacher-librarian operates?

This article could have been sub-titled *"Evolution or revolution in school library practice—choosing your own future".* Whether you take the safe, well worn, evolutionary highway or the much more exciting and challenging revolutionary path will be up to you.

Against a background of the information revolution, in which the amount of information available on any given subject is increasing at an exponential rate; a paradigm shift in pedagogy from teaching students to helping students learn; and information technology making possible unlimited access to information on the Internet, our professional world has changed dramatically in recent years. We now see students accessing whatever they want on the World Wide Web, and communicating by email with experts around the globe, often without input from their teachers. Information literacy skills in this environment are critical and will include skills that teachers don't have and have not taught their students. Our expertise in this area is needed more than ever.

The current situation in school libraries

At the present time in school libraries, there seem to be three prevailing scenarios or attitudes (bearing in mind that these are generalisations):

- **Doom and gloom**

  This is the worst scenario. These are teacher-librarians with the underlying attitude is that it has all become too hard. Teacher-librarians in this group resent the constant demands for change placed upon them by computerised library systems and information technology, in a time of cost-cutting, and lack of support in the school and system for the role. Although many of the complaints of this category have bases in fact, teacher-librarians in this group are unable to see past the negatives. In their schools, the school administration responds by putting the CD-ROM network and the Internet developments in the hands of the information technologists rather than the information service professionals. Hopefully doom and gloom teacher-librarians are in the minority.

What future are we as teacher-librarians going to respond to—or choose—for ourselves?
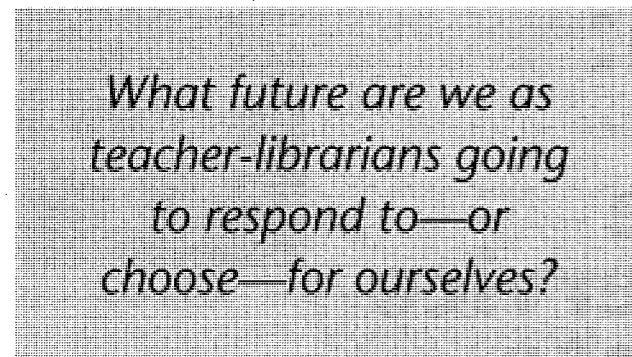
- **Evolutionary**

  I suspect a large proportion of school libraries are sitting here at the moment. These are teacher-librarians with the underlying attitude of comfort with the status quo. These teacher-librarians:
 - focus on the daily routine, rather than long-term planning and goal-setting
  - have a wait and see attitude
  - usually have a comfortable profile
  - will have some resistance to change amongst the staff
  - will implement new services, but will engage in little or no risk-taking
  - have a *'steady as she goes'* attitude
  - can become complacent
  - do not acknowledge that paradigm shifts are possible in their organisation. (*'That would not be possible here'.*)

- **Revolutionary**

  The underlying attitude of this group of teacher-librarians is *'This is a new era for libraries with many schools doing wonderful things'.* Revolutionary teacher-librarians in revolutionary libraries:
  - are strong leaders
  - think big and take risks
  - have shared decisions and a shared vision

- are continually redefining roles
- encourage library staff to develop expertise and a profile
- provide varied opportunities for staff training and development
- value and reward competencies, not degrees, and foster the concept of a learning organisation
- have a clear mission statement and clearly defined goals
- focus on mission critical practices
- practise "Total Quality Management" which in a library means total quality service
- re-engineer traditional library practices
- compete successfully for resources within the parent organisation
- are used for benchmarking by other school libraries...and
- **CHOOSE THEIR OWN FUTURE**. This is is the fundamental difference between evolutionary and revolutionary teacher-librarians.

What kind of teacher-librarian are you?
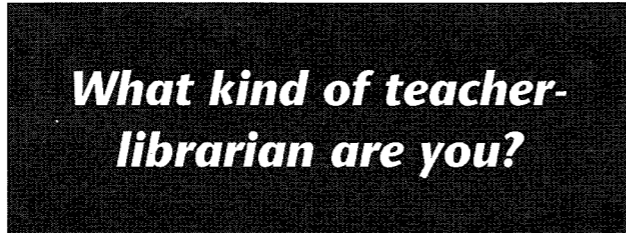
Achieving revolution at MLC

When I began at MLC in 1993, my brief was to take The Walton Library into the 21st century, so some heady strategic planning had to take place. MLC is a day and boarding school of over 2200 students from Kindergarten to Year 12. The educational philosophy of the school is one that encourages active, self-directed learning, where students and teachers are learning together. The library needed to be brought into line with this philosophy, was not user-friendly, had some casual, uncommitted and unqualified staff, and had a negative profile, which is worse than no profile. Following are the beliefs I brought to the job.

I believe in:

- student-centred independent learning
- the significance and importance of my role as a teacher-librarian
- having and sharing a vision and having clearly defined goals (because people who don't have goals will be controlled by those who do)
- my staff
- being people focused and service-centred
- always looking for a different way of doing things
- the power of positiveness
- results and productivity.

Steps to revolution

The revolutionary process began in **1993** with:

- the employment of qualified staff and redefining the roles of those staff who wanted to stay on and be part of the change
- the development of a mission statement: *'The Walton Library exists to provide a dynamic environment for independent learners, with services and curriculum resources of the highest quality and relevance. It embraces technological change and the promotion of reading and is a leader in Independent School libraries in Australia'*
- a technology upgrade—the library was now linked to the school network for the first time
- establishing user-friendly systems
- provision of student focused services and a friendly, vibrant atmosphere
- physical re-organisation of all spaces
- getting rid of non-mission critical practices
- **marketing, marketing, marketing.**

In **1994**, we:
- established small teams for the functioning of the library. Each team developed an aim and objectives and wrote action plans for each objective.
- installed a CD-ROM network
- focused on new user services and educational initiatives (such as the information skills program, where the teacher-librarian tailors subject/topic exploration, information searching and information processing to particular research needs; professional development programs for teaching staff; a literature club; new student cards; self-check; a security system; Friends of the library; a Library Expo, and a literary dinner with Alison Crook.)

  1994 was the big year for substance and a real enhancement of profile.

In **1995**, we:
- began the re-engineering process with outsourcing of cataloguing resulting in the chance for teacher-librarians to develop new and revolutionary programs
- initiated *Visitors' days*—other schools and libraries were by now calling regularly for information about our programs, so we instituted a visitors' program
- conducted seminars on the Internet for parents
- offered an *Information networker* course for students at lunchtimes and after school.
- became a professional development provider for teachers. Courses are offered to teachers in search strategies; CD-ROM searching; Advanced searching of the library catalogue; Internet; Data Show and video, and other professional development as asked for.
- expanded our networked information services.

In **1996**, the following initiatives were possible because of the decision to outsource our cataloguing:
- production and sale of CD-ROM User Guides
- community access—we opened our doors to members of the public until 9.00 pm four nights a week and charged a $60 subscription for 10 weeks. This subscription included unlimited access to the Internet
- development of library home page, accessible at **www://mlckew.edu.au**. It contains information on resources and programs offered by the library; a page

each for education, reference, world news; literature; what's on; and cool sites. Hypertext links to many sites exist on each page. It is maintained by library staff.
- An *Information Access* program via an electronic pathfinder.

Amongst other plans for **1997** is:
- a monthly *Creative library management digest* which will address many of the issues outlined in this article. You will be able to subscribe to this list by sending an e-mail message to:

  clmd~request@mlckew.edu.au

  In the body of the message the following 2 lines should be typed:
  - **subscribe clmd your e-mail address**
  - **exit**

  To send a message to everyone on the list, send the message to:

  clmd@mlckew.edu.au

The challenge: choosing our future

We cannot expect others to automatically think our profession is vital and provide resources and support—we have to make our leaders believe that we are the *'star resource of the school'* (as I heard the teacher-librarian described last year at the LETA conference in Adelaide).

At this same conference, the 21st Century was described as the competitive century, where creativity, individuality and risk-taking will be the most highly valued characteristics of an employee. **The challenge is to decide if we want to take the risk of choosing our own future.** If we take up this challenge we will need:
- a library director (teacher-librarian) with the following characteristics:
  - knows his/her own strengths and weaknesses
  - is good at judging others' abilities
  - is a good teacher
  - delegates
  - can handle it when people dislike him/her
  - can share credit and blame equally.
- library staff (and all teams) with the following personality types:
  - an intuitive to offer ideas and to spot trends
  - a thinker to carry out procedures and to get things done
  - a sensitive to provide a sounding board.
- We will need to be asking ourselves and our staff:
  - What are we doing?
  - What should we be doing?
  - What should we be doing next?
  - What should we be not doing?

We will also need:
- to build credibility by identifying areas of support from within the school.
- to encourage staff who are committed team members, rather than having the attitude, *'I just work here'.*
- to encourage experimentation and risk-taking.
- to build skills across all staff.

- to have a set of beliefs that are identifiable in the form of a mission statement and that are compatible with the mission of the parent organisation.
- to value human resources and not allow technology to rule.
- to improve performance through the use of technology.
- to think and act entrepreneurially.
- to market ourselves and our library.
- to be accountable and continuously evaluate our role and performance.
- to be prepared to throw off the old if it is no longer mission critical.
- to aim for and expect the best performance from ourselves and our staff.
- to make decisions with 'the big picture' in mind—and let's not exhaust ourselves with trivial change!

The last word:

Here are some comments that I try and keep in mind:

'To create the future you have to challenge the past'. (LETA '96)

'If you always do what you have always done you will always get what you have always got'. (anonymous)

'There are three types of people: People who make things happen, people who watch things happen and people who say 'what the hell happened'.' (Gerry Smith, Principal, River Oaks School, Toronto) ■

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1. How helpful do you find the reviews as selection aids?

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4. Have you ever purchased an item based on a review and been disappointed? If so please state resource title, reason for disappointment and **Scan** issue if possible.

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5. Do you have any further comments or suggestions? ....

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Many thanks!

Please return to:
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Best practice

Annette Brown.

The first two articles in our continuing series highlighting best practice in information literacy present overviews of the information literacy program and its place in the school curriculum. The first article is from Annette Browne, teacher-librarian at Toongabbie Primary School, a rapidly growing school of 22 classes, and the second is from Deirdre Braidwood, teacher-librarian of Gateshead High School. The last article in this best practice series describes a particular program run by teacher-librarian Wendy Smith of Tamworth Primary School focusing on illustrators.

Best practice 1—
Information skills programs: meeting user needs at Toongabbie Primary School

The most successful role the teacher-librarian and school library can play in the school's information literacy program is the one that best meets the needs of the students and teaching staff in that school. There are several key features to our program which make it successful for our school:

- **The library's educational program is documented as school policy**

Our program, with its strong emphasis on information skills has been developed, evaluated and modified for several years by the previous teacher-librarian and by me. Whenever changes to the program have been planned, the support of the school executive has always been sought first.

CPPT with Mr David Crawford
2C are researching *The Planets* using *The Magic School Bus explores the Solar System* CD-Rom.

A quality assurance review on information skills in 1994 assisted greatly in establishing our program framework as policy. The review came up with the following recommendations:

- Ensure all students work through the school's information literacy program.
- Base educational outcomes on syllabus documents to ensure their continued relevancy.
- Evaluate the effectiveness of the flexible timetable.
- Establish a procedural framework to assist staff and support personnel to co-operatively program.
- Extend the technology base of the information skills program.

- **Timetabling**

  An evaluation of our flexible timetable at the end of 1994 showed that the majority of our staff (by one) preferred a blocked (semi-flexible) timetable to a flexible one. A blocked timetable enabled staff to plan ahead and ensured that all students and staff worked regularly with the teacher-librarian. I am required to provide three hours relief from face-to-face teaching on three Kindergarten classes each week. However, I do co-operatively program with these teachers. The other nineteen classes work co-operatively with me in at least three of the four terms each year, working on at least two information skills units. We separate borrowing from lesson times in the library and run four consecutive borrowing sessions each afternoon, thus leaving the mornings for lessons when students concentrate better (See Appendix A).

  This has been a very successful timetable, especially when combined with daily management blocks, which allow lesson times and management times to be changed if necessary.

- **Co-operative programming and the evaluation of information resources**

  As co-operative programming is seen as essential to the success of a unit of work at our school, it is policy to complete programming in school time. In Week 3 of Term 1 and Week 2 of the other three terms, I am released to co-operatively program with teachers, who meet with me in one of their release times. When I am programming with a grade, the staff are released from assemblies or we program at lunchtime.

  In our programming sessions, we develop the program outcomes and teaching/learning strategies on a co-operative program planning outline. We discuss the availability of resources, preparation and roles for both teachers, and determine the number of lessons and in which weeks these lessons will take place. I then document the units on computer, so they can be easily modified if the unit is repeated, and a copy is given to the teacher(s).

  When I am not programming during these weeks, I am released to evaluate existing resources and purchase others if needed. I also search outside agencies and online services to see whether we can use them as part of our unit.

- **Information skills plan**

  Although *Information skills in the school* has always been the foundation of our information skills program, and the program has been implemented in a resource-based learning mode, our school developed its own information skills plan in 1990. Our plan, which links outcomes for each grade to the steps in the information process, serves as a guide on which to reflect and ensure students are learning the skills to use a wide variety of information resources. It has never been used as an information skills continuum.

  Following quality assurance, we have developed a new plan based on the outcomes in *English K-6: syllabus and support document*. This was a very successful staff development day activity, because staff were able to focus on information skills outcomes in this syllabus document.

- **Resources and ready access to information technology**

  Over many years we have been building up series of print and audiovisual resources, at appropriate levels, for our school's core units of work. Information skills units are usually developed from these.

  Because information technology provides access to an essential part of the resources students need, we have eight enquiry terminals operating when we teach OASIS-Library enquiry skills. This includes our circulation workstation.

  Our network of five Windows CD-ROM terminals has proven invaluable when students are learning to use CD-ROMs relevant to the topic being researched. Like the enquiry network, this was built up gradually. This network is backed up by two stand-alone CD-ROM computers, one Macintosh and one Windows platform. These computers can also be used for accessing online services.

- **Staff development**

  There are some very good information skills programs running in our classrooms, which do not involve me. With our information skills plan as a guide, staff can implement these programs without my help, given the level of inservicing our library committee has been involved in over the last several years. Every year we have focused on a different aspect of our information skills program and inserviced staff on this. This continually gives information skills a high profile.

At Toongabbie, we make the time to carry out the essential programming and preparation for our library's educational program. We continually build on what has already been achieved, by adapting ideas from other schools, listening to our teaching staff and, most importantly, meeting our staff where they are at with information skills.

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Best practice 2—
The Gateshead High School approach: Control (Choice) Theory/Reality Therapy

Deirdre Braidwood is teacher-librarian at Gateshead High School which is the Sports High School for the Hunter area. It is a DSC school of 650 students.

Background

For the past three years, Dr. William Glasser's Contol (Choice) Theory/Reality Therapy has underpinned classroom practice and administration in our school, and our emphasis has been on choice and responsibility in progress through self-assessment to quality outcomes. At the end of Year 7, our school provides a range of curriculum choices through vertical unitisation of the junior curriculum, students selecting their learning experiences from a range of semester-length units of work offered by each Key Learning Area.

All facets of the school's operations, including those of the library, are aligned with the school's stated philosophy and beliefs. Of continuing importance are the emphases we place on the learner as central to the educative process, the recognition of alternative learning styles, the use of collaborative teaching and learning strategies, and the development of interests and skills for independent, life-long learning.

The place of the library in a student-centred approach to teaching and learning

The library promotes a comprehensive professional development collection, supporting theory and practice through discussion, modelling, and active involvement in the development and delivery of the research assignments which form part of the requirements for successful completion of units of work in the junior curriculum.

In relating whole school philosophy to information skills programs run through the library, research assignments incorporate some or all of the following methods based on Glasser's theories:

- reinforcing the Glasser basic needs, which are:
  - power and achievement (through skills development)
  - love and belonging (through cooperative group work)
  - freedom (to make choices)
  - fun (through success in a variety of activities in a happy, purposeful environment).
- Students self-selection to form small groups of 3–4.

CPPT with Mrs Sue Taylour
3T are researching the *Life Cycles of Insects.*

- Students choosing the tasks to be carried out by individual members of the group. Taking responsibility is discussed using the framework "*What's my job?*"/"*What's your job*", clarifying their roles as learners and mine as facilitator.
- The steps in the information process are then reviewed in the framework of the information need posed by the particular research assignment, and are connected with the CT/RT questions:
  - What do you want? (defining)
  - How do you get what you need? (Locating/selecting)
  - Is it working? (organising/presenting)
  - Did you get what you want? What could you do differently/better? (assessing)

  Students find that this pattern of questioning will also be used in different contexts, e.g. playground behaviours, social skills development—by other teachers using CT/RT strategies.
- As the assignment progresses, progress is recorded in a way agreed on by the small group. Responsibility for collecting material, marking a group roll, contributing to quality outcomes and achieving a stated outcome is jointly held by members of the assignment group.

Information skills programs run through the library at Gateshead High School—as do all programs at the school—link choice, responsibility for the outcomes of chosen behaviours and the satisfaction of basic needs which Glasser claims exists in us all. ∎

Best practice 3—
Information skills through literature at Tamworth Primary School

Wendy Smith, teacher-librarian at Tamworth Public School, outlines a successful unit of work.

This unit of work had its origin in an approach by a Year 6 class teacher, Susie Maerz, to develop a cooperatively planned and taught unit on illustrators. We began by working with the class as a group on the illustrator, Anthony Browne, to provide a model for the students' individual work which was to follow. Soon the walls and notice-boards were displaying copies of images by Browne, lists of artistic terminology, artists' names, artistic media etc. These were located and identified by the students with assistance from their classroom teacher and me. The culmination of this phase (for me!) was attendance at the CBC conference in Brisbane, and a chance to see and listen to Anthony Browne in person, as well as speak to him and have some books signed! I reported back to our students with great pleasure.

Working individually

The students' individual studies began with a list of nearly 100 illustrators, from which students were guided in their selection of a subject for study. All students were encouraged to try something unfamiliar. The more able students were encouraged to select an illustrator whose work would provide some intellectual challenges.

Students were asked to find personal information about their chosen illustrator. As complete a chronological bibliography as possible was to be compiled, as well as an evaluation made of the illustrator's work including medium(s) used, style, accompanying author(s) if any, recurring ideas, symbols, techniques, influences by other artists, etc. At least four books had to be read and studied for completion of the task.

Finally, students were asked for a personal response to the experience, what they enjoyed most and least about the books and the process.

Locating information

Initially, students were expected to use the school library's OASIS enquiry terminals to compile their bibliographies. For many this was a new experience, and they learned much about screen layout and the reasons for the inclusion of so much bibliographic information for each record. We also directed them towards the many publications about authors and illustrators, held by the library, such as the *Ten of the best* series, *The authors and illustrators scrapbooks*, *The Oxford companion to children's literature* etc, and the journals *Reading time*, *Magpies*, *Rippa Reading* and others. As students worked on their studies, we constantly referred them back to the model study we had done earlier, to help them to focus on what aspects they were expected to cover.

Some students needed to find information outside the library. Writing a letter or fax to publishers was itself a valuable information gathering activity. We were very pleased that all publishers replied promptly and with all the information requested.

Students were expected to work on the study partly in their own time, but were given plenty of class time as well. They made many individual and independent trips to the school library, some of course needing more help than others, but all becoming confident at locating the information they wanted; identifying what was relevant; omitting what was not; and arranging it to meet the requirements of the assignment.

Presentation and evaluation

Students were free to choose how to present the completed information, and many showed great creativity and originality in doing so, including mock illustrated books, cartoon strips, wall charts and brochures. While many were word-processed and illustrated with photocopied images, it was heartening to see that some students took the spirit of illustration seriously, and included their own drawings and calligraphy.

Students' work was evaluated by how well they addressed the requirements of the assignment, their thoroughness and degree of perception about the illustrator's work and purpose, and the care and attention they gave to the final presentation. They were encouraged to understand that presentation will not disguise shoddy work, but that good work is also enhanced by careful presentation. Both the class teacher and I shared the evaluation, each of us looking at the aspect of the work where we had most experience and knowledge.

This program was deliberately literature-focused, but it enabled us to teach our students many of the information skills they would need for any type of assignment. They needed to select a topic from within a given field, understand and define for themselves what was required to meet the goals set for the task, locate relevant resources and select from them the specific information required, arrange that material in relevant and useful ways, and present the information to their own satisfaction and that of their teachers. Their personal response to the task was an integral part of that presentation.

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The authors and illustrators scrapbook: featuring 24 creators of Australian children's books. Omnibus, 1991 SCIS 677154

The 2nd authors and illustrators scrapbook: featuring 25 more creators of Australian children's books. Omnibus, 1992 SCIS 717082

Lees, Stella and Macintyre, Pam *The Oxford companion to children's literature.* Oxford University Press, 1993 SCIS 759524

Journals:

Reading time

Magpies

Rippa Reading ∎

Wendy Smith and students at Tamworth Primary.
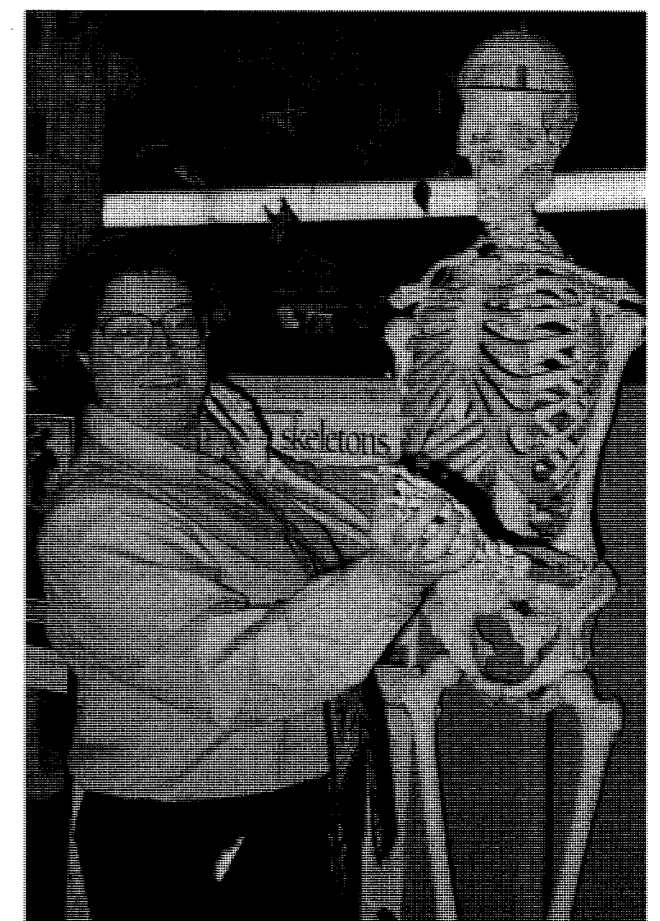
Wendy Smith and beau at Tamworth Primary School.

Extended uses for curriculum mapping:

Keeping track of text types and technology use in units of work at Cherrybrook Technology High School.

Elizabeth Maxwell, recently appointed teacher-librarian, Cherrybrook Technology High School, outlines approaches to expanding the scope of curriculum mapping.

Curriculum mapping: keeping track of information literacy

Recent articles in *Scan* and other journals have looked at curriculum mapping as an exciting tool to enhance student learning outcomes and provide a progressive overview of information literacy practised within the library. As curriculum mapping is past oriented, a record of programs that promote information skills may be monitored and a continuum developed that ensures all students are gaining the necessary information skills.

Whilst at Pennant Hills High School, Darelyn Dawson and I were fortunate to be in a position where a significant number of cooperatively planned programs operated. Using curriculum mapping, we were able to monitor closely the skills applied in the teaching and learning as well as management outcomes that ensued. Cherrybrook Technology High offers a wonderful opportunity now to continue this practice of adapting to emerging needs in a newly established school with quite individual strengths.

Demonstrating curriculum mapping to the school executive

Implementation is in progress following an information session where the role and principles of curriculum mapping were demonstrated to the executive. Opportunity has been provided for input and consensus from the executive to determine what elements of the curriculum need to be mapped and the controls (for example, vocabulary) that will be used. A member of each KLA (hopefully the library committee representative) will assume responsibility for recording the data directly onto the school's network, thus avoiding duplication of entry and effort and enabling all

KLAs ready access to the maps evolving. The implications here are many. Such evidence may well determine a greater participatory role for the KLAs in overseeing the holistic approach to curriculum.

Keeping track of technology use school wide via curriculum mapping

A recent staff development day at CTHS spent time examining where the school has come in the five years it has been open, and the directions it would now like to challenge. As a technology high school, consideration needs to be given to the role that technology plays in our teaching programs and the implications of this. Technology use is an ideal area to include as an element in our curriculum mapping as it will enable a clear picture to evolve of the various types of technology currently included in programs and the emphasis that may deliberately or inadvertently be given to particular types of technology. Columns will now be added to our curriculum maps that specifically record the use of CD-ROMs, OASIS Library Enquiry, the Internet and other software. Importantly, we will also be using the map to observe and respond as necessary to accommodate the needs and skills of both staff and students to the rapidly changing technology available in the school library and its implications throughout the school. Low levels of usage of particular systems, for example, may be indicative of lack of staff knowledge or expertise, particularly in new dynamic areas like the Internet. Planning can then be initiated for staff training sessions using specific information technology.

We will also expand this concept to particular on-line services and the Internet. For example, LOTE programs may monitor to what extent e-mail and bulletin board facilities are being used towards making language learning more meaningful and immediate. Cherrybrook Technology High's *Waterwatch* participants in communicating by e-mail with Pennant Hills High students are already able to discuss and compare local findings. Monitoring this is a vital element in the Technology overview at Cherrybrook Technology High as plans are underway to extend Internet access not only to the library but also into the new learning centre and throughout the school.

Keeping track of text type use with curriculum mapping

In keeping with the Department of School Education priorities for 1997, we will also be focusing on the best practice requirements of all teachers in all KLAs to recognise the corporate responsibility that we share in promoting literacy. Discussion with teachers will determine which text types are suited to particular programs and the teacher librarian can then monitor these, by including additional columns in the curriculum map. Whilst we were already recording text types in 1996 in one column of our curriculum map, it is apparent from discussions with different faculties, that the most popular way of recording this now will be to include a column per text type, as we have been doing for each element of the information skills process. This will also help staff in the recognition and use of the recognised terminology. If particular text types seem generally to be favoured by particular KLAs, it will be possible in the cooperative planning sessions to ensure that specific classes and year groups are exposed to the complete range of materials and text types.

This is the exciting advantage of curriculum mapping—whilst it remains a retrospective exercise, the benefits lie in the planning that can occur as a result of the broad picture that it describes. Intrinsic elements of teaching and learning and the teacher-librarian's role can be identified and evaluated within the curriculum, not as adjuncts to it.

We must meet the changing needs of our students and curriculum mapping provides an ideal vehicle for overseeing that change.

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Eisenberg, M. & Berkowitz. R. *Information problem-solving: the Big Six approach to library & information skills instruction.* Ablex Publishing, 1990 SCIS 855830 ■

Curriculum Map—Proforma, showing expanded uses in areas of text type and technology use

(Some of the timetabling columns included in an earlier curriculum map proforma which appeared in *Scan*, Vol. 14, No. 2 have been omitted to fit this proforma into a *Scan* page. Columns can be included or not according to need.)

Use of text types						Information Skills Process		YEAR:		TECHNOLOGY USE					
Define	Locate	Select	Organise	Present	Evaluate	Subject	Unit	CD-ROM	OASIS Library Enquiry	The Internet: email/ Netscape	Teaching method	Assignment	Design

Year 10 and Year 6 co-operative project at Pennant Hills High School and Pennant Hills Primary School

Linda Roberts.

Linda Roberts is Assistant Principal and a Year 6 classroom teacher at Pennant Hills Primary School.

Background to the project

It was way back in May when I was first approached by our teacher-librarian, Sherida Zivanovic, about this project, which was to be filmed by the Board of Studies. It sounded terrific: my Year 6 students were to work with a

A light moment for Pennant Hills Primary School Year 6 students while searching through the shelves of the high school library.

selected group of Year 10 students from Pennant Hills High School to research information skills for the Board of Studies. This was exciting, new territory for me and Year 6 was equally enthusiastic. Some of my high achievers thought this was a great learning opportunity, while others thought it was a welcome break from checking homework and solving problems.

The project began with a planning session with Darelyn Dawson (teacher-librarian at Pennant Hills High School), Frances Plummer (Social Science teacher), Sherida and myself. Darelyn explained that in previous years, several schools had sent a group of selected students to work with Year 10 mentors. The primary school children were placed in random groups and the result was something of an interaction bypass. This year, it was decided that using one class of children with a range of abilities would provide more realistic feedback and, of course, better interaction within the groups. The Board of Studies delegates were to film the initial student preparation and the end products. The rest was up to the students themselves.

Student briefing and preparation for the project—*Advertising*

On June 11, my class of twenty eight and I arrived at Pennant Hills High School at 9:30am sharp. Frances informed us that the Year 10 tutors were only available till mid-day. The session began with each child being delegated to a group with one or two Year 10 tutors, followed by a few ice-breaker activities and then roles within the team were allocated. Year 6 students volunteered for the jobs they felt they were most suited to: leader, researcher, illustrator, ideas, etc. Then Year 10 students explained the purpose of the exercise: The theme—*Advertising*—was to be conceptualised and then one aspect was to be researched,

recorded and presented back to the class. The instructions from Year 10 included tips on:
- working as a team
- selecting a focus topic
- locating information
- selecting information
- application of information, and
- presentation.

Defining the topic

Year 6 had only a wad of butcher's paper and some thick felt tip pens with which to make a start. By sheer coincidence, a few weeks before this project, I had introduced my class to concept mapping. I demonstrated with *The three little pigs* as a mass of interconnected bubbles and then asked the children to devise their own concept map. The result was a range of "mapped" fairy tales. I wondered if the children could transfer these skills to expository text, facts and data-bases? I needn't have worried. Each group independently decided to use a concept map as the starting point for the topic. So, with *Advertising* neatly surrounded by a texta bubble, the ideas were flying thick and fast. The Year 10 tutors guided the brainstorming session until each group had isolated one aspect of *Advertising* they wished to study. Two groups decided on newspaper/magazine advertising, another

two groups chose radio advertising and yet another two chose advertising on television. Some of the more imaginative choices included pamphlets and junk mail, signwriting and censorship in advertising.

Locating and selecting resources

It was then something of a stampede for the resources: the computers were in heavy demand and there was a long waiting period to view the catalogue. Some students drifted over to the shelves and two stood in conference over a plastic kit. I spotted one of my students, crosslegged on the floor and totally immersed in the *Yellow pages*. The Board of Studies delegates were filming and the atmosphere was a hive of activity.

Over the second day, there was a rush on the technological resources. The computerised catalogue was in constant use and other computers were being used to download information. Some students were sending emails to various companies to gather information and those companies without email addresses had to be phoned or faxed. Primitive communication by Year 6 standards, only slightly better than smoke signals and carrier pigeons!

The day was devoted to locating information for the eventual presentations. The Year 10 tutors had stressed the importance of gathering as much information from as many sources as possible and sifting later. Many Year 6

3 Penant Hills Primary School students presenting 'Advertising on Television' as their research topic.

children had armloads of data while some were struggling to find relevant information. Others had to be led to the resources. It was becoming abundantly clear whose parents had had a big hand in some pretty good projects, this year! By the end of the session, Darelyn had a stack of resources for us to borrow, but stressed that the projects were not to go home. We didn't want any input from the P.T.F.F.S.P. (Parents Task Force for School Projects).

Organising and presenting

Over the following weeks, Year 6 students worked long and hard on their group presentations. It was difficult for me to not correct obvious mistakes or offer suggestions. It had to be the children's own work. During this period, 13 of my students regularly emailed their Year 10 tutors and 17 children emailed a company or outside party. Three groups telephoned for information and were rewarded with a faxed reply. Another group of my students turned to the Internet for further information and downloaded some interesting data relevant to advertising in the international market. A further 5 children took the opportunity to simply learn how to use the Internet and did not use it to search for information. Technology was certainly the hub of all information searching and wasn't limited to the computer network. Photography, audiotaping, scanning data into documents and even enlarging/reducing on the photocopiers all played a part in the production of these projects.

Evaluation

* **Teacher**

As an observer, I was able to see vast differences between my students at all levels of using information skills. These observations formed the nucleus of my outcomes-based evaluation such as the following:

* **Gathering data:**

   The student was able to select appropriate data for the project.

   The student needed assistance to locate data but was able to make appropriate selections.
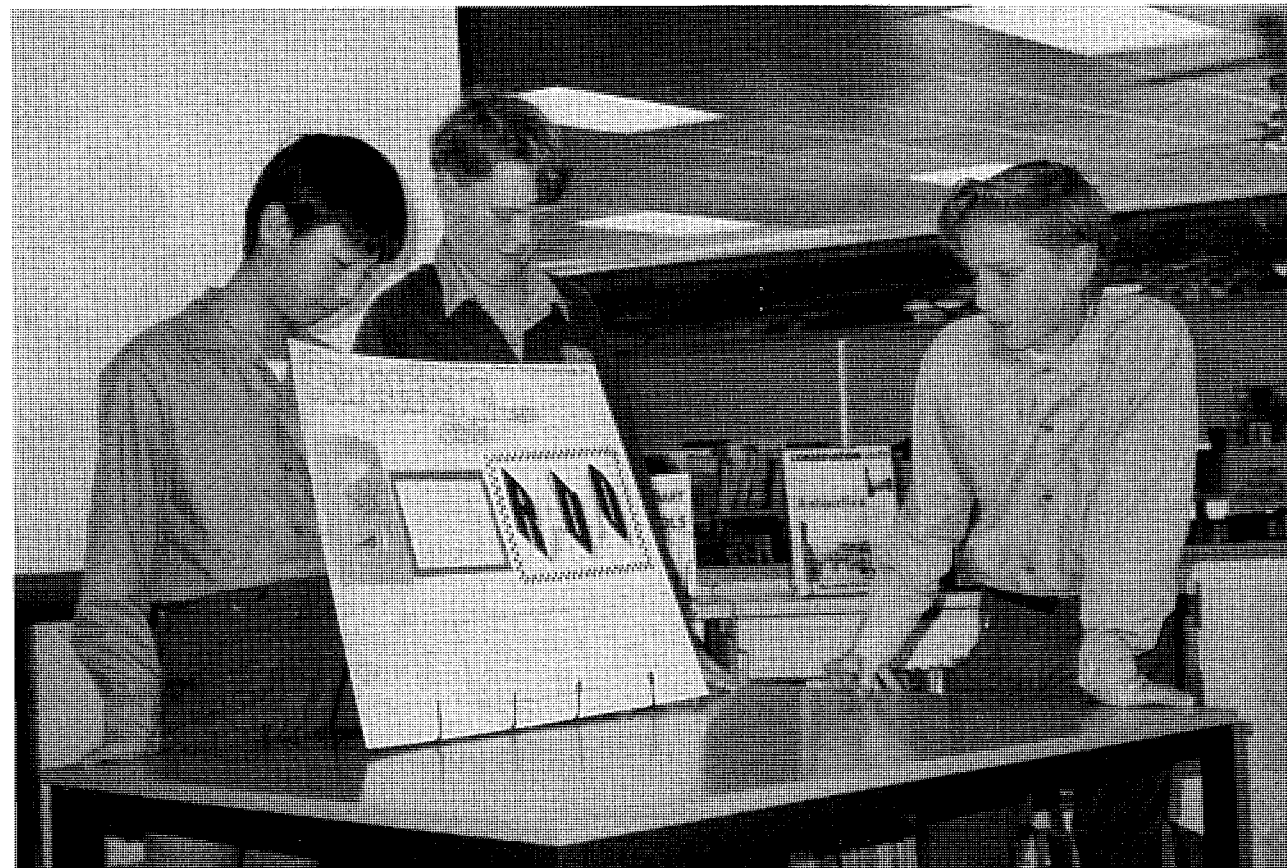
   The student needed assistance to locate data and select appropriate material for the project.

I also had outcomes pertaining to the **definition of the topic** and the **organisation of material.**

At the base level of the information process, there were marked differences in the students' skills in gathering information. Some needed no assistance, some only needed a kick start, and a few really didn't really know where to begin. By the next skill level, the gap was widening. Skills required to process information were identified at this level. The group of children not needing assistance had grown noticably smaller. Finally, the highest order skill, requiring the application of information, showed a very much reduced group of children not needing assistance. In the skill hierarchy, there is a very clear relationship between the skill difficulty and the number of independent students.

* **Self evaluation**

   Besides my observations of the Year 6 students, I asked them to complete a self-evaluation. I was pleased to fine that the consensus was 100% approval from the class. All students felt they had gained some useful skills from the project. They reported that they liked having a Year 10 tutor because the task was explained in appropriate language. There were many other benefits gained from our involvement in this project. The Year 6 students enjoyed:
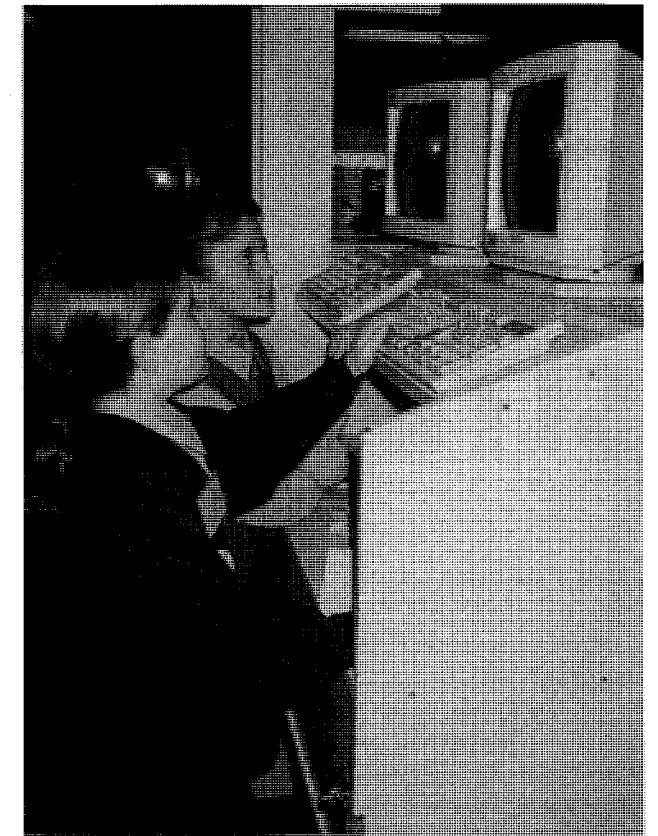
* using technology to enhance their own learning
* using email and the Internet to locate data-bases, communicate and download information
* selecting their own topics to study
* the experience of being filmed and interviewed for the Board of Studies research project
* presenting their projects to their peers and tutors
* having some exposure to high school life, and feeling that they have an older mentor when they begin Year 7, and
* having the opportunity to give their own thoughts and opinions about the project in their self-evaluation.
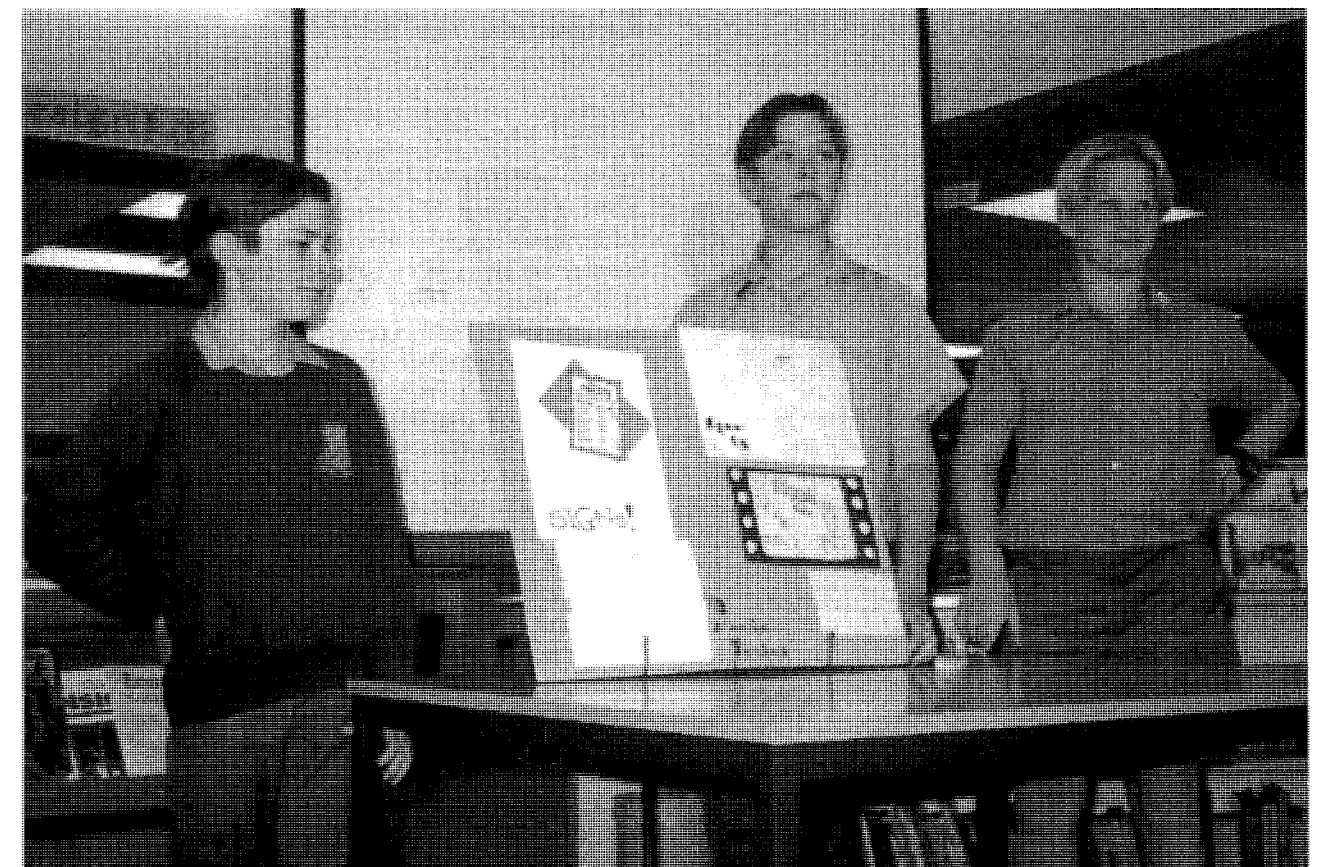
Presentation

The presentation of the projects on 7 August was the culmination of many weeks of research, dead-ends, scoops, discoveries and fun. Year 6 gave some outstanding presentations and the Year 10 tutors were justifiably proud of their efforts. Using a class for the project had been very successful and the Year 10 tutors were outstanding.

At the end of the session, we sat in Darelyn's office and congratulated each other."*That was really good*", she said. It wasn't just "*good*". It was *great!* ■

Note: The video made by the Board of Studies of this project is not commercially available. However, if you wish to obtain a copy, contact Libby Heggarty on Fax: 9957 5847.

Students making a beeline for the on-line.

An 'Advertising on Radio' project included a radio show tape complete with music and ads, made entirely by the group.

Another Year 6 presentation using signs.

REVIEWS OF INTERNET SITES

Our series of Internet reviews continues with sites for HSIE. Most sites will have relevance across a range of KLAs. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. 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.nsw.edu.au).

Aboriginal and Torres Strait Islander Page.

http://www.vicnet.net.au/vicnet/COUNTRY/ABORI G.HTM

The source for this home page is the Victorian Aboriginal and Torres Strait Island community. The text site provides a mechanism for indigenous people to keep in contact with their community and disseminate information to the wider Australian and world community. This page is very broad and gives users access to many research sources through hypertext links to current events, conferences and public seminars, history, mailing lists, cultural aspects and political and sociological issues. There are also links to Australian and Canadian Aboriginal information, and newsgroups. It is well presented, using relevant subheadings. The variety of information will provide secondary students with an excellent source for the contemporary study of the Aboriginal peoples. K. Bennett

USER LEVEL:	Lower secondary Middle secondary Upper secondary
KLA:	CA; English; HSIE; Science
SYLLABUS:	Aboriginal studies; Australian history; Dance; Legal studies; Senior English; Visual arts
SCIS SUBJECTS:	Aborigines; Aborigines – Art; Aborigines – Land Rights; Aborigines – Social life and customs
KEYWORDS:	Aborigines; Australia; Victoria
PUBLISHER:	VICNET, State Library of Victoria
REVIEW DATE:	9/6/96
EVAL:	Highly recommended

ACTEIN home page.

http://freenet.actein.edu.au/

ACTEIN is the Australian Capital Territory Education Information Network, which is an initiative of ANU, University of Canberra, Australian Defence Force Academy, and the Australian Catholic University. Run in collaboration with a collection of K-12 schools in the ACT, and other members of the ACT education community, this site highlights the role of the Internet in schools. Easily navigated, it encourages teachers to link to a variety of comprehensive and interesting destinations which have application to the classroom. These links are launching sites to such relevant text and graphics information as:

planning a trip or excursion to Canberra; home pages of participating ACTEIN schools; investigating aspects of Australian life; state and federal governments; Internet help for teachers; the CSIRO; museums and galleries; magazines and newspapers; and weather reports. N. Paull

USER LEVEL:	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
SYLLABUS:	Design and technology; Geography; History; Science
SCIS SUBJECTS:	Education; Internet (Computer network)
KEYWORDS:	Education; Internet; teachers
PUBLISHER:	ACTEIN
REVIEW DATE:	5/6/96

Animal resources.

http://www.bev.net/education/SeaWorld/infobook.html

Added to on a regular basis, this site contains information booklets on about fifteen animals, and related topics such as: **Biodiversity**; **Killer whales**; **Bottlenosed dolphins**; **Gorillas**; and **Nature at risk**. The contents for each animal has approximately twelve categories, for example: **Habitat and distribution**; **Reproduction**; **Diet and eating habits**; and a **Bibliography** and **List of books for younger readers**. The information is very comprehensive, accessible to capable readers, and geared to project work. For younger students, *Animal bytes database* (http://www.bev.net/education/SeaWorld/animal_bytes.html), which hangs off the this site, contains simpler information. Both pages provide an excellent resource for students, with wonderful, coloured photographs. Images are time-consuming to download. It includes a simple, clickable index with clear layout and subheadings. J. Anderson

USER LEVEL:	Middle primary Upper primary Lower secondary
KLA:	HSIE; Science; ST
SYLLABUS:	Geography; Science
SCIS SUBJECTS:	Endangered species; Wildlife conservation
KEYWORDS:	Animal; Sea World

PUBLISHER:	Sea World, Florida, USA
REVIEW DATE:	18/8/95
EVAL:	Highly recommended

Australian environment on-line.

http://kaos.erin.gov.au/erin.html

For current research and information on the environment from an Australian perspective, this comprehensive, easily navigated text and graphics site is a gold mine. Areas covered include: air; land; people; sustainable development, and others, particularly helpful for science and HSIE students resourcing pollution in its nefarious forms; endangered Australian species; legislation; policies and strategies in place to deal with the issues raised; and information on state and world heritage listings. There are innumerable hyperlinks to information that is directly related to school curricula in a number of KLAs. It is an excellent resource. E. Maxwell

USER LEVEL:	Upper primary Lower secondary Middle secondary Upper secondary
KLA:	HSIE; Science
SYLLABUS:	Geography; Science
SCIS SUBJECTS:	Environment; Pollution
KEYWORDS:	Australian; environmental
PUBLISHER:	Australian Government
REVIEW DATE:	17/6/96
EVAL:	Highly recommended

Australian Governments' entry point

http://www.nla.gov.au/oz/gov/

The National Library of Australia manages this text and graphics site, making it a high quality one for secondary schools. It provides important national documents and links to Commonwealth Government departments and Parliament. An initiative worth monitoring is the Community Information Network. NSW links are appropriate across the curriculum, not least the State Library of NSW site. Add to this: Department of Health; Attorney General; Roads and Traffic Authority; Environment Protection Authority; and State Forests, amongst others, for NSW. A wealth of support exists here for the senior curriculum, but younger students would also find relevant material. A. Glasscock

USER LEVEL:	Middle secondary Upper secondary
KLA:	HSIE
SYLLABUS:	Geography; Economics; History; General Studies; Skills for Living; Commerce; Legal Studies; Society and Culture
SCIS SUBJECTS:	Federal government; State government; Local government
KEYWORDS:	Australian Government
PUBLISHER:	National Library of Australia
REVIEW DATE:	3/6/96

Australia and New Zealand general information.

http://www.wps.com.au/travel/ausinfo.htm

Detailed information on each state and territory in Australia, New Zealand and Antarctica can be accessed from this text and graphics site. Links provide information on a diverse range of topics: Australian economy; geography; climate and weather; trade; flora and fauna; people; history; government and culture; local World Wide Web servers; tourism; and travel. The Australian Bureau of

Statistics is one of the sources. Subject areas are easily searched, based on geographic area. An additional link to the national parks of Australia is available. Language is suitable for secondary students and above. Primary teachers will also find this site a useful resource. K. Bennett

USER LEVEL:	Upper primary Lower secondary Middle secondary Upper secondary Professional
KLA:	HSIE; Science; TAS
SYLLABUS:	Commerce; Economics; Food technology; Geography; History; Legal Studies; Science
SCIS SUBJECTS:	Australia – Geography; Australia – Social Conditions
KEYWORDS:	Antarctica; Australia; Australian Capital Territory; New South Wales; New Zealand; Northern Territory; South Australia; Tasmania; Victoria; West Australia
PUBLISHER:	World Publishing Systems, Queensland
REVIEW DATE:	10/6/96
EVAL:	Highly recommended

Australian Antarctic division.

http://www.antdiv.gov.au/

For general information, current research, and links to scientists in Antarctica, this is a great text and graphics site. Boolean operators can be used to search the keyword index to find general information, and access specific projects and seminars. Some journal articles and other educational material are available. Most contributors have acknowledged their work and welcome feedback. Details of expeditions and requirements for personnel seeking employment are documented. Transportation and schedules are outlined. Geography students would find this site valuable because there are quite good references to climatic change, with evidence to support it. L. Bruce

USER LEVEL:	Lower secondary Middle secondary Professional
KLA:	HSIE; Science; VOC ED
SYLLABUS:	Geography; Science
SCIS SUBJECTS:	Antarctica; Scientific expeditions
KEYWORDS:	Antarctic
PUBLISHER:	Commonwealth of Australia
REVIEW DATE:	8/6/96
EVAL:	Highly recommended

Cairns online environment guide - Cyclones.

http://www.cairns.aust.com/Environ/cyclones.htm

Weather phenomena such as cyclones have played an important role in the formation of the Great Barrier Reef. This text site includes excellent text dealing with the impact of cyclones on the marine environment in the tropical waters of North Queensland. Cyclones have helped to shape the coral reefs. This process is described in simple language. The descriptions are supported by facts and statistics that would be useful to upper primary or lower secondary students. Specific episodes of destruction and regeneration of the marine environment are documented. L. Bruce.

USER LEVEL:	Upper primary Lower secondary Middle secondary
KLA:	HSIE; Science
SYLLABUS:	Geography; Science
SCIS SUBJECTS:	Coral reefs and islands; Cyclones

KEYWORDS: Tropical cyclones; coral reefs
PUBLISHER: Cairns Online
REVIEW DATE: 30/11/96

Diotima: women and gender in the ancient world.

http://www.uky.edu/ArtsSciences/Classics/gender.html

Like many other academics, ancient historians have taken to the Web with gusto. *Diotima* is intended to serve as an inter-disciplinary resource for students and teachers interested in women and gender in the ancient Mediterranean. It includes course materials, searchable bibliographies and links to many online articles, book reviews, databases and images. A useful link is to the comprehensive *Perseus project*. The wonderful images links will provide pictures from many parts of the ancient world, including Egypt. This resource would best be used by teachers or talented senior students. A. Glasscock

USER LEVEL: Upper secondary Professional
KLA: HSIE
SYLLABUS: Ancient history
SCIS SUBJECTS: Greece – History; Rome – History; Egypt – History; History, Ancient Civilization, Aegean; Women – History
PUBLISHER: University of Kentucky
AUTHOR: SCAIFE, Ross & BONEFAS, Suzanne
REVIEW DATE: 16/9/96

The Encyclopedia mythica.

http://www.pantheon.org/mythica/

By no means exhaustive, this text dictionary of mythology originating in the Netherlands, is well designed and easily navigated. It is strong in Egyptian, Greek, Roman, Norse, Japanese, Chinese, Native American and Welsh myths, but strangely silent on English with nothing on King Arthur. There is very little Australian content. The 1,800 definitions of gods, goddesses, supernatural beings, legendary creatures and places would support history and literature students and fantasy buffs. Signed articles and an extensive bibliography do not quite overcome the amateur feeling of the site, but it is a worthwhile reference source. A. Glasscock

USER LEVEL: Upper primary Lower secondary Middle secondary Upper secondary
KLA: English; HSIE
SYLLABUS: English; Geography; History
SCIS SUBJECTS: Gods and goddesses; Mythology
KEYWORDS: Gods, goddesses; legends; myths; mythology
PUBLISHER: Pantheon.org, Netherlands
AUTHOR: LINDEMANS, M. F.
REVIEW DATE: 7/1/97

Greenpeace - climate crisis homepage.

http://www.greenpeace.org/~climate

A site that has been updated regularly this year, this page offers a multiple choice quiz on frequently asked questions about global warming, climate change and the greenhouse effect. Sixteen initial questions are fully amplified, and users may explore keywords in more detail. For senior students and teachers, there is access to over ninety United Nations Environment Program climate change fact sheets. Information is in text and graphics. N. Hutchinson

USER LEVEL: Upper primary Lower secondary Middle secondary Upper secondary
KLA: HSIE; Science
SYLLABUS: Geography; Science
SCIS SUBJECT: Greenhouse effect
KEYWORDS: Global warming; climate change; Greenhouse effect
PUBLISHER: Greenpeace International
REVIEW DATE: 10/6/96
EVAL: Highly recommended

National Aeronautics and Space Administration.

http://www.nasa.gov/

A staggering array of text and graphics information is accessed here by an attractive home page consisting of twelve coloured icons. Clicking on the **Q&A** icon or the **Questions and answers** hypertext links through to a subject search link where on typing in for example, 'remote sensing', up will come a list of links all over the NASA web. **MTPE missions** (Mission to Planet Earth) allows access to the following sites: *Earth remote sensing spacecraft; Airborne remote sensing; Space shuttle missions;* and *Ground based measurements.* If the user wants to reach remotely sensed imagery directly, then the following URL can be used: **http://www.hq.nasa.gov/cgi-bin/print_hit_bold.pl/office/mtpe/gallery.html**. N. Hutchinson

USER LEVEL: Lower secondary Middle secondary Upper secondary
KLA: HSIE; Science
SYLLABUS: Geography; Science
SCIS SUBJECT: Space
KEYWORDS: Remotely sensed images; NASA
PUBLISHER: NASA, USA
REVIEW DATE: 10/6/96
EVAL: Highly recommended

Notable citizens of planet earth.

http://www.tiac.net/users/parallax/

The bold claim of this title rather hangs on the definition of *'notable'.* With a scope of 18,000 ancient to present individuals, entries are very brief and sparse for Australians. There are nine lines for Tom Hanks; one each for Laurence Olivier and Patrick White; and none for Dawn Fraser or Henry Lawson. The feature making it a useful bookmark, however, is the ability to ask questions with key words, for example *'discovered penicillin', 'Nobel peace prize', 'President of France'.* A query on *'Prime Minister and Australia'* gives a complete list of prime ministers since Federation, including John Howard. Alison Glasscock

USER LEVEL: Upper primary Lower secondary Middle secondary Upper secondary
KLA: CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; ST; TAS
SCIS SUBJECT: Biography
KEYWORDS: Biography
PUBLISHER: Cornell, USA
REVIEW DATE: 7/1/97

Parliament of New South Wales home page.

http://www.parliament.nsw.gov.au/

Quick access to contact details for ministers and all members of the NSW Parliament is one strength of this well-designed site. Parliamentarian biographies vary in length but are quite interesting reading. A section on the history of the Parliament, presented by timeline, is a good source for junior secondary history, with for text and pictures. In **General information**, **Parliamentary library** includes a section on **Hot topics**, ideal for senior syllabuses such as general studies and legal studies. Links to Parliamentary education services and personnel are also useful. A general searchable index would be a nice addition to this site. A Glasscock

USER LEVEL: Upper primary Lower secondary Middle secondary Upper secondary
KLA: HSIE
SYLLABUS: Geography; History
SCIS SUBJECT: New South Wales – Politics and government
KEYWORDS: Parliament of New South Wales
PUBLISHER: Parliament of New South Wales
REVIEW DATE: 6/1/97

Perseus project homepage.

http://www.perseus.tufts.edu/

Here is a quality text and graphics resource on ancient Greece that younger browsers as well as serious senior students will enjoy. The **Art and archaeology** sections include image databases of architecture, sites, coins and vases. The Perseus encyclopedia is a useful and comprehensive resource on Ancient Greece. Ancient texts are included and the related links section is a great source for a school library's ancient history bookmarks. A. Glasscock

USER LEVEL: Lower secondary Middle secondary Upper secondary Professional
KLA: CA; HSIE
SYLLABUS: Ancient history; History
SCIS SUBJECT: Greece – History
KEYWORDS: Perseus
PUBLISHER: Tufts University, USA
REVIEW DATE: 16/9/96

Rainforest action network: Kids' action.

http://www.ran.org/ran/kids_action/index.html

Visually stimulating and informative access to rainforest issues is provided by this site. A simple, clickable index leads the user into a range of areas. **Life in the rainforests** offers simple, accessible information on the people, plants and animals of the rainforests, and the threat to their existence. **Questions and answers** gives straightforward questions with answers providing sufficient information for most primary students. The question and answer sequences are clearly set out with sub headings and case studies. In **More detailed information**, material is presented in more depth with more complex language, which would be good for extension work. **Resources for teachers and students** leads to books, magazines and newsletters. **What you can do** is also available. Extensive use is made of coloured photographs and diagrams. Clickable coloured panels open to the user a large listing of related resources on the net including: **Organisations; Groups; Media web resources; Music** sites; and the stunning and highly sophisticated **Yothu Yindi** page among others. J. Anderson

USER LEVEL: Lower primary Middle primary Upper primary Lower secondary Middle secondary
KLA: CA; CPA; HSIE; Science; ST
SYLLABUS: Geography; History; Science
SCIS SUBJECTS: Rainforests; Endangered species; Indigenous peoples
KEYWORDS: Rainforest
PUBLISHER: Rainforest Action network, San Francisco
REVIEW DATE: 17/8/95
EVAL: Highly recommended

Reuters: The business of information.

http://www.reuters.com/index.html

Reuters is a US based international news and financial information services company. Its free Internet site is not a comprehensive searchable news site like AAP, but it does provide useful up to date news services in text and graphics. **Top news** gives the top half dozen or so US and international stories of the day. **News room** has continuous updates of breaking news stories. Longer articles can be accessed at: **International news; US news; Business;** and **Sport**. A customise option allows the user to select the categories in which they are most interested. A. Glasscock

USER LEVEL: Middle secondary Upper secondary
KLA: English; HSIE
SYLLABUS: English; Geography; History
SCIS SUBJECTS: News services
KEYWORDS: News; Reuters
PUBLISHER: Reuters, USA
REVIEW DATE: 8/1/97

United Nations and other international organizations.

http://www.undcp.org/unlinks.html

While not being an official home page for the United Nations, this text site has extensive links to United Nations and other related International organisations. Gopher servers listed include: FAO; Atomic Energy Agency; ILO; OECD; UNICEF; UNESCO; and many more. Related links are available under a range of topics such as: **Activism; Human rights; International affairs;** and **Women.** Nearly 200 grouped links are provided on this page, and a wealth of information results. The links would be particularly useful to economics students looking at development options, and general studies. A. Glasscock

USER LEVEL: Middle secondary Upper secondary
KLA: HSIE
SYLLABUS: Economics; Geography; History; General Studies; Society and Culture; Legal Studies
SCIS SUBJECTS: International agencies; United Nations
KEYWORDS: United nations; international organizations
PUBLISHER: UNDCP, Vienna
REVIEW DATE: 3/6/96

Welcome to Europe online.

http://www.europeonline.com

Originating in Luxembourg, this truly collaborative European text and graphics site aims to promote Europe, its various languages and cultures. Choosing one of the twelve countries results in a very well-designed home page offering, in each case, a dozen headings including: **News and weather; Magazines; Sport; Arts and leisure; Travel; Reference;** and country specific search engines. The system defaults to the language of the country, but English can be chosen. Languages students would find this valuable, but it

is an attractive, useful and dynamic site for anyone doing some research on the countries covered. A. Glasscock

USER LEVEL: Lower secondary Middle secondary Upper secondary
KLA: HSIE; LOTE
SYLLABUS: Geography; History;
SCIS SUBJECT: Europe
KEYWORDS: Austria; Belgium; Eire; Europe; France; Germany; Italy; Luxembourg; Netherlands; Portugal; Spain; Sweden; United Kingdom
PUBLISHER: Europe Online, Luxembourg
REVIEW DATE: 8/1/97

Whale-watching-web.

http://www.physics.helsinki.fi/whale/

The promotion of whale watching is seen as a 'non-consumptive use of whales with economic, recreational, educational and scientific dimensions'. The user is given a brief overview of whale watching, and then may choose various aspects about whales, such as pictures, bioacoustics, inter-species communication, cetacean encyclopedia, oceano-graphic research and whales occurring in literature, music, film and art. Language levels vary from middle primary to upper secondary. Some related sites take a long time to download, due to associated sound and graphics. Well set out, and easily used, this site will provide a lot of interactive application for students. Text, graphics, film and sound information are all present. K. Bennett

USER LEVEL: Middle primary Upper primary Lower secondary Middle secondary Upper secondary
KLA: CA; English; HSIE; Science; ST; TAS
SYLLABUS: Art; English; Geography; Music; Science
SCIS SUBJECT: Whales
KEYWORDS: Cetaceans; marine animals; oceanography; whales
PUBLISHER: University of Helsinki, Finland
REVIEW DATE: 9/6/96
EVAL: Highly recommended

The why files.

http://whyfiles.news.wisc.edu

Why did McDonalds stop selling Big Macs in Britain? Why do comets have tails? Answers to these and other questions can be found here. This text and graphics site investigates the science behind the news. A current topic in the news is looked at every two weeks as a feature package. Current packages relate to twisters, and wolves as an endangered species. They contain a wealth of text, graphics, and charts. Hypertext links allow access to further information. Links to a glossary are provided next to difficult words. A bibliography actively encourages the participant to check the validity of the facts presented. Unusual images are presented in **Cool science image**, with links provided for further investigation. Science quizzes based on popular sports, and a forum to discuss current scientific events, give depth to the site. A valuable resource for science and environmental programs, this site could also be used within an English program as a stimulus for factual writing. A. Forbes

USER LEVEL: Middle primary Upper primary Lower secondary Middle secondary
KLA: Science; ST
SYLLABUS: English; Environmental studies; Science
KEYWORDS: News; science

PUBLISHER: University of Wisconsin-Madison, USA
REVIEW DATE: 30/5/96

World War 1 - trenches on the net.

http://www.worldwar1.com/

Definitely a user-friendly site! Presented in humorous, colloquial military style and colours, this is a good resource for teachers and students. Users can explore a plethora of approaches to studying this topic, such as: detailed information on specific battles (Ypres and Gallipoli is good, but still being developed); manoeuvres and biographies; ideas on reenacting aspects of the Great War; and examples of literature of the times. Written documentation is well supplemented with graphics and photographs, and there are many hints to help guide the visitor through the various search facilities and hyperlinks. E. Maxwell

USER LEVEL: Lower secondary Middle secondary Upper secondary
KLA: HSIE
SYLLABUS: Modern history
SCIS SUBJECT: World War, 1914-1918
KEYWORDS: World War I; trenches
PUBLISHER: Mike Iavarone, Chicago
REVIEW DATE: 27/11/96

Internet reviewers for this issue were:

Judith Anderson, North Sydney Primary

Kerrie Bennett, Bulli High

Lorraine Bruce, Pennant Hills High

Anne Forbes, Blacktown West Primary

Alison Glasscock, Turramurra High

Nick Hutchinson, Turramurra High

Liz Maxwell, Cherrybrook Technology High

Nigel Paull, Grafton South Primary ∎

Creating a library home page— ready or not!

Anne-Marie Morrison is teacher-librarian at Elanora Heights Primary School, formerly of Northmead Primary. She outlines in this article the processes she has undertaken to plan and create a library home page and the reasons why the task became a priority at this time. The Elanora Heights Primary School home page can be viewed at http://www.zip.com.au/~elanora ; or go direct to the Library page at http://www.zip.com.au/~elanora/library.html.

Anne Marie Morrison.

It is expected that, as teacher-librarians, we should be incorporating Internet use into the library program and even creating library home pages. Chances are you are saying to yourself right now: *"I'm not ready!"* The question is: *"When are we ready?"*

You may never feel ready, but here are some basic tips.

Tips on setting up a library home page:

- Get to a comfortable stage before deciding to create your library home page. Don't regard it as an enforced chore.

- Define or have a clear idea of what you want to achieve. Consider your aim, audience, content, design and style, organisation and presentation of information.

- Use your information skills when undertaking the task.

- Regard yourself as a facilitator and guide student attempts to be involved in the planning and creation of library pages.

- Develop active partnerships with the computer coordinator or the most technical person in your school and seek their assistance initially.

- Maintain a high profile for, and negotiate a prominent position for access to, your library pages if you are part of a school web site.

- Challenge yourself—explore and experiment with the use of Internet in the library program.

- Consider yourself a leader—believe that you are best placed to be innovative and implement change.

- Regard yourself as the manager of this teaching/learning resource and review, modify and maintain your pages regularly.

- Always evaluate by asking yourself what contribution your home page or being part of internet makes to student/teacher learning.

- Establish and maintain an emphasis on those aspects of the role that are likely to have a major positive impact on the school's learning outcomes.

Why should there be a library home page on the school's web site?

There are already so many tasks and responsibilities involved in ensuring an effective, flexible and efficient library service, so why get involved in creating a school library home page? This article presents an answer to this question: creating a school library home page is part of an all round raising of the profile of the library, and of the role of the teacher-librarian.

Raising the profile of the library at Elanora Heights Primary School

- **Introducing Cooperative Program Planning and Teaching (CPPT)**

  Soon after arriving at Elanora Heights Public School in third term 1995, I conducted a survey of student and staff use of the school library and their attitude to the library program. After evaluating the results of the survey and gaining Principal and teacher support, it was proposed the existing use of the library service to allocate "relief from face to face" time to staff be changed to CPPT. Teachers now accompany their classes to the library, and, collaboratively, staff draw on all resources to support themes or projects that children are involved in as part of the curriculum. The library is now an extension of the classroom and an information skills program has been developed which is successful and generally well received and supported by the staff and students.

- **Use of technology in library programs**

  My attention then turned to assessing the use of technology in the library program. As we know, it is clearly expected that, as part of our role, teacher-

librarians display an awareness of and apply new technologies to learning situations, along with encouraging a school community awareness of the library as part of a wider network of information services. We are responsible for integrating and maintaining the library's technology, being an advocate of change, and keeping abreast of new directions in tea ching or technological development.

With this in mind, the library was recabled to overcome some problems with the computer room and library network links, and a base was established for the future expansion of the library network. Network hubs were added and the two overworked enquiry terminals and two stand alone computers linked to the school's computer network multiplied to the now nine able to enquire on the library catalogue, with four accessing the school's network also. It is envisaged in the near future that all existing computers in the school will enquire on the library catalogue and the library budget submission for 1997 includes the purchase of additional computers.

- **Creating a school library home page: aims**

I saw the main aim of creating a library home page and suite pages as another opportunity to promote the role of the school library within the total school program, with the added benefit of raising the profile of teacher-librarianship. Planning for and creation of library pages would also:

- extend the provision of information services to the school community
- promote the library as part of a wider network of information services, and
- play a role in developing students information skills by allowing them to be involved in the process
- encourage students/teachers to interact with as many information sources or resources as possible—the Internet being the latest mode of access to a world of information.

The school web site

Elanora Heights Primary School is a Centre of Excellence in Science and Technology, the school has its own web site and has gained local and global recognition for its use of Internet within the teaching/learning program, winning second place in the *"Environmental"* category of the 1996 International Cyberfair, with an entry on **"Rivers and Lakes"**. This web site has been visited 4,125 times and is regularly modified or updated with children's work and items of interest.

The valuable educational material contained within this site is written by children for adults, teachers and other children to give an insight into the school and homelife in Australia. The children, with the assistance of the computer coordinator, are involved in many projects, such as **"Trees and Forests"**, involving children around the world studying and reporting on a tree in their school grounds and the creatures that live in it. Many keypals in other countries participate in these projects involving the use of

email, and some of the students are global reporters for *Scholastic Internet Magazine*.

I was impressed with the web site and its educational value, and understood that it was developed from the children's perspective, but had had no part in its planning or creation. However, I was concerned about the presentation/layout of the site's information about the school library. The library was listed under the heading **"Our facilities"** along with **After school care, the school hall** etc. Because of the recognition the school and its web site was receiving, I was concerned about this profile of the library and how it was being portrayed globally for public viewing.

As the library service is intended to supplement and complement classroom instruction, enhancing teaching and student learning, it seemed obvious that a more detailed and prominent reference to the library was necessary. In fact, it was decided that the library should have its own home page and related link pages. A perfect opportunity arose to become an information provider and promote the school library program simultaneously. The problem was how to go about it.

Steps taken to create the library home page at Elanora Heights Primary School:

- **An underlying principle**

Ask yourself, *"What contribution does my home page or being part of internet make to student/teacher learning?"*.

- **Define the users**

The first, most important, step was to clearly define who would benefit from the resource. The target group I believed would be primarily the parents and students of the school. However, it became clear that the format and content as it emerged could also be of interest to other teachers, teacher-librarians and administrators of information services or schools locally or in other parts of the globe. Keen consideration of users' specific needs and interests provides a good way to keep a focus on adding information to and maintaining the site.

- **Decide on content**

Apart from an attractive heading naming the school and the library, deciding on what to include on the home page was difficult. The Elanora Heights Library home page contains:

- **a one page overview of the school library and how it relates to the school's teaching/learning program.** This incorporates a description of the library, what the library program involves, the teaching strategies employed, and the listing of activities and resources, including technology, available to students. Four of the keywords and phrases in the overview provide hyperlinks: **"information skills"**, **"cooperative program planning and teaching"**, **"Book Week"**, and **"children's work"**. These will be expanded as the page develops.

- A link page on **"information skills"** page outlining what I thought parents in our school

community would want to know along with what I thought they should know. Although presented simply, the information is authoritative, gleaned from teacher-librarian training, departmental policy documents, professional development sources etc, outlining the importance of an information skills program and benefits to students. There is information about grades that have recently undertaken research focusing on particular skills. This page will regularly include student work samples and self-evaluation about their achievements in both the "process" undertaken and the "end product" for display.

- Link pages on **"cooperative program planning and teaching"** alerting parents to the new direction in the library program. This is definitely promotional in nature, outlining the lesson format, and proposed outcomes of the teaching strategy. This page is only in the embryo stage and will become more attractive in design as teacher and student contributions, more graphics etc. are added.

- Link pages for **"Book Week"** and **"children's work"** pages. These are very attractive and are directed at the needs and interests of the children and their parents. They contain many graphics generated by scanning photographs of visiting authors, storytellers, and class and individual children's work promoting book week. These pages are much more child-centred in planning and creation, and will be updated as necessary. It is envisaged that the children will take over ownership of the design and content. It is wise to consider in links such as these that graphics take a long time to download, and should be used sparingly if you want to keep the interest of visitors to the site.

- **Other tips on content:**

The receipt of email messages to the school re the library prompted the addition to each page of a **picture of myself and accompanying title next to a personal "letterbox" on which visitors can click to direct email to me**. This is of course just a cosmetic feature but is appealing to online visitors. It is also worth considering that a **'counter'** be present at the bottom of each of the library pages to monitor how often the pages are visited as part of evaluation and a date noting the last modification made; and, on answering congratulatory emails, it is beneficial to ask how the online visitor accessed your home page and which aspects were of particular interest to them. Further, regular surveys of your users would ensure you are continuing to meet the needs of your intended audience.

Going live!—adding library pages to the Internet: October, 1996

At this time, the Departmental Internet computer promised to each school had not yet arrived and it was the computer co-ordinator who loaded the library pages

to the school web site. Updating information was difficult as I had to rely on these being done by the computer coordinator, who, although very obliging, was also very busy. We negotiated the placement of the library pages to ensure a prominent access point, and they are now in a conspicuous position on the school's home page header, where visitors can click on an icon with an accompanying message asking, *"Did you know our school library has its own home page?"*

Life became much easier with the installation of the DSE internet connection in the library in Term four 1996. The computer coordinator loaded the library pages to the hard disk of the IPEX computer in the library and I am now able to access these pages through *Claris Home Page*, where I can freely create, edit and maintain the library home page and its links.

Feedback: what the world thinks of our library home page!

A few days after *"going live"*, many parents and children informed me that they had viewed the pages and some contacts in private enterprise contacted me to comment on the pages. However, the most intriguing experience is the realisation that people all over the world really may be viewing your home page. We received a message, as follows:

"I just cannot leave my visit to your library homepage without letting you know that it is certainly the very finest library homepage that I have come across, and that I have recommended it to our librarian as an example of the wonderful possibilities that await us. Thank you for sharing your page on the Internet."

This message was from a teacher technical advisor in the school library of a Catholic school in Fort Worth, Texas, USA. It is important to realise that the library is viewed globally—a realisation which has certainly encouraged me to constantly review, modify, and maintain the pages, carefully considering content, organisation and presentation of information and graphics to meet my intended aim. **You never know who is looking!**

Where to next???

Apart from creating more library pages related to other keywords/phrases in the library overview page on which I would like to expand, the following directions for the library home page are planned:

- Library staff, teachers and students will regularly use the email facility to network globally with others e.g. children may make contact with authors or illustrators.
- Regular news items/reports will inform users of happenings or promote aspects of the library program.
- Library pages will become a regular way to display children's work.
- Children will write book reviews to be displayed on the library pages.
- Parent guides to recommended children's literature will be available
- literature for reluctant readers will be listed
- Recommended internet sites for children will be noted e.g. *Just for kids, Winnie the Pooh*.

- Curriculum support resources/sites available on Internet will be reviewed and bookmarked for users, using, for example, the *Scan* Internet site reviews.
- Suitable internet resources for recurring themes/units will be downloaded to the library site as needed for ease of access, and time efficiency.
- Programs to develop students' information skills will be implemented.
- Examples of how to create bibliographies and cite Internet references will be available to students.
- Audio may be added to enhance the library pages design e.g. voice recommendations of best books.
- The school library will become a quality Internet information provider and the teacher-librarian will professionally develop and train others in Internet use/applications by conducting customised hands-on sessions to suit user needs, developing activities for small group work, and allowing sufficient time for exploration.

The planning and creation of the library home page and related links certainly display the multi-skilled nature of the teacher-librarian's role, in particular as it applies to such facets as displaying an awareness of the applications of new technologies to learning situations. It is essential the teacher-librarian establishes and maintains an emphasis on those aspects of the role that are likely to have a major positive impact on school's learning outcomes. ■

> *"I just cannot leave my visit to your library homepage without letting you know that it is certainly the very finest library homepage that I have come across, and that I have recommended it to our librarian as an example of the wonderful possibilities that await us. Thank you for sharing your page on the Internet."*
>
> *This message came from a school in Fort Worth, Texas, USA. It is important to realise that the library is viewed globally—a realisation which has certainly encouraged me to constantly review, modify, and maintain the pages, carefully considering content, organisation and presentation of information and graphics to meet my intended aim.*
>
> ***You never know who is looking!***

Australian capital region network— acr.net

*Bill Brown of the Bega Valley Telecottage which operates the **Australian capital region network**, writes here of the aims and services of the network, in particular to schools in the region. Teacher-librarians from two schools in the area—Eden Primary School and Narooma High School—who have participated in a trial Internet service though the network, follow with their schools' experiences.*

Bega Valley telecottage

Bega Valley telecottage's area of operation covers the 'information rich' ACT in the centre, and a hinterland of NSW rural communities from Goulburn to Bateman's Bay, down to the Victorian border, over the mountains to Tumut and back around to Goulburn. The region has been named the Australian capital region, and so the network is *acr.net* (**http://www.acr.net.au**)—the Australian capital region network.

The Bega telecottage is a non-profit community service. It is one of about 40 such facilities established across Australia by the Department of Primary Industries and Energy. The Bega telecottage began operation in 1993, and the role that has evolved for the telecottage is to provide the community with Internet services—access, affordable dial-up facilities, content production and training.

Special needs of the area

Transport and communications are, and have always been, major issues for rural Australia, yet the obvious advantages of computer-based communications for the community were not being realised because of barriers of afford-

ability, relevant content, and skills in the techniques of access and of electronic publishing.

Our service has a strong relationship with the community and aims to enmesh an Internet service in regional development. The development of our own infrastructure, and the building of skills in the local community are critical in maintaining locally managed information technology and training services in the long term.

Before setting up *acr.net*, the nearest Internet providers, or University services, were a two zone STD call away—costing about $21 per hour. Charles Sturt University provided us with free on-line time, but the STD calls had to be paid. So began a community-based drive to provide our own solutions.

The Australian capital region network

The telecottage secured funding from the Commonwealth's regional development program to build a regional Internet service, with training resources, and multimedia production facilities. Our Internet service is one element of a project that spans Internet access, content production, training, education, and regional development.

The network provides local call access across the three Shires currently being serviced by *acr.net*. Subscribers pay between $1.50 and $5.00 per hour to use the network, dialling at a local call to their nearest site.

The project is also about catalysing the community into making productive applications of the network, and developing a skills base that can respond to the new business and industry opportunities in computer-based communications, and new media. It is also very much about developing the skills of building and maintaining a locally managed Internet network. Wollongong University, Charles Sturt University, CSIRO, and the ACT PC users group have provided experience and expertise, and we have been greatly assisted by companies such as Dataplex, Sun, and Cisco.

We are delivering professionally managed, quality access services, and are expanding into new services such as Intranets, wide-area networks, and electronic commerce. Shire libraries throughout the region are being supplied with a PC, modem, and phone line, so they can offer library users with access to the network.

Involvement of the education sector

The education sector has been a major force behind the project, and in its growth. We are working with the University of Wollongong on a concept of building tertiary access centres, with broadband links to the University network. This project also involves, on the part of UOW, an audit of secondary, vocational, and tertiary offerings and requirements in the region, and the development of curricula so as to support the viability of existing regional industry and the development of new industries.

While the network was being built, twenty nine schools, and a number of businesses and individuals, participated in a (mostly smooth) test period during which they have had free access to the network. The objective was to involve to each school Principal, teacher-librarian and computer co-ordinator, on the basis that it was most

important for these people to develop their literacy in Internet applications, and also to develop their awareness of issues of management. The free access services have now ended and schools are accessing the network for $1.50 per hour.

acr.net at Eden Primary School

Colin Gould is teacher-librarian and computer coordinator at Eden Primary School.

Colin Gould.

T he establishment of the Australian capital region network has solved the very major problem facing country schools wishing to access the Internet—distance and STD costs! We were ready and waiting to go when *acr.net* began its trials early in 1996. The modem-dedicated line had been connected to the library (with an extension to a neighbouring room awaiting setting up as a computer lab).

acr.net in use at school

The Australian capital region homepage (**http://www.acr. net.au**) is the first access point for any user at our school and in many cases it provides the links required to carry out the search. The homepage features an array of links to many local and regional sites and links that are of particular interest at certain times. For example, during the Olympic Games, the first link on the page was **The Atlanta Olympic Games**. The link provided at *acr.net* took searchers straight to a choice of web pages, broken into two groups, **Australian** and **Overseas**. The **Overseas** links had the helpful note that several overseas pages contain a lot of graphics and are very popular, and so may be slow in downloading! The Olympic Games provided a great opportunity for many students and staff to have a taste of the Internet and almost all of the primary students spent some time *having a look*.

Other recent uses include: a student gathering information about Alzheimer's Disease for a public speaking contest she is entering; a teacher trawling the Net to gather data on child abuse and its effects on children's behaviour; and another student searching for (and finding) information on

Stonehenge. Access is provided at present to any child or staff member who has an educational need. Generally I log on, as the passwords are known by staff only, provide any help required and allow the students freedom to explore, whilst remaining nearby to assist if needed.

Email

Email as a means of communication is slowly being accepted by staff. Generally, most feel more comfortable either using the telephone or fax machine which generally lets you know that the message has gone through. Until all schools and groups check their email on a daily basis, this will remain the case. I tend to use email with those I know who do check theirs regularly and find it an excellent method of sending large amounts of text etc. Students have a separate address for their email, mainly to ensure that any sensitive or personal staff mail is secure.

The future: a school and library homepage

One of the stated aims of *acr.net* is to have the subscribers in our area acting as providers of information, not just gatherers. With this in mind most schools are planning homepages which will provide information about their school, town and area. Obviously, keeping these interesting and informative will require quite a lot of work and dedication but the rewards could be enormous, especially for isolated school such as ours. The thought of sharing information with schools around Australia and the world is exciting and certainly not an opportunity to be missed.

acr.net at Narooma High School

Christa Mood is teacher-librarian at Narooma High School. Here she discusses the implications for the school and the library of Internet access and membership of acr.net.

There are great benefits from having a service provider that is regionally based. These include:

- **Homepage**

    The homepage or Web site (**http://www.acr.net.au**) has great links that are all clearly laid out, with an easy to use interface. The time consuming job of continually updating links is there, done for me.

    Some *acr.net* topic links include **tourism, primary industry, environment, government services** and

education. Also included are links to **newspapers and magazines, legal** and **health resources**. You can also find web search engines like *AltaVista* under **explore the internet**. Together with the bookmark facility on *Netscape*, the ominous task of searching the Internet is made a lot easier and enjoyable.

Christa Mood.

- **Local links**

    All schools will eventually have a home page with information about the school and its activities available for other educational institutions and the general community. Because *acr.net* is not just school based, there are links to local organisations, services and industry all with an international perspective.

- **Email**

    Email is great on both a local level with communication between schools or community groups and on a national and international level. I find email is useful professionally, with OZTL_NET, offering a great forum for teacher-librarians to discuss issues on a national level.

    On a regional level, our teacher-librarian group has benefited from *acr.net*. Distance between schools means we only meet twice a year, but, with this technology, we can continue and extend our network with e-mail. At our last meeting we thought of some of the things the Internet could help us with as a network group. These included:

    - sharing resources between schools in the region
    - co-ordinating magazine subscriptions
    - following up missed TV programs
    - supporting each other professionally
    - lobbying and acting as a brains trust to help solve problems and answer questions. This already happens with phone and fax, but it can be consolidated and made more efficient with a network such as *acr.net*.

A local listserv, newsgroup, or home page

One of the options we looked at was setting up a mini listserv using Eudora, which enables us to create a mailing list and send one message to the whole group. This is useful for find out if resources are in the region and asking questions when you aren't sure who has the answer. Another option was to set up a newsgroup for teacher-librarians. At the moment we are trialling this idea by following the schools newsgroup set up by *acr.net* to see how much it will be used. The last option we discussed was to put up our own homepage on the web. The regional school counsellors have already done this at **http://www.acr.net.au/counsellors/** and we are considering producing one as a project for 1997.

Many teacher-librarians, especially in smaller schools, have little experience or access to Internet technology. As a group, we have organised some training in using email,

but more training needs to be done before the most is made of the Internet.

Issues to consider

- **Password**

    Access to the *acr.net* account = money, so password security is important. At our local network meeting, there was much discussion about how to deal with this issue, for instance, by having departments responsible for their own passwords and accounts, and creating policies and procedures to stop problems from occurring in the first place. At Narooma High, we decided to have two accounts, each with its own password. One operates from the computer room and is supervised by the computer coordinator, the other is in the library and supervised by the teacher-librarian.

    In the library, users ask library staff to use the one Internet computer we have (we are not networked yet). Staff enter the password and users fill in the Internet log sheet. If they are using the net for study, there is no charge. If they want to surf for fun, at recess or lunch, it costs 50c for half an hour (*acr.net* charge $1.50 an hour). This is quite time consuming, but secure.

- **Censorship**

    At the moment, we don't have a program like *Surf watch* or *Net nanny* to censor the students' use of the net, and there has been no discussion of purchasing anything in the near future. We have guidelines for use and access is denied if students abuse these. Another idea is to have a release form signed by the parents and students before the students use the net. My experience with a particular group of Year 10 boys and pornography has shown that it was very obvious when they were doing the wrong thing and, fortunately, our system is quite slow, so I was there before anything interesting came down, much to their dismay!

> *The objective (of the trial Internet access provided to 29 schools) was to involve to each school Principal, teacher-librarian and computer co-ordinator, on the basis that it was most important for these people to develop their literacy in Internet applications, and also to develop their awareness of issues of management.*

- **Training**

    At the moment, no one at school has much experience of the net and a lot of time is spent showing new users how to use it. I agree with Marion Hamlyn's observation in her article "Internet at Wollongong High School" in *Scan* vol. 15, No 2, May 1996: '*Most teachers are daunted, don't have time and haven't yet made it a priority.*'

    In our library, we have been running a series of Internet cafes. Each faculty is invited to the library during faculty meeting time and introduced to the Internet. For most staff, this is the first time they have used the Internet and most are impressed. Some have even come back for more.

    Students are very keen and those few with experience tend to dominate use. But for students to really benefit from using the net for research, time will have to be spent on teaching them the skills to use this technology.

- **Access**

    We are just beginning to think about getting equal access to the Internet for all the school community. At the moment, it is a scarce resource not really available for whole class use, but the potential is enormous. I mainly target small groups within a class who cannot find what they need in the print resources we have in the library, and seniors who greatly benefit from the net as an information resource in a small rural community with few other sources that are available in bigger centres.

Summing up

This is an exciting time for school libraries and, at Narooma High, we are glad that we have started out on this new path with a partner who offers a quality service and support. *Acr.net* is not just a regular commercial service provider after a fast buck but an organisation committed to the local area. ∎

Internet support

*The 1997 **Scan** will see a larger section of articles aimed at supporting teacher-librarians in implementing the Internet. The first in this series contains two articles looking at training teachers and students in Internet use and integration into teaching and learning; and one article on searching techniques.*

Internet and curriculum:

An integrated training and development programme for secondary teachers

Lorraine Bruce.

Lorraine Bruce is currently a teacher librarian at Pennant Hills and Cherrybrook Technology High Schools. She developed the program described in this article when she was employed to train teachers at Oakhill College in the use of Internet in the curriculum.

eachers need the time and opportunity to explore the Internet. It is crucial that the implementation of a training program is well planned and supported by current research in education and information science. The dominant paradigm in the discipline of information science at the present time is the *user perspective* (Dervin and Nilan, 1986). The key assumption of this paradigm is that information means different things to different people depending on their background and prior knowledge. A similar assumption underpins *student-centred learning* which acknowledges that individuals will have a preference for different learning styles based on their unique social, cultural and intellectual background.

Individual training: the most effective method

The user-oriented paradigm stresses information utilisation. Information is defined in terms of individual inter-

pretation and sensemaking. Research on how academics and other user groups internalise information in this way supports the view that new information is not a standard package (Kuhlthau, 1993; Neill, 1987). We can not therefore assume that the Internet is a standard package to all users. Users come from different backgrounds, have different information needs and make sense of information in their own way. When instructing teachers in the use of the Internet, it is unrealistic to expect all teachers to have the same information need and readiness to utilise the new technologies. We would not expect this of our students and we can not assume it of our teachers. I therefore have concentrated on training individuals rather than whole groups. Group sessions and demonstrations were given as an introduction to the whole concept, but these were awareness sessions rather than training. Individual training sessions allow the teacher and the teacher-librarian to use Internet information resources to reach particular curriculum objectives. The curriculum context given to

Internet instruction means that teachers become more receptive to the potential of the Internet.

The program

The program consists of three sessions:

- The teacher books an **initial training session** for a 45 minute period with the teacher-librarian. During this time, the teacher-librarian can teach the skills needed to connect to the Internet. A basic explanation of the Internet and common terminology is provided. In training sessions, I have come across teachers who can not use a mouse or navigate windows. Others have Internet at home and want to learn more about advanced search techniques. Clearly, no two teachers are at the same stage of learning. **The initial training session aims to assist teachers to understand how the Internet works and how to navigate sites, bookmark, and save to disk**. This provides a framework for teachers to begin considering how the Internet might be used to support their teaching. Teachers are then given a one page outline describing the initial session. A record of this session is kept to meet the Department of School Education's requirement for professional development and training.

- During the second stage of the training program, teachers are encouraged to **practise and consolidate** their newly acquired skills. This is a time for self directed exploration and an opportunity to pursue their own interests.

- The third session involves **cooperative planning**. The teacher-librarian acknowledges the teacher as the expert in his/her field and suggests strategies for integrating information skills, technology and the Internet. This often results in an ongoing collaboration between the teacher and the teacher-librarian. This collaboration sets the agenda for further Internet instruction based on the individual needs of the teacher. The teacher and the teacher-librarian become partners in the process of implementing Internet and the curriculum.

Outcomes:

1. Teachers will be competent users of the Internet.
2. Teachers will be able to choose the most effective web search program for their needs.
3. Teachers will be able to locate and select relevant sites for their subject area.
4. Teachers will become more discriminating in their selection of information.
5. Teachers will be encouraged to work with the teacher-librarian to support their curriculum areas.

Conclusion

The are many advantages to this form of training but by far the most important is the involvement the teacher-librarian can have in the learning process. It appears time consuming to teach one teacher at a time, but what you are really doing is cooperatively planning with the teacher to incorporate technology into curriculum. Internet instruction needs to be individualised because different users come from different backgrounds with different information needs and learning styles.

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When instructing teachers in the use of the Internet, it is unrealistic to expect all teachers to have the same information need and readiness to utilise the new technologies. We would not expect this of our students and we can not assume it of our teachers. I therefore have concentrated on training individuals rather than whole groups.

Introducing the Internet to primary teachers and students:

Providing wax for surfboards

Maggie Roche is teacher-librarian at Burwood Primary School. Here she outlines some techniques for introducing the Internet to teachers and students.

Maggie Roche.

Ongoing, informal means of raising awareness of the Internet for teachers

Teachers always accompany their classes to the library, since the teacher-librarian doesn't provide release from face to face teaching at Burwood. So, it's very easy to lead them over to the Internet terminal for a look-see. I bookmark lots of sites related to core units, then WAIT. When a class uses the library for that unit, I direct them to those sites.

Making the Internet meaningful to individual teachers often works. For example, I asked the hearing support teachers if they were interested in the international hearing awareness activities posted by Doug Piper, and one said she'd like us to subscribe to the SEN hearing listserv.

Although we encourage students to borrow any day they need to, rather than tie them to a weekly book exchange, some classes still enjoy a relaxed, weekly half hour to browse and borrow, and we are lucky that we have the space for this as well as integrated activities. So, for teachers of classes who haven't had a need to use the Internet yet, such as Kindergarten, this time is great for them to be shown how to log on and search. Some of them really enjoy it, and one or two come back in their RFF time to keep going.

I watch email discussion groups for requests that relate to current classroom units. I simply print the email and forward to teachers. They often follow it up. For example, while a Year 3 class was developing a database of Australian fauna, an email request came from a Native American school in New York state for information about Australian animals. One teacher picked it up immediately and the children were incredibly excited to actually send their research findings to people who wanted the information.

Raising student awareness and judgement of the Internet

When students are at the **locating** stage of the research process, I always prompt them, in their brainstorming of possible sources, to include the Internet. This awareness stage is over really—students are always asking if they can use it now. The second stage is not so exciting, that is, thinking about evaluating the usefulness of the Internet as a source for each enquiry.

Children often want to do their own searching. Despite the fact that they don't have enough time to carry it right through, and there are plenty of bookmarks, I say yes. It's all too easy to underestimate them, and they enjoy the taste of plugging into the world of information. I had to quickly revise the first draft use policy I threw together, as some Year 2 students are as enthusiastic about conducting their own searches as Year 6.

Time management

- **Teachers and students**
  I've printed off blank weekly booking schedules, the same as for integrated library use. Teachers and students can book times. They (or I) also jot their names down (and topic) if it's for spontaneous use. The booking schedules will be handy to have for a number of reasons, such as monitoring usage, tracking down problems and ensuring equity etc. Of course, planned integrated use takes precedence.
- **Mine**
  Originally, I suggested an 'Internet Cafe' one afternoon a week or fortnight for teachers with wine and cheese, or coffee and cake, for a sociable surf. The Principal liked this idea very much. However, I decided against it, because a high teaching load fitted into a part-time allocation leaves an enormous amount of library management and provision of services to be done out of school hours. Add to that use of the Internet for familiarisation (my own, and teachers' and students') and finding suitable sites to support the curriculum—and there is midnight oil burning already! These early days are important for refining the concept held of our role. So, when teachers request training, I offer it in school time first. *(Time spent in searching for suitable sites will be considerably reduced by using Scan internet site reviews—ed.)*
- **Adressing equity**
  We always ask who has and hasn't had a 'turn', and who has access at home, and then choose students, sometimes mixing experienced with inexperienced for peer tutoring. Up until now, there has been a happy mix of girls and boys displaying interest. In

first term, I will compile a copy of all class lists, and highlight each child who has Internet access at home, and indicate those who have done some exploring. Then, after those students who have displayed interest have satisfied their curiosity, we will work through the lists and make sure everyone without home access uses it for at least one integrated information task during the year.

Some strategies

- File bookmarks under core unit 'subject headings'.
- Create a folder for each teacher, and each class, in *Netscape*, and in *Eudora* email (to encourage ownership). (*Eudora Lite* was provided free on a CD-ROM in the November issue of *Australian PC user*.)
- Create email folders for listservs such as *Oz-teachers*, *Special Ed*, etc, so that teachers have some email to read.
- Have a floppy disk for every class, to save files for use in the computer lab or classrooms.
- Have a simple, fun site for introduction to K/1 as part of their communication studies, for example, *Welcome to Seussville*.
  (URL: **http://www.randomhouse.com/seussville/**)
- Create photocopied printouts for a whole class, to work though some of the basics, for example, how to interpret, and select from, a search result.
- Use a photocopied piece of text from the Internet for a guided notetaking exercise prior to commencement of an investigating task and add these copied Internet pages to the file of sample texts for use in English programs, so that teachers and students see the Internet as an additional source. Sometimes

choice of texts is offered to students for guided practice using the *Goldilocks* principle, that is *easy*, *just right*, and *hard*. The *hard* text is from the Internet, accustoming students to the notion of choosing to deal with text beyond their current reading levels.

- Have lists of recommended sites ready to give students who request guidance for home use.
- Write up and display for teachers and students procedures for logging on and off, and opening *Netscape* and *Eudora* email.
- Have a folder sitting next to the terminal with some interesting references, for example, a summary of search engines and search techniques, or samples of recommended citation styles.
- find a 'sister' school that classes can use to send introductory practice email messages to, for example, when Year 1 are doing the communication unit, they could send a message to another Year 1, or Year 6 students could send the results of their communication research to another Year 6. When there are terminals elsewhere in the school, teachers can take over management of student email.

Reluctant surfers

A couple of teachers indicated in Term IV that they wanted me only to be involved with literature promotion (Year 6) and stories (K-3 hearing impaired). I complied, but added a twist. When a book rap started for '*Over sea under stone*', I read out the brief, and asked if any children would like to participate. Two were interested, so they read the book and sent a response. I compiled a selection of the responses and discussion, and photocopied them for the class. The result: An instant traditional lesson with a nineties flavour! Similarly with the young ones—I led them to to the Dr Seuss
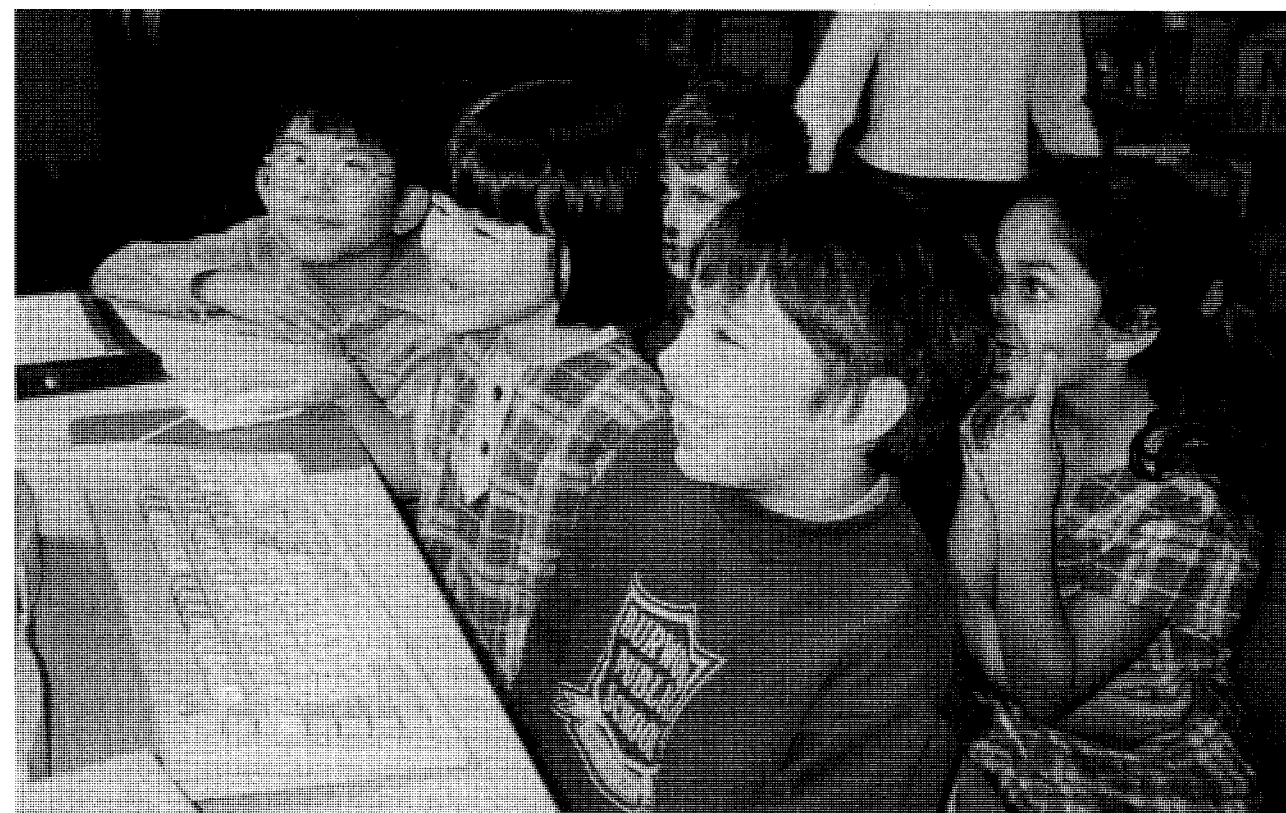
Year two students enjoy the Internet at Burwood Primary.

books, had a good read, then led them to the trusty backup site for promotion—*Welcome to Seussville*. Instant success—the teacher became involved, and we fulfilled the original aim. The next week we took the Internet printout of book covers to OASIS enquiry and did a search (and a skills lesson). The point being: **Whatever is happening, the Internet can often have a place.**

Making the most of search engines on the Internet

*Georgia Phillips is an Internet Project Officer for the TILT Program at the Department of School Education; editor of **Teacher and Librarian**, the newsletter of ASLA(NSW); and formerly teacher-librarian at Smiths Hill High School. What follows is a comprehensive guide to searching techniques and search engines.*

Search engines and subject directories

One way to locate information on the Internet is through the use of **Search engines**. Users enter keywords that are matched against a database. Usually these databases are created daily or weekly, by automated software programs called "spiders" or "robots". Based on a combination of criteria, the search engine compiles a list of World Wide Web documents that contain a match to the keywords entered by the searcher.

While all search engines are intended to perform the same task, each goes about this task in a different way, which leads to sometimes amazingly different results. Factors that influence results include the size of the database, the frequency of updating, and the search parameters.

Examples of search engines include:

AltaVista (http://www.altavista.digital.com/)

HotBot (http://www.hotbot.com/index.html)

Excite home (http://www.excite.com/)

Infoseek (http://guide.infoseek.com/)

Welcome to Lycos (http://www.lycos.com/)

Besides search engines, it is possible to use **Subject trees**, or **directories**, which are hierarchically organised from general to specific. These allow the searcher to browse through lists of sites by subect categories and subcategories. Many include a search engine for searching their own database.

Subject directories tend to have databases which are smaller than those of search engines, which means that result, or "hit" lists tend to be smaller with more relevant hits. While a search engine usually indexes every page of a Web site, a subject directory is more likely to provide a link only to the site's home page. Furthermore, because they are maintained by humans, not "robots", subject directories greatly reduce the probability of retrieving results out of context.

Examples of subject directories include:

Internet public library ready reference collection (http://ipl.sils.umich.edu:80/ref/RR/)

Welcome to Magellan (http://www.mckinley.com/)

The internet services list (http://www.spectracom.com/islist/)

Yahoo! (http://www.yahoo.com/)

So, how do you decide which to use?

- If you have a specific topic you wish to find information on, use a robot-driven search engine such as *AltaVista, Excite, Infoseek* or *HotBot*. *Excite* gives summaries with its hits which include important sentences in the document. It also indexes only important words on a page, not every one. Use for a small number of relevant hits.
- If you have a reasonably simple topic and you wish to get a quick result result from many robot-driven search engines sumultaneously, use a **meta-index**. This gives a quick overview of what's available. Meta-indexes include:
  Metacrawler searching (http://metacrawler.cs.washington.edu:8080/) (This can be searched by continent).
  SavvySearch (http://rampal.cs.colostate.edu:2000/)
  Meta-indexes do not handle complex searches well.
- If you have a broad idea for a topic and need to narrow it, use a subject directory like *Yahoo!* Use subject directories for an overview of a topic, too.
- If you have commonly used keywords that probably appear in many documents and you need to make your search as specific as possible, do an "Expert" search in an engine like *HotBot*.
- If you have limited time, use smaller databases containing descriptive and evaluated reviews of sites such as *Magellan, PointReview: the written word on web culture* (http://point.lycos.com), and *WebCrawler searching* (http://webcrawler.com). *HotBot* can limit by date or by programming language (e.g. Javascript).
- If you need to find a person on the Internet you can use a robot-driven search engine—the person may have a Web page or may be quoted by others within their Web documents, or you may use **People finding** tools to locate an email address or phone number. Examples of these are at:

Four11 corporation (http://www.four11.com/)

WHITEPAGES(tm) welcome (http://www.whitepages.com.au/)

WhoWhere? E-mail addresses (http://www.whowhere.com/)

Yahoo! people search (http://www.yahoo.com/search/people)

- If you need to find a quotation and the author try:
  Welcome to Open text corporation (http://www.opentext.com/).
  It searches phrases of any length.

- If you want to see sites just for kids try:
  Yahooligans! (http://www.yahooligans.com/), or
  A2Z just for kids (http://a2z.lycos.com/Just_For_Kids/).

- If you need Australian information use *AusIndex-new*, an index of Australian search tools, at http://www.moreinfo.com.au/ausindex, or Australian search engines such as:
  Web wombat Australian search engine (http://www.webwombat.com.au/wombat/)
  aussie.com.au– (http://www.aussie.com.au/index/ai.htm)
  AussieSearch (http://www.aaa.com.au/)
  WebSource (Web sites classified by hierarchical index. The Australian *Yahoo!*) (http://www.websource.com.au)

A few tips

- *AltaVista* and *Infoseek* index every word on the web page. This can produce a LOT of hits. Searching a home page title only is one way to get only the most relevant results, e.g. title: "School Library" if you only want the home pages of school libraries.
- Consider synonyms. Spend some time working out a search strategy for your topic. *Excite* has its own built-in thesaurus to provide synonyms. Use the concept search option.
- Several spellings of words should be entered where there is likely to be variation. Searches give extra weight to search words which are repeated.
- Remember that you can exclude certain terms from your search depending on which search engine you are using (e.g. "gates" NOT "Gates ").
- If you are viewing a long document in your results, remember your browser generally will have a "Find" option so you can search for your keyword in the result quickly and easily.
- ALWAYS use more than one search engine. No one search engine covers the whole of the World Wide Web.

- *Usenet frequently asked questions,* (http://www.efs.mq.edu.au/unix_admin/faq/index.html) are compiled by the experts who support specific newsgroups. Since the same questions occur again and again as new people start reading newsgroups, these FAQ files are developed to provide a ready source of answers. They are generally authoritative, subjected to the review of many participants in a subject field, and frequently updated. Try searching *Infoseek* Usenet FAQs as an excellent source of its own. Usenet is especially strong in computers, the Internet, science, recreational activities, sociology, psychology, k–12 education.

A few tools

- Use Boolean operators to include or exclude. (For a good explanation of Boolean operators, go to *Sink or swim: Internet search tools & techniques* at http://oksw01.okanagan.bc.ca/libr/connect96/search.htm.)
- There is one big reason results are so different in different search engines, and that is the **default operators** used. For example, as a default, terms are searched in *Excite* using both AND or OR; e.g. dog grooming is searched as "dog" AND/OR "grooming" with a higher weight being given to results with both terms. In *Yahoo!*, the default is AND; in *Lycos* and *Magellan*, the search system defaults to OR if you don't specify otherwise.
  e.g.: "wooden boat" finds records that contain either "wooden" or "boat" or both.
  e.g.: "wooden and boat" only finds records that contain both "wooden" and "boat".
  e.g. "wooden NOT boat" finds records that contain "wooden" but do not contain "boat".
- With most search engines you can use this shorthand to the above: Use a plus sign (+) to specify that ALL documents have that word, or use a minus sign (-) to specify that NONE of the documents have that word, e.g.: "gun" + "control": the word "control" must be in any document found by the search; "python"-"Monty": the word "Monty" must not be in any document found by the search.
- **Truncation:** If you want variations of a word, for example, "sing", "singer", "singing", "single", you truncate the common beginning, or substring, using an **asterisk** or a + at the end of the substring (an S in Lycos.) In *Magellan*, for example, "run+" finds "run", "runs" or "running". You can also use the wildcard asterisk within a word in *AltaVista*, e.g. "wom*n" for "woman" and "women". But *Infoseek* and *Excite* don't use wildcards such as asterisks (*), while *Lycos* automatically searches word stems! (No wonder there can be so many irrelevant hits!)
- **Phrase:** Enclose phrases in double quotes (") in *AltaVista, Infoseek, Excite*, and *HotBot*, e.g. "Prime Minister of Australia"; in *Magellan*, you must specify the **adjacency** search option to find records in which one word appears immediately after another word, e.g. "wooden ADJ boat" only finds sites that contain the phrase "wooden boat". In *Yahoo!*, no phrasing is available.

- **Capitalisation:** In most search engines, if you enter terms all in lower case you will usually get lower and upper case hits. Using any capital letters forces an exact case match on the entire word. For example, "turkey" will match any of: turkey, Turkey, TURKEY but "Turkey" will only match: Turkey.

Sources for this article which will offer further help are:

Scott Nicolson's WWW search engine selection tool (SCOTT)
(http://users.why.net/redbear/scott/)

Choose the best search engine for your information needs by Debbie Abilock at Nueva School Library, California
(http://www.nueva.pvt.k12caus/~debbie/library/research /adviceengine.html)

Walt Howe's Internet learning centre
(http://world.std.com/~walthowe/index.html)

Which search Tool is best for your research?
(http://www.curtin.edu.au/curtin/library/staffpages/gwp ersonal/senginestudy/zrecomm.htm)

How I found out even more!

I started this article by searching on *DejaNews–The source for Internet newsgroups* (http://www.dejanews.com/) for Newsgroup articles

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using the following search terms: "Internet", "search engine" and "tutorial".

DejaNews searches past and present newsgroup articles. These articles themselves include information and point to many resources that might not be found through web searches. It is one of the bewt ways to find a brand new web site that other engines have not yet indexed.

So If You are REALLY interested in search engines, or want to have a page with tips on it to help users, try some of these:

- **Business information sources on the Internet. Reviews of search engines.** (http://www.dis.strath.ac.uk/business/search.html) This site contains reviews of search engines with business orientation, but has a lengthy bibliography to articles on the Internet comparing engines.
- **The search is over** (http://www.zdnet.com/pecomp/features/feal096/ sub2.html)
- **Reviews–Where to find anything on the net** (http://www.cnet.com/Content/Reviews/Compare/ Search)
- **Understanding WWW search tools** (http://www.indiana.edu/~liarcsd./sssearch/)
- **Web search cheat sheet** (http://www.colosys.net/search/)

And, lastly, from Debbie Abilock:

- **If you need balanced information from verified sources** for a school research project to take home (And it has resources collected for the school's curriculum): **Try the school library catalogue!** ■

Subscribing to *Scan* in 1997

The 1997 rates for subscribing to **Scan** are as follows:

NSW government schools:	**$50.00**	(plus $4.00 postage and handling charge)
Non NSW government schools, NSW non government schools and private subscribers:	**$55.00**	(plus $4.00 postage and handling charge)
Overseas subscribers:	**$60.00**	(plus $8.00 postage and handling charge)

The discount of $5.00 for NSW government schools is a recognition of the curriculum support provided to these schools by Curriculum Directorate, NSW Department of School Education.

Thank you for your support of Scan!

Subscription enquries to:
The Subscriptions Clerk
Fax: (02) 9886 7413

OASIS Library Support

A technology update will be a regular part of Scan in 1997, prepared by School Technology Support Unit staff, will be a regular part of Scan in 1997.

ISSUES:

• OASIS support

People who have telephoned OASIS support on 132348 have indicated their satisfaction with the service. However, some are initially puzzled when the support operator asks questions like "Are you using the Admin or library system?", "What module are you working in?", and "What error messages appeared?"

Answering these questions only takes a few moments but it enables the support operator to access and maintain a complete log of each school's problems and questions. The hardware configuration of the school and previous problems and solutions are readily available to the operator. Over a period of time, this information is very useful to both the school and the School Technology Support staff. It can help diagnose problems as they develop with systems and enable speedier resolution. It can also help determine where enhancements are required to the software, and where training resources should be allocated. It also results in determining how best to deal with problems and changes to software as they occur. Schools are familiar with the results of this through the support sheets and updates that were received in 1996.

Analysis of support calls logged from school libraries will also determine what issues are addressed that are relevant to most schools.

So*when you ring the 132348 number, be prepared to answer a few simple questions before details are taken of your call. This helps School Technology Support help you.

• Rebuilding OASIS Library

OASIS Library systems are data intensive by nature. The data base in school libraries continues to grow every time a new resource is added to the collection. To keep the data in good order, it is necessary to run a **B4 N1** rebuild regularly. This will ensure that index files are in good order and that any possibility of data corruption is kept to a minimum. A **B4 N1** rebuild should always be run prior to doing a <N>ow **K1** data backup. A **K1** data backup that is <L>ater (or a timed backup) includes a rebuild of the library data automatically.

• Circulation

Many of the small schools who began to use OASIS Library early in 1995 have made remarkable progress in automating their library collections. Some are now implementing the Circulation Module. It is important to remember to run **Weekly Housekeeping (B4 N4)** regularly. This will ensure

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that data relating to loans and circulation statistics is kept in good order.

• SCISLINK

Schools who need assistance or advice in installing SCIS-LINK software are referred to the documentation titled *Installing SCISLINK in NSW Government Schools*. Contact School Technology Support on 132348 if further explanation is necessary. If there is a difficulty with the configuration or getting a connection with your SCIS password, contact the Curriculum Corporation directly on 1800337405 (free call).

NEWS:

• ISBN updates for Rapid Retrospective

ISBN updates for 1997 are provided directly from SCIS. The cost is $25 per disk or $100 for the full year. For subscription details, contact the Curriculum Corporation directly on 1800 337405 (free call).

• Future developments

In 1997, Technology Directorate will be reviewing and assessing products developed by Softlink Australia that can be used in conjunction with OASIS. These products are *Alice for Windows*, *Guidelines* and *Book wizard*.

HINTS:

• Sample reports

Some schools have reported difficulties running Sample Reports or trying to use the Restrict option in **B2 A1 Borrower Details**. In each of these cases, there is a simple procedure to rectify the problem. In **F1 Design Reports** from the main menu, run the **H5** rebuild option. This will rebuilt the index files for the Report Generator and allow normal production of Sample Reports.

• SCIS subject headings disk

It is a school based management decision as to how often the utility should be run. A good guide is to keep track of the subjects that have been added to the system. A report can be run on this from **B4 F3**. Another option is to use the reports produced from SCIS downloads. The most important factor in deciding when to run the utility is the impact it has on the **Enquiry** function. The more frequently the utility is run, the better access students and staff will have to the library collection via the updated subject reference structure. ■

The school and library management plan

> *Your library management plan gives purpose to your contribution and involvement in the school. It involves the staff in the library. It emphasises the importance of the role you fulfil.*

Joy Pogson is teacher-librarian at Beresford Road Primary School. In 1997 she will be Assistant Principal as well.

Management plans: Managing to do what?

Schools have their own systems of devising a management plan. Its importance is reflected in the way it is devised. Our school believes the whole school is responsible for the fulfilment of the plan: therefore, the whole school has to be involved in its making. In this scenario, the teacher-librarian has a leading part.

The process of devising the school management plan at Beresford Road

The management plan begins in Term 4 with teachers' suggestions being written on the staffroom notice board. Members of staff are free to comment on whatever areas they have interests or concerns in. Of course, at this stage, I am also free to raise issues and am often in a position to hear informal discussions on these points. This can help with working out the areas where the library can support staff issues and where I can develop support for 'library' issues. The school's strategic plan is also consulted and points for the year are listed for review.

We also raise awareness of the management plan with parents, the school council and P&C meetings, and ask them to contribute any ideas for school development

This list of suggestions is reviewed by the staff. Like issues are grouped and inappropriate areas are deleted, but not forgotten. There are many issues at this stage of the year that concern staff and these need to be addressed but the management plan needs to select issues that the staff can develop over the whole year. The other issues may be noted for specific groups in the school to resolve or for staff meetings. At this stage, the DSE agenda is consulted for guidelines of priority areas which need to be included in school plans.

At the management plan evening to which parents are invited, members of staff are asked to outline each of the many issues. A discussion follows each idea. Staff and parents can examine what the plan involves and how they see it benefiting the school. We then vote for the most important issues. **Only four or five issues are selected**. This is a feasible number of concerns to successfully address in one year. We then divide into groups for everyone to brainstorm ideas on each of the issues selected. We now have all staff sharing ideas and fully exploring how these ideas are to be developed next year. Because I already have an awareness of these issues, and have been thinking about how the library can be involved, I am able to make a strong contribution. I make sure that these ideas are recorded on the 'brainstorming' sheets in my group.

During the following weeks, people volunteer to transform these issues and ideas onto a management plan format, which is common to all schools. The staff then checks these plans. When the whole staff have agreed to the plan, it is published. In the following year, committees will form to take responsibility for each area on the plan.

What exactly is the role of the teacher-librarian in this process?

As teacher-librarian, you need to be an active contributing member of staff and to be seen to be supportive of other staff's issues as well as library issues.

Since the management plan is the guideline for the school budget, the teacher-librarian has to be an active contributor. Consider the implications to the library as these plans are devised, make sure the financial allocation is realistic for the needs outlined. You are one of the few people who realise the cost of resources. (You also know what already exists!)

Use the school management plan as a basis for the library management plan

When the school management plan is completed, you then have a basis for your planning, too. Your management plan should reflect the school's management plan. There may be a specific program you have lobbied for and have had accepted. There will be other areas that you need to examine to plan the library component. Not many ideas can be achieved without resources, so your library plan should be easy to develop.

Your library management plan gives purpose to your contribution and involvement in the school. It involves the staff in the library. It emphasises the importance of the role you fulfil.

Review your contribution to the school. Is the staff aware of the contribution you have made? Has the library been a key part in the school's development? You may answer that the staff is aware of how hard you work or how helpful you are in locating resources or giving assistance. What may be missing is a record of the valued contribution you make to the school's development. Being an active member of the staff is more than being the 'go fetch' person,

your involvement in the management plan and the development of your library management plan acknowledge your professional expertise and the library's key role in all areas of the school. It is also more fulfilling for you to accomplish recognised goals and to be seen as part of the school team.

What to do if the school management plan has already been devised without your contribution

If your school's management plan does not follow the above style, there are still avenues for you to explore. Most schools will have their management plan set for this year by now. So you could concentrate on devising the library plan first. Examine the school's plan and think of the library's contribution.

Then negotiate with the leaders of each of the areas and show them how the library is an integral part of the success of their plan. I am sure you know your school and can think of many way you can be involved.

Take the time to go through this process. It is of great benefit to your school. It is vital for you too! ∎

Citizenship education in NSW schools

The Board of Studies is currently reviewing citizenship education in NSW curricula. Mandy Newman is an Education Officer (Publications) at the Anti-Discrimination Board of NSW. In this article, she describes the experience and services provided by the Anti-Discrimination Board.

This review is welcomed by the Anti-Discrimination Board of NSW.

Our experience at the Anti-Discrimination Board has shown us that:

- some people have a sense of how they should be treated by others and have no problem defending those rights.
- others do not have any sense that they may have human rights under the law.
- many people know that they are being treated unfairly and that may be unlawful, but they do not want to do anything about it for a variety of reasons that may include:
  - lack of knowledge about discrimination and processes of redress
  - fear of rejection/adverse repercussions such as losing a job, being isolated or
  - fear of conflict.

The Anti-Discrimination Board has looked at the following questions:

- What are human rights?
- Does everyone in our society believe that they have rights? If they don't, why is this?
- Can we agree that every person in NSW should expect to be treated fairly and equally?
- Is every citizen treated fairly and equally? If they are not, why does unfair treatment happen? Does equality mean treating everyone the same? How do we make sure that everyone is treated fairly and equally?
- What happens when various human rights come into conflict, for example the right to religious freedom and the right to express your sexuality?
- What are our own particular prejudices? What do we have to let go if we are committed to treating everyone fairly and equally? How do we value difference in practice?
- What do we have to do to make people feel comfortable about exercising their rights? Do we have to

educate them about their legal rights—under state and federal anti-discrimination laws? What are the fears that people have about confronting discrimination? What kinds of skills must they acquire to exercise their rights?

What resources does the Anti-Discrimination Board have?

The Board has a number of resources available to teachers to facilitate discussion on these questions.

- **TAFE and school kits**

  The Board produces two sorts of publications. The first is a series of publications that are targetted at telling people about their rights— about how they should be treated in various aspects about their public life. The second is for employers and service providers about their legal obligations to create environments which are free from harassment and discrimination.

  We send out a combination of these materials to every school in NSW about the anti-discrimination law in the form of TAFE and school kits. They are updated annually or biannually. If you do not have one, please contct our publications section and we will send one out to you.

- **Home page on the World Wide Web**

  Our home page on the World Wide Web will be available at the end of February. In the future we would like to develop interactive educational games and projects on these issues that students could link into.

- **Resources for teachers**

  Unfortunately we do not have the resources to talk to individual students, but we are happy to train groups of staff on anti-discrimination law and rights.

General enquiries phone number—(02) 93185400 or free call 1800 670 812 ■

RESEARCH COLUMN

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

Welcome to 1997. As I complete this first Research column for 1997 on New Year's Day, the nostalgic me hopes that teacher-librarians will continue to learn from the research emerging in the field, and build on its findings and applications in order to become the force for excellence that is so within reach. The research featured in this Column in 1996 suggested that teacher-librarians can clearly make a difference through effective information literacy instruction integrated into the curriculum. The implementation and integration of electronic information services, both multimedia CD-ROM and the Internet, provide exciting opportunities for teacher-librarians to demonstrate their professional and educational expertise. Indeed, research presented in *Scan* during 1995 and 1996 suggest significant issues related to electronic information that mandate information literacy as the highest priority for teacher-librarians in 1997. This year can be a BIG year for teacher-librarians. If you have not already done so, the research featured in the Columns to date can provide a basis for productive discussion and negotiation with your Principal, and a basis for across-school strategic planning with your school staff.

A short time back I received a copy of the book *Sustaining the vision: a collection of articles and papers on research in school librarianship*, edited by Dr. Laurel Anne Clyde, for the International Association of School Librarianship. (Hi Willow Research and Publishing, Castle Rock, Colorado, 1996). The book is a compilation of selected research reports published in the last few years focusing on the whole field of school librarianship. The papers show a

rich variety of research, including such aspects as information literacy and information skills, curriculum development, school administration, children's literature, audiovisual media, children's reading, and information technology. In my view, this book is the strongest published affirmation yet of the vital and central role of teacher-librarians and information services in schools, and is essential professional reading for not only teacher-librarians, but also school Principals and classroom teachers. Readers of *Scan* will be familiar with the book's Editor, Anne Clyde, who has contributed many articles to *Scan* over the years. Anne is an Australian who is currently Associate Professor in the Faculty of Social Science at the University of Iceland in Reykjavik, where she teaches courses related to the Internet, online searching, library automation, and research in library and information science. The twenty-five papers presented in the book are from authors in ten different countries. Australian authors have contributed five of these papers, and this is significant achievement acknowledging the commitment of Australian educators and practitioners to continue to build a strong research foundation for teacher-librarianship. Underpinning the book is a challenge for all teacher-librarians for 1997, presented by Ken Haycock:

"If we accepted our own research and built on it, we would progress far beyond the generalisation of a single experience and the intuition alone of the Principal, teacher and teacher-librarian. Nothing is ever certain in a complex world but research which is reliable, valid and replicated has value and worth." (Page 13).

Following are descriptions of three of the research papers in *Sustaining the vision.*

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by Dr. Joy H. McGregor (Canada), p. 111-116.

Underpinning this paper are the assumptions that the basic thinking skills of tomorrow are higher-order reasoning skills of application, analysis, synthesis and evaluation, and these are the bases of effective decision making and problem solving. McGregor asks two critical questions:

- Do we as teacher-librarians really know about this process in the information use context? and
- How can we teach effective thinking when we lack empirical evidence of what happens during the process?

These two questions have shaped the purpose of her study, which is to describe and analyse the nature of higher order thinking carried out by students gathering and using information to write research assignments.

Methodology

Two grades of Year 11 students in Alberta, Canada, were involved in this study. Data were gathered through participant observation, interviews, thinking-aloud protocols, and the collection of documents. The researcher observed students in social studies and English classes over a period of three months, during which time students completed a research assignment in each subject. Interviews were conducted formally and informally throughout the time the classes spent in the school library. Students were trained to produce think-aloud protocols, which consisted of audio-recording their verbalised thoughts as they worked on the assignments at home. Students also kept thinking logs, and at the end of their assignments, presented final assignments as well as copies of notes and drafts. The data were coded using *Bloom's taxonomy of educational objectives* and the stages of Kuhlthau's *Information search process*.

Results

Using an inductive technique, the coded data and the analysis of the documents led to identifying five characteristics of thinking that surrounded the information problem. These five characteristics surround the problem in concentric rings, beginning with the outermost ring, as shown in the following model.
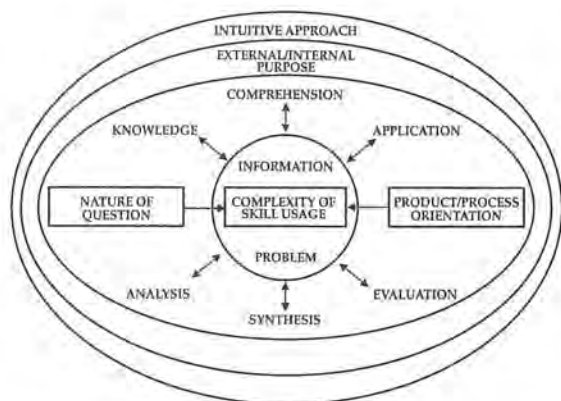
Five characteristics of thinking during information use

1. At the outset, thinking was found to be carried out at an **intuitive** level when dealing with an information problem. Students appeared to conduct their cognitive operations without awareness of an information search process. They were often not aware of the thinking they were doing, and were not conscious of the ways in which they could alter their thinking to be more productive. To them, the process of thinking was a mystical, unexplainable phenomenon. Both students and teachers expected thinking to occur without conscious effort or awareness of appropriate strategies.

2. Moving inward on the model, the next ring shows thinking being carried out for purposes both **external and internal** to the actual information contained in a source. External processes included analysing and evaluating a source of information for its usefulness, and evaluating language use to determine clarity. Students also conducted their thinking for internal

purposes, such as analysing facts, events or ideas to support a particular stance; or evaluating statements contained in the information for truthfulness. Thinking within a research process is difficult to do without information to think about. Conversely, the ability to competently employ a thoughtful research process for assessing and using information enhances thinking about that information.

3. Thinking was observed to progress naturally thorough the levels of thinking described in Bloom's taxonomy, involving **comprehension, application, analysis, synthesis and evaluation**. Students began dealing with the task and the information at a knowledge level. In the early stages of prefocus exploration, they determined the extent of their prior knowledge and developed further background knowledge to provide a foundation for further development of comprehension necessary to formulate a focus. However, awareness of a need for higher-order thinking was more evident during the writing phase than in the search phase. The process of using these thinking skills was iterative and non-linear, and use of one skill level did not automatically end where another began. For example, students could be evaluating one element, such as a source of information, while thinking at a comprehension level about the information contained in that source.

4. **The nature of the question** to be answered through use of information affected the level of thinking used. Assignments directed by an analytical question encouraged more use of higher-order thinking skills, and enabled students to demonstrate a wider range of skills at each level that did a factual question. An analytical or evaluative information problem seemed to promote more thoughtful consideration of the information located and a more focused approach to the topic. The need to do more than locate information, summarise it, categorise it, and sequence it resulted in greater use of skills such as comparing and contrasting, inferring, determining cause and effect, predicting, and making judgements.

5. Students were found to be **product-oriented** in their thinking. Although some attention was directed towards processes of various kinds, this was usually done with the ultimate goal of the assignment product in mind. Thinking was also often directed to doing what was necessary to make the product look good, including copying directly from the sources in many cases. Students who did not copy showed a greater degree of process orientation than did students who copied. A higher degree of process orientation tended to lead students to more complex use of thinking skills. These students showed a greater inclination to manipulate the information, to process it more deeply, and to internalise their topic.

Implications

McGregor acknowledges that this study was conducted with a small non-representative sample, and that the model generated may not be representative in solving all information problems. The findings, however, support the

claim that many teacher-librarians have made through their own observations that students do not instinctively operate metacognitively. A metacognitive environment in which thinking strategies are discussed, modelled, monitored, and evaluated in a supportive atmosphere could help students as they learn to think about using information more effectively. Indeed, this study supports the findings of Moore [Research column, *Scan* 15(1) 1996] and Jones [Research column, *Scan* 15(3) 1996]. Reflection on thinking can help students identify where their thinking can be improved and help them deal with the barriers to thinking that exist.

McGregor asserts that teacher-librarians can be key personnel in creating a school-wide metacognitive environment by promoting and implementing teaching and learning strategies that help students monitor their thinking within an information use context. An information skills curriculum is an appropriate context for teaching thinking skills. An integrated information skills program can be an effective vehicle for providing thinking practice, as it helps students to develop a range of thinking skills at each stage of the information process. Providing multiple opportunities for students to debrief and reflect on their learning experiences during the research process might initially seem like a time consuming activity, but the long-term gains are worth the initial time outlay. **The primary gain is students who are accustomed to valuing their own thinking and learning, and who take responsibility for monitoring their thinking and learning.**

> *A metacognitive environment in which thinking strategies are discussed, modelled, monitored, and evaluated in a supportive atmosphere could help students as they learn to think about using information more effectively.*

By Dr. Dianne Oberg (Canada) P. 221-230.

This study examines the meaning of the concept of "Principal support" from the point of view of seven

teacher-librarians in two Albert school districts. It also explores the different ways in which these teacher-librarians went about increasing Principal support for the school library program and for their role as teacher-librarians.

The importance of Principal support for the teacher-librarian

Over the past twenty-five years, there have been frequent references in the professional literature of school librarianship to the concept of Principal support but there are fewer references in the research literature. Some past research has shown that Principal attitude was positively correlated to active program implementation; and that Principal support for the library involves such things as encouraging its use by teachers and students, integrating the program into the curricular work of the school, and providing flexible scheduling. Other research has found that many Principals are hampered in their support for school libraries by their lack of knowledge about the management and function of school libraries. Teacher-librarians generally view Principal support as critical to the success of school library program, but often have low expectations of Principal support, and sometimes do not engage in the kinds of activities that would increase their Principals' understanding and support.

Methodology

This study was carried out by "re-searching" the data collected from two earlier studies, undertaken by LaRocque and Oberg in 1990, and by Oberg in 1992. The first study examined the role of the Principal as one element of school culture that facilitated the successful establishment of school library programs, and involved extensive interviews of teacher-librarians, Principals and vice-Principals. The second study was an in-depth study of the experiences of two teacher-librarians as they struggled to establish a library program in schools where the program was new to them as well as to the teachers and Principals. Data were collected through seven interviews over a three year period, with each interview varying in length from under an hour to over two hours. In total, almost 500 pages of interview transcript were collected. In both studies, the notion of "Principal support" emerged as an important theme. For the present study, the original transcripts of the interview with all teacher-librarians were reviewed to explore the theme of "Principal support".

Findings

Findings from the data show that Principal support was understood by both novice and experienced teacher-librarians in terms of their support for the school library program, and their support for the teacher-librarian.

- **Support for the school library program.**

  Teacher-librarians indicated that the Principal shows support for the school library activities in three ways:

  (a) by working directly and in a very visible way with teachers to develop their understanding of the role of the library. This was through providing staff inservice; by featuring library activities in staff meetings;

stating expectations of teachers in relation to the library, both during the hiring process and on an ongoing basis.

(b) clearly demonstrating personal commitment to the role of the library. This was by making explicit statements about the value of the school library; by being visible in the library; by being a model for teachers by effectively using the library and its information literacy program in his or her teachings; by promoting the role of the school library to students, parents and educational system personnel and other Principals; and

(c) by using the management role of the school Principal to enable the program. This is shown in ensuring the provision of adequate budgeting for library administrative assistance and by arranging for flexible scheduling that allows cooperative planning time.

- **Support for the teacher-librarian**

The study showed that support for the teacher-librarian by the Principal was shown in providing the teacher-librarian with an element of visibility and importance; by making time for meetings with the teacher-librarian; by trusting the professional knowledge and expertise of the teacher-librarian; by giving thoughtful consideration to ideas and suggestions of the teacher-librarian; and by encouraging personal and professional development.

Developing Principal support

The study also identified a number of actions taken by teacher-librarians to develop Principal support. While the novice and experienced teacher-librarians were quite similar in their understandings of what Principal support entailed, they were quite different in the ways in which they acted to ensure that support. **All clearly recognised the need for active and frequent communication with Principals.** However, novice teacher-librarians did not report success in communicating with Principals. Experienced teacher-librarians were assertive in asking for communication with their Principals; were not hesitant about educating their Principals when it seemed to be needed; had very clear perceptions of their professional needs and the goals of the school library; were more perceptive of and accepting of their Principals' views; and they were more patient and accepting of the evolution of the library's role over a long period of time. One clear difference between novice and experienced teacher-librarians was that experienced teacher-librarians had access to a strong and active teacher-librarian network, were committed to ongoing professional education and mentoring as well as to advocacy and policy development.

Conclusions

Oberg concludes that developing Principal support for the school library, its information services, and the role of the teacher-librarian is one that must be learned. While gaining such support is often difficult, a strong ability to perceive, seize and utilise positively even the smallest opportunities that happen day-by-day in schools is a

good start. It is a process and action that begins with the teacher-librarian.

Experienced teacher-librarians were assertive in asking for communication with their Principals; were not hesitant about educating their Principals when it seemed to be needed; had very clear perceptions of their professional needs and the goals of the school library; were more perceptive of and accepting of their Principals' views; and they were more patient and accepting of the evolution of the library's role over a long period of time.

by Keith Curry Lance (USA), Pages 25-34.

The final study in this Column is one teacher-librarians might like to share with their school Principals during one of their regular discussion meetings! Teacher-librarians have long advocated that there is a positive relationship between strong school library programs and academic achievement, yet only a limited amount of research exists.

This study was designed to develop new insights into the relationship of school libraries and their impact on student achievement.

Methodology

The study applied a variety of statistical techniques to existing data on 221 public primary and secondary school libraries in Colorado and their school and community

contexts in order to develop and test a model describing this relationship. The study isolates several components of school library services that are especially important predictors of student achievement.

For the purposes of this study, academic achievement of primary school students was represented by composite student scores on state-wide Tests of Basic Skills which involved score on reading, writing and work-study skills. For secondary school students, Test of Achievement and Proficiency scores on reading, written expression, and using sources of information were used. Three statistical techniques were used in sequence to analyse the data. These included correlation analysis to eliminate those variables which were not predictors of student achievement; factor analysis to identify related elements so that they could be combined into single entities, and path analysis to measure the direct and indirect effects of each of each potential predictor. Each successive phase of this "peeling the onion" approach yielded information about the relationship of specific variables to student achievement.

As a result of these phases of analysis, the original data were thus reduced and refined to produce the nine variables that formed the basis for the study's final analysis. These variables were:

- Community variable: the socio-economic and cultural mix
- School variables: teacher-student ratio, teacher experience and level of professional education; and total expenditures for students;
- School library variables: size, role, use, computing facilities, and library expenditures per student.

Findings

The study highlights the following findings:

- The size of a library media program, as indicated by the size of its staff and collection, is the best school predictor of academic achievement.
- School library expenditures predict the size of the library's staff and collections, and in turn, academic achievement.
- the instructional role of the teacher-librarian shapes the collection, and in turn, academic achievement.
- School library expenditures vary with total school expenditures and staffing.
- The degree of collaboration between the teacher-librarian and classroom teacher is affected by the ratio of teachers to students.
- Students with better funded school libraries tend to achieve higher average reading scores, whether their schools and communities are rich or poor and whether adults in their community are well or poorly educated.
- The size of the school library's staff and the size and variety of its collection are important characteristics of school libraries that intervene between library expenditures and test performance. Funding is important because its specific purpose is to ensure both adequate levels of staffing in relation to the school's enrolment and a local collection that offers students a large number of materials in a variety of formats.

- Students whose teacher-librarians played an active instructional role tended to achieve higher average test scores.

And back to Ross, to conclude

As I contemplate these studies, I am reassured of the vital role that teacher-librarians can play in providing the best learning opportunities for students in Australian schools in 1997. School libraries, information services and teacher-librarians are important and absolutely essential aspects of an effective school! These studies suggest that the development of a strong information program with information literacy at its heart creates a metacognitive learning environment that helps students in using information more effectively. This demands the active support of the school Principal, and teacher-librarians must take an active, strategic and perceptive role in ensuring communication channels are open and mutually beneficial. Given this time of great and rapid change, and uncertainties about future roles, names of roles and status, now is the time to reassess priorities and visibly demonstrate educational leadership in your schools. The next Research Column in *Scan* will feature Australian research centring on the leadership role of teacher-librarians. ■

Given this time of great and rapid change, and uncertainties about future roles, names of roles and status, now is the time to reassess priorities and visibly demonstrate educational leadership in your schools.

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

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.

BAILEY, Alan & WU, Di
Old magic.
Random, 1996
ISBN 0091829151
Omar, with his skateboard, trendy clothes and computer games, has embraced the culture of his new country. His old life has been left back in the village; but his grandfather cannot accept the loss of the old lifestyle and culture. Grandfather creates magical images for Omar so he will remember their former life. Omar proves he has not forgotten. The story is beautifully illustrated with imaginative and colourful pictures that bridge the cultural gap and capture the magic created by Omar and his grandfather. This thoughtful picture book explores the question of loss of cultural identity. The multicultural perspective will provide strong motivation for discussion. J. Anderson
LEV: Middle primary Upper primary
AVAIL: $22.95 SCIS 883142

BEROLAH, Lorraine, COLLINS, LilyJane & CRISTAUDO, Noel
Betty and Bala and the proper big pumpkin.
University of Queensland Press, 1996
ISBN 0702229385
A trip to the shop to buy a proper big pumpkin is necessary, as Aka needs to make sop-sop for a birthday feast. Betty and Bala detour to the wharf, the slippery pumpkin escapes their grasp, and adventure follows. The idiom of the Torres Strait Island community is captured in the text of this picture book, and explained in the glossary. The colour illustrations abound with energy and detail of the tropical setting. A warm family relationship suffuses this simple story. It is a work with a strong sense of place, which focuses on and celebrates the culture of the Torres Strait Islands. J. Buckley
LEV: Lower primary Middle primary
AVAIL: $19.95 SCIS 883289
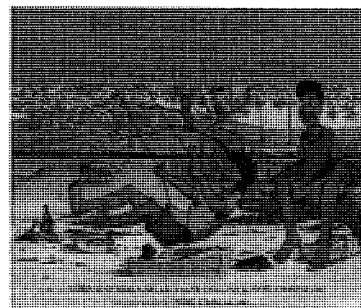
ELLIS, Cris, STANIER, Tom & SMALLMAN, Steve
Fourways farm. [series]
Macdonald Young, 1996
This extensive series, based on a television series from Great Britain, aims at introducing science to young children in a fun way. Each picture book style volume targets a particular, humorous incident in the everyday running of the farm, where a crazy collection of animals play the major roles. Each volume explores two scientific principles. Readers are so enveloped in the story and characterisation that they don't realise they are being taught. The large, full-colour illustrations, and simple language make this an appealing series. Each volume has notes for parents and teachers in the back, which explain the topic and suggest possible extension activities. R. Dobson
LEV: Lower primary
AVAIL: Paper $9.95
KLA: ST
Titles in this series:
Hot and cold SCIS 878540
Paws for thought SCIS 878542
Shadow play SCIS 878544
Snow problems SCIS 878546

FOX, Mem & MILLER, David
Boo to a goose.
Hodder Children's, 1996
ISBN 0340622539 [A821]
Mem Fox understands the value of strong, simple text for young readers. This picture book demonstrates her skill in balancing repetition with reader interest. The young child in the poem is able to undertake a range of interesting activities, like walking to New York, or dyeing hair yellow to make Nana bellow, but not saying boo to a goose. The strongly patterned text reaches an inevitable conclusion. Illustrations are fascinating. They use paper sculpture to build colourful three dimensional models of each scene. Their absorbing detail contributes a great deal to the interest and impact of this picture book. J. Buckley
LEV: Preschool Lower primary
AVAIL: $22.95 SCIS 872728
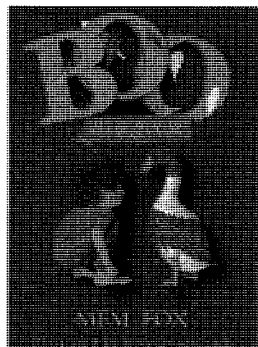
GEOGHEGAN, Adrienne
Dogs don't wear glasses.
Magi, 1996
ISBN 1854302728
Poor old Seymour, canine ingenue, bears the brunt of Nanny Needles's myopia and impatience, always receiving the blame for the latter's calamities. Even at the end when Nanny tries on Seymour's newly purchased glasses, we are left with an uneasy feeling that she won't recognise the truth. This could really be a picture book for myopic readers, for everything is big and bold and bright, from one end page to the other, depicting an array of glasses rivalled only by that of Edna Everage. Most delightful of all is the long suffering Seymour, whose repertoire of expressions will endear him to both children and adult readers. F. Gardiner
LEV: Preschool Lower primary
AVAIL: $24.50 SCIS 870253

The giant and the spring = Juren he chuntian.
/ retold by Kuang-ts'ai Hao; illustrated by Eva Wang. Grimm, 1994
ISBN 1572270098
The back cover tells us that this picture book is based on Oscar Wilde's *The selfish giant*. Apart from minor details and the understandable change in the ending, it is really a Chinese retelling of that tale, with Susan Hou's English translation appearing above the Chinese text on each page. The Chinese text is in full form characters and would be appropriate for middle level background students. I found, through illustration, Uncle Giant a more sinister character than Wilde's giant. The production is very handsome with richly coloured and detailed, at times Anno-like, illustrations creeping beyond the borders and on occasion almost engulfing the dual text. F. Gardiner
LEV: Lower primary Middle primary
AVAIL: $25.95
KLA: LOTE SCIS 867112

HARRIS, Robie H
Happy birth day! Walker, 1996
ISBN 0744540127
A lovely picture book, this captures the gamut of emotions engendered by new born babies: the funny expressions on the new-born's face; and feeling of infinite tenderness and joy—and weariness! Large, close up pictures of mum, dad, bub and the immediate family, spill over every page. They are beautifully intimate, with contrasting, air-brushed colours and a grainy style, but not at all sentimental or cute. The book tells the story of one baby's first day of life. It is a story that families will want to share over and over again. L. Williamson
LEV: Preschool Lower primary
AVAIL: $19.95
KLA: PDHPE
EVAL: Highly recommended SCIS 880464

HONEY, Elizabeth
Not a nibble!
Allen & Unwin, 1996 (A little ark book)
ISBN 1864480998
When Susie and her family went for a camping holiday by the sea everyone managed to catch a fish except her. Although she tried every day, still the fish eluded her. This charming picture book uses full page, colourful pictures to complement the simple, rich text. The language is appealing, with similes and comfortable descriptive phrases. Although Susie doesn't manage to catch her fish she does succeed in seeing something even better, which brings the story to a very satisfying conclusion. Younger students are sure to enjoy this delightful picture book. J. Eade
LEV: Preschool Lower primary Middle primary
AVAIL: $19.95 SCIS 886321

JENNINGS, Paul, GREENWOOD, Ted & DENTON, Terry
Freeze a crowd: riddles, puns, conundrums.
Viking, 1996
ISBN 0670861723 [793.73]
The latest collaboration by this talented trio of jokers is sure to delight. The high standard of the jokes, conundrums, and puns in earlier books is maintained. The strong production values and exciting page design make this a very appealing book to pick up. Each double page spread is groaning with visual jokes and puns, which require both a keen eye and a

keen sense of humour. The superbly detailed illustrations abound with fun and incident. This is a picture book which can be appreciated at many levels. It will reward the diligent sleuth as much as the casual browser in a feast of fun. J. Buckley
LEV: Middle primary Upper primary Lower secondary
AVAIL: $24.95 SCIS 888319

JOSEPH, Elaine & RAYNOR, Maggie
Dreamstealer.
/ Arabic translation by Sonia El Nimr. Mantra, 1995
ISBN 1852691522
Good and evil are clearly defined images in this picture book: Megan, a kind, caring, well-loved child is confronted by an archetypal satanic creature—cloven hooves, formed tail and tongue, horns, red eyes, and it eats what looks like Big Macs and fries! This creature steals the dreams of children and locks them away in his Hadean castle. The illustrations are splendidly executed though some of the visual images may be frightening to some. Although all's well in the end, some may be wary of using it with younger children. The Arabic translation appears above or adjacent to the text on each page and is suitable for background speakers. F. Gardiner
LEV: Middle primary
AVAIL: $29.95
KLA: LOTE SCIS 870263

LESSAC, Frane & GREENWOOD, Mark
Our big island.
Plantaganet, 1995
ISBN 0646230778
Setting sail from Sydney Harbour, Uncle Max and his crew of four (three humans and a dog) circumnavigate Australia, noting a variety of coastal and ocean landmarks on their journey. Such a simple idea works beautifully because of the charm of the rhyming, verse text, and the almost naive but glorious illustrations. Even before the last page, this picture book is screaming out to be used as a basis for an Australian geography unit, but then we find a map of Australia with all the journey's observations printed beside it, ready to be sorted into their appropriate locations. A little gem. F. Gardiner
LEV: Middle primary Upper primary
AVAIL: Paper $10.95
KLA: HSIE
EVAL: Highly recommended SCIS 851602

LOPEZ de MARISCAL, Bianca & FLORES, Enrique
The harvest birds = Los pajaros de la cosecha.
Children's Book Press, 1995
ISBN 0892391316
Suffering the fate of so many younger brothers the world over, Juan has missed out on the division of the family land. His perseverance and kindness is eventually rewarded, however, and he acquires as well as a plot of ground, a wisdom accorded only to those who take the

time to observe and ponder. Lopez de Mariscal's dual English/Spanish text is poetic and simple; Flores's illustrations are imbued with the form and colour of Mexico. This dual text picture book is very useful for students whose first language is Spanish, but it also gives non background students opportunities to extend their language knowledge. F. Gardiner

LEV: Lower primary
Middle primary
AVAIL: $24.50
KLA: LOTE   SCIS 870285

McEWEN, Anita
Happy Birthday Pumpkin and Beanpole.
Koala, 1996
ISBN 1875846972

Once there were two witches, Pumpkin and Beanpole. They had great fun together and loved telling each other jokes. Best of all however, they liked to try to trick one another by disguising their birthday gifts. This innovative picture book offers fun, variety, and is full of surprises. It is activity based, using lift-up flaps to provide reader participation. The text is varied and includes some rhymes, while a cute character, Ollie Owl, checks how perceptive the reader is with "spot it" questions. Detailed, softly coloured illustrations complement the text, making it an appealing choice for younger readers. J. Anderson

LEV: Preschool Lower primary
AVAIL: $8.95   SCIS 881841

MORGAN Sally & BANCROFT Bronwyn
Dan's grandpa.
Sandcastle, 1996
ISBN 1863681590

Grandpa and Dan were the best of friends, and shared many special times together. From his grandpa, Dan learnt much about nature, the land and his Aboriginal culture. When grandpa died he was sorely missed by Dan, who was further upset by the disappearance of grandpa's cocky at the same time. Six months later, however, Cocky returned and Dan knew that Grandpa was still looking after him. This gentle picture book, with its universal theme, is told in simple prose, complemented by striking illustration. The art style is most distinctive and appealing—a vibrant mix of traditional Aboriginal and western elements, enhanced with strong colour contrasts, and interesting perspectives. B. Richardson

LEV: Lower primary Middle primary
AVAIL: Paper $9.95
KLA: PDHPE   SCIS 883567

PFISTER, Marcus
The rainbow fish = Con ca bay mau.
Pan Asian Union, 1992
ISBN 1572270284

Most school libraries will probably have a copy of *The rainbow fish* in their collections; this imprint has the Vietnamese translation by Nguyen Ngoc Ngan as well as J. Alison James's English translation. This version would be suitable for background speakers of Vietnamese and is a useful resource for LOTE classes. The rainbow fish, resplendent with his shimmering scales soon learns that friendship can be more precious and rewarding than a dazzling appear-

ance. The hologram scales of the rainbow fish bear up very well under the strain of many hands, and the scales remain intact. This picture book is more than a gimmick; it tells a story with a moral very sweetly. F. Gardiner

LEV: Lower primary
AVAIL: $29.95
KLA: LOTE   SCIS 870300

ROCHE, Hannah & FISHER, Chris
My Dad's a wizard!
De Agostini, 1996
ISBN 1899883215

Dad is indeed a wizard—one of the very best kind—who is prepared to make everyday experiences the stuff of wonder for his small daughter. Dad and Jessie are together in the kitchen making ice cream, a process which involves a little bit of preparation followed by time to play while each layer of the ice cream sets. This innovative picture book beautifully captures this joyful parent and child interaction in simple text and lively colour illustrations. Recipes are provided, along with notes for parents on the scientific aspects of the freezing process to further encourage conversation in the kitchen. J. Buckley

LEV: Preschool Lower primary
AVAIL: $12.95
KLA: CA; English   SCIS 885136

RYLANT, Cynthia
The old woman who named things.
Harcourt Brace, 1996
ISBN 0152578099

It is little wonder that when an experienced author writes a story which is essentially about loneliness, she does it with understanding and humour. An old lady has lost all her friends, and so she only names objects that will outlive her and won't cause grief. Along trots a stray puppy to upset the scheme of things. It's an engaging story, complemented beautifully by the illustrations. Executed in water-colour they have touches of style, humour and eccentricity that really bring this picture book to life. Young children will be drawn to this eternal tale, and will cherish the illustrations. L. Williamson

LEV: Pre school Lower primary
AVAIL: $27.95   SCIS 876867

SMALL, Mary & LANE, Cathy
Knock knock who's there?
Koala, 1996
ISBN 187584693X

Cleverly designed, strategically placed die-cut windows reveal tantalising suggestions on each page in this picture book, as readers play a guessing game at the doors of familiar fairy tale locations. Particularly effective is a view of a teddy bear (being cuddled by a sleeping giant) and some feathers (revealed to be the wings of an ice cream-eating dragon). It all builds to a colourful climax which reunites many famous characters. There are numerous in-jokes in the detailed illustrations. It is a useful book to complement a unit of work on folk tales—or just for the fun of it. I. McLean

LEV: Lower primary
AVAIL: Paper $8.95
EVAL: Highly recommended   SCIS 877636

TARLTON, John
The Cowboy Kid.
Scholastic, 1996
ISBN 1869432657

The Cowboy Kid's mundane daily existence is made tolerable by a fertile imagination and some colourful dreams in this picture book. To the Kid, a BMX bicycle is actually Ol' Thunder, his trusty steed. A poodle, which he spies escaping from its leash, is suddenly a wild steer to be roped with a lasso. A passing ice cream van becomes a precious wagon-load of gold in need of an escort. The story is charming, with humorous illustrations which alternate between colour and black-and-white to differentiate the parallel realities. Although no one seems to understand this dual existence, there is hope when a new neighbour moves in next door. I. McLean

LEV: Lower primary
AVAIL: Paper $8.95
EVAL: Highly recommended   SCIS 870383

TREZISE, Percy
Home of the Kadimakara people.
Angus & Robertson, 1996
ISBN 0207190658   [298]

The first picture book in a series entitled *Journey of the Great Lake,* this saga of the Kadimakara children is set in Australia, circa 30,000 BC. It tells the story of three Kadimakara children, who lived on the east side of the lake. Caught in a cyclone while fishing, they were swept out into the great lake and washed ashore in the Land of the Dingo People. Percy Trezise's inimitable illustrations, with their brilliant colours spread lavishly across both pages, together with a poster size map provided to trace the children's journey, make this an exciting introduction to a welcome series. J. Anderson

LEV: Lower primary Middle primary
Upper primary Lower secondary
AVAIL: $19.95
KLA: CA; English; HSIE   SCIS 881575

VALLELY, Dan & STAPLEFORD, Jane
The voyage of the Ozzie Rover.
ISBN 1864362030   [A821.3]

Colour illustrations of great energy and style dominate the pages of this large format picture book. The voyage of two curious young koalas is recounted in a tightly rhyming poem. Their adventure, involving exploration, storms and meeting sea creatures, is a simple story. The distinguished illustrations surround the text with colour. They support and enrich the text, which is at times laboured. Young readers will enjoy the circularity of the poem, in which adventure is sought and relished. Some risks appear, but a safe return to home is a satisfying conclusion. J. Buckley

LEV: Preschool Lower primary
AVAIL: $14.95
KLA: English   SCIS 870415

WEST, Colin
The wandering bear.
Walker, 1996
ISBN 0744551447   [821]

Bear wears a frown because he is tired of walking so he buys himself some skates. This makes him smile but then he thinks he'd like a bike to go faster. He wishes for faster and faster transport until he finally discovers that what he really needs is a pair of shoes. This small format picture book with simple rhyming text will appeal to younger students. The targeted audience will enjoy joining in with the simple

rhymes, accompanied by bright, lively illustrations which support the text. It is a gentle, amusing book which will motivate discussion. J. Anderson

LEV: Preschool Lower primary
AVAIL: Paper $6.95   SCIS 884316

WILD Margaret & JAMES Ann
The midnight gang.
Omnibus, 1996
ISBN 186291298X

What a delight this is—a picture book that truly celebrates the imagination. Marvellous fun, highly entertaining, sheer magic are just some of the superlatives that spring to mind. Wild's language-rich, onomatopoeic text combines with James's glowing, gem coloured illustrations to tell of the adventurous, midnight exploits of baby Brenda as she leaves her cot and joins with a small gang of babies to cavort and romp high in the sky among the stars and the moon. Little wonder that Brenda finds the offer of a ride—on Mum's lap on a swing at the park—a bit of a yawn. This picture book is a 'must have'! B. Richardson

LEV: Preschool Lower primary
AVAIL: $19.95
EVAL: Highly recommended   SCIS 884900

ZAMORANO, Ana & VIVAS, Julie
Let's eat.
Omnibus, 1996
ISBN 1862912580

Gazpacho! Roast Pollo! Empanadas! This picture book provides an appetising introduction to Spanish culture. Young Antonio lives in an extended family of seven but it is Mama, with her wonderful cooking skills, around whom the family revolves. She not only cooks the meal but is instrumental in gathering the family around the table in a daily celebration of family togetherness. Even for those who have never heard the Spanish language, the simple repeated phrase of *'Que pena!'—"What a pity!"*— will be soon understood. The stunning illustrations are masterpieces in their detailed depiction of daily life in a family of Spanish cultural background. R. Elston

LEV: Lower primary
AVAIL: $19.95
KLA: HSIE; LOTE
EVAL: Highly recommended   SCIS 864302

ZURBO, Matt and RAGLUS, Jeff
Blow kid blow!
Penguin, 1996
ISBN 0140561676

John is a city kid. His dad is a mechanic and the family is so poor that they can't afford a holiday. But John can play a trumpet. He can play so well, the magic of his music takes his listeners to wherever they want to go: to the Wild West; a jazz club; a tropical island. Vibrant, jazzy, colourful illustrations, have some of the artistic brilliance of a good animated film, add to the drama. Many children will enjoy the Mambo style artwork in this picture book, and they will understand the message that music can take you anywhere. L. Williamson

LEV: Lower primary Middle primary
AVAIL: Paper $9.95   SCIS 884385

Fiction for younger readers

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

BAILLIE, Allan
Secrets of Walden rising.
Viking, 1996
ISBN 0670873128
Are secrets from the past ever really forgotten? This complex story, full of levels and connections, explores the effects of history on the current young generation in a small, drought stricken town. Observed through the eyes of Brendan, a newcomer struggling to adjust to his new life, this is a powerful adventure in a vividly drawn setting. As the falling water level in the dam gradually reveals the buildings of the old town of Walden, with it come old secrets and unresolved tensions. Mistreatment of Aboriginal people and racism are issues embedded within an exciting, child oriented story. J. Buckley
LEV: Upper primary Lower secondary
AVAIL: Paper $16.95
EVAL: Highly recommended   SCIS 886099

BALL, Brian
Hop it, Duggy Dog!
Penguin, 1996 (First young Puffin)
ISBN 0140381589
Duggy Dog had spent a restless night after being kept awake by the storm, but every time he tried to settle down to take a nap he was interrupted. This is the plot for this easy-to-read book which contains short, simple text and delightful colour illustrations on each page. Duggy Dog and all of the other animals he meets are appealing characters and ones with which children are sure to relate. It is an ideal book for young independent and emerging readers as it contains elements which will encourage and stimulate students' interests and reinforce early reading skills. J. Eade
LEV: Lower primary Middle primary
AVAIL: Paper $8.95   SCIS 886351

BANKS Lynne Reid
Harry the poisonous centipede: a story to make you squirm.
CollinsChildren's, 1996 (Collins Red Storybooks)
ISBN 0006751970
Harry is an unusual and unlikely hero. He and his friend George enjoy adventurous exploits up in the dangerous world of flying swoopers, furry biters and *Hoo-Mins*. This provides fun-filled, entertaining, if somewhat quirky, reading for confident young readers. The very child centred pranks of the two 'centis', the simple language, innovative centipede vocabulary, short chapters and amusing illustrations by Tony Ross are all geared to further entice even the most reluctant readers once they've been hooked by the very eye-catching cover. It is an excellent choice for the junior bookshelf. B. Richardson
LEV: Lower primary Middle primary
AVAIL: Paper $8.95   SCIS 884976

BARNES, Johnny Ray
Frozen dinners.
Penguin, 1996 (Strange matter 8)
ISBN 0140381945
Cold climate horror, scary, but not too terrifying, is the fare in this novel. Three siblings go to stay with their uncle in an isolated cabin in the mountains. A freak snowstorm, a missing uncle, and a visit from the Abominable Snowman and friends ensue. The wild weather helps maintain tension. Direct narration maintains pace and helps keep perspective. The novel is an easily read adventure which provides some chills and thrills as the young protagonists respond to attack. However, the lack of subtlety and limited character development tend to make the novel essentially unsatisfying. J. Buckley
LEV: Upper primary Lower secondary
AVAIL: Paper $6.95   SCIS 867981

BATES, Dianne
Daring Dora and the all-girl gang.
Hodder Headline, 1996 (Bushrangers)
ISBN 0733603351
Rollicking, outrageous and corny, this light hearted adventure is a young tomboy's fantasy. Will Dora's wild habits be cured by boarding school? When Dora meets three other spirited girls, some amazing exploits follow. Are politically correct bushrangers possible? What will they do when they grow up? Language and action move quickly, humorously, and have a strong colloquial flavour with some challenging vocabulary and amusing names. Exaggerated line drawings with additional jokes and messages complement the rhythm and amusingly mock stereotypes. Beginning readers will not appreciate the mild satire but will have a funny read to fill their imaginations. C. Foley
LEV: Middle primary
AVAIL: Paper $7.95   SCIS 878368

Blinky Bill's ghost cave. [computer software]
Yoram Gross, 1996
ISBN 0646281259
Adapted from the *Blinky Bill* television series, this **CD-ROM** would prove a useful resource to support Australian wildlife themes for young children. It has a number of components, including an animated read-along ghost story, slide show and games. Although there is a time delay between pages of the story, and at one point a discrepancy between the written story and the sound, the excellent graphics and animations held the interest of the children trialing the program. The greatest value and enjoyment seems to come from the accompanying games and interactive activities. The user's word recognition and comprehension skills could be enhanced through a memory game involving sounds, colours and animal identification. A jigsaw puzzle demands sequencing skills, and the paintbrush activities allow manipulative skills with the mouse to be practised. Brief factual information on Australian animals is presented in the slide show. Despite the slight difficulty in turning pages, navigation, which is entirely by mouse, is easy and instructions are clearly given. S. Leslie
Minimum requirements
Macintosh: System 7.1; 8MB RAM; 25MHz; Sound manager 3.0; 256 colours
Windows 3.1/Windows '95: 486DX; 256 colours
LEV: Lower primary Middle primary
AVAIL: $59.95 Roadshow
KLA: English; Science   SCIS 876907

BRANDRETH, Gyles
Nattie and Nuffin.
Viking, 1996 (Kites)
ISBN 0670866768
Natalie's life is full of love and fun. Her zest for life is undiminished by her need for a wheelchair to get around. Natalie and her dog are involved in adventure when they meet Nuffin, a magical, biscuit like character. Nuffin can fly, which opens up new possibilities for Natalie. This is a very successful simple story, where the matter of fact discussion of Natalie's disability is beautifully woven into characterisation and action. The deft writing ensures the obvious message of the story does not dominate. Short chapters with numerous line drawings make this an accessible work for newly independent readers. J. Buckley
LEV: Middle primary
AVAIL: $14.95   SCIS 885894
Other titles in this series include:
The greedy ghost   SCIS 874585
Milly of the Rovers   SCIS 885893
Smasher   SCIS 885895
Tommy Niner and the Moon of Doom   SCIS 885896

BUNTING, Eve
The in-between days.
HarperCollins, 1996 (A Harper trophy book)
ISBN 006440563X
Icy locations as more than just the landscape have become the vogue in adult novels; why not in children's? Dove Island is inaccessible in winter until the ice is deep enough to form a natural bridge. The Bowser family, Dad and the two boys, have shared this lonely environment without a mother for the past six years. When a young woman tourist enters their lives, two of the three are thrilled; but not George, the older boy. The poignancy of the story is matched by the sensitivity and sparseness of the style, adding up to a satisfying novel to which many children of single-parent families will relate. F. Gardiner
LEV: Upper primary
AVAIL: Paper $7.95   SCIS 873139

BYARS, Betsy
Tarot says beware. [sound recording]
Chivers Audio Books, 1996 (3 hrs.)
ISBN 0745125417
Read with great gusto by actor Blain Fairman, this is a faithful reproduction of the original text, complete and unabridged, even to the chapter numbers. A rattling good mystery and detective story, it can be followed by readers with a text. One voice and no extraneous sounds create a crisp soundtrack. Strong characters and a pacy plot result. It seems obvious that Herculeah should investigate, with her trusty sidekick, Meat, the stabbing murder of neighbour and palmist, Madame Rosa. After all, she found the body. The plot weaves and ducks, following the exploits of a determined Herculeah and her less enthusiastic friend. J. Watts
LEV: Middle primary Upper primary
AVAIL: $29.95   SCIS 886047

CLARK, Margaret
Wacky Mac.
Penguin, 1996 (A Mango Street story)
ISBN 0140379614
You can smell the classroom in this hilarious tale from Mango Street Primary School, where "Big Mac", Patsy McK-

een, has an entire delicatessen under her desk. An unlikely relationship develops between her and Horace Morris, and despite teasing from their classmates, their friendship strengthens over Inter-school Athletics Carnivals, and during their teachers' on-again, off-again romances. Cartoonlike illustrations on nearly every page are perfectly suited to the speedy dialogue. Many Australian schoolrooms will identify with the well crafted characters of this short tale. M. Williams
LEV: Middle primary Upper primary
AVAIL: Paper $9.95   SCIS 859012

CONDON, Bill & HOOD, Robert
Creepers. [series]
Hodder Headline, 1996
Young readers who enjoy horror stories may take pleasure from these gruesome short novels with fast paced, incredible plots, and plenty of gore. They feature cannibal zombies, ghouls and other monsters in threatening situations. The stories are based on the adventures of the members of TINOTS (The International Network of the Supernatural), an investigative agency formed by a group of children. Their customers, located via advertising on the Internet, need assistance to fight the forces of evil. The series is unsatisfying in its lack of any sustaining characterisation, and reliance on continual ghastly battling to maintain its momentum. J. Buckley
LEV: Upper primary
AVAIL: Paper $7.95 each
Titles in this series are:
Freak out!   SCIS 872730
Ghoul man   SCIS 872729
Loco-zombies   SCIS 873012

CORBALIS, Judy
Put a sock in it, Percy!
Scholastic Children's, 1996 (Hippo)
ISBN 0590132717
The inventive Fooby-Lartils and Percy, their complaining cat, are the makings of an irresistibly zany story for people aged anything, who like to think laterally and laugh. Percy, rescued from drowning by Mr. Fooby-Lartil during a food-foraging expedition, is both grateful and servile until he eats the newly-invented glue, thereby gaining the gift of speech. Classically entertaining both for those who like their stories read aloud and those who read to them, the writing and the quixotic detailed line-illustrations have a particular appeal for primary children in charge of their own reading. (If anyone *knows* the Fooby-Lartils, I would like a Flattering Foot-wiper). H. Gordon
**LEV:** Lower primary Middle primary
        Upper primary Lower secondary
AVAIL: Paper $7.95
EVAL: Highly recommended   SCIS 863844

FIENBERG, Anna & FIENBERG, Barbara
Tashi and the ghosts.
Allen & Unwin, 1996
ISBN 1864480904
The third of the Tashi books finds our brave little hero battling ghosts in the forest around his village. The villagers try scaring the ghosts away but they come back worse than ever. It is up to Tashi to solve the problem. This is a free flowing tale, told in an easy to read style that makes it enjoyable to read
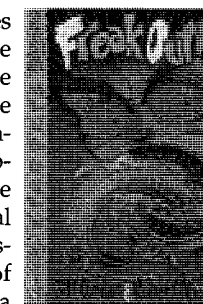
alone or to a group. Kim Gamble's black and white illustrations add a delightful touch and enhance the text. Children love ghost stories but this one won't give them nightmares or have them afraid to turn off the light. R. Dobson.

LEVEL: Lower primary Middle primary
AVAIL: Paper $8.95   SCIS 876367

FITZPATRICK, Judy
Mean Charlotte and the good idea.
Scholastic, 1996
ISBN 1863885633

The familiar story of the school bully is played out with some funny, engaging scenes, as Laura consults her friend, Ben, about how to settle a debt. Every effort seems doomed to failure. Laura eventually explains the situation to her parents and together they hatch what they think will be the solution. Despite her desperate plight, Laura remains resilient, and is a good role model to readers in a similar predicament. Equal space is given to text and illustrations. Louise Pfanner's illustrations are a delight, and there are plenty of jokes to find, including the school's ironic motto on a sign. I. McLean

LEV: Middle primary
AVAIL: Paper $7.95   SCIS 871457

FOWLER, Thurley
That's enough Paul!
Penguin, 1996
ISBN 0140380590

A camping trip at Christmas time is the perfect opportunity for comic misadventure. This novel, a sequel to *Not again, Dad!*, explores the dynamics of this warmly sketched family. This time Paul, Juliet and Mum have much to endure as the promised pleasures of life in the bush do not eventuate. Humour and incident abound. Realistic dialogue focuses on the frustrated laments of Paul as he suffers. Line drawings by Craig Smith contribute greatly to the fun. All who have experienced camping at its worst will empathise. Fortunately, the holiday ends well as the beauty of the bush wins through. J. Buckley

LEV: Middle primary Upper primary
AVAIL: Paper $9.95   SCIS 880322

FREEMAN, Pamela
Victor's quest.
Omnibus, 1996
ISBN 1862912866

There is almost a genre now which could perhaps be called Out-of-place Royals—art mirroring life, or was *The paperbag princess* the harbinger of the Windsor woes? Poor old Prince Victor of Serendipity has to do the princess-finding stint and when his horse is smarter than he is, Victor has to be facing an uphill battle. Aided by his serendipitous birthright, his quest yields him a princess-to-be whose lack of imagination and know-how will match Victor's beautifully. Kim Gamble's illustrations throughout complement perfectly the simple text with its wry humour and done-to-death, but still perennially appealing, plot. F. Gardiner

LEV: Middle primary
AVAIL: Paper $7.95   SCIS 869277

GLEESON, Libby
Hannah plus one.
Penguin, 1996
ISBN 0140380906

Humour and insight characterise this second novel about Hannah, who is concerned that if her mother has another

set of twins she will be the odd one out again. Unable to explain her fears, she invents an imaginary friend and finds herself getting into trouble. Arranged in short chapters, the book is good for reading aloud and motivating discussion. Line drawings by Ann James capture the mood of the story. The language is unpretentious but effective and within the scope of most emerging readers. The acute observations of family dynamics, together with realistic characters and situations, make it a worthwhile short novel for young independent readers. J. Anderson

LEV: Lower primary Middle primary
AVAIL: Paper $8.95   SCIS 881838

HANBURY-TENISON, Robin
Jake's escape.
Random House, 1996 (Red Fox)
ISBN 0099555514

Twelve year old Jake is captured by guerrillas whilst he is fishing for piranhas in Peru when he is on holiday. The guerillas mistake him for Jaime, his host's son, and intend to hold him for ransom. Ingeniously Jake escapes into the rainforest where he has numerous adventures, including being helped by Indians. This is a fast moving, clearly told story which never the less includes a lot of background about South America, making it a good source for extension work or enrichment. It will appeal to lovers of Swiss Army knives because Jake's birthday present almost becomes a character in its own right. M. Hamlyn

AVAIL: Paper $ 6.95
LEV: Upper primary Lower secondary SCIS 874853

JUNGMAN, Anna
Count Draco down under.
Scholastic, 1996 (Young hippo funny)
ISBN 0590136275

Did you know that a vampire loses his powers when he crosses south of the equator? That's what Stacey found out when she and her father bought a coffin in London and had it shipped to Australia. Although at first he is a bit seasick and very hot, Count Draco soon adapts to his new country and makes the best of it. This is an endearing story, written in simple, uncomplicated text with clear black and white illustrations on each page. The humorous storyline is sure to interest young readers, while it also adds a delightfully Australian aspect to an ancient tale. J. Eade

LEV: Lower primary Middle primary
AVAIL: Paper $7.95   SCIS 878811

KERR, Judith
Mog and the vee ee tee.
Collins, 1996
ISBN 0001982117

There is something irrepressible about Mog, the cat whose responses to life have made good picture books for many years. This adventure is no exception, delivering pleasure to young readers as Mog's naughtiness at the vet results in mayhem. Text is well balanced with Kerr's distinctive illustrations to produce an integrated picture book with a satisfyingly simple story. The colour illustrations are somehow both timeless and old fashioned. Their skilful focus on facial expressions, especially Mog's, emphasises the emotional impact of the story. Mog's behaviour remains believably feline in this entertaining adventure. J. Buckley

LEV: Preschool Lower primary
AVAIL: $19.95   SCIS 886066

KIDD, Diana
I love you, Jason Delaney.
Angus & Robertson, 1996 (Bluegum)
ISBN 0207189870

Here's another gem from Diana Kidd. Thirteen year old Alison Gold finds herself cut off from two favourite confidantes: her best friend Katie, who has suddenly discovered makeup and boys via *Dolly* and *Girlfriend*; and cool, eccentric, old Aunt Mim, who has died unexpectedly. Ali must cope with her volcano-like pimples, freckles and 'giraffe eyes' alone, not to mention her grieving Dad and the first stirrings of her own hormones. Life seems unbearable until she falls in love with Jason. Secret letters, mushy poetry and the discovery of a parcel from Aunt Mim ensue. The characters in Kidd's affectionate, emotional tale are wonderfully three dimensional. I. McLean

LEV: Middle primary Upper primary
       Lower secondary
AVAIL: Paper $9.95
EVAL: Highly recommended   SCIS 880134

MACKINNON, Debbie & SIEVEKING, Anthea
My first lift-the-flap book. [series]
HarperCollins, 1996

The vibrant, borderless photos in the board books of this series, together with the author's own design and art direction, combine to produce a stunningly imaginative result. Preschoolers and their adult helpers are able to play a game of hide and seek to search for Billy's missing gumboots. The sturdy cardboard flaps do not always reveal their hidden contents all at once and they should last numerous openings and closings. The text font is highly suited to use by beginning readers. The series will initiate much discussion and vocabulary. I. McLean

LEV: Preschool Lower primary
AVAIL: $7.95 each
Titles in this series are:
Find my boots!   SCIS 869482
Find kitty!   SCIS 869485
Find my cake!   SCIS 868948

MASTERS, Anthony
Ghost stories to tell in the dark.
Penguin, 1996
ISBN 0140379142

Driven into a derelict house by an unexpected storm, a group of children tell each other ghost stories. The plot of each of these stories is refreshingly different, and includes premonitions of impending disaster, visits from the dead, the raising of dark forces, and help from the grave. The author skilfully builds tension while weaving intriguing tales with a common thread of suspense. Well written and using rich language, most of the tales have a positive outcome as the dead atone for their misdeeds during life. This work will let the reader enjoy an exhilarating thrill, without having to face horror. L. Monticone

LEV: Upper primary Lower secondary
AVAIL: Paper $8.95   SCIS 885889

MATTHEWS Cecily
Monster magic.
University of Queensland Press, 1996
ISBN 070222796X

What do you do if you're the smallest person in your class and the victim of the class bully? You concoct and swallow a magic potion to make you grow of course. Assisted by his mates, Rachel and Jack, Tim does just that, but gets a serious fright in the process. And, what if the potion doesn't work anyway? An entertaining story, nicely paced, with a good balance of the serious and the ridiculous, fantasy and reality, to produce gentle humour well pitched to young readers. The book has proved popular with children, many of whom identify with Tim. The up-in-the-air ending doesn't please all. B. Richardson
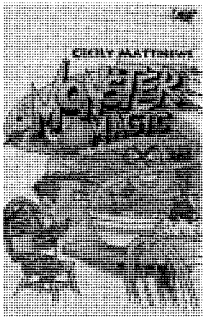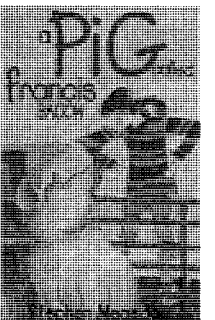
LEV: Lower primary Middle primary
AVAIL: Paper $10.95   SCIS 875792

MEASDAY, Stephen
A pig called Francis Bacon.
Reed For Kids, 1996
ISBN 1863304614

Although the concepts presented are a little sophisticated for the targeted age group, this story is fast moving and captures the reader's attention early. Lucy arrives at her uncle's pig farm to find scientific experiments being conducted. Lucy meets Francis, a highly intelligent pig, and sets out to rescue him from his fate. Although the plot stretches the boundaries of credibility somewhat, it would be a worthwhile bridging novel for students making the transition to longer books. The language is not too challenging, contains a great deal of natural dialogue and is interspersed with line drawings. J. Anderson

LEV: Middle primary Upper primary
AVAIL: Paper $8.95   SCIS 883076

RYAN, Margaret
The littlest dragon.
CollinsChildren's, 1996 (Collins Yellow storybook)
ISBN 0006746241

With only two to three sentences per page and large illustrations, this is one for the young independent reader that has the feel of a 'real' story book. In this case, two stories of the littlest dragon are presented under one cover. Both are excellent to read aloud for children learning their numbers, as the ten dragons in the family are continually referred to by number. They are funny family tales that are easy to read. Sadly, the sketchy black and white illustrations, unlike the cheery colour cover, make the little dragon inside look rather unfriendly and unfinished. M. Williams

LEV: Lower primary Middle primary
AVAIL: Paper $8.95
KLA: English; HSIE   SCIS 873146

THIELE Colin
The mystery of the black pyramid.
Walter McVitty, 1996 (Yearling)
ISBN 1876139056

As we have come to expect from Colin Thiele, this is a well crafted story, skilfully constructed and written; the language with a pleasing rhythm and flow—ideal for reading aloud. The focus is the mystery of the strange, terrifying noise that emanates from the black pyramid, a large rock outcrop in the Flinders Ranges. Thiele evokes the eerie

atmosphere of the place and its remote setting vividly. Readers enjoy the build-up of suspense and find the explanation for the mystery intriguing. The decision of the protagonist, Mark, who discovers the source of the noise, but decides to keep the knowledge to himself, makes a good discussion starter. B. Richardson

LEV: Upper primary Lower secondary
AVAIL: Paper $9.95   SCIS 869230

Fiction for older readers

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

ASTLEY, Thea
The multiple effects of rainshadow.
Viking, 1996
ISBN 0670872164
The literary distillation of truth is usually the province of poets. In this sense, and in its structure, Thea Astley's novel is a prose poem singing the endless shame of white treatment of blacks. The paternalistic subjugation of aborigines on his island reserve is Captain Brodies's mission, and gentler missionaries are repatriated. White companionship is consequently grudging, and his wife's death unleashes in him brutality, destruction, and chaos. The consequences of his rampage eternally haunt and bind Doebin Island's other whites whatever their flight paths. Fortuitous publication at this time lends the book additional significance, making it urgent reading. H. Gordon

LEV: Upper secondary
AVAIL: $25.00   SCIS 884359

BELL, Hilary
Mirror, mirror: an adventure through time.
Hodder Headline, 1996 (Starlight)
ISBN 0733603564
Jo's mother is principal of her school, and they live in its oldest building. Jo acquires an antique mirror, and finds she can enter the house's past, in 1919, via the mirror. There she encounters intrigue (who is the mysterious well-mannered haemophiliac Nicholas, guarded by the powerful man next-door?), and the challenge of moving a drum of deadly gas before it can kill her 1995 friends and threaten her mother's job. Tension centres around people moving the mirror while others are time-travelling. Tense drama, sufficient scientific inconsistency to drive thinkers to a textbook, and the aura surrounding a successful TV series, give this story an advantage. H. Gordon

LEV: Upper primary Lower secondary
AVAIL: Paper $9.95   SCIS 884527

BLAKE, Chris
Ratpackers.
Hyland House, 1996
ISBN 1875657789
In a futuristic world where robots abound, someone has to boldly undo the environmental damage thoughtlessly caused by humans. The Ratpackers, an intrepid force comprising three rats, a quokka, and a hairless, glowing, monstrous mutant rat assume this task. In a series of adventures they blast, trick, and scheme their way through hair-raising episodes of epic proportions. Challenges include pesticide addicted and crazed sewer dwelling rats and mutant cane toads. Equally impressive are the characters with whom they form alliances and the relationships within the group

itself. This is a fascinating book which can be read at several levels, each of them equally fulfilling. L. Monticone

LEV: Lower secondary Middle secondary
AVAIL: Paper $10.95   SCIS 885200

CARMODY, Isobelle
Green monkey dreams.
Viking, 1996
ISBN 0670867500
For most readers familiar with Isobelle Carmody's novels, this collection of short stories will come as a delightful surprise. Several of the stories have been published before, yet the book reads as a coherent whole. Carmody is expert at creating fantasy worlds, complex, complete and consistent in their vision. Compelling characters and images emerge, amongst them the tower, the princess, cockroaches and birds. Throughout there is exploration of the realms of the imagination and the edges of reality. Some stories present quite a bleak world, others have a touch of the romp about them. As ever, Carmody is superbly in control of plot, character and language. M. Steinberger

LEV: Secondary
AVAIL: Paper $19.95   SCIS 871599

CLARK, Margaret
Love on the net.
Puffin, 1996
ISBN 0140383611
The current upsurge of interest in the Internet is the basis of this story of adolescent love and separation. Clementine and Julian have just discovered each other when he must disappear to Barbados with his family. Must all be lost? Not when the Internet allows communication between the young pair. Unfortunately intruders enter onto the line and jealousy starts to set in. The idea behind the story is just too flimsy to hold up, and improbable characterisations and plots are the result. This slight novel is a disappointing offering from such an experienced writer. M. Steinberger

LEV: Lower secondary Middle secondary
     Upper secondary
AVAIL: Paper $11.95   SCIS 880325

CORNWELL, Bernard
The winter king: a novel of Arthur.
Penguin, London, 1996 (The warlord chronicles 1)
ISBN 0140231862
Many remarkable novels have been inspired by the Arthurian legend, and this is a challenger for honour amongst them. It develops that period of Arthur's life when, as Mordred's protector, he seeks to unify Britain against the Saxons, and establishes his leadership both as a warrior and a peacemaker. The writing is powerful, the characterisation brilliant, and the legend respected and elaborated so skilfully that the reader is swept away. It is difficult to read 500 pages at a sitting, but equally difficult to stop. Volume II, *Enemy of God*, will be published shortly. H. Gordon

LEV: Middle secondary Upper secondary
AVAIL: Paper $13.95
EVAL: Highly recommended   SCIS 884362

DAHL, Roald
The great automatic grammatizator and other stories.
Viking, 1996
ISBN 0670867128
In this collection are thirteen of Dahl's wonderfully entertaining and intriguing short stories, chosen by Wendy

Cooling for their suitability for teenagers. Even his most ardent detractors could not deny Dahl's mastery in the telling of a story, and those collected here have all the necessary ingredients to win him many more fans. Young readers will revel in the ingeniousness of the plots, the eccentricities, and sometimes cunning and deviousness of the characters, the subtle and not so subtle elements of the macabre, and the sly humour and irony as Dahl probes and exposes pomposity and dishonesty. It is an ideal resource for sharing, discussing and as a prompt for creative writing. B. Richardson

LEV: Lower secondary Middle secondary
     Upper secondary
AVAIL: $29.95
KLA: English
EVAL: Highly recommended   SCIS 880346

DE GOLDI, Kate
Sanctuary.
Penguin, 1996
ISBN 0140381171
Sensitive and suspenseful, not usually compatible adjectives, both describe this novel. Catriona is in therapy, in love, in trouble with the police. She has compartmentalised her life and feelings for so long that she just can't talk about the past, and now the present is unthinkable too. Her summer job, her boyfriend Jem, and her relationships gradually unfold, but the structure of the plot is such that the reader awaits two major revelations—each chilling. The teenage story is suddenly a powerful, emotional drama, almost audible as you read. It was hard to pause to admire the characterisation, so it probably goes without saying that it is admirable. H. Gordon

LEV: Upper secondary
AVAIL: Paper $11.95
EVAL: Highly recommended   SCIS 871773

DUGDALE, Joan
The descendant.
University of Queensland Press, 1996
ISBN 0702227714
The vicissitudes of one man's life gradually unfold across a time span of several generations if one counts all characters in the life of Noah Darwin. We meet the wealthy grazier ancestors, the shameful-to-the-family-but-beloved-by-Noah homosexual uncle, the troubled samaritan who rescues the alcoholic Noah, the vacuous single mother and her baby Ruth. Dugdale writes with an intensity and density that gives us a multi-layered image of the characters. She balances this density with abrupt announcements of major plot advancements which gives the work a detachment. Overall it is an enjoyable and worthwhile novel with perhaps an unrealistically hopeful ending. F. Gardiner

LEV: Upper secondary
AVAIL: Paper $17.95   SCIS 870686

FARMER, Beverley
Collected stories.
University of Queensland Press, 1996
ISBN 0702228893
The author's mastery of the craft of short story writing is reflected in this collection, which brings together her previous *Milk* and *Home time*, with five uncollected pieces, and some from *A body of water*. She skilfully captures the egocentric worlds of children, lovers, fighters and people seeking their way in the world. Cross-cultural connections present convincing stories of
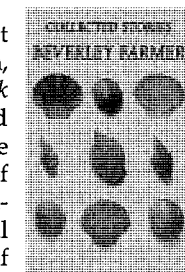
life in Australia and Greece, some contemporary, some related to her own childhood, others earlier in Greece, or timeless. The dilemma of Greek Australians straddling two cultures is depicted with sensitivity, as are the intensely personal tragedies of ordinary people. J. Watts

LEV: Upper secondary Professional
AVAIL: Paper $16.95   SCIS 870688

FINE, Anne
Step by wicked step.
Penguin, 1996
ISBN 0140366474
An apparently randomly chosen group of five students arrive late at night at a haunted house, and choose to share a room. Their inevitable explorations disclose the diary of the former child of the house, which they read aloud sympathetically. They thus discover that what they have in common is step-parents, and share their family experiences. Anne Fine's perceptive humour makes the children's self-revelations both entertaining and real. Counsellors dealing with split family difficulties may wish to recommend this humorous and sensitive treatment of a common social situation, and the ten to thirteen year old grapevine might also speak highly of it. H. Gordon

LEV: Upper primary Lower secondary
AVAIL: Paper $8.95   SCIS 883132

GAARDER, Jostein
The solitaire mystery.
Phoenix, 1996
ISBN 1897580649
Gaarder has provided a follow-up novel to the spectacularly successful *Sophie's world*. Different in theme and plot, it is yet very recognisably Gaarder. Again, the narrator is a child somewhat adrift. A search is the focus of the story—an external quest matched by an inner one. The letters used to such effect in the previous novel become, in this, extracts from a book, also read and digested throughout the journey. Once more philosophy provides the impetus for much of the action and sets up a structure for the novel. The story is engrossing and enigmatic and will keep keen secondary readers entertained and challenged. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: Paper $19.95   SCIS 877860

GERVAY, Suzanne
Shadows of olive trees.
Hodder Headline, 1996 (Starlight)
ISBN 0733603815
Eighteen-year-old Tessa is a first year university student in Australia in the seventies. Reconciling the values of her traditional Greek heritage with the new freedoms and changing expectations of women presents considerable challenges, and lead to inevitable conflicts between Tessa and her family. The story, written in accessible language, is fast paced, and spiced with sex and romance. Relevant teen issues explored include: self identity and independence, multiculturalism, sexuality and relationships, gender and religion. Whether today's teens will be able to identify or even empathise with Tessa and her problems is, however, a moot point. My readers have been polarised in their opinions and reactions. B. Richardson

LEV: Middle secondary Upper secondary
AVAIL: Paper $10.95   SCIS 884528

GREENWOOD, Kerry
Whale road.
Hodder Headline, 1996 (Hodder SF/fantasy)
ISBN 0733602894
Set in the near future following mass destruction, this story involves the forces of good trying to thwart an evil attempt to capture a source of immeasurable power. The narrative employs many pseudo-medieval elements including: a community held together by chivalric ideals; warring tribes; love; archaic language; telepathy; and the triumph of good. This results in a crowded narrative that unfortunately proves ultimately unsatisfactory—there are just too many threads to this story. However, Greenwood, an accomplished adult and young adult writer, does bring style, pace and polish to what still remains an exciting science fiction fantasy for devotees of this genre. W. Muskin
LEV: Middle secondary
AVAIL: Paper $11.95 SCIS 882205

HARLEN, Jonathan
Fireflies.
Penguin, 1996
ISBN 0140382895
Readers of this work go on a breathtaking charge through the explosive romance of John and Johanna, two star crossed lovers. If opposites attract, the differences between these two wonderful characters explain the intensity of their need for each other. John is a lout, Johanna the cultured daughter of a diplomat. Every possible barrier is put in their way. Wondering whether they can break through these barriers keeps the reader involved to the end. Those with an aversion to blunt language and lasciviousness may be offended, but the language is an integral part of the work. This racing, action packed love story will attract both competent and less competent readers. L. Monticone
LEV: Upper secondary
AVAIL: Paper $12.95 SCIS 885884

HARTNETT, Sonya
Black foxes.
Viking, 1996
ISBN 0670864781
Tyrone's life-long friendship with Oscar is the basis of this sensitively-written romance set in early 19th century Europe. Peopled with strongly drawn characters, the plot follows the course of Tyrone's life as he adjusts to the death of his parents, wealth, responsibility and a sense of worthlessness. A journey with his cousin Silke and Oscar unexpectedly becomes a turning-point in his life and relationships. The difficulty of consistent language register in historical fiction arises here; the younger characters sometimes departing from the pattern set throughout the novel to use late 20th century idiom which jars a little, distracting the reader. H. Gordon
LEV: Middle secondary Upper secondary
AVAIL: Paper $17.95 SCIS 883136

HIDE, Louise
The big break.
Oxford University Press, 1996
ISBN 0192716786
A contemporary story, this pulls no punches about the effect on families of enforced separation. George is a welder on a North Sea oil rig which is very unsafe and breaking up—very like his own family. The book is a vivid portrayal of working class community and its attitudes in coastal England. A series of different relationships weave through the story. Characters throw up issues which include teenage pregnancy, corporate greed and working conditions. The plot is driven by two characters, George and his daughter Liz, whose activities on the rig and ashore reflect the despair of their lives. J. Watts
LEV: Upper primary Lower secondary
AVAIL: Paper $13.95 SCIS 876215

JHABVALA, Ruth Prawer
Shards of memory.
Penguin, 1996
ISBN 0140250883
Ruth Prawer Jhabvala brings to this latest novel her sharp eye for character and relationships. Once again, her writing illuminates cultural and familial similarities and differences. The Master is a kind of guru whose charisma has gained a loyal following across the globe. Amongst them is a wealthy American separated from her husband and living with a fellow disciple. The night of her great-grandson's birth, the Master dies. The sense of continuity, and of possessing a mysterious birthright, follow this child and all connected with him. As always, Jhabvala is expert in conveying the concept of the ever-widening implications of local, trivial acts. M. Steinberger
LEV: Middle secondary Upper secondary
AVAIL: Paper $14.95 SCIS 880353

JINKS, Catherine
Pagan's scribe.
Omnibus, 1996
ISBN 1862912793
Catherine Jinks presents this as the fourth and final volume in the engaging Pagan series. The action moves to the Languedoc region of southern France. Again the reader is given the adolescent perspective, as the spotlight is this time on Isidore, employed to travel with Pagan as his scribe. The plot turns around the bloody and desperate battles between the Cathar sect of heretics and the forces of the Roman church. Jinks has a secure and confident command of the historical period, and an enviable ability to convey the meaning of major historical events and forces for the individual. The final scenes are poignant and powerful. M. Steinberger
LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper $14.95 SCIS 877697

KENT, Deborah
Too soon to say good-bye.
Scholastic, 1996 (Apple)
ISBN 0590477986
When thirteen year old champion swimmer Jill Marino is diagnosed with leukemia, she is devastated. Her first person narrative allows the reader inside her reactions and emotions. The responses of classmates, friends and family magnify Jill's sense of betrayal, isolation and misery. The tone of the novel is not maudlin—Jill's story ends with hope, and the resolve to live for now, the future being unknown. Although full of medical details, Kent manages to avoid becoming totally didactic. Her sympathetic characters and realistic examination of a painful subject make this an apposite story to recommend to interested readers. W. Muskin
LEV: Lower secondary Middle secondary
AVAIL: Paper $6.95 SCIS 878790

McROBBIE, David
See how they run.
Puffin, 1996
ISBN 0140381015
Witnesses to crime are literally a hidden part of the underworld. As he reveals in his afterword, McRobbie has used an astonishingly common phenomenon throughout the world as the basis of his fiction. Emma's family are in hiding, secretive, untrusting and unable to build friendships and relationships, because of an impending court case involving her father as witness. The author constructs a complex and fascinating story which highlights the personal tensions and social costs associated with such enforced disappearances. This tale should find a ready readership amongst adolescents. M. Steinberger
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $14.95 SCIS 880331

MADDOCKS, John
Streetwise.
University of Queensland Press, 1996 (UQP young adult fiction)
ISBN 0702229237
An intensely moving portrayal of change and personal growth, this story's grip is inescapable. Tom's parents separate and he moves with his mother from the northern suburbs to the inner city. The sensitive unravelling of Tom's adjustment—his new friendships, school, and search for meaning—is eventful, turbulent, and resolved positively. Characters have strength, depth, and a realistic voice. Love, betrayal, gangs, violence, discrimination and loyalty all feature. Tom's new Aboriginal friends and their family (including an elder) play a significant role in his healing, offering an experience of Aboriginal values, and the message that we have much to learn from each other. This is a powerful work with potential as a Year 8 novel. C. Foley
LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: Paper $12.95
EVAL: Highly recommended SCIS 883634

MOLONEY, James
A bridge to Wiseman's Cove.
University of Queensland Press, 1996
ISBN 0702228842
A powerful, moving portrayal of a teenage male who is something of a misfit is a central element of this penetrating work. Will Karl's mum return? What about his sister? How will Karl and his wild young brother survive the unwilling hospitality of his aunt at Wiseman's Cove? Why is his family hated there? How does Karl gain confidence and strength? A dysfunctional family, and issues of esteem, friendship, loyalty, self perception, the impact of loss on children, death, love, peer pressure and relationships are sensitively and realistically probed. Effective language and characterisation make this a compelling read, offering hope and healing. C. Foley
LEV: Middle secondary Upper secondary
AVAIL: Paper $12.95
EVAL: Highly recommended SCIS 884709

MONK, Scott
Boys `r` us.
Random House, 1996
ISBN 0091831660
Australia's answer to S. E. Hinton, this teenage author's first novel explores the gang culture of inner Sydney. An authentic ring is created with a naive writing style, and its sense of immediacy by a personal narrative treatment. The plot springs from the characters, who are stereotypes, but not uncommon in today's world. A dysfunctional family struggles to survive in a tough neighbourhood. Mitch is hurting about many things, and runs with a gang, while he tries to forget the last beating from his drunken father. When he attempts a major lifestyle change, circumstances and former gang mates make it difficult. J. Watts
LEV: Upper primary Lower secondary
AVAIL: Paper $12.95 SCIS 876720

NEWMAN, Leslea
Fat chance.
Livewire, 1996
ISBN 0704349345
The women's movement seems to have bypassed thirteen year old Judith Beth Liebowitz, whose goals in life are to be skinny and find a boyfriend. Diary entries over three months reveal that clothes sizes and daily weigh-ins have become an obsession leading to a brush with bulimia. The short entries and humorous tone make this an easy read; but the daily entries reveal Judi's self-absorbed, self-opinionated, arrogant attitude. Although Newman's aim is to alert young girls to the dangers of eating disorders, Judi's narcissism and 'looks are everything' philosophy may become just a little boring for the discerning reader. W. Muskin
LEV: Lower secondary
AVAIL: Paper $9.95 SCIS 881426

NILSSON, Eleanor
Outside permission.
Viking, 1996
ISBN 0670863807
So convincing is the local detail, that readers familiar with Adelaide are obliged to wonder where reality and fantasy blend in this absorbing story! David, who has lately noticed disturbing changes in Simon's behaviour, reluctantly accepts his friend's dare, accompanying him surreptitiously to the forbidden House of Records, where personal data include predictions about one's future. Interwoven with this eerie strand of the plot are the personal relationships affected by it, and, when Simon's motive emerges, corroborative information about Can-teen, the teenagers' Cancer Support organisation. The author's admirable use of fantasy makes a successful thriller from potentially tear-jerking elements—it's a very skilful piece of writing. H. Gordon
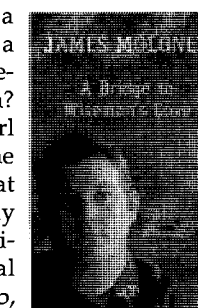LEV: Middle secondary
AVAIL: Paper $16.95 SCIS 884851

WARBURTON, Nick
Ackford's monster.
Walker, 1996
ISBN 0744541034
Devastated by the death of her father, Judith walks fully clad into the sea, only to be confronted by a monster who further complicates and ravages her life. The story is entirely engrossing, and although the foray into religious ethics

is perhaps a bit out of step with current thinking, the allegory it presents is a universal issue, and one that will continue to exercise our minds. Complex though the theme may be, the style is very simple and accessible. Characters are perhaps a bit black and white and one-dimensional, but this does not detract greatly from the overall merit of the work. F. Gardiner

LEV: Lower secondary Middle secondary
AVAIL: $16.95   SCIS 864936

Poetry and drama

Resources are in Dewey order.

BEVERIDGE, Judith
Accidental grace.
University of Queensland Press, 1996
ISBN 0702228729   [821]
Vivid, intense and strangely sensuous, this volume of poetry is a delight, and worthy successor to *The domesticity of giraffes*. The verse is lively, yet sensitive, and arouses a quiet pleasure in the subjects: the young girl who flies a kite from her roof; the anguish of Marco Polo's concubine; the man washing on a railway station outside Delhi; Hannibal addressing his elephants. All have a strong sense of place, and the unmistakable forces of nature are present in some form. Animals and birds occupy the poet's attention, and many of the poems reveal a strong spiritual link with India. J. Watts

LEV: Lower secondary Upper secondary
AVAIL: Paper $18.95
KLA: English   SCIS 885912

CALDWELL, Grant
You know what I mean.
Hale & Iremonger, 1996
ISBN 0868065943   [821]
An interesting collection of poems written from an Australian perspective, this work strikes a balance between town and country, sophistication and innocence, fantasy and reality. The poems give voice to society's marginalised, mixing humour, pathos and stark finality. Grant Caldwell demonstrates an ability, through poetry, to record everyday adventures seeing, hearing and writing about life's celebrations. Experiences explored include: homelessness; loneliness; natural beauty; anorexia nervosa; and unexpected pleasures and pain. The style is simple but questioning, written in contemporary language for a teenage audience. A true reflection of the collection is expressed in the final piece "I am the centre of the universe". F. Plummer.

LEV: Middle secondary Upper secondary
AVAIL: Paper $12.95
KLA: English   SCIS 863972

English poetry plus. [computer software]
IBM PC version. Chadwyk-Healey, 1995
ISSN 0859642828   [821]
The initial entry screen of this **CD-ROM** is well presented, and navigation straightforward. Poetry searches are possible via a wide range of options, such as: topic/theme; genre; poetic form; poet; period; first line of verse. All poems are displayed in full, in large print. Background information about seven literary periods from Medieval to Victorian is provided via six miniatures per period. These can be enlarged. Poets and their poems are listed alphabetically, with brief biographies for each, most with a picture of the poet. Bookmarking is simple. All the images are copyright. Poems included are not necessarily those popularly taught, so searching by first line is not always useful. A few poems are narrated. A glossary is available to explain unusual vocabulary and literary allusions. Searches may be printed or saved. The user manual provides useful suggestions on how the material may be used in classroom teaching. A printed quick reference guide helps facilitate successful searches. E. Petlevanny

Minimum requirements
Windows 3.1: 386; 4 MB RAM; 8 MB hard disk; DOS 3.1
LEV: Middle secondary Upper secondary
AVAIL: Schools $571.00 DA Information Services
KLA: English   SCIS 884535

POLAIN, Marcella
Dumbstruck.
Five Islands, 1996
ISBN 1875604529   [821]
This first collection is intense, personal and female. Rich in the images of transplanted life, wishful thinking and endless optimism, it has a ring of universality which is particularly tuned to women's experience, from mouse hunt to pap smear. Teachers of senior English, perhaps weary of familiar verses, seeking new metaphors, may respond to :"...serial mother trigger happy, belly fully loaded ...accomplice crying in the pram ..."; or to the unannounced reunion where "a ghost holding a suitcase is much harder to revoke than thin blue paper"; and if they do, elect to read the lot with maturing thinkers. H. Gordon

LEV: Upper secondary
AVAIL: Paper $12.95
KLA: English   SCIS 883647

CURZON, David, HAMMIAL, Philip,
HULL, Coral, OLIVER, Stephen
Wild life.
Penguin, 1996
ISBN 0140587691   [821.008]
This enormous collection of contemporary poetry boasts an equally enormous range. Beginning with David Curzon's intensely introspective navel-gazing and nostalgia for things past, it passes through Philip Hammial's philosophical musings on life and the world, to Coral Hull's skittering unconventional verse on the significance of the mundane, and completes its circuit with Stephen Oliver's often cynical and pessimistic view of contemporary Australian icons. It is a delightful collection of significant modern verse, and reflects the literary depth of its writers. The anthology is most appropriate for senior English students, who can be introduced to a kaleidoscope of notable contemporary poetry. J. Watts

LEV: Upper secondary Professional
AVAIL: Paper $19.95
KLA: English   SCIS 876881

SADLER, R. K. & HAYLLAR T. A. S.
To kill a mockingbird and other plays.
Macmillan, 1996.
[822.008]
Six compete drama scripts aimed at teenage audiences make up this volume. Relevant, serious and humorous issues are raised. The plays represent a wide range of genres, and could be studied or performed using the script notes and character descriptions. The drama activities, with guided questions and comprehensive discussion suggestions, complement the text. Issues raised include: the destruction by war and nuclear threat in *Adam's ark*; the melodrama of *The hood*, *the sad and the cuddly*; and the western comedy *The cowpoles*

of calico. The plays, designed to accommodate up to ten characters, offer a variety of performance styles. F. Plummer.

LEV: Middle secondary Upper secondary
AVAIL: $22.95
KLA: English   SCIS 885049

Julius Caesar. (videorecording)
Christmas Films, 1995 (Shakespeare: the animated tales)
ISBN None   [822.3]
Packing a five act play into an animation feature of less than 30 minutes might seem an impossible task, but this interpretation of Julius Caesar is professional, adolescent-friendly, and true to the original play. Images are striking, colourful and dramatic; the dialogue the very essence of Shakespeare's original words. Smaller scenes have been omitted, and the action is well paced. Leon Garfield's screenplay brings new life to the piece, and fine performances by the English voices lend credence to the film, which leaves intact Shakespeare's original intent. Junior English classes will instantly understand and appreciate this bare bones interpretation. J. Watts

LEV: Upper primary Lower secondary
AVAIL: $59.00
KLA: English   SCIS 867057

MICHELL, John
Who wrote Shakespeare?
Thames and Hudson, 1996
ISBN 050001700X   [822.3]
Careers in publishing and academia have been based on questioning the authorship of the works of Shakespeare. Michell attempts to round up all such views over the centuries and present them objectively. His stated aim is to not let his own views intrude, and in this he succeeds to a surprising extent. The book is therefore a compendium, highly useful for distinguishing between verified factual evidence and long-held theories. The large number of illustrations, pictorial and textual, also provide a good collection of resource documents. Teachers and students of Shakespeare's work will find this an engrossing and tantalising volume. M. Steinberger

LEV: Lower secondary Middle secondary
     Upper secondary Professional
AVAIL: $39.95   SCIS 878756
KLA: English

MUDROOROO
Pacific Highway boo-blooz: country poems.
University of Queensland Press, 1996 (UQP black Australian writers)
ISBN 0702228346   [A821]
Speaking in the voice of the dispossessed and powerless, Mudrooroo journeys along the `black snake' of the highway—a recurring image in this rambling sequence (this `road narrative') of poems, with betrayal as the central motif, and restlessness as the driving rhythm. Accompanying themes of myth, death, harsh times on the land, sexual fantasy, and the disintegration of modern life are the baggage on the journey, and his beloved old Toyota (a loyal friend), the central character. Humour, sleaze, gritty language and an eye

that looks askance at Australian society give these poems an earthy charm that invites re-reading. W. Muskin

LEV: Upper secondary
AVAIL: Paper $16.95
KLA: HSIE; English   SCIS 868413

RYAN, Tracy
Bluebeard in drag.
Fremantle Arts Centre Press, 1996
ISBN 1863681345   [A821]
Vignettes of the lives of some very nasty families are painted in this collection, which explores power, mistrust and victimisation. Mostly short poems, the tone throughout is bitter and angry, with violent and fearful images including nightmares, recalling sexual abuse and a frightened child straining to hear a parental argument. These are pain-full poems written in terse language and harsh rhythms, delivering short, sharp shocks to the reader. Ryan gives a vitriolic voice—`spitting words'—to the heartfelt cries of a damaged woman. Many readers will be able to identify with her pain. W. Muskin

LEV: Middle secondary Upper secondary
AVAIL: Paper $16.95
KLA: English   SCIS 877682

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);*
PDHPE	*Personal Development/Health/Physical Education;*
Science	*Science (secondary);*
ST	*Science and Technology (primary);*
TAS	*Technology and Applied Studies (secondary).*
VOC ED	*Vocational Education*

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

Australia files. [series]
Reed Library, 1996
An excellent series which covers a variety of people and events, spanning Australia's history from early colonial years right up until the present. The series appears to have been very thoroughly researched and containing some people and events are not commonly found in children's books. It is good to see women being represented in the colonial section of *Heroes*. Photos and sketch illustrations are used to great effect, as are fact boxes containing extra information on each subject. This is definitely a worthwhile series for any school library. J. Eade

LEV: Middle primary Upper primary Lower secondary Middle secondary
AVAIL: $24.95 each.
KLA: HSIE
Titles in this series include:
Disasters   SCIS 877762
Heroes   SCIS 880259
Mysteries   SCIS 880257
Villains   SCIS 880251

Australia: a reader's guide .
/ edited by John Arnold.
Thorpe, 1996
ISBN 1875589244   [016.994]
Virtually a standard guide to representative works on all aspects of Australia, this new bibliography claims only to be a starting point for those planning research on Australian topics. As such, it is an appropriate, useful addition to secondary school libraries, both as a reference and a guide for major resource selection. 1,350 non-fiction works annotated by specialists in the field are listed in ten categories; many annotations include references to comparable other works on the subject. Within each category titles are listed alphabetically, and the whole is supported by a comprehensive cross-referenced index with subjects in bold, titles in italics, and authors in plain text. H. Gordon

LEV: Upper secondary Professional
AVAIL: $48.00
KLA: HSIE   SCIS 874928

ASH, Russell
Incredible comparisons.
Viking Ringwood, 1996
ISBN 0670865745   [030]
While basically a book of general knowledge, this resource explores the extraordinary and how it compares with everyday objects. An amazing amount of information is presented on such topics as length, mountains, animal speeds and disasters. The detail is engrossing and thought provoking. The presentation, which is both vertical and horizontal and also incorporates fold out pages, allows three dimensional objects to be compared by two dimensional drawings. Compelling text and stunning artwork make for compulsive reading for older competent readers. A detailed index allows easy retrieval of information from this fascinating and informative book. J. Anderson

LEV: Upper primary Lower secondary
AVAIL: $29.95
KLA: English; HSIE; Mathematics; Science; ST   SCIS 888526

Children's first encyclopaedia.
Hodder Children's, 1996
ISBN 0733602991   [030]
Four attractively designed and presented books, identical in format, are contained in this sturdily boxed set. Designed as a first reference library for the young investigator, the set offers a limited, but interesting, range of topics organised into four broad subject areas: people, places, science and technology, animals and nature. Within each volume information is divided again into topics alphabetically arranged for easy access. A double page spread is allocated for each topic, which is further broken up under subheadings and liberally illustrated with excellent coloured photographs, paintings and diagrams. Good use is made of framing, colour separation, headings, and arrows, and each volume contains a useful glossary and index. B. Richardson
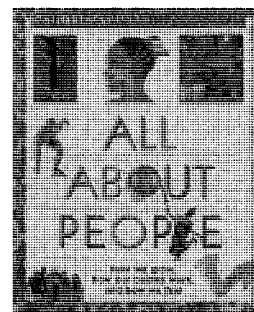
LEV: Lower primary Middle primary
AVAIL: $60.00
KLA: HSIE; ST   SCIS 876704

Writing for the Weekly Times. [videorecording]
Video Classroom, 1996 (The craft of writing)
(25 min.)
ISBN none   [070.4]
The processes involved in creating an Australian weekly newspaper—from story choice to interviews, photographs, lay-out and printing—are examined methodically in this video. Interviews with different staff members stress the importance of keeping in mind readership, bias and legal correctness in producing interesting and accurate stories. Essential skills for journalists are emphasised and advice is given on pursuing journalism as a career. But despite being informative, succinct and well-made technically, the content is not gripping—the nature of the stories (all on agriculture) is perhaps not riveting for an audience of twelve to fifteen year olds. (Reviewed without the available teacher's notes.) W. Muskin

LEV: Lower secondary Middle secondary
AVAIL: $85.00
KLA: English   SCIS 874438

ANHOLT, Catherine & ANHOLT, Laurence
What makes me happy?
Walker, 1996
ISBN 0744543746   [152.4]
Although not particularly original in concept, this is an exceptionally attractive picture book, thanks to the unity and appeal of its text, illustration and design. Each double page consists of a 'me' question (what makes me laugh? cross? shy?), illustrated with one child on the verso and the answer or answers, each with its own little illustration on the recto. It lends itself perfectly to the early weeks of kinder-garten and units of work on the self, feelings, relationships, etc. It would provide an excellent springboard for the creation of a class big book. F. Gardiner

LEV: Preschool Lower primary
AVAIL: Paper $9.95
KLA: HSIE   SCIS 865103

BROWN, Laurene, Krasny and BROWN, Marc
When dinosaurs die: a guide to understanding death.
Little, Brown and Company, 1996
ISBN 0316109177   [155.9]
Designed to help children dispel the mysteries of death, this book is another in a series which deal with issues important to children. Written in a very lucid style, it provides a frank overview of many aspects of dying, and the customs involved with death in different cultures. The busy, colourful illustrations which use dinosaurs as the human characters, together with the easy conversational text, make it accessible to younger students. The topic is frankly, yet sensitively handled and deals with the feelings involved in a realistic manner. The slightly humorous illustrations complement the text in a gentle way, providing an avenue for discussion. J. Anderson

LEV: Lower primary Middle primary
AVAIL: $19.95
KLA: English; HSIE   SCIS 888481

Sacred symbols. [series]
Thames & Hudson, 1996
An in depth introduction to the signs and symbols of ancient cultures and religions is provided in this series. Beginning with an overview from a modern perspective, each book examines the art and architecture of the focus topic, highlighting the symbolic expressions of their beliefs. Presentation is stunning, with multi-coloured glossy pages enhanced by numerous photographs, line drawings and diagrams. The format (120mm x 135mm) is appealing for personal use but small for a library resource. There is no table of contents or index, which limits the ease of access to the information and the book's use as a reference tool. J. Anderson

LEV: Upper primary Lower secondary Middle secondary
AVAIL: $16.95 each
KLA: CA; HSIE
Titles in this series are:
The Buddha   SCIS 878713
The Maya   SCIS 878718

Caring for the future.
Oxford University Press, 1996
ISBN 0192861867   [304.6]
Presented in an attractive, readable format, this book is the report of the Independent Commission on Population and Quality of Life. It outlines alternative features for our world, aimed at dealing with the increasing problems of the economy, environment and society of today. Philosophies and preferred futures are presented, but practical solutions are offered. In all, the search is for sustainable solutions. Whether the subject be population or poverty, employment or the environment, the focus is on solutions from within, not imposed from outside. Global not national is the perspective offered as the only answer for a sustainable future. M. Steinberger

LEV: Upper secondary
AVAIL: Paper $16.95
KLA: HSIE   SCIS 880442

GUTHRIDGE, Ian
Great women in history and art.
Medici School, 1996.
ISBN 0958864535   [305.409]
Written to commemorate some little known great women from history and art, this book gives both detailed and perceptive background information in a very readable text. The choice of the 70 women portrayed is the personal one of the widely read and travelled author, and is by no means exhaustive. Every woman discussed is also the subject of a portrait, so the book is illuminating on some art works as well as the artists and writers. Each article finds what is most interesting about the woman. The information about Virginia Woolf, for example, will give deeper understanding of her novels. M. Hamlyn.

LEV: Upper secondary
AVAIL: $49.95
KLA: CA; HSIE   SCIS 880165

ABORIGINAL AND TORRES STRAIT ISLANDER COMMISSION
Indigenous Australia today: an overview by the Aboriginal and Torres Strait Islander Commission. National directory of Aboriginal and Torres Strait Islander organisations.
ATSIC, 1996
ISBN none   [305.89]
The purpose of this ATSIC report is to provide a national picture of indigenous Australians and insight into the priorities for advancing their future. A comprehensive statistical portrait of present day indigenous Australians released through the findings of the National Survey 1995 gives an informed picture of dismay and hope. Analysis covers the major indicators of family and culture, housing, education, employment, law and justice. The report provides the basis of recommendations for insightful government policy and analysis of pathways to advance greater autonomy for indigenous Australians. A comprehensive directory by state documents ATSIC and support agencies for future in-depth research. F. Plummer

LEV: Upper secondary
AVAIL: Paper $0.00
KLA: English; HSIE   SCIS 884463

Variations on a familiar theme. [videorecording]
National Film Board of Canada, 1995 (58 min.)
ISBN none   [306.850971]
The ways that different people manage their lives is the focus of this collection of seven vignettes from French Canada. A lesbian couple with their baby, a deaf couple with their young children, an indigenous woman using traditional ways to support her people, an extended family with a cooperative mentality, a woman with children from two traumatic marriages, a priest working with the lonely, and a blended family building strong family ties through ritual—all are portrayed with respect and dignity. Each vignette is thought provoking on the diverse nature of peoples lives, and their concept of family and relationships. L. Bowring.

LEV: Middle secondary Upper secondary
AVAIL: $59.00
KLA: HSIE; TAS   SCIS 856498

HILLEL, Ruth
Split lives. [sound recording]
ACER, 1996
ISBN 0864311915   [306.874]
Audio cassette may not be the best medium for dealing with interpersonal relationships within step families. This aside, the resource is well-produced, interesting and relevant for both students and the community. The same format is used to examine two families. Narration by an adolescent is interspersed with realistic and thought provoking vignettes which highlight the predicaments which can arise in step-families. Group discussion guided by Paul Jennings follows each family case study to clarify and reinforce the issues raised. These include resentment of children towards step-parents, manipulation by children and ex-spouses, and the authority of step-parents. L. Monticone
LEV: Middle secondary Upper secondary
AVAIL: $29.95
KLA: PDHPE   SCIS 873315

FULLOON, Sandra
Vietnam: impact of aid. [videorecording]
Classroom Video, 1995 (29 min.)
ISBN none   [330.9597]
The Vietnam of today as a developing nation, and the role of overseas aid, are clearly and efficiently portrayed in this recent production aimed at senior high school students. A thumbnail sketch of the history establishes the reason for the current economic situation. What follows are four sections: aid and poverty; resource development; infrastructure development; and forces of development. Scenes from both urban and rural areas and interviews with local people well illustrate the salient points. Supported by informative notes and worksheets this is a well prepared package for geography and economics students studying aid and development. L. Bowring.
LEV: Middle secondary Upper secondary
AVAIL: $75.00
KLA: HSIE   SCIS 855325

BRYANT-MOLE, Karen
People through history. [series]
Wayland, 1996
A splendid series, this could be used as a resource for HSIE, or for classroom discussions. Depicting the changes in our normal working, domestic and daily lives, the format of each book is identical: on each double page spread there is a section of easy-to-read text and three photos, one from a hundred years ago, one from the forties or sixties, and one from today. The first class photos have been chosen with care and illustrate such points as the changes in attitude to gender. L. Williamson
LEV: Middle primary Upper primary
AVAIL: $26.95 each
KLA: HSIE
Titles in this series are:
People in the country   SCIS 878509
People at work   SCIS 884673
People at home   SCIS 884669
People in the town   SCIS 878514

BROWN, Neil
Level 13. [videorecording]
Dept. of Primary-Industries and Energy, 1996
(22 min.)
ISBN none   [333.7]
Students are likely to be immediately captivated by this zany video. Grabbing attention is a character who bursts from a computer game and into real life to deal with the dual problems of energy wastage and global warming. His mission is to eradicate an enemy of the planet whose misdeeds include leaving office equipment on when it is not being used, and driving an unserviced car. The enemy of the planet ultimately becomes its defender, and realising that one person can make a difference he changes his ways and encourages others to do so too. An excellent resource, this entertains while delivering a serious message. L. Monticone
LEV: Upper primary Lower secondary
AVAIL: $99.00
KLA: HSIE; Science   SCIS 872769

Wianamatta: Mother Creek South Creek.
[videorecording]
Greater Western Education Centre, 1995 (18 min.)
ISBN none   [333.91009944]
Focussing on local history and environment, the value of this video will not be confined to schools in the immediate area. It serves as a model for investigation of any local community. A series of speakers give viewpoints and share their expertise. A long-time resident speaks of changes to water quality since his childhood, and highlights problems associated with growth in population and industry. A work project completed to clean up Badgery's creek is detailed. Water care, land care and revegetation projects are outlined. There is a heartfelt plea from a resident explaining her concerns about EIS investigations connected with the airport. The quality of the sound is uneven at times. M. Steinberger
LEV: Middle secondary
AVAIL: $30.00
KLA: HSIE   SCIS 885072

GOULD, William
Business in action. [series]
Cherrytree Bath, 1996
Presenting detailed case studies of renowned companies, this is an easily understood and very informative series which demonstrates the concepts of commerce in real settings. Layout is appealing and consistent, each double page dealing with a new concept. The main text, itself broken down into manageable paragraphs with helpful subheadings, is balanced by appropriate colour photographs and diagrams. Understanding is further enhanced by the use of coloured panels, which define and expand on commerce terms, and offer snapshots of historical facts and biographical details important to the company being studied. Another useful feature is a chapter on creating your own business. L. Monticone
LEV: Lower secondary Middle secondary
AVAIL: $29.95 each
KLA: HSIE
Titles in this series are:
Boeing   SCIS 841571
Ford   SCIS 882657
McDonald's   SCIS 883580

BRYAN Jenny
We're talking about disability.
Wayland, 1996 (We're talking about)
ISBN 0750218622   [362.4]
Written in accessible prose, and illustrated with expressive coloured photographs, are the stories of four young people living with various disabilities—poor eyesight, impaired hearing, partial paralysis and learning disability. Readers will learn about the nature and causes of the disabilities, and, perhaps most importantly, that these children have similar goals and aspirations to their own, and can and do lead lives just like their own. They meet the challenges of operating in a world often not geared to those who cannot see, move, hear nor learn as well as others. Thought provoking questions are posed for readers and possible solutions are presented. B. Richardson
LEV: Middle primary Upper primary
Lower secondary
AVAIL: $ 26.95
KLA: HSIE; PDHPE   SCIS 884666

WALE, Carol
Take care. [series]
Wayland, 1996
Aimed at making children aware of accident prevention and the ways they can protect themselves in their daily lives, this series will be a valuable addition to resources on child protection. It is designed for young readers with brief, simple text, and large, coloured photographs, which present everyday familiar situations, and reinforce the clearly presented information. Special cartoon cat boxes highlight the most important safety features. Active participation is provided by a double page puzzle. Included are a picture glossary, simple index, bibliography and notes for parents and teachers. A thought provoking, attractively presented series, this will stimulate valuable discussion in the targeted audience. J Anderson
LEV: Lower primary
AVAIL: $26.95
KLA: English; HSIE
Titles in this series are:
At home SCIS 887023
On the road   SCIS 887022

McKENZIE, Ian
Criminal investigation.
Wayland, 1996. (Science discovery)
ISBN 0750212357   [363.2]
This exciting book is guaranteed to interest those fascinated by crime detection. Some of the historical material, such as classifying and identifying criminals anthropometrically by physical measurements (as they did in Europe in the late 1800s) is a cause for wonder. For example, 'pickpockets have long hands, black hair, scanty beards and are tall'. The developments of many scientific techniques, fingerprints, dental records, blood groups, and facial reconstruction are described and illustrated. The book could be used as a source for social background on an historical period or in a study of detectives stories, as well as for general interest. M. Hamlyn.
LEV: Upper primary, Lower secondary,
Middle secondary
AVAIL: $26.95
KLA: Science; ST   SCIS 874748
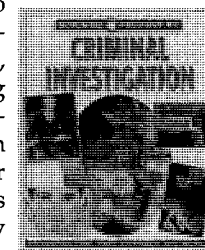
Homebush Bay ecological studies 1993-1995
Volume 1.
CSIRO, 1996.
ISBN 0643058583   [367.709944]
Despite its academic tone, this series provides much for seniors to support often studied topics of the 1990s: Sydney 2000 Olympics; ecology; wetlands; urban renewal; and pollution. The Homebush Bay site has been the subject of a vigorous analysis of its flora, fauna and marine life in this research project funded by the Olympic Co-ordination Authority, the Department of Defence and the CSIRO. Schools near Homebush will be able to use this work particularly for science and geography field studies. Those more distant can use it as an example of careful research, accompanied as it is by weighty bibliographies, glossaries, maps and photographs. M. Williams
LEV: Upper secondary
AVAIL: Paper $22.47
KLA: HSIE; Science   SCIS 870673
Companion volume:
Homebush Bay ecological studies 1993-1995
Volume 2.   SCIS 870676

THOMAS, Ron & STUTCHBURY, Jan
How we live in Australia. [series]
Macmillan, 1996
Focusing on life in Australia today, each book in this series covers a different aspect of the Australian lifestyle. Although the information is clearly set out and quite attractively presented, it provides only a brief overview, and at times is so simple it becomes a little misleading. The series makes equal use of coloured photographs which highlight the information presented and monochrome drawings which detract from the presentation. Each book contains an excellent timeline and provides an historical perspective. The language is accessible to young students and the series would be useful as discussion starters, but lacks sufficient depth of information for older students. J. Anderson
LEV: Lower primary Middle primary
AVAIL: $16.95 each
KLA: HSIE
Titles in this series are:
Clothes   SCIS 878617
Communication   SCIS 878635
Food   SCIS 878631
Houses   SCIS 878622
Schools   SCIS 878627
Transport   SCIS 878637

VIVEKANANDA, Kitty & SHORES, Penny
Uni is easier when you know how.
Hale & Iremonger, 1996
ISBN 0868066028   [378.12]
No-one believes they'll drop out from university, but a surprising 33 percent of students don't complete courses. This excellent book puts the problems and the solutions in real-time perspective, using individual students' accounts of their successes and failures. It empowers students to think realistically about their time and money investment in study, and to prioritise. Fifteen very different students discuss their successful adjustment to university and independence. Next

six dropouts discuss the troubles which overtook them; comments from experts enlarge on avoiding the problems. Lastly, four fascinating accounts by successful ex-students show how they developed careers based on what they had learnt. Every intending student should read it. H. Gordon

LEV:	Upper secondary
AVAIL:	Paper $16.95
KLA:	VOC ED
EVAL:	Highly recommended SCIS 884739

ASHENDEN, Dean & MILLIGAN, Sandra
Good universities guide to getting in, getting on, and getting a job.
Ashenden Milligan Subiaco, 1996
ISBN 187619703X   [378.94]
The complexities of understanding Australia's tertiary education system are simplified in this concise edition. Clearly stated is "What this book can do for you." The text sequentially explores pathway alternatives through the first weeks of triumphs and chaos. Student information for a large number and range of tertiary institutions is included. Scattered through the easy to read text are student anecdotes, useful statistical data, and information on student's rights, finance and living skills. The final chapter invites the reader to find out more, providing a comprehensive list of references and an invitation to visit on the Net at http://www.ashmill.com.au. F. Plummer.

LEV:	Upper secondary Professional
AVAIL:	$12.95
KLA:	VOC ED SCIS 880779

CATTERALL, Rod & BARRETT, Neil
Why we eat what we eat. [videorecording]
Video Education Australasia, Bendigo, 1995 (18 min.)
ISBN none   [394.1]
In this short video the main influences on our food choices—availability, knowledge, resource and motivation—are explored. Young people in the street and experts are interviewed. Subtitles are useful for students who learn visually, and those with hearing or language problems. It also alleviates the 'talking heads' syndrome. This is a lively video with quite a lot of nutritional, cultural and health information and survey results. One of the doctors discusses anorexia nervosa. The study question sheet is practical. M. Hamlyn.

LEV:	Lower secondary, Middle secondary
AVAIL:	$118.00
KLA:	PDHPE; TAS SCIS 840445

STEELE, Philip
The world of festivals.
Reed Editions, 1996
ISBN 1863451161   [394.26]
Designed for competent readers, this book provides an in-depth look at the range and importance of festivals throughout the world. Stunningly presented, with numerous coloured photographs and drawings, it explores the ceremonies that take place during religious, national, family and other festivals. Each double page spread focuses on one aspect and most information is presented in the form of detailed captions. The clearly presented, up-to-date information is easily accessed and a world calendar of festivals is included. The excellent colour illustrations highlight the concepts being discussed, making it a valuable resource for presenting multicultural perspectives. J. Anderson

LEV:	Middle primary Upper primary Lower secondary
AVAIL:	$16.95
KLA:	English; HSIE SCIS 870090

WILLIAMS, Marcia
The adventures of Robin Hood.
Walker, 1996
ISBN 0744547652   [398.20942]
Not for folklore devotees, this comic strip format book provides a brief introduction to the legend of Robin Hood. While the text tells a simple version of eleven separate tales, additional dialogue, many jokes and lots of asides add humour and satire to the stories. Wonderful, illuminated borders provide an historical element, while the illustrations themselves are lively, colourful and very detailed. Although the book's appeal will be to a wide audience because of the accessible language and cartoon style presentation, only older readers will appreciate the satirical overtones. It is a fun interpretation of a classic tale. J. Anderson

LEV:	Middle primary Upper primary
AVAIL:	Paper $12.95
KLA:	English; HSIE SCIS 885109

Seven magic brothers = Bay anh em co biet tai.
/ retold by Kuang-Tsai Hao; illustrated by Eva
Wang. Yuan-Liou, 1994
ISBN 9573221667   [398.2095]
Bearing more than a passing resemblance to *The seven Chinese brothers*, this folk tale recounts the counter attacks made by the unvanquishable brothers when the insecure emperor tries to dispose of them. The English text, accompanied by the Vietnamese translation by Nguyen Ngoc Ngan, has a delightful economy and poetic colloquialism, which gives the work an unusual and appealing humour. This version would be suitable for background speakers of Vietnamese and is a useful resource for LOTE classes. Illustrations are tremendously detailed and inviting of close inspection; the Oriental feel is there in the delicacy of line and in the colour, be it rich and red, or soft and blue. This is a very aesthetically pleasing work. F. Gardiner

LEV:	Lower primary Middle primary
AVAIL:	$25.95
KLA:	LOTE SCIS 870291

GONZALEZ, Ralfka & RUIZ, Ana
My first book of proverbs = Mi primer libro de dichos.
Children's Book Press, 1995
ISBN 0892391340   [398.9]
Today's dicho: a book of proverbs doesn't make absorbing reading. But this book of proverbs has additional attractions. Each proverb, or dicho, comes with its Spanish version, which allows for some good guessing games about which Spanish word corresponds with its English translation, guesses which can sometimes be confirmed or otherwise by checking through the book. Each one has its own illustration which is so bursting with life it practically leaps off the page. The illustrations and the multiplicity of frames and decoration also provide some excellent ideas for classroom presentations and an experience of Spanish culture. F. Gardiner

LEV:	Middle primary Upper primary
AVAIL:	$25.50
KLA:	LOTE SCIS 870364

ADAMS, Adelaide
Zoosports: an aerobic ABC.
Hodder Headline, 1996
ISBN 0340622342   [421]
An imaginative and entertaining alphabet book, this combines animals and sport. Although the text consists of only two or three words per page, eg. *Ants Abseiling, Bees Bungee-Jumping*, the clever, original illustrations with their absurd themes make the presentation a fun read for younger (and older) students. The boldly executed full page illustrations combine different styles, but all are hilarious interpretations of the text. A double page spread at the end provides a checkerboard overview of all the text and pictures. A delightful and very funny book which will have wide appeal and provide stimulation for language activities. J. Anderson

LEV:	Preschool Lower primary
AVAIL:	$22.95
KLA:	English; HSIE SCIS 886272

New scientist. [computer software]
Bowker Saur, 1995
ISSN 13561766   [505]
An index to all *New scientist* magazines published from April 1989 to December 1995, this **CD-ROM** provides full text and graphics for the articles. It is possible to search by: words in context; complex or simple Boolean searching; issue date; author; magazine section; and hypertext. This is excellent for a wide variety of information searches. A simple double-click selects articles in the literature search results. Figures appear in the body of the text as icons, and are also listed at the end of the article. They may be viewed at either location. Bookmarking articles is possible, and the saving and printing of them makes this a very useful tool. E. Petlevanny

Minimum requirements
Windows 3.1: 386; 4MB RAM; 3MB hard disk; DOS 5.0; SVGA

LEV:	Middle secondary Upper secondary
AVAIL:	Schools: 1st year subs. $745.00; Renewal $500.00 DA Information Services
KLA:	HSIE; Science SCIS 884537

VANCLEAVE, Janice
Janice VanCleave's 202 oozing, bubbling, dripping and bouncing experiments.
Wiley, 1996
ISBN 0471140252   [507.8]
Designed for eight to twelve year olds, this collection of hands on science projects and experiments for home and school will be a valuable addition to science and technology resources. It is clearly set out with the activities divided into five different science fields: astronomy, biology, chemistry, earth science and physics. The step by step instructions are safe and easy to follow. Two experiments are presented on each page utilising the headings: **Purpose; Materials; Procedure; Results;** and **Why?** The collection is varied and stimulating. A black and white drawing accompanies each experiment, while a detailed glossary and index makes for easy information retrieval. J. Anderson

LEV:	Upper primary Lower secondary Professional
AVAIL:	Paper $21.95
KLA:	ST SCIS 883629
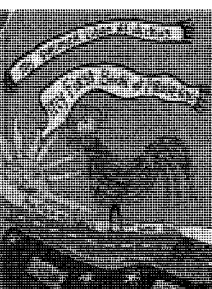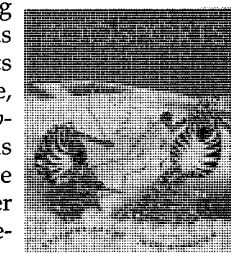
LEESON, Neville
Maths challenges 500 maths questions and solutions for able pupils.
Dellasta, 1996
    [510.76]
Containing a challenging collection of items, this resource emphasises the application of problem solving skills. Detailed text instructions for the methods used elaborate strategies for: model and table making; looking for a pattern; guess and check; simplifying the problem; and elimination. This promotes student skills in looking for alternative and systematic approaches. Once familiar with the relevant techniques, students are encouraged to select appropriate problem solving strategies. The items are arranged in ten sets with graded examples. Students are encouraged to use the self checking solutions provided. Ideas for teacher and parent use are included. F. Plummer

LEV:	Upper primary Lower secondary
AVAIL:	Paper $24.95
KLA:	Mathematics SCIS 863691

OHANIAN, Susan
Math at a glance: a month-by-month celebration of the numbers around us.
Heinemann, 1995
ISBN 0435083643   [510.76]
Stimulating applications of numeracy and literacy skills are presented in this resource. They require students to investigate Mathematics through specific celebrations in the North American calendar. Text and graphics invite students to develop reasoning, analysis and communication skills through integrated curriculum activities. The text contains an emphasis on literary and research skills; encouraging investigation through relevant experiences and reading more about topics with suggestions for appropriate literary works. Thinking tasks require students to make predictions, test theories and challenge ideas. The concepts could be adapted to Australian cultural celebrations. Background material provides an insight into North American history and culture. F. Plummer.

LEV:	Upper primary Lower secondary Middle secondary
AVAIL:	Paper $13.95
KLA:	Mathematics SCIS 871512

COUPER Heather and HENBEST, Nigel
Black holes.
HarperCollins, 1996 (Dorling Kindersley Books)
ISBN 0732256186   [523.8]
Striking presentation, good layout and design, and fascinating, superbly illustrated contents will ensure that this book spends more time off than on the shelf, despite the difficulty of some of the concepts and the uncondescending language of the text. The authors, well respected science writers, have combined scientific data and theory with imaginative speculation to provide an informative, intriguing, thought provoking and often challenging journey of discovery and fantasy about one of the strangest and most mysterious of space phenomena. Included are: a four page foldout spread; a glossary that provides intriguing reading in itself; and an index. It has all you ever wanted to know about black holes and more! B. Richardson

LEV:	Upper primary Lower secondary Middle secondary Upper secondary
AVAIL:	$24.95
KLA:	Science; ST
EVAL:	Highly recommended SCIS 874488

STONEBARGER, Bill
The mystery of light. [videorecording]
Hawkhill, 1995 (17 min.)
ISBN none   [535]
Fascinating facts about light, its source in the sun, and the theories of its paradoxical composition as both 'quanta' (particles) and wave motion are explored in this video. The laws of reflection, refraction, conservation and the nature of colour are clearly explained verbally and visually in diagrams. Intriguingly told by a narrator, with use of animated diagrams and photographic examples, both the microscopic and cosmic nature of electromagnetic waves are meaningfully demonstrated. This is an inspiring introduction to some of the most important experiments, and contains a great deal of information about the nature of light. It is a springboard to further study. M. Hamlyn.

LEV: Middle secondary Upper secondary
AVAIL: $69.00
KLA: Science
EVAL: Highly recommended   SCIS 880436

How science works. [series]
Watts, 1996
Each book in this series is magnificently compiled. Containing 44 double page spreads, each of these sections is made up of the text which outlines the topic, a feature diagram, and smaller related diagrams and photographs with detailed captions. Informative illustrations are aesthetically pleasing as well as instructional. They cover features related to the natural and cultural environment. Many topics have a strong historical flavour. Students of many subjects will find these excellent resources useful as they are clearly set out with succinct information. They can be used to dip into for one topic, or to use from cover to cover. L. Monticone

LEV: Upper primary Lower secondary
          Middle secondary
AVAIL: $24.95 each
KLA: HSIE; Science; ST; TAS
Titles in this series are:
Robots   SCIS 876041
Water   SCIS 876039

PERHAM, Molly & ROWE, Julian
Mapworlds. [series]
Watts, 1996
Several geographic approaches and skills can be introduced and developed in students by using this simple series. They are a good early introduction to map reading with symbols, directions and scale briefly explained in the introduction and then presented on the maps. Each book examines a topic on a global scale and is set out with a double page spread of map and information for eleven world regions. They would be good to develop a whole world perspective for each resource. Issues such as the relation of food production to rainfall could also be explored. M. Hamlyn.

LEV: Middle primary Upper primary
          Lower secondary
AVAIL: $22.95 each
KLA: HSIE
Titles in this series:
Food   SCIS 876042
Water   SCIS 876040

The geology of Australia. [computer software]
CD Solutions, 1996
ISBN 0646285327   [559.4]
A two CD-ROM set, this explores five areas: **An introduction to earth science; Minerals and resources; Topographic and geological maps; Geological time periods;** and **Principal geological** features. Disk two is a geological atlas of Australia. An alphabetical list of subjects and related topics, and text link words, complement the use information skills. Visual presentation of minerals is clear, and the terminology used to describe properties explained via a glossary. Navigation is quick and easy. Animations clearly illustrate changes within geological periods. The video clip on how and why the study of geology is useful today is a valuable inclusion. Earthquakes are particularly well presented with a video clip and audio presentation. The atlas has twenty different types of maps. It allows zooming, and panning the enlarged map to view area features. Some maps are very grainy and appear to be taken from a print original. All topographical map information is copyright. **Help** explains the controls and technical aspects of the information. E. Petlevanny
Minimum requirements
Windows 3.1: 486; 256 colours; SVGA; 4 MB RAM, 6 MB hard disk
LEV: Middle secondary Upper secondary
KLA: Science
AVAIL: $125.00 CD Solutions   SCIS 883487

LATZ, Peter
Bushfires and bushtucker: Aboriginal plant use in Central Australia.
Institute of Aboriginal Development, Alice Springs, 1995
ISBN 0949659835   [581.609942]
Beautiful illustrations, detailed research and the author's lifetime enthusiasm for Central Australian flora, ecology and history, make this essential reading for Aboriginal Studies. This work, by a white man raised in an Aboriginal community details soils, vegetation, water, Aboriginal farming techniques, uses of plants and use of fire. The second half of the book contains detailed and very readable descriptions of over 250 plants, accompanied by their Aboriginal and botanical names, and colour photographs. This is a wonderful contribution to our understanding of Australian botany and indigenous peoples. M. Williams

LEV: Middle secondary Upper secondary
AVAIL: $49.95
KLA: HSIE; Science
EVAL: Highly recommended   SCIS 849177

ALTON, Robert
Survival. [computer software]
Anglia Multimedia, 1996
ISBN 1900226197   [591]
Visually stunning, this **CD-ROM** will do everything to extend student fascination with wild creatures. The footage of the natural world is first class. Not a reference CD-ROM as such, it is rather a visual presentation, in video clips, illustrating the habits, natural laws, attributes and skills of wild creatures. The four sections are: **Flight; The senses; Hunter and hunted;** and **The cast**. The resource is best used if the student watches the prepared sequences. Buttons are available to go forwards or backwards, which is useful but not intended to provide speedy accessibility. Other options (**Zoom in closer, How it works, More examples**) allow closer examination of the spiders, birds, mammals, fish and insects. Few Australian creatures are shown, but as it illus-

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trates universal concepts this should not matter. It is a good resource to cater for different learning styles and complement further research from other formats. L. Williamson
Minimum requirements
Windows 3.1: 486: 4 MB RAM; 25 MHz; DOS 5.0; double speed 300kps CD-ROM drive
Macintosh: System 7; 4 MB RAM; 256 colours; double speed 300kps CD-ROM drive
LEV: Middle primary Upper primary
          Lower secondary
AVAIL: $40.00 Roadshow. Networkable with licence
KLA: Science; ST   SCIS 887052

SAVAGE, Stephen
Animals by habitat. [series]
Wayland, 1996
A thoroughly comprehensive and well produced series, these books give good basic information on the animals you would find in different habitats. A double page spread presents the introductory material: the general nature of the habitat, where it lies in the world, and more specific details about the habitat, before moving on to the animals—the mammals, birds, amphibians, invertebrates and reptiles that live in each environment. Each animal receives about a quarter page of information, plus a clear photograph. The text is aimed at the upper primary level and would fit in well with a research based Science unit. L. Williamson
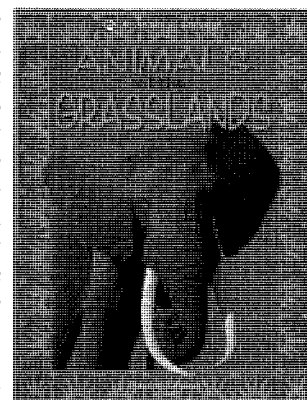
LEV: Middle primary Upper primary
          Junior secondary
AVAIL: $26.95 each
KLA: Science; ST
Titles in this series are:
Animals of the desert   SCIS 884683
Animals of the grasslands   SCIS 889298
Animals of the oceans   SCIS 889296
Animals of the rainforest   SCIS 884681

LARISON, Jim & LARISON, Elaine
Where do animals go in winter?
[videorecording]
National Geographic Society, 1995 (24 min.)
                                            [591.54]
Stunningly photographed, this video outlines the ways different animals survive the onset of winter and how food is the key to their survival. It overviews the preparation that some animals make, while others migrate, hibernate or change their appearance. It is narrated in language accessible to young students. The beautiful and changing colours of autumn and winter are highlighted, although the North American orientation makes the animals featured unfamiliar to many young Australian students. This could motivate discussion in the middle primary years. Included is a teachers guide which provides a synopsis of the video, objectives, glossary and suggested activities. J. Anderson

LEV: Lower primary Middle primary
AVAIL: $55.00
KLA: English; HSIE; ST   SCIS 885080

ULMAN, Jane & ULMAN, Phillip
Reef islands and tropical coast. [sound recording]
Australian Broadcasting Corporation, 1995 (57 min.)
ISBN none   [591.59]
Luxurious listening at its best for those who love birds and wilderness, this is a fine audiocassette. It would be easy to use it for stimulation, for setting the scene in a rainforest theme, or as a game to develop a listening or research skills project since there is a list of frogs and birds in order of appearance in the accompanying book. The book also contains brief descriptions of the behaviour and activity of each species with their habitat. The package could be used as a pre-excursion experience or for enrichment, especially for inner-city and suburban students. M. Hamlyn.

LEV: Middle primary Upper primary
AVAIL: $19.95
KLA: CA; HSIE; Science   SCIS 864918

O'BRIEN Teresa
Animals of Australia.
Koala, 1996
ISBN 1875846654   [591.994]
The lift-out-flap format of this book will guarantee its popularity. This simple ingenious device works well, allowing a double page panorama of various environmental settings to be presented with the animals targeted—koala, kangaroo, platypus, echidna, emu—hidden under the flaps. Children are presented with a short riddle to help them identify the animal that fits the environment depicted, and must lift the flap to discover the answer and gain additional information which is presented via more pictures and text. The latter is written in simple, appropriate language and organised into short accessible chunks. This is a motivating first book for young investigators. B. Richardson

LEV: Lower primary Middle primary
AVAIL: Paper $6.95
KLA: ST   SCIS 866241

GREENAWAY, Theresa
The really horrible guides. [series]
Reed for Kids, 1996
Although this series dealing with the special features of a broad range of insects and unusual animals contains no depth of information, it is stunningly presented. Larger than life graphic photography provides a lively and fascinating introduction to a wide range of bizarre members of the animal kingdom. The striking design is accompanied by simple text which often curves around the illustrations and could be read by most newly competent readers. Each book displays variety in presentation and contains engrossing detail. Although there is no particular Australian orientation, it provides a marvellous introductory series for first learners, and is great for browsing. J. Anderson

LEV: Lower primary Middle primary
          Upper primary
AVAIL: $16.95 each
KLA: English; ST
Titles in this series are:
*The really hairy scary spider
and other creatures with lots of legs*   SCIS 887202
*The really horrible horny toad
and other cold, clammy creatures*   SCIS 887200
*The really wicked droning wasp
and other things that bite and sting*   SCIS 887197

The really fearsome blood -loving vampire bat and other creatures with curious eating habits

SCIS 887201

Inside out guides. [series]

HarperCollins, 1996

Comprehensive yet easy to understand, this series provides an introduction to two quite diverse topics. *Super structures* looks at some of the world's most amazing buildings and structures. *Amazing bugs* focuses on the anatomy and habits of the group of insects which have piercing and sucking mouthparts. The outstanding features of both books are the stunning artwork and photography and the variety in page design. Designed for competent readers, the information is mostly presented in small blocks as captions. Individual topics are easy to access. The books are highly informative, great for browsing and provide wonderful motivation for expanding students' understanding of the world around them. J. Anderson

LEV:	Upper primary Junior secondary Middle secondary
AVAIL:	$19.95 each
KLA:	Science; ST
EVAL:	Highly recommended

Titles in this series are:

Amazing bugs	SCIS 884972
Super structures	SCIS 884975

BROOME, Errol

Pets. [series]

Macmillan, 1996

At some stage, most children want a pet, and this series will be invaluable when such a child comes seeking information. Surely there is no better moment for that magical connection between personal interest and appropriate resources to occur, that moment where good learning takes place. Not only does this series offer information on a wide range of pets, it also gives common sense advice. There is good coverage on breeds, feeding, grooming, reproduction and health. At the end of each book is a list of helpful contacts, with interestingly, a reference to the Internet. L. Williamson

LEV:	Middle primary, Upper primary
AVAIL:	$16.95 each
KLA:	ST

Titles in this series are:

Birds	SCIS 881855
Cats	SCIS 881854
Dogs	SCIS 881844
Horses and ponies	SCIS 881852
Fish	SCIS 881846
Mice and guinea pigs	SCIS 881857
Rabbits	SCIS 881847
Turtles, snakes and lizards	SCIS 881848

OKTOBER, Tricia

Oil spill.

Hodder Children's, 1996

ISBN 0733601901   [598.4]

Tricia Oktober is well known for her excellent picture books that deal with environmental themes, and with this publication the author has pulled off a coup. The book describes the life of fairy penguins, and that of the penguins' neighbours, the gulls, the seals, and the terns. The atmosphere changes as the book tells us of the disaster that strikes when there is an oil spill. There is however, nothing gloomy or depressing about the tale. With its wonderful blend of good writing, creative, full page illustrations, and well chosen information, this superb book is one that will both inform and entertain. L. Williamson

LEV:	Lower primary Middle primary Upper primary
KLA:	HSIE; ST
AVAIL:	$19.95
EVAL:	Highly recommended SCIS 880254

Eureka! [computer software]

Anglia, 1996

ISBN none   [608]

Around 600 discoveries and inventions make this **CD-ROM** a treasure trove of snippets on human achievements. Clear icons direct the user to information which may be accessed either alphabetically, by date, place or topic. Simple, concise text is supplemented with well presented visuals. A range of video clips and animations enhance this encyclopaedic reference. In addition, nine audio-visual documentaries are available on: **Communication**; **Building**; **Energy**; **Medicine**; **Transport**; **War**; Industry; **Everyday life**; and **Food**. Navigation is easy. A note pad facility encourages students to record their own notes from the text. While the information covers a broad area, specific information is brief, making this software more appropriate for primary students; however, it can not be overlooked as a valuable starting point for older age groups. C. Sly

Minimum requirements

Macintosh: System 7; 4MB RAM; 256 colours

Windows 3.1/Windows '95: 386SX; 33MHz; 4MB RAM; 256 colours

LEV:	Middle primary Upper primary Lower secondary Middle secondary
AVAIL:	$59.95 Roadshow
KLA:	HSIE; Science; ST; TAS SCIS 887053

Inventions.

Watts, 1996 (Secret histories)

ISBN 0749620528   [609]

A lively and captivating book, this has strong appeal for the casual browser. Purporting to set the record straight, the book introduces little known historical facts in order to provide an historical perspective on inventions. It covers a multitude of topics under fifteen major headings, with a double page devoted to each. The information is brief but fascinating. Copiously illustrated with humorous and colourful drawings, it provides a rather offbeat approach to the topic. Although text suits competent readers, it will have strong appeal to a wide range of abilities and ages. J. Anderson

LEV:	Middle primary Upper primary Lower secondary.
AVAIL:	$21.95
KLA:	HSIE; Science; ST SCIS 882122

Leonardo: the inventor. [computer software]

Softkey Multimedia, 1996

ISBN none   [609.2]

Focussing on his inventions, this **CD-ROM** shows Leonardo da Vinci's contribution to the Renaissance and the culture of the western world. The contents include: **Inventions**; **Gallery**; **Biography**; **Database**; **Timeline**; **Works**; **Games**; and **Bibliography**. **Inventions** provides a monologue on the Renaissance and Leonardo's inventions in the areas of flight, water, music, civil engineering and warfare. Each invention is linked with present day technology, such as: the helicopter, using film clips, Leonardo's own words, drawings and 3D views that can be manipulated. **Gallery** shows 51 items which are described and illustrated. **Database** has an alphabetical list or **Search** option for all art works and items associated with Leonardo and his times, including other artists, events, and personalities. Navigability is easy and the material is well written. This CD-ROM provides an interesting and informative way of learning about Leonardo and his Renaissance world. S. Hannigan

Minimum requirements

Macintosh 68030: System 7.1 or Power PC

Windows 3.1/Windows '95: 256 colours, 8MB RAM; double speed CD-ROM drive (Quad recommended); SVGA

LEV:	Upper primary Lower secondary Middle secondary
AVAIL:	$75.00 Roadshow
KLA:	CA; HSIE; TAS SCIS 880175

A-lift-the-flap-book. [series]

HarperCollins, 1996

An imaginative and innovative series, this will have strong appeal to the targeted audience. Each book consists of five double pages with lift up flaps. *Open house*, designed for younger readers, has over 90 flaps with minimal text, which allow students to look inside a variety of historical dwellings. *Inside the body*, designed for an older audience, examines body structure and systems. It has vertical double page presentation (71cm x 27cm), making it a valuable teaching resource. Both books are sturdy with strong flaps. The unique design of these two books will make learning and investigating fun, and both will appeal to the casual browser. J. Anderson

LEV:	Lower primary Middle primary Upper primary Lower secondary
AVAIL:	$29.95 each
KLA:	HSIE; Science; ST
EVAL:	Highly recommended

Titles in this series are:

Open house	SCIS 884982
Inside the body	SCIS 884984

MITCHELL, Euan

Setting up and operating a band PA system: pump up the volume! [videorecording]

AUSMUSIC, 1996 (Basic music industry skills module 15.6) (71 min.)

ISBN none   [621.389]

John Archer gives a guided tour of the mechanics of PA systems for contemporary bands. Explanations are clear and concise. The package is for people planning a career in music. Assembly and operation of each component is explained minutely. Safety is emphasised. Viewers will learn the nuts and bolts of speakers and amplifiers, microphones and monitor desks, graphic equalisers and sound effects, and setting up a drum kit. The accompanying computer disk gives students the opportunity to simulate the effects

of different settings using their own recordings. It is a pity that the close-up camera work does not reach the otherwise high standard of production. A student workbook is also available. M. Steinberger

LEV:	Upper secondary
AVAIL:	$45.00; $95.00 full kit
KLA:	CA; VOC ED SCIS 878600

Also available:

Virtual PA [computer software]   SCIS 878603

Advertising kit: the hard facts not the hard sell. [kit]

Advertising Federation of Australia, 1996

ISBN 0958816581   [659.1]

Perusing such a colourful, exuberant, well-planned and well-presented kit will make you want to race out and find a class to teach! Behind the gloss there's a solid core of very useable material with excellent summaries and exhaustive coverage of all aspects of advertising. Suggested for Years 5-9, each of the six units includes student's notes and activities and teacher's notes complete with learning outcomes and goals. Despite a minor quibble—the reproducible material may lose some of its impact without colour—this balanced, authoritative resource promises learning that looks like fun. It even has stickers! W. Muskin

LEV:	Professional
AVAIL:	$85.00
KLA:	CA; English; HSIE
EVAL:	Highly recommended SCIS 881912

GOLDSCHEIDER, Ludwig

Michelangelo.

6th ed. Phaidon, 1996

ISBN 0714832960   [709.2]

This new edition of the classic concise Phaidon publication of Michelangelo's works features new photographs of sculptural details of his 3-dimensional work and the colour of the recently cleaned paintings of the Sistine chapel. It is a book for students, easy to use because the visual detail is clear and the verbal descriptions precise, analytical, but not too long. The book itself is also a comfortable size and weight for reference use in class, unlike some coffee table art books. M. Hamlyn.

AVAIL:	Paper $19.95
LEV:	Lower secondary Middle secondary Upper secondary
KLA:	CA
EVAL:	Highly recommended SCIS 882270

PLUCKROSE, Henry

Walls.

Watts, 1996

ISBN 0749618930   [721]

The focus here is the very young child, with an emphasis on exploring a child's everyday environment. Set out in simple terms with minimal text, the book consists of full page brightly coloured photographs with the easy to read text superimposed. The original full colour photographs are stunning, within the scope of a young child's experience, and provide good motivation for a discussion on different types of walls and their uses. Young readers will also enjoy learning to read

and understand the simple sentences. It is a useful resource for several Key Learning Areas. J. Anderson

LEV: Lower Primary
AVAIL: $19.95
KLA: English; HSIE; ST SCIS 866714

12th National Aboriginal & Torres Strait Islander art award.

Museum & Art Gallery of the Northern Territory, Darwin, 1996

ISBN 0724529454 [759.994]

There are four media categories: bark painting; open; 3-dimensional; and works on paper, in the National Aboriginal and Torres Strait Islander annual art award. The works reproduced in vivid colour in this catalogue are those chosen for touring from 170 exhibited works. Many of these are exploring new media and ideas, but with some traditional methods. All have spirit and integrity which is powerful and inspiring. Each artist has written a short explanation of the work, which helps to introduce the ideas to the uninitiated viewer. This little book would be very useful at all levels of art and for Aboriginal studies. M. Hamlyn.

AVAIL: Paper $25.00
LEV: Lower secondary Middle secondary Upper secondary
KLA: CA; HSIE
EVAL: Highly recommended SCIS 882315

World beat. [computer software]

Medio Multimedia, 1994

ISBN none [780]

A comprehensive review of a myriad of styles of world music is provided by this **CD-ROM**. Good pictorial selection with detailed but easily understood text is a feature. Students may locate examples of traditional and/or contemporary music for any part of the world. Further information is given through the large **Discography**, allowing scope for extension work on an area or style of particular interest. **Music studio** illustrates a number of the styles with written music, giving the parts for the various instruments, and guiding the untrained user through the selection. There is a tempo control facility for musical illustrations, which may be useful in analysing styles. Celtic, Judaic, Gospel styles and music from dozens of African, Asian, South American and Pacific countries are included, with many more to extend the users' knowledge beyond the well-recognised. Installation may be daunting for some, as the software seems to require sophisticated equipment, but will in fact run satisfactorily without. M. Steinberger

Minimum requirements
Windows 3.1: 486; 4MB RAM; 256 colours
LEV: Middle secondary Upper secondary
AVAIL: $79.95 Ozyrom
KLA: CA; HSIE SCIS 883338

The Mozart compendium: a guide to Mozart's life and music.

/ edited by H.C. Robbins Landon. Thames and Hudson, 1996.

[780.92]

Senior music students and members of staff will find everything they need to know about Mozart in this fine addition to the literature. It provides comprehensive resources on the composer and his times. Detailed information is given in timelines and family trees. Chapters on historical and musical background will help the student place the subjects in context. Different styles of music are discussed, with analy-

sis of vocal, instrumental, operatic and sacred music. Attention is given to contemporary sources of information. Written by experts renowned in the field, this book could well be a major resource required by school libraries for the subject. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: Paper $49.95
KLA: CA SCIS 878695

Also available:

The Beethoven compendium:
a guide to Beethoven's life and music SCIS 878711

Contemporary Aboriginal music. [kit]

AUSMUSIC, 1995

ISBN none [781.62]

The multi-faceted contemporary Aboriginal music scene is the subject of this package including videotape, teacher's manual and student workbook. A variety of high-profile singers and players eg. Archie Roach share their experiences of the meaning of their music, their history, successes and difficulties in the profession. *Tiddas* members speak of educating the community about aboriginality. Traditional elements in much contemporary music are illustrated through *Yothu Yindi*'s music. Emphasis is given to different styles, including traditional, jazz, rock, folk and blues. Ruby Hunter and *Tiddas* describe the road to securing international recording deals. Students will find information on the practicalities of getting started in the industry, opportunities and courses available interesting. M. Steinberger

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: $30.00 video; $45.00 full kit
KLA: CA; HSIE SCIS 878410

MORRISON, Lindy
Australian women in rock and pop music. [kit]

AUSMUSIC, 1995

ISBN none [782.4216]

The strength of the video lies in the number and range of Australian stars interviewed. From Little Pattie to Jenny Morris, Wendy Matthews to Christine Anu, Ruby Hunter to Kylie Minogue, the viewer is treated to extended discussions on the history, challenges, problems and joys of being a woman in the popular music scene. Attention is given to the beginnings in the 1950s and 1960s, the pub scene of the 1970s, the changing image required of women, touring and recording, family and relationships, and the difficulties of gaining airplay. Speakers include record company executives, DJs, a photographer, sound engineer and publicist. The accompanying student workbook would be an invaluable teaching aid. M. Steinberger

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: $30.00 video; or $35.00 full kit
KLA: CA SCIS 878420

Cinemania '96. [computer software]

Microsoft, 1996

ISBN none [791.43]

For movie buffs, drama students and senior English classes, this **CD-ROM** has much to offer. The published expertise of four American film reviewers have been combined with the extra possibility of 180 film dialogue clips, 120 tracks of film music, and 23 video scenes in this guide to over 20,000 movies. Not enough notable Australian movies are included. Searching is simple and available, for example, by: title; actor; genre; film studio; and media (such as stills, and musi-

cal scores). Regular enthusiasts can create their own lists of favourites, search on keywords or, spin the wheel to let the software suggest a movie. A recent feature is the new online access that allows monthly Internet updates through a modem. It is great fun for film and trivia enthusiasts, and relevant to HSC English classes studying film as text. M. Williams

Minimum requirements
Windows '95: 386; 16MB RAM; SVGA; ; 256 colours
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: $49.00 Microsoft
KLA: English; HSIE SCIS 858053

ADSHEAD, Paul
The red herring mystery.

Child's Play (International) 1996

ISBN 0859539547 [793.73]

If you have students who adore the 'I spy' books, and who love a good mystery, then this is the book for them. An extremely handsome production with beautifully rich and detailed illustrations, this is a picture book detective story. You have to read the story, closely examine the pictures, and deduce who 'did it. There is a sealed section which you aren't supposed to look at until you have solved the crime! While not as original as such puzzle books as *The Eleventh hour*, this remains a fine production and one which will be enjoyed by keen readers and reasoning minds. L. Williamson

LEV: Middle primary Upper primary
AVAIL: $19.95
KLA: HSIE SCIS 868693

ANDERSON, Scoular
A puzzling day in the land of the pharaohs.

Walker, 1996

ISBN 074453741X [793.73]

Part complex visual puzzle, part adventure, and partly an attempt to provide information on the topic, this is a fascinating and motivating resource. A school group is magically transported back to ancient Egypt where they are guided through many scenes of Egyptian life. The detail and busyness of the illustrations convey much information and running jokes about the antics of the students. The shared bubblegum is particularly delightful! An enjoyable picture book for those readers who relish the visual hunt style, this provides fun and learning in an integrated manner. J. Buckley

LEV: Middle primary Upper primary
AVAIL: $19.95
KLA: HSIE SCIS 885107

MAISNER, Heather
The magic hourglass.

Walker, 1996 (Gamebook. Skill level 3)

ISBN 0744543657 [793.73]

A good set of eyes is the necessary requisite for this book which is part puzzle, part picture book, and part history. As you search (and search) for the hourglass you go on adventures through the centuries, and to different countries. Think of the fun and incredible detail of a *Where's Wally* book; add intriguing snippets about culture, about history and place, and you have an idea of this publication. Each double spread represents a different century, and the coloured illustrations are full of intricate and accurate details about their time and place. It is a winning book for all! L. Williamson

LEV: Middle primary Upper primary Lower secondary

AVAIL: Paper $9.95
KLA: HSIE
EVAL: Highly recommended SCIS 877637

CHAPMAN, Garry
Great Australian sports. [series]

Macmillan, 1996

An up-to-date introduction to ten high profile sports is presented in this series. Each book examines how the sport is played, techniques required, its history, and the levels of competition existing for each sport in Australia today. Famous sports people are featured, with a special emphasis on Australians. Excellent use is made of coloured photographs. The information is current, relevant and easy to access. The text is suitable for competent readers. Particularly interesting is the inclusion of text boxes which emphasise aspects of the sport or highlight the Australian perspective. This informative series provides a lively and entertaining introduction to these sports, making it an invaluable addition to school libraries. J. Anderson
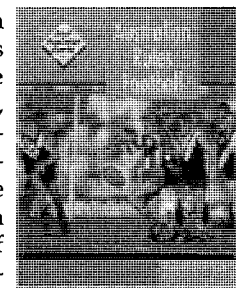
LEV: Upper primary Lower secondary
AVAIL: $24.95 each
KLA: HSIE; PDHPE
EVAL: Highly recommended

Titles in this series are:

Australian rules football SCIS 881826
Basketball SCIS 881831
Netball SCIS 881828
Rugby league SCIS 881830
Track and field athletics SCIS 881833

LOVELOCK, Damien
Soccer.

Allen & Unwin, 1996 (True stories)

ISBN 1864480858 [796.334]

The author of this book is a keen fan of the game and an enthusiastic writer. He has a style that is easy to read and that could be appreciated by readers of all ages and backgrounds. This is not a skills manual; rather the author has chosen several focus areas (great players, Aussie soccer, the history of the game, women in soccer, the fans) through which to express his lively, intelligent views. If your school has lots of soccer aficionados, this book will be a plus for the collection, alongside the skills manuals and the larger illustrated volumes. L. Williamson

LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper $9.95
KLA: PDHPE SCIS 871442

BELL, Krista
Where do you get your ideas? interviews with Australian authors of children's books.

Reed Library, 1996

ISBN 1863910689 [808.06]

A collection of radio interviews, this resource takes a light hearted look at 31 Australian authors and illustrators—many favourites are there—and provides behind the scenes information on how they pursue their craft. A double page is devoted to each person and includes a photo and brief background information. The text is accessible to competent readers and is enhanced with illustrations from each author or

illustrator's books. Each interview has a range of different questions and the tone is warm and personal. A detailed bibliography at the back lists the titles of books written by those featured. It is a useful and informative resource for Book Week activities, English and HSIE. J. Anderson
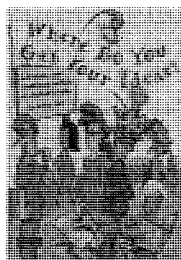
LEV: Middle primary
Upper primary
Lower secondary
AVAIL: $24.95
KLA: English; HSIE   SCIS 885725

The Iliad and The Odyssey.
/ retold and illustrated by Marcia Williams. Walker, 1996
ISBN 0744544920   [883]
Wonderfully detailed, coloured cartoon illustrations are the key feature of this picture book retelling of Homer's works. Simple text recounts stories of war between the Greeks and the Trojans, the combat between Achilles and Hector, Odysseus's journey, and lots more. Captions within the illustrations add a level of humour. The comments expose the foibles of the characters and provide some fine satiric detail. Although older readers will best appreciate the humour, the work is very accessible to younger readers. The striking page design and carefully integrated relationship between text and illustrations help make the book a rewarding introduction to these classic tales. J. Buckley

LEV: Middle primary Upper primary
Lower secondary
AVAIL: $19.95
KLA: English; HSIE   SCIS 888529

BASSET, Jan
Wrecked! mysteries and disasters at sea.
Allen & Unwin, 1996 (True stories)
ISBN 1864480890   [910.4]
All the intrigue normally associated with shipwrecks is to be found in this alluring collection. Each chapter recounts the circumstances surrounding a particular wreck associated with Australia. Mysteries such as why it wrecked, or how the crew died, survived or disappeared are explored in an enthralling manner. The author is an historian and has added interest and authenticity by including inset boxes providing factual snippets relevant to the particular wreck being studied and also a chapter describing shipboard life in the past. It is a fascinating and easily read book which does justice to a popular topic. L. Monticone

LEV: Upper primary Lower secondary
AVAIL: Paper $9.95
KLA: HSIE   SCIS 871625

Voyages of discovery. [series]
Macdonald, 1996
Beautifully detailed colour illustrations on every double page spread convey a great deal of information in this series. Extensive captions and several paragraphs of text present information on many aspects of exploration. Type face used in captions is small. Good use of maps on each page helps orient the reader. A detailed time chart assists understanding. The economic pressures driving
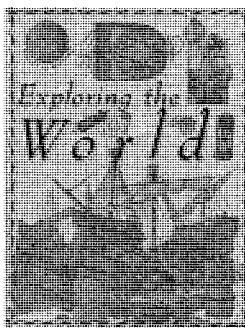
exploration, a realistic view of the grim realities of life as an explorer, the conflict between explorers and indigenous inhabitants—all issues are addressed. The excitement as well as the difficulties of the unknown are conveyed. J. Buckley

LEV: Upper primary Lower secondary
AVAIL: $26.95 each
KLA: HSIE

Titles in this series include:
Exploring North America   SCIS 887019
Exploring the world   SCIS 887021

Jacaranda Society and environment atlas map.
Jacaranda Wiley, 1996
ISBN 0701633026   [912]
With the increasing emphasis on teaching visual literacy, this atlas will prove an invaluable aid. It is designed to develop skills in reading graphic and symbolic representations of physical and statistical data, for example contours, scale direction, timeliness, graphs. It also provides guidance in evaluating sources. It is an excellent reference book because there are outlines of geographic information—river systems, volcanoes, world climate—and global statistics arranged alphabetically by country. Worksheets to accompany the atlas will be available in 1997. M. Hamlyn

AVAIL: $29.95
LEV: Middle primary Upper primary
Lower secondary Middle secondary
Upper secondary
KLA: HSIE
EVAL: Highly recommended   SCIS 878536

The greatest newspaper in civilisation. [series]
Walker, 1996
An innovative approach to viewing history's great civilisations, each volume in this series examines great events and lifestyle as though they were newspaper headlines and articles. Banner headlines and attention grabbing leads dominate each page. The illustrations are colourful, eyecatching and informative. Each article is an interesting read, full of facts but far more appealing than a history text. This approach covers great battles, the fall of cities, and interviews with famous people. There are even want ads for slaves. Only the comics are missing. This series is an outstanding series and will hopefully be extended. R. Dobson.

LEV: Upper primary Lower secondary
AVAIL: $19.95 each
KLA: HSIE
EVAL: Highly recommended

Titles in this series:
The Roman news   SCIS 882038
The Greek news   SCIS 882037

Return to Sandakan. [videorecording]
Film Australia, 1995 (55 min)
ISBN none   [940.54]
The horrors experienced by prisoners of war in the Pacific campaign of the Second World War are graphically explained in this collection of recollections and re-enactments. The video captures the oral history of three of the six survivors of over two thousand Australian soldiers imprisoned on Sandakan Island, a few local people and two Formosan guards. This is a moving portrayal of cruelty, forced labour, and the eventual murder of almost every prisoner. The lives of the survivors are outlined. Unresolved issues are exposed through the views of the Japanese soldiers

involved, and the question of an apology from the Japanese people is discussed. L. Bowring.

LEV: Middle secondary Upper secondary
AVAIL: $135.00
KLA: HSIE   SCIS 855367

BAKER, Colin
Great cities of the Orient, Part 1: Beijing, Manila, Bangkok, Kuala Lumpur.
[videorecording]
Colin Baker Cinegroup, Australia, 1996 [51 min.]
ISBN none   [950]
This recording and its companion in the series are travelogues designed to preview Asian cities for intending travellers. They therefore give a simple overview of each city's major landmarks and attractions, including accessible tours and informative visits. No maps, segment headers or timing notes are included, a problem which could be easily remedied. Classroom applications include introductory Asian Studies, and units on cities and the tourist industry. Research applications include the social effects of World War II and the Korean War, social change, and browsing for general information on history and cultural matters, provided in the very rich commentary. H. Gordon

LEV: Lower secondary Middle secondary
Upper secondary
AVAIL: $47.00
KLA: HSIE   SCIS 882971
Also available:
Great cities of the Orient, Part 2: Singapore, Delhi, Seoul, Jakarta.   SCIS 882977

HASLAM, Andrew & DORAN, Clare
Japan.
Two-Can, 1996 (Make it work!)
ISBN 1854342819   [952]
An unusual approach to history is provided by this resource, which attempts to recreate the daily lifestyle and culture of Japan in the past. Beginning with a timeline and using questions to focus on the different aspects of everyday life, it highlights four different periods of Japanese history from 790AD to the mid 1900s. Active participation is provided through activities which replicate things from the past, thus enhancing understanding of the concepts discussed. Clearly set out with small blocks of information and numerous coloured photographs and drawings, the book provides an attractively presented introduction to Japanese history for younger readers. J. Anderson
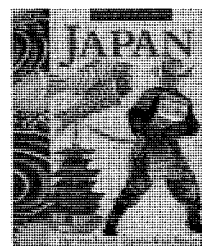
LEV: Lower primary Middle primary
Upper primary
AVAIL: Paper $12.95
KLA: HSIE; LOTE   SCIS 875989

PILGER, John & MUNRO, David
Vietnam : the last battle. [videorecording]
Carlton, London, 1995 [52 min.]
ISBN None   [959.704]
Presented in three parts with useful teaching notes, this film analyses the Vietnam War and its social consequences in both Vietnam and the United States to the present day. Part 1 (21min.) outlines the invasions suffered by Vietnam this century, and the course of the war. Part 2 (16min.) shows the rural destruction caused by defoliants, and the social damage resulting from destruction of the health and edu-

cation systems. Part 3 (13min.) shows the degree of recovery including reforestation and tourism, achieved without compensation from the United States. War atrocities are shown and compared with American "myth" film versions of the truth; Pilger is extremely critical of America's behaviour throughout. H. Gordon

LEV: Upper secondary
AVAIL: $79.00
KLA: HSIE   SCIS 882807

Vietnam. [computer software]
Medio, 1994
ISBN none   [959.7043]
With a setup suggesting that only poor video images will be obtained without very modern equipment, this **CD-ROM** may initially deter users. The persistent user will be rewarded with a flexible and involving resource. **Overview** offers a good starting point as it poses questions on how and why, and provides not answers, but documentary evidence to guide users to find their own answers. **Photo gallery** gives a solid illustrative background to the information gained, in both still and video form. It provides good coverage of less common aspects of the issue, such as Viet Cong art, songs and radio programs of the troops. Wide coverage is also the feature of **Experiences and opinions**, with quite extended selections from military representatives, journalists, officials, aid workers and peace activists. Subjects of popular appeal are balanced by solid historical facts and a well-balanced library of images. Graphics and pathways are logical and helpful throughout. M. Steinberger

Minimum requirements
Windows 3.1: 486SX: 4MB RAM; 256 colours
LEV: Middle secondary Upper secondary
AVAIL: $79.95 Ozyrom
KLA: HSIE   SCIS 854348

A study of an economically developing country.
Wayland, 1996
Each book in this series details the overall landscape and climate of the country, then the peoples from an historic as well as cultural perspective. The A4 size books, written by authors with local knowledge of each country, are attractively presented with colour illustrations and clearly set out information. Boxes of facts make statistical data available at a glance. Discussion of economic development region by region concludes with an assessment of the potential for the future. Maps are clear and statistics up to date. The series is very useful for junior secondary geographic study of developing nations. M. Hamlyn.
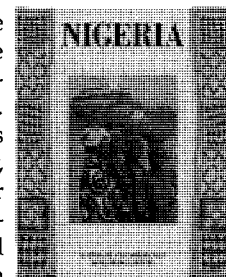
LEV: Middle secondary
AVAIL: $26.95 each
KLA: HSIE
Titles in this series include:
Mexico   SCIS 874086
Nigeria   SCIS 874255
Peru   SCIS 878496

THOMSON, Ruth
The Inuit.
Franklin Watts, 1996
ISBN 0749620196   [970.004]
This book shows younger children how the Inuit lived in the past and, more importantly, how they live now. The

information is simple, yet relevant. The attractive layout is supported by full colour illustrations and photos that open up many talking points of their own. Important topics covered are hunting, clothes, homes, and games. A major feature of the book are the craft activities supporting each topic. In all, this is a well-sourced first look at non-fiction as well as a valuable resource for a unit of work. R. Dobson.

LEV: Lower primary
AVAIL: $18.95
KLA: CA; HSIE SCIS 866709

EDWARDS, John
Keating: the inside story.
Viking, 1996
ISBN 0670820288 [994.06092]
Paul Keating's biography is an absorbing and useful resource. The first section recounts Keating's early background, Labor Party experience, and his campaign for pre-selection in Blaxland. Fascinating insights are given into the structure and functioning of a political party. In the second section, there are astonishingly detailed accounts of the operation of Treasury, of the economic decision-making process, and the inner workings of government. The power struggle for the prime ministership, and his time in that position, occupy the final section. A re-edit of minor errors and omissions is needed, but the work is lively, informative, thoroughly documented and rich in the character of the man. H. Gordon

LEV: Upper secondary
AVAIL: $40.00
KLA: HSIE SCIS 884626

NIALL, Brenda
Georgiana.
Melbourne University Press, 1996
ISBN 0522847439 [994.503092]
Georgiana McCrae was an extraordinary woman of colonial Australia—strong, resilient and multitalented. Illegitimate but recognised daughter of a duke, professional portrait painter, wife, mother of nine children, architect and manager of the family houses, McCrae was a significant figure in British and Australian society. Living into her eighties, itself quite a feat in those days, she typifies the strong pioneer women of Australia. Niall's meticulous research has uncovered a raft of details to add to the picture of this woman. At all times a good read, the biography is also a respectable academic volume which reflects wide and deep research over a number of years. M. Steinberger

LEV: Middle secondary Upper secondary
AVAIL: Paper $24.95
KLA: HSIE SCIS 880352

Professional reading

Resources are in Dewey order.

PEREIRA, Linda
Computers don't byte.
Hawker Brownlow, 1996 (Creative kids)
ISBN 186015616 [004]
A very handy reference for first-time computer users, this resource covers a range of topics which explain computers, hardware and software, and uses of computers. It clearly explains the different types of applications such as word processing, databases and spreadsheets in terms which are easy to understand, accompanied by simple black and white diagrams and sketches. Even the simplest operations are

covered. As well as a computer glossary there is a very extensive bibliography. Activities are used throughout the book to reinforce ideas and concepts. J. Eade

LEV: Middle primary Upper primary
Lower secondary Middle secondary
Upper secondary Parent Professional
AVAIL: Paper $24.95
KLA: HSIE; Science; ST; TAS SCIS 887032

CRUMLISH, Christian
The Internet for busy people.
Osborne/McGraw-Hill, 1996
ISBN 0078821088 [004.6]
Clearly and succinctly set out, this valuable resource provides a broad overview of Internet use. The first part presents information on browsing the Internet, sending and receiving email, finding and joining mailing lists, subscribing to newsgroups, and joining IRC chats. The second part focuses on Net searching, FTP Telnet and Gopher applications, and Web publishing. Examples showing the Windows '95 version of most Internet programs are used. The presentation is geared for different levels of access. The strong graphic design incorporates wide margins which contain other timesaving features, including shortcuts and definitions. Humorous coloured drawings add to the user friendly approach of the publication. J. Anderson

LEV: Professional
AVAIL: Paper $35.95
EVAL: Highly recommended SCIS 864188

WOLGEMUTH, Amy
Learning online: an educator's easy guide to the Internet.
Hawker Brownlow, 1996
ISBN 1864015519 [004.6]
Getting connected, and information for using electronic communication and downloading files from web sites form the three discrete sections of this resource for readers who want to know more about going online. While the chapters stand alone, each one has practical information for integrating the Internet into curriculum projects, ideas for training others in using the Internet, and useful site references. The quotes, cartoons and concise definitions in each chapter support and enhance the text, which can be quickly skimmed for explicit information. Included is a comprehensive glossary and appendix of Australian and global educational sites. F. Plummer.

LEV: Professional
AVAIL: Paper $24.95 SCIS 887037

STRINGER, Michael
CD-ROM buyers guide 1996-7.
Thorpe, 1996 (Reed reference)
ISBN 1864520000 [016.0045]
With more than 1,200 Australian companies and over 15,000 CD-ROM products listed, this is a very comprehensive guide. For each company, full contact details and their published titles are provided. The entry for each CD-ROM includes the distributor, a description (usually, but not always) and the system requirements. **Section 2** provides a comprehensive subject index under broad headings such as: **Abstracts; Education-Adult; Education-Children;** and **History.** The CD-ROM products are both Australian and imported, and although it doesn't include every well-known title, this is a helpful guide. J. Eade

LEV: Professional
AVAIL: Paper $39.95

KLA: CA; CPA; English; HSIE; LOTE;
Mathematics; PDHPE; Science; ST; TAS
 SCIS 886332

National interlending and document delivery summit 1995: proceedings of a two day seminar hosted by the Australian Council of Libraries and Information Services.
Australian Council of Libraries and Information Services, 1996
ISBN 1875351175 [025.6]
Issues surrounding current policy, present services, and the projected future of interlibrary lending are canvassed in these summit papers. Problems with the current interlending system, copyright and intellectual access issues, the impact of technology, and the perennial topic of who should pay are all discussed. As schools attempt to juggle collection development in the face of restricted budgets and burgeoning access to information, teacher-librarians will find food for thought in this analysis. Dense page layout shouldn't deter readers from the interesting issues raised by the report, which brings together the views of librarians from all sectors. J. Buckley

LEV: Professional
AVAIL: Paper $20.00 ACLIS members; $30.00 non members. SCIS 868055

Make the future work: appropriate technology a teachers' guide.
/ edited by Gordon Barry. Board of Studies, 1996
ISBN 0731074998 [303.48]
What is appropriate technology in education? This comprehensive resource explores the issue from many viewpoints. Case studies from Years 5-8 demonstrate that knowledge and skills outcomes in technology arise within social and environmental contexts. Gender differences, a global perspective, managing change in the technology of teaching, and appropriate design are examined. Page design is clear, with good use of tables, graphics, photographs and line drawings. Computer based information technology is not specifically addressed. This is a challenging resource for all teachers working on cross curriculum activities, and teachers involved in design and technology. J. Buckley

LEV: Upper primary Lower secondary
Professional
AVAIL: Paper $25.00
KLA: HSIE; Science; ST SCIS 885675

JENKINS, Jean
Resolving violence: an anti-violence curriculum for secondary students.
ACER, 1996
ISBN 086431180X [303.6]
While designed for secondary schools, this curriculum is suitable for use in a range of educational situations. It aims to change attitudes through education and behaviours through practice. Various approaches—multi-disciplinary, single subject, and gender segregation—are outlined for using the modules, together with steps for implementation. Modules cover: perceptions of violence; statistics; predictors; violence and gender; origins; prevention; responses to violence; violence in relationships; seeking help; and effective communication. Detailed preparation notes including appropriate resources are also provided. Thoroughly organised, the production impresses as easy to use. H. Gordon

LEV: Professional
AVAIL: Paper $29.95

KLA: English; HSIE; Mathematics; PDHPE; Science
 SCIS 883329

FOUNTAIN, Susan
Education for development.
Hodder & Stoughton, 1995
ISBN 034061904X [370.11]
The five key concepts in education for development are explored in this resource. It is a manual of concepts and learning strategies to support global learning. Activities to promote thinking and discussion cover: interdependence; images and perceptions of other people and places; social justice; conflict and conflict resolution; and change and the future. The activities provide an new approach to existing curriculum, not a new subject. Activities are clearly described and supported by worksheets when appropriate. This is a comprehensive resource with a strong international perspective that gives teachers practical strategies with which to explore global issues. J. Buckley

LEV: Middle primary Upper primary
Lower secondary Middle secondary
Upper secondary Professional
AVAIL: Paper $50.95
KLA: HSIE SCIS 886315

BELLANCA, James
Designing professional development for change: a systemic approach.
Hawker Brownlow, 1995
ISBN 1864014156 [371.1]
Targeted at those responsible for educating educators, this resource will also be useful to educators interested in promoting and assessing individual and organisational change. A summary of the background to professional development sets the scene for transfer of learning as the key to change. In today's climate of school focused professional development, this offers practical strategies and experiences supported by succinct reviews of the theory. Ideas for constructing engaging activities build on the research, which supports site based professional development. Active rather than passive approaches are emphasised, where goal setting, monitoring progress and assessing the results in terms of student learning require reflective thinking. F. Plummer.

LEV: Professional
AVAIL: Paper $14.95 SCIS 878743

COIL, Carolyn
Tools for teaching in the integrated classroom.
Hawker Brownlow, 1996
ISBN 1864015209 [371.1]
This is a rare teacher reference book—indeed an invaluable resource and reader friendly in format, design and language. It is specifically targeted at the Australian teacher interested in individualised learning in the integrated classroom. The theories of multiple intelligence, differences in learning styles and modalities are all described and of relevance to all educationalists. In this essentially practical book, Coil provides ideas and tools for teachers to put theory into practice, outlining strategies for classroom management, teaching and assessment. It includes: models of individualised student lesson plans; flow charts; checklists; reproducible sheets for classroom use; and four learning encounter projects on Australian themes. B. Richardson

LEV: Professional
AVAIL: $24.95
EVAL: Highly recommended SCIS 876869

AZWELL, Tara & SCHMAR Elizabeth
Report card on report cards alternatives to consider.
Heinmann, 1995
ISBN 0435088424 [371.2]
Examples of authentic assessment from a collection of writings focus on student learning, self referred learners, teacher's professional judgement and collaborative communication. The text examines current issues related to grading and reporting, systematic approaches to assessment and reporting and non-traditional communication of student achievement. Valuable consideration is given to reporting on students with disabilities and from culturally diverse backgrounds. The chapter devoted to change provides professional insight into the difficulties created by a shifting assessment focus and gives ideas for making informed decisions through practice, feedback and reflection. Mike Kasnic's contribution supports the development of expanding assessment practices through using technology. F. Plummer
LEV: Professional
AVAIL: $35.00 SCIS 871517

BRYANT, Mary Helen
Integrating technology into the curriculum: intermediate.
Hawker Brownlow Education, 1996
ISBN 1864015586 [371.3]
Constructive teaching and learning strategies to assist in organising technology in the classroom at all stages, from a single computer to the computer lab, are provided in this resource. Information on timetabling, planning and management provides strategies for systematic integration of technology into teaching practice. Strategies for performance based assessment encourage student self evaluation by reflective thinking on the process as well as the product. Integrated lesson plans will support teachers to bring technology into action within each Key Learning Area. The suitability for all primary levels, literacy requirements, and curriculum applications, make the book more versatile, as ideas could be transferred to other year groups and activities. F. Plummer
LEV: Professional
AVAIL: Paper $29.95 SCIS 887041

GARFIELD, Garry & McDonough, Suzanne
Modems, megabytes and me! telecommunicating across the curriculum: activities for grades K-8.
Peguis, 1995
ISBN 1895411785 [371.3]
An overview of a telecommunications project called *Kids on line* in this resource demonstrates how to integrate telecommunications into classroom activities. This project linked two 4th classes in Kentucky and Southern California. A range of learning activities (approximately 45) that involve on-line communication is explored. Some activities are set out under headings: objectives; related topics; preparation and procedure. Others have no formal structure. The final section deals with some case studies on the impact of telecommunications on students. Despite its American orientation, it provides some interesting and innovative ideas for using on-line activities to enhance the curriculum. J. Anderson
LEV: Professional
KLA: ST; HSIE
AVAIL: $24.95 SCIS 871523

RIGBY, Ken
Bullying in schools: and what to do about it.
ACER, 1996
ISBN 0864311842 [371.5]
Six years of research underpin the publication of this handbook for schools, which examines the nature of bullying in Australian schools, its effects on the physical and emotional health of its victims, its long-term effects and the role of parents. Figures and tables, illustrations and models provide a convincing argument for taking action. The author presents strategies for use by teachers, including intervention, peer support, mediation and resistance training. Layout of the publication is reader-friendly, and its material is supplemented with a comprehensive bibliography of references, resources for all schools, people and organisations. State guidelines complete this useful resource. J. Watts
LEV: Professional
AVAIL: Paper $26.95 SCIS 880507

PATERSON, Jan
It's worth the time: improving student participation in the early years. [kit]
Dept. of Education and Children's Services, 1995
ISBN 0730840328 [372.2]
A kit containing a 25 minute video and 80 page booklet, this resource describes a process for analysing and improving student participation in the early years of schooling. It overviews the Connections project, which involved six South Australian schools. The project focuses on improving student attainment by improving attendance and participation, emphasising active engagement in learning. Key elements of the process for identifying and supporting improved student participation are highlighted. The major issues which emerged, and the range of strategies developed in response to those issues, are also detailed. This is a valuable resource for all primary schools. J. Anderson
LEV: Professional
AVAIL: $69.00 SCIS 822860
EVAL: Highly recommended

EVANS, Alwyn
No. 2 Pumpkin Hollow teaching ideas.
Fremantle Arts Centre Press, 1996
ISBN 1863681507 [428.6076]
For primary teachers who appreciated the *First steps* series for students in the first stages of literacy development, this teacher's ideas book is recommended reading. It is the manual for a series of five narrative books, each of which is paired with an information book. The aim is to move from the narrative to the factual text, developing in the student an understanding of the text types: report, recount, procedure, explanation and description. There are very thorough programming instructions, suggested teaching strategies and black-line masters. R. Elston
LEV: Professional
AVAIL: Paper $32.95
KLA: HSIE; English SCIS 870113

WALLACE, Ian
You and your ADD child; practical strategies for coping with everyday problems.
HarperCollins, 1996
ISBN 0732256860 [618.92]
Ian Wallace is a practising consultant psychologist who regularly presents talks and seminars on ADD to television, radio, universities, schools and parent support groups around Australia, as well as providing consultant services for parents and doctors. This book attempts to answer questions which he is most often asked about managing ADD children. It is an extremely practical book and aims at giving advice on ADD, covering topics such as: diagnosis; practical management; rewards and punishment; time-out; self-esteem; social problems; holidays; and classroom strategies. Although it is primarily aimed at parents, this would be an invaluable reference for any school library. J. Eade
LEV: Parent Professional
AVAIL: Paper $17.95 SCIS 887179

PATERSON, Katherine
A sense of wonder: on reading and writing books for children.
Penguin, New York, 1995
ISBN 0452274761 [808.06]
A definitive text on the world of children's literature, this is an authoritative, academic and personal work, unassuming and revealing the author's own sense of wonder. Slices of lectures, published book reviews, and personal musings make up this publication of two previous works, *Gates of excellence* and *The spying heart*. Believing that children must develop a sense of wonder, the writer delves into the *raison d'etre* of writing for children, and reveals much about her own body of work. Reviews are insightful and gently probing, with an intimately personal perspective. J. Watts
LEV: Professional
AVAIL: Paper $16.95
EVAL: Highly recommended SCIS 876345

■ Children's Book Council of Australia

Early bird news

The fourth national conference of the Children's Book Council, *Time will tell: Children's literature into the 21st. century*, will take place at the Adelaide Convention Centre from Friday 22nd May to Sunday 24th May, 1998. The conference organiser is:

The Hartley Management Group
P O Box 20
KENT TOWN. SA. 5071.
Ph: (08) 8363 4399
Fax: (08) 8363 4577

Book Week 1997

Book Week falls on 16th—22nd August, with the Book of the Year announcement being made on 15th August. The theme for 1997 is: *Bookaleidoscope*.

Glad tidings from the CBC awards foundation!

Total donations to the awards foundation have reached the quarter-million dollar mark. The largest donation has been from Scholastic of $50,000. Also, the NSW Ministry for the Arts has renewed the CBC grants, so that programs and positions can be continued. These include:

* *ALOUD West*; funding author and illustrator visits to schools disadvantaged from an economic, cultural or distance perspective
* a development officer position; promoting the services of the NSW CBC and children's literature
* a writing competition; providing emerging adult and junior writers of children's books with a writing mentor and a publisher's report
* *Literature on tour*; taking authors and illustrators to areas outside metropolitan NSW.

A new service for 1997 from NSW CBC

If your group or organisation is interested in having a guest speaker for discussions on children's literature, please contact:

Alan Horsfield
Ph: (02) 9363 0016
Fax: (02) 9327 4170

■ ALIA Schools Section (NSW Group)

Plans for 1997 include the following professional development. More details on dates and events will be available as they develop through the year. The focus for 1997 will be the Internet.

Plans for 1997:

* The highly successful *Integrating the Internet into learning* day will be repeated on March 1st, 1997. For further information contact Ann Plowman on (02) 97471346.

* A joint ALIA/ASLA day focusing on the role of the teacher-librarian is being planned for May, with a keynote speaker a practitioner who demonstates the optimum role of the teacher-librarian.

* A *More Internet* day, consisting of workshops on developing teaching and learning programs using the Internet; five minute case studies from practitioners showcasing uses of the Internet in their schools; searching strategies and engines; and publishing on the Web. This is planned for Term 3.

* Throughout the year, the Internet Basic and Advanced courses, and a new course involving using HTML to publish on the Web, will operate through Macquarie University Library.

■ ASLA(NSW)

Future matters: The first ASLA professional development day for 1997

We need to constantly review our teaching programs, policies, partnerships, organisational practices and resource integration. This day will develop the necessary skills and competencies to assist our students in the future.

Date: Saturday, 22nd February, 1997 9:00am-3:30pm
Venue: Metcalfe Auditorium
State Library of New South Wales
Macquarie St
SYDNEY 2000

Enquiries and billeting in Sydney: **Terry Bruce**
Work fax: (02) 9680 4277
Home ph/fax: (02) 9639 7007
Cost: $100 Non members
$75 ASLA(NSW) members
Cancellation fee $20; Late fee $10
Registrations: ASLA(NSW) Inc
PO Box 1336
PARRAMATTA 2124 by 14th February

■ Reading matters 1997: Booking the future

The Youth Literature project at St Martins presents a two day conference on the above theme, focusing on writing about the future and the future of books and reading. Speakers include Bruce Wilson of Curriculum Corporation; Helen Daniel of *ABR*, Jill McGilvray of *Speaking of books*, and John Nieuwenhuizen of *24 hours*.; and authors Brian Caswell, Ken Catran, Judith Clarke, Peter Goldsworthy, Michael Pryor and Gillian Rubinstein.

Date: 15th & 16th March, 1997
Venue: St Martins
South Yarra
MELBOURNE 3000
Enquiries: Agnes Nieuwenhuizen
Victorian Youth Literature Officer
Ph: (03) 9820 1236
Fax: (03) 9866 2733

■ 1st biennial Catholic secondary teacher-librarians' conference—

Minders, mentors or magicians: teachers at the crossroads

The secondary teacher-librarians of the Wollongong Diocese invite you to the 1st biennial (6th. annual) Catholic secondary teacher-librarians' conference, which aims to establish more effective partnerships between the teacher-librarian and other teaching professionals to ensure the integration of information literacy across the school curriculum.

Date: 3rd & 4th August, 1997
Venue: Grand Mercure Heritage Park, Bowral
Pre conference event: Saturday 2nd August, 1997
Enquiries: Sue Stuckey
Holy Spirit College
BELLAMBI 2518
Ph: (042) 852877
Fax: (042) 852914
email: **sstuckey@nexus.edu.au**
Karlene Carroll
St Joseph's High School
ALBION PARK 2527
Ph: (042) 564388
Fax: (042) 565793

■ District network news

If you would like news of district network activities to be published in *Scan*, please contact the editor.

Blacktown/Mt. Druitt District teacher-librarians' meetings:

3rd March—Mt. Druitt High School

29th April—Shalvey High School

17th September—Parklea Primary School (new site)

13th November—Lynwood Primary School (Blacktown)

Planning for an information skills workshop for Term 2 is underway. If you would like to contribute, contact Jan Stevens at Shalvey High School.

Blue Mountains library technology meetings:

Held at Winmalee High School, Thursdays, Week 7 each term.

Parramatta District OASIS users' group:

Held at Beresford Road Primary School on second Monday of each month.

Queanbeyan District:

The Queanbeyan District Annual Conference for Teacher-librarians and Principals is on 18th April, 1997.

RIVPAT—Riverina Professional Association of Teacher-librarians:

Internet address: **http://sch-edu39.riv.csu.au/RIVPAT/rivpat.html**

24th-28th February—Visit by David Legge, author/illustrator. For information, contact Kerry Gestier, Henschke Primary School

18th April—OASIS troubleshooting, and SCIS online services course at Charles Sturt University.

3rd. May—RIVPAT course, details to be advised.

RIVPAT AGM and conference to be held in November, date to be advised.

Rivpatter:

The next issue of the newsletter, *Rivpatter*, is planned for March/April, 1997. Enquiries:
Sue Webb
Wagga Wagga Technology High School, or
Therese Quinn
Mt Austin Primary School

Western Districts teacher-librarians:

The Western Districts teacher-librarians' conference is 2nd-3rd May, 1997.

■ RESOURCES 16/1: TITLE
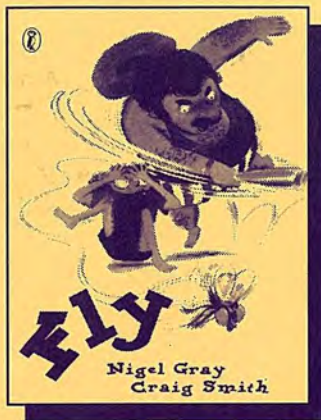
■ RESOURCES 16/1: AUTHOR

Waddle Giggle Gargle!
Pamela Allen

0-14-055991-4   *$9.95

'Waddle, giggle, gargle, paddle, poodle!' A delightful story about a boisterous magpie who is determined to protect her nest.
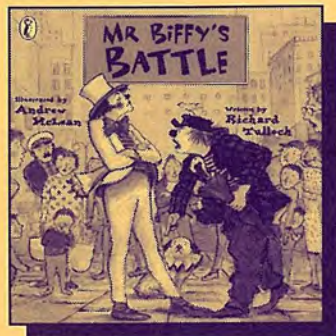
Lower Primary.

Mr Biffy's Battle
Richard Tulloch
Illus. Andrew McLean

0-14-055872-1   *$9.95

The battle of the buskers is on, but fortunately for Mr Biffy there is a solution.

A wonderful picture book featuring the work of award-winning artist Andrew McLean.

Lower primary.

Fly
Nigel Gray
Illus. Craig Smith

0-14-055898-5   *$9.95

A fun picture book about a fly who invites himself to a barbeque.

Lower - middle primary.

Blow Kid, Blow!
Matthew Zurbo
Illus. Jeff Raglus

0-14-056167-6   *$9.95

Johnny Kanook's parents may not be able to afford a holiday, but when Johnny plays his trumpet, anything is possible...

The jazzy, modern text and stunning Mambo-style artwork make this a unique and striking book.   *Lower - middle primary.*

From Penguin - great new Australian books for your school library
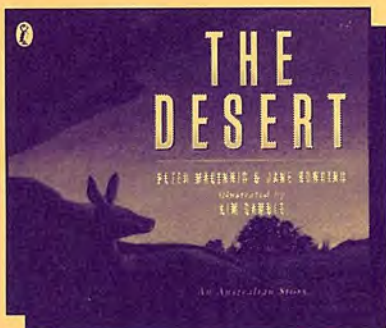
The Desert
Peter Macinnis & Jane Bowring
Illus. Kim Gamble

0-14-056132-3   *$12.95

This is the story of the beautiful, harsh, extraordinary Australian desert. The lyrical text and superb illustrations bring to life this fascinating environment.   *Middle primary.*

The Lost Day
Judith Clarke

0-14-038290-9   *$12.95

On Saturday Vinny went to the night club. On Sunday he was a Missing Person and the world of his friends and family turned over, showing its darker side.   *Lower - middle secondary.*

Black Sails, White Sails
Ursula Dubosarsky

0-670-87067-6   *$14.95

A brilliant new novel about friendship, trust and identity from one of the most talented and original writers in Australia today.

Lower - middle secondary.

Escape From Squidd House
Paul Shaw

0-14-038182-1   *$9.95

Gus Squidd, heir to the vast Squidd Sardine conglomerate, and his imperturbable butler, Wiggins, are on the run. Edge-of-your-seat, nail-biting fun!
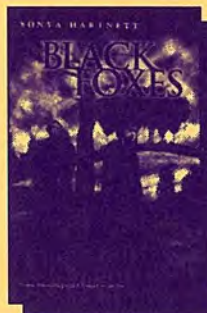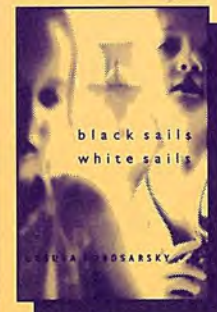
Upper primary - lower secondary.

Black Foxes
Sonya Hartnett

0-670-86478-1   *$17.95

A spellbinding epic in three parts, spanning the lives of Tyrone, a mischievous dissatisfied lord, and his loyal friend Oscar.

Set in England in 1818, this is a compelling novel of love, friendship and betrayal.

Middle - upper secondary.

Order from your usual Bookseller.
*R.R.P.   Published by Penguin Books Australia Ltd.