

SCAN

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- Principal's role in supporting an effective library program
- A framework for creating an effective educational Web page
- Research columns: student's successful research experience
- Linking literature & information literacy
- Internet reviews: science



SCHOOL



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DEPARTMENT
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Greetings! My name is Louise Melov and I am the current editor of *Scan* magazine. I bring to this position extensive expertise in producing, editing and marketing information resources for the educational community

Scan continues in its tradition of presenting well researched and practical articles to inform and support the teacher-librarian in 'best practice' for teaching and learning.

In this edition we feature overseas and local research and initiatives, which specify a variety of collaborative practices. Professor Dianne Oberg presents current research from Canada and Australia, highlighting the role of the principal in facilitating collaboration between teachers and teacher-librarian. Our **Best Practice Series** continues with Elizabeth Maxwell reporting on collaborative teaching and learning practices at Cherrybrook Technology High School; while Darelyn Dawson writes, on a more personal level, about the collaborative initiatives she implemented to establish her self in a new work environment.

Jackie Hawkes' research report, featured in the current **Research column**, demonstrates the importance of collaborative planning and teaching to the student's successful research experience.

Martha Heeren's article elaborates on the way in which support networks for teacher-librarians can be implemented.

On a more technical note, Mike Eisenberg and Jane Cottrel take you through the process of creating an effective educational web page design within the framework of the information skills process. The Internet reviews focus on Science.

In this edition we complete the **Quality assurance review series** with some findings from primary schools. The findings can help the school library planning process.

There are nearly two hundred resource reviews in this edition with an introductory feature on Child Protection.

See **Columns** for all the local teacher-librarian news and **School Technology Support** for practical solutions to oasis problems.

Louise Melov
Editor

Michelle Ellis is Senior Curriculum Adviser, Libraries and Information literacy



DSE Web site and NSW HSC On-line

The DSE Web site and NSW HSC on-line have officially been launched. Both sites provide current resources to support staff, students, and the community, in our schools.

Within the DSE Web site there are specific areas which support teacher-librarians. Each year, the Library and Information Literacy team reviews over 1100 books; videos and kits; over 200 CD-ROMs and software; and over 600 Internet sites. The best of these resources appear first in *Scan*. The remaining reviews of all resources, and the *Scan* reviews are then added to the DSE Web site (<http://www.dse.nsw.edu.au/stand.cgi/staff/F1.0/F1.3/online/index.htm>). The reviews are regularly updated and provide evaluative information on curriculum relevance, the level of the material, and can be searched for by a variety of terms including SCIS subject and keywords.

The addition of the New South Wales Curriculum Information Network (NCIN) material (URL as above) can be used to identify the latest material provided to schools by the Department and the Board of Studies. Other relevant material from the Curriculum Corporation or from other State systems can also be found. The abstracts which accompany the NCIN records provide information on the source and availability of the resources.

All resources include a SCIS number so that records for resources can be ordered from SCIS. It is useful to remember that a SCIS number can be added to Rapid Retrospective rather than the ISBN. The addition of a SCIS number, rather than the ISBN, means that records can be ordered without waiting for ISBN updates on new materials.

The NSW HSC on-line site also includes reviews of Internet sites. Within each subject, each review highlights the aspects of the syllabus the site supports. Internet site reviews can be found in the **Hot News** section of each subject node.

SCIS Standards Review

The NSW SCIS Agency won the tender to revise the SCIS standards. Anne Dowling, who is leading the revision of the Standards has had discussions with a large number of teacher-librarians throughout NSW and Australia on possible enhancements of SCIS records. A number of the ideas presented have led to valuable discussions within Curriculum Directorate here at Ryde, to ensure there will be a successful integration of the Cataloguing standards with the curriculum in schools. The discussions and suggestions have been very welcome.

Principals, teacher-librarians and school libraries

The article by Diane Oberg in this edition is not to be missed. One of the most interesting aspects of the research she describes, is that the principal's understanding of school libraries, and the role of the teacher-librarian comes from information provided by their teacher-librarian. This information can come in a variety of ways, including providing the principal with a copy of *Scan*, or particular articles from *Scan*, contributions to staff meetings, professional development days, and school committee meetings. The most important medium though, is the teacher-librarian talking to the principal about the work and the outcomes that are being achieved through the teaching and learning program of the library.

Research Columns

I am delighted to say that the principal research in this edition of *Scan* comes from Jackie Hawkes, teacher-librarian at St Clair High School. Her research indicates not only ways in which we can facilitate improved outcomes for students, but she also provides a model for ways in which teacher-librarians can be involved in Action Research. I hope this will be just one of many research Columns which emanates from teacher-librarians in schools. ■

Look for Scan on the Internet!

Scan is on the Department of School Education's web site, Network for Education (URL: <http://www.dse.nsw.edu.au>).

Follow this route from the home page:

- Staff
- Curriculum resources
- Publications
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You will find information about Scan, full text of Research Columns and an annotated list of Hot Topics. The Scan page will be updated regularly, and is not intended as a replacement for the print version.

New literacy modules under development

Penny Hutton is Senior Curriculum Adviser for Middle Years, Literacy.

A series of books titled *Teaching literacy in each KLA* is currently being developed in each subject commonly taught in Year 7. These books form part of the NSW Department of School Education Literacy Strategy and will provide guidance for teachers in addressing the literacy demands of each subject area. The books will directly address the particular talking, listening, reading and writing demands of each subject and the kinds of texts students will need to be familiar with. Teachers will be given advice about the particular literacy skills a successful student needs to demonstrate in order to achieve the syllabus outcomes and objectives at Stage 4. The books have been written primarily for Year 7 but will also address the continuum of literacy development. They will look at how teachers can build on students' prior experiences and learning, both in terms of subject content and literacy learning; and the ways in which the work the students' do in Year 7 is preparation for the demands of each subject in Stages 5 and 6.

Advice will be provided on how assessment can be used to plan and program explicit teaching and learning activities. This teaching and learning cycle is explained in detail and represents the model which is being used.

The teaching and learning cycle involves:

- identifying where students are currently performing, including their knowledge, skills and understandings related to syllabus outcomes, specific content and literacy
- making decisions about the next set of outcomes, knowledge, skills and understandings that students need to achieve, both related to content and literacy
- developing programs of work and appropriate teaching and learning strategies to assist students to achieve these outcomes
- monitoring student achievement through ongoing assessment to determine when the outcomes have been achieved and whether the teaching program is supporting students in achieving the desired outcomes.

Movement through this cycle is flexible, with teachers making constant decisions about student achievement and the teaching program, and making changes at any point.

A major component of the books is the teaching unit. These units demonstrate the ways in which explicit teaching of literacy should be part of every teacher's normal classroom practice. The content will be recognisable by all

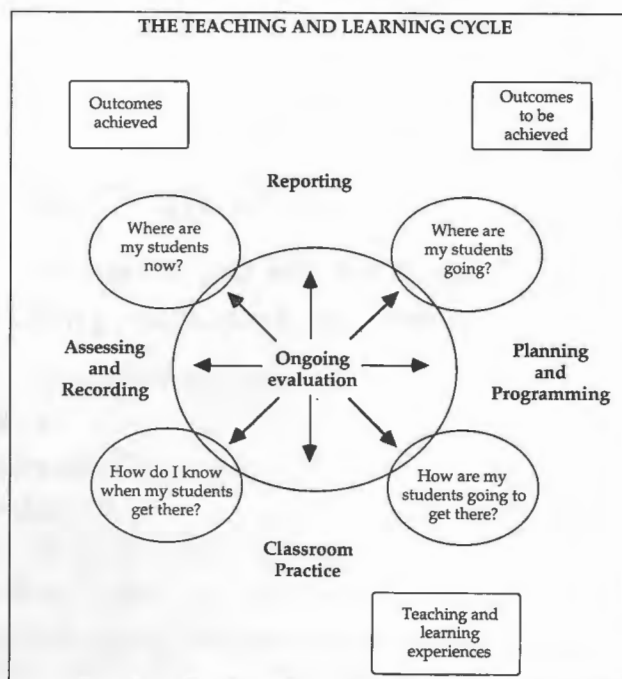
Year 7 teachers and the strategies for developing literacy skills are all explained and modelled. There is ample support for teachers in the form of additional notes, scaffolds, proformas and work samples. The units follow a pattern of teacher demonstration and modelling of the new skills to be learned. Students are provided with opportunities to practise these skills with guidance and support, and to demonstrate their new understandings. Additional support is suggested for students who are experiencing difficulties.

The units also demonstrate the teaching and learning cycle. Assessment opportunities are indicated through the teaching program. This assessment takes a variety of forms, both informal and formal, and evaluates the students' developing literacy skills as well as their content knowledge, skills and understandings.

Advice is given about ways in which schools can begin to plan a whole school approach to literacy. This section makes direct links to the document *Planning a Whole School Approach to Literacy, DSE, 1997*. It also contains case studies from the writers' schools and describes the ways in which individual schools have addressed this need.

The books are being written by practising teachers ensuring that they are down to earth, practical and extremely useful.

Multiple copies of each book will be in your school early in Term 3. ■



Resources for teaching against violence: Out in the bush

Kevin Gardiner is the Senior Education Officer, Student Health and HIV/Aids, Student Welfare Directorate.

Out in the bush (school version) is a timely but confronting video resource for staff training and development which has been distributed to all schools. It may be used to supplement the material for staff in the section on violence against homosexuals in the revised *Resources for teaching against violence*.

Resources for teaching against violence (revised) retains the original concept of providing teachers with introductory information on key issues not widely available elsewhere.

In *Out in the bush* a young lesbian and three young gay men tell their stories. Parents and other community members talk about attitudes towards homosexuality. The video documents the hurt and discrimination suffered by some young gay and lesbian people while at high school. It has a particular focus on country schools.

The video illustrates how harassment, lack of acceptance and homophobia can have serious consequences for young people, including anxiety and depression. These factors can have a strong influence on an individual's self confidence, well-being and sense of purpose.

This video was produced and directed by Mr George Willison and focuses on gay and lesbian teenagers in rural New South Wales. It documents how attitudes towards homosexuality can have an effect on the lives of young

people living in rural areas. Issues explored in the documentary include depression, loneliness and fear of rejection arising out of sexuality concerns. The young people interviewed in the video discuss their family life, their experiences at school, and how they grappled with the personal issue of their sexuality. One mother Wendy, discusses her grief at the loss of her son, Glen, from suicide.

Other adults interviewed in the video include: Bev Baker, Parents and Citizens' Associations of NSW; Rev Greg Smith, Sydney's Metropolitan Community Church; Maria Palotta Chiarolli, academic and teacher; Barry Taylor, Victorian Youth Suicide Prevention Director; Ross Bennet, Director 2010 Refuge for Homeless Youth; and Mr Graham Brown, Western Australian AIDS Council.

Out in the bush explores how the suicide rate in Australia has risen and considers the possibility that sexuality issues may be a catalyst for suicide. George Willison says in his documentary: "If the problem is bad for the cities it's far worse in the bush. Suicide of young women in rural areas is five times worse than it was before the mid 60's. Twelve times the number of young men have taken their lives in the same period."

This video will assist schools, parents and the community in providing learning and working environments which are free from discrimination, harassment or vilification. ■

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The principal's role in empowering collaboration between teacher-librarians and teachers: research findings

Dianne Oberg is an Associate Professor at the University of Alberta, Canada. She holds a joint appointment with the School of Library and Information Studies and the Department of Elementary. Her research focus is on program implementation and evaluation. In this article, she reports on research into the role of the principal in supporting the collaborative work involved in effective library programs.



Diane Oberg

Principals have a critical role in the implementation of change in schools. The research literature confirms what educators have long known: "It's the 'principal' of the thing!" The educational change research (see, for example, Fullan, 1991, 1993) and the effective schools research (see for example, Rosenholtz, 1985, 1989) have helped us to understand that effective principals are collaborative leaders who use these strategies to facilitate the transformation of school culture. Collaborative work is at the heart of effective schools, and schools that can initiate and sustain collaborative work will have enhanced their capacity for school improvement. The collaborative integrated school library program is one context within which the skills and beliefs necessary for collaborative work can be developed (Oberg, 1990).

The professional literature of teacher-librarianship has, from its earliest days, acknowledged the critical role of the principal in empowering collaboration between teachers and teacher-librarians; now there is a growing body of research literature that describes and explains that role. Five themes taken from research done in Canada and replicated in Australia are used here to explore those patterns and to present relevant findings from other studies.

Canadian and Australian studies

The LaRocque and Oberg study (1991) examined the role of the principal as one element of school culture that facilitated the successful establishment of school library programs. The study was conducted in a small urban public school district in Alberta, Canada, that was reputed to have exemplary school library programs. The researchers interviewed: twelve individuals at the district level; the superintendent and school library consultant; and at the school level, the teacher-librarian and the principal or vice-principal from five district schools. The five schools were selected to participate in the research by the district school library consultant.

The Hay and Henri study (1995) examined the role of the principal in developing and supporting an information literate community. This research project was undertaken in public schools in Sydney, Australia. A panel of nine key people, using a Delphi technique, assisted in the nomination and selection of the research sample: schools reported to have successful, integrated school library programs and a whole school commitment to information literacy. The researchers interviewed the principal and teacher-librarian in six schools.

What principals do to build collaboration

Theme 1: Understanding and believing in the collaborative library program

LaRocque and Oberg found that principals demonstrated active personal commitment for the school library program by making explicit statements about the value of the program and by being visible in library. Principals who also taught in the classroom modelled this commitment by using the program in their teaching. They interpreted the role of the school library program to students, parents, district level personnel and other principals. The principals in the Hay and Henri study demonstrated an understanding of the value of information literacy and provided encouragement to teachers to embrace it.

Theme 2: Recognising the importance of the teacher-librarian

Principals spoke highly of the teacher-librarians in their schools and gave evidence that they trusted the teacher-librarians' knowledge and expertise. They made time for meetings with the teacher-librarians and encouraged their personal and professional development (LaRocque & Oberg). Principals expected their teacher-librarians to have a vision of the future development of the library program and/or information services, and to have or develop the skills needed to be leaders in information literate school

communities. They were prepared to support the teacher-librarian as a quasi-senior member of staff as long as the teacher-librarian met those expectations (Hay & Henri).

Theme 3: Ensuring collaborative planning time and other program resources

Principals ensured the provision of adequate program budgeting for materials and for information technology. They arranged for the flexible scheduling that allowed collaborative work between teachers and teacher-librarians (Hay & Henri). Provision of time for collaboration was regarded as a critical element and was provided through two main tools: the schedule and the budget. In addition to providing flexible schedules for the teacher-librarians, principals built into school schedules common planning times for teachers at the same grade or level. Some principals also used some of their administrative time to release teachers from their classrooms for planning and others used discretionary funds to hire substitute teachers or to provide additional clerical support in the library (LaRocque & Oberg).

Theme 4: Providing appropriate staff development

Principals encouraged teachers' professional development in relation to the school library program by providing inservice and by providing time for discussions related to the program in staff meetings. Principals also provided resources to teacher-librarians to allow release from teaching to undertake professional development (LaRocque & Oberg; Hay & Henri).

Theme 5: Monitoring implementation of the collaborative school library program

Principals ensured that the school library program was integrated into the planning and evaluating structures of the school. They made it clear that teachers were expected to be involved in the school library program on an ongoing basis. For example, they required that evidence of collaboratively planned projects be provided as part of the teachers' annual performance review (LaRocque & Oberg).

...effective principals are collaborative leaders who use these strategies to facilitate the transformation of school culture.

Enabling principals to build collaboration

The themes reported above give a picture of how principals in schools with exemplary school library programs act to build collaboration between teachers and teacher-librarians. Facilitating educational change, transforming school cultures—these are complex endeavours that are frequently unsuccessful. That is why studying schools that have been successful in these endeavours is so important. Small-scale qualitative studies can be very powerful in helping us to understand complex phenomena such as the strategies of successful collaborative leaders (see also, Nasedkin, 1989; Mandrusiak, 1993). However, because of the uniqueness of each study situation and the small number of participants in these kinds of studies, it is impossible to generalise from them as to what factors, for example, might

explain why principals are able to lead in these ways. For this, larger scale studies can be helpful. In the discussion below, some underlying factors that may have contributed to the capacity of these principals to build collaboration in their schools are suggested.

Campbell (1992), in a US study involving 334 principals and 302 teacher-librarians, found that principals' major source of information about library programs was their teacher-librarians

Before principals can demonstrate their commitment effectively to the collaborative library program, Theme 1, they need to develop a solid understanding of this complex innovation. Wilson, Blake and Lyders (1993), in a US survey of 423 principals and 572 teacher-librarians, found that many principals were hampered in their support for school libraries by lack of knowledge about the management and function of school libraries, and that principals were inadequately trained in this area. Dekker (1989), in a Canadian study involving 209 principals and 191 teacher-librarians, found that over 50% of principals had no training related to school libraries in their teacher education or administrative training. In general, principals have little or no training about school libraries.

Those principals who are able to demonstrate commitment to the library program, and who are able to help teachers get involved are not likely to have learned about the program in their formal education. Because many principals lack knowledge of school libraries, the provision of appropriate staff development: Theme 4, is very important. Staff development supports the implementation of new approaches, and learning together may help educators to work together. For example, Anderson (1981), in a Canadian study, found that training the teacher-librarian and principal together increased collaboration in their schools. Teacher-librarians can provide professional development for principals as part of their routine communications with principals. In fact, Campbell (1992), in a US study involving 334 principals and 302 teacher-librarians, found that principals' major source of information about library programs was their teacher-librarians

Principals recognised the importance of the teacher-librarian: Theme 2, but they also needed to recognise the limitations of the teacher-librarian's role. Together the teacher-librarian and the principal can form a strong team. However, the teacher-librarian alone can rarely implement programs or bring about program changes. For example, in Hazelwood's 1994 study of the implementation of a research process model in a Canadian high school, a clear school policy and a committed teacher-librarian were not sufficient to result in meaningful change.

The principal's role in ensuring collaborative planning time and other program resources: Theme 3, has been investigated in a number of studies. Charter's 1982 case studies of six exemplary high school library programs in

the US found that principal support was critical to the development of school library programs. Yetter's 1994 case studies of programs in five schools, also in the US, found that principal support for the school library program involved such things as encouraging its use by teachers and students, integrating the program into the curricular work of the school, and providing flexible scheduling. The support provided to principals by school district administrators and by district policy and administrative structures has also been shown to be important in enabling principals to support library programs in their schools (Charter, 1982; Dekker, 1989; Oberg, 1992).

Two underlying patterns pervade that research literature related to the role of the principal in implementing collaborative school library programs: expressing commitment to the school library program and integrating the program into the general program of the school.

Principals provided support to bring about change, for example resources and opportunities for learning; they also provided pressure through monitoring implementation of the collaborative school library program: Theme 5. Some studies have found that principals seemed uncertain about how to evaluate the success of library and information literacy programs (Wilson, Blake and Lyders, 1993; Hay & Henri, 1995). However, where district, state or provincial guidelines are available, principals reported feeling more confident in evaluating their teacher-librarian and the library program (Dekker, 1989; Wilson, Blake & Lyders, 1993)

Patterns in building collaboration

Two underlying patterns pervade that research literature related to the role of the principal in implementing collaborative school library programs: expressing commitment to the school library program and integrating the program into the general program of the school. The principal provides psychological support and substantive support (Haycock, 1995). The principal sets the tone for the kind of reception that the teacher-librarian and the library program get from the rest of the staff (Master & Master, 1986, 1988) and the principal ensures that resources of time and money are available. Time and money alone are not sufficient for meaningful change. Principals, teachers, and teacher-librarians need to have a shared view of the potential of the school library program as one that reaches beyond the library into the teaching and learning of the whole school. They need to develop a deep and rich understanding of resource-based learning that will allow them to link these changes to other restructuring efforts that are focused on improving opportunities for student learning.

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Promoting reading for pleasure: a whole school experience

Margaret Spinak is a teacher-librarian at St Clare's College, a Catholic Girls High School situated in the Sydney suburb of Waverley. In this article she writes about the role of the library in promoting the pleasures of reading in her school.

There is a temptation to leave the reading experiences to the English teachers. These teachers need to be very selective in providing literary experiences and literary criticism. Many teacher-librarians also hope to provide these literary experiences and are in good position to do so. They have the unique advantage of being able to start where the reader is at a particular point in time, and then determining through questioning what their reading preferences are. This way they can build on the readers text experiences, by providing a rich variety of reading material across a broad spectrum. It's that old idea of finding the right book for the right student at the right time.

At St Clares College we have tried to create a whole school reading environment to promote the pleasures of reading. The library plays an important and central role in this process. It has become the backbone for many wide reading programs and for the DEAR (Drop everything and read) program which operates throughout the school. The library provides access to a broad and varied reading collection for both staff and students.

The DEAR program

In order for the DEAR program to work, it is important to involve the whole staff in reading. To this end the library introduced a staff Book Club and keeps a range of fiction and non fiction in the common room. Staff fill in a comments book when they have completed their book and this acts as an impetus for others. Once a month the staff meet in the library at lunchtime where they each talk about the book they have been reading. The feedback from this activity has been extremely positive.

It is important to involve the staff in this way, as they are the ones required to enforce the DEAR program on a daily basis. Once the staff are "hooked on reading" they make sure the students are also reading with them at DEAR time.

The DEAR program operates every day. The whole school stops to read at the end of block one. The teacher at that time stays with that class, and for 15 minutes everyone reads purely for pleasure. We have a DEAR Policy with guidelines, and regular surveys are undertaken to assess the value of the program. It has made a real difference, especially for those students who were never interested in reading before.

Promoting reading for pleasure

Reading is promoted in other ways as well, so that students know that reading is valued throughout the school. Assemblies have become an ideal time for "Bookspots". Here students recommend books they have read and enjoyed, and at times, staff have also recommended titles. The layout of the library also promotes the pleasures of reading. We have a classics corner; areas featuring particular authors; an author of the month spot; and each month we have a display highlighting a particular genre, for example, fantasy or crime. Students record the books they have read in the library scrap book, they specify the year they are in, adding comments and giving the book a rating out of ten. This book is used as a selection guide when students particularly want peer recommendation.

Working with the English Department

The library runs a number of wide reading programs with the English department. At the start of these programs we explain to students what the act of reading involves. As we live in such a visually oriented world reading has to compete with other mediums, such as TV, video and film. We point out to students what it is that makes reading unique: the way each person will read a book differently, how they need to create their own images in their imagination when reading, and that by creating those images they are stimulating their own imagination and making the reading of that book so personal. Good readers create these images automatically as

they read, poorer readers are often unaware that they need to do this. This is why good description and use of language can create more powerful images in the mind and provide a richer reading experience.

Some of the wide reading programs the library offers the English department are centred around the literature circle idea. Students are divided into groups of five with each group reading the same book. In Years 10 or 11, for example, we have successfully used: *We all fall down* by Robert Cormier, *Galax-Arena* by Gillian Rubinstein, *A cage of butterflies* by Brian Caswell, *Parkland* by Victor Kelleher, and *Dear nobody* by Berlie Doherty. Each group will read the same book and then they are rotated. The discussions in these small groups are very constructive and help to clarify meanings.

We also organise wide reading around a particular author or on genre themes such as: fantasy, mystery, science fiction, World War 1 and World War 2. This is done again in groups using novels from the library collection. The short listed CBC novels are also used in group wide reading with each group reading one of the short listed titles. An interesting program we undertake is deconstructing "Dolly Fiction". Books are read that contain strong female characters and then these characters are compared and contrasted to the way women are viewed in "dolly fiction".

The positive feedback from the students and the English staff on these programs has ensured their continuation.

A wide selection of books

To support the reading environment the library houses a broad selection of novels and non fiction. Variety is the key as we try to cater for many tastes and abilities. Students read for a variety of reasons: entertainment, escapism, to live vicariously through others lives, to see their own life reflected before them, to learn about other cultures, and to be transported to other worlds. We try to get the students to see that reading is enjoyable and then try and hook them. Once this is done we can move them in various directions, through our recommendations to provide them with enriching reading experiences. So while we do have series books such as *Goosebumps* and the *Shorts* we make sure that we move students on from there.

We try to get the students to see that reading is enjoyable and then try and hook them. Once this is done we can move them in various directions, through our recommendations to provide them with enriching reading experiences

As far as popularity goes, in the junior years, the most popular authors include Morris Gleitzman, Paul Jennings, Margaret Clark, John Marsden, and especially Lois Duncan. The latter is hardly ever in the library. Other favourites are Anne Fine, Lynne Reid Banks, Isobelle Carmody, Victor Kelleher, Tamora Pierce, Robert Cormier and Gary Paulsen.

The seniors read mostly adult books. Popular authors here include Daphne Du Maurier, Lynne Reid Banks, Isabelle Allende, Margaret Atwood, Gabriel Garcia Marquez, Patricia Cornwell, Bryce Courtenay, Anne Tyler, Maeve Binchy, John Grisham and Amy Tan. Film 'tie ins' are also always popular for example *Sleepers*, *Michael Collins*, *Philadelphia*: and biographies such as *Anna's story*, *April fool's day*, *Tell Me I'm Here*. Other popular titles include *The horse whisperer*, *Celestine prophecy*, *The colour purple*; and *Wrack*.

There has been some controversy recently about the large number of bleak books on suicide and homelessness that have been published recently. I believe that in my own school environment these books can have a place as long as there is a variety in the overall collection. The problem arises if these books

are predominantly the only type of book being published and if they are the only type of book that students read. Some students read these books as a mirror to their own lives, for others they are an eye opener on how others live. Some of these books tend to reinforce a negative teenage view of the world rather than critiquing it, and I wonder to what extent some are a psychotherapy for the author. I can only speak for my own school culture, where some girls enjoy these books and want to read lots of them, and others say they don't want another sad, unhappy book. Reading duplicates the experiences of living, one can be so drawn into another's life through reading that one can temporarily forget one's own. This can promote tremendous empathy and understanding which many of these social realism books do, however the seriousness of the topics require quality writing for their proper explication, for example, *Sleeping dogs*.

Of course one can't influence everyone, there will always be students who remain resistant, but we will keep endeavouring to promote reading as a pleasurable and valuable experience throughout the school. ■

Bringing the Gumnuts back to life!



In this article Christine Syme, Education Officer at Nutcote, discusses the Education centre and the Heritage Site Study Program.

May Gibbs' imagination created for Australian children a sense of national identity. Her talent revealed a fantastic world that even today most children, and adults of any age who knew her books in childhood, can't glimpse a Banksia cob without a tiny tingle of apprehension.

May Gibbs' remarkable characters remain true to their Australian origins through May's close observation of zoological and botanical sciences. She drew from nature first then added fantasy. Each of her illustrations magically interweaves botanical fact with bush imagery.

May's unique quality and environmental respect was repeated in her *Bib and Bub* weekly comic strips which helped children across the country and New Zealand towards reading fluency.

Nutcote was the house which was specifically designed for May by the well-known architect, B.J Waterhouse. She lived there for over 40 years until her death in 1969. From her lovely studio overlooking the harbour at Neutral Bay she wrote and illustrated most of her books and the long-running cartoon strip *Bib and Bub*. Nutcote now boasts a wonderful Education Centre which is situated across the Avenue, opposite the site.

The philosophy behind the Education Centre at Nutcote evolves from the belief in the need for education to extend beyond the confines of the traditional classroom. Important aims of the Education Centre are to foster a love of Australian art and literature and to promote the cultural significance of Nutcote for the nation.

A variety of stimulating and innovative educational programmes for children and teachers is currently being developed in the areas of Literacy and Literature, e.g. writing workshops, cartooning workshops, drama, letter-writing; Visual and Creative Arts, e.g. papier mache mask-making-inspired by the Bad Banksia Men, weaving with paper and natural materials, nature collages, observational drawing in the gardens using a variety of media; and Human Society in the Environment, e.g. studies in Australian flora and fauna, or how to plant and care for a tree.

During the early months of 1997 a Heritage Site Study Program, especially designed for students in Years 7-10, was developed. This dynamic programme focuses on the History Syllabus Key Learning Area, *Human Society and Its*

The philosophy behind the Education Centre at Nutcote evolves from the belief in the need for education to extend beyond the confines of the traditional classroom. Important aims of the Education Centre are to foster a love of Australian art and literature and to promote the cultural significance of Nutcote for the nation



Students from Danebank school at Education centre at Nutcote in February 1997.

FEATURES

Environment. The Mandatory question 2 in this area is: What do we learn from investigating our heritage?

The focus of this hands-on Heritage Site Study is directed at the relationship of May Gibbs to her house, Nutcote and its garden in the 1930's period; her life interests in art and literature particularly for children; and women's interests and environmental conservation. The basis of the decision to preserve Nutcote as a heritage site, held in public ownership, is fully explored.

To accomplish these investigations, students are asked to use a variety of source material on site to research and design a 10 minute video production, entitled: *A Day with May Gibbs at Nutcote*. The ideal number of students participating in this one and a half hour programme is 30. As well as the house and gardens of Nutcote, resource kits will be available, providing background notes, photographs, *Bib and Bub* comics, cartoons and other drawings. Upon arrival to Nutcote students will be divided into 6 groups, 5 students in each.

Script Writer	Group 1
Set Designers/Location	Group 2
Wardrobe	Group 3
Sound Crew	Group 4

Props and Special Effects	Group 5
Marketing, Design & Sales	Group 6

The students will concentrate on investigating one aspect of their proposed video. The Education Officer at the conclusion of the investigations draws together ideas and details from each group for the overall video design.

The enquiry-based approach to this program enables students in years 7 and 8 to develop skills in investigation, analysis and interpretation, critical thinking, problem-solving and communication.

Lots of school groups have visited Nutcote since the Education Centre opened in May 1996. Our intention is to have a continual stream of school students visiting and using the Education Centre. It will continue to develop as a place of energy, activity and colour where all students will be able to respond individually to the wonderful world of May Gibbs' characters and stories and they will be encouraged to return again and again, to the magic of Nutcote.

Nutcote is at 5 Wallaringa Avenue, Neutral Bay. It is open to the public from Wednesday to Sunday, 11am to 3pm. The cost is \$5.00 per student.

Ring the Education Officer on (02) 9953 4453 fax: (02) 9953 0302 for more details ■



Students involved in cartooning workshop at Nutcote, August 1996.

TEACHING/LEARNING

Best Practice: Is Collaborative Planning and Teaching (CPPT) still the way to go?



Liz Maxwell

SECONDARY PERSPECTIVES

Article 1

The Full collaborative package at Cherrybrook Technology High School

In this article Elizabeth Maxwell, teacher-librarian, outlines approaches to collaborative teaching and learning at Cherrybrook Technology High School.

The role of the library

Supporting and enriching student learning is the most recognised and dynamic aim of the school library. The most effective means of achieving this goal is by integrating experiences in the library with those happening in the classroom. This would provide benefits to both students and teachers.

The vision of the library as a core element of teaching and learning is a cooperative and ongoing one at Cherrybrook Technology High School (CTHS). The library is actually situated in the centre of the school, but it is the incorporation of the library in programs run by the KLAs that ensure its contributions to the development of skilled lifelong learners.

The aim of the teacher-librarians at CTHS is to be able to target all students in the school for information skills development.

The approach adopted at Cherrybrook is flexible. Year 7 have timetabled classes for Information Skills twice per fortnightly cycle. This program develops skills necessary for successful application of the information skills process, recognition of approaches to higher order thinking, and specific development of Internet search techniques. Adaptation of some of the strategies earlier applied at Pennant Hills High School (Dawson and Maxwell, 1996) have also occurred. The teacher-librarians are available to discuss with staff the desired outcomes for a particular

unit of work, and via the collaborative process, the teacher-librarians design research activities which enhance student learning outcomes.

The aim of the teacher-librarians at CTHS is to be able to target all students in the school for information skills development. In any large school it is inevitable that there will be staff who feel uncomfortable with collaborative teaching, (which inherently carries an intrusion on the individual's concepts of independence). CTHS is an exceptional school. It has a very focused staff, most of whom are happy to be risk-takers in the learning process for both their students and themselves.

"In schools that are more successful in making changes, teachers work together to improve their students' learning and they are oriented towards the whole school rather than their own classrooms. The way that teachers work in effective schools is characterised by shared goals, teacher collaboration, teacher certainty and teacher commitment." (Oberg, 1996)

Taking the initiative

A presentation to the school executive late last year has led to a number of initiatives that are directly beneficial to collaborative teaching and learning. These include:

- Co-operatively planned and designed research assignments in health for years 7 and 8 and used by all teachers of these subjects. This means that because of the compulsory nature of the subject at this level, it was possible to ensure that all students were reinforcing specified and necessary skills.
- In addition to the collaborative planning of research tasks, units are being included in the curriculum mapping undertaken by the teacher-librarians. This makes it possible to directly analyse and evaluate the goals of the library.

- Curriculum mapping also provides a cross-check that ensures students are being exposed to a variety of text types and a range of technology.

This ability to map and integrate the literacy agenda of the Department of School Education into all our library programs is of benefit to staff. When planning units, we are able to prescribe particular text types in the units by consulting previous ones undertaken by students in that year but conducted by other KLAs. This also helps inservice staff in developing their own expertise in recognising and developing work within the literacy guidelines. Collaboration is particularly helpful when the other member of staff is also the literacy AST.

Other ways of encouraging collaboration

Thus the collaborative effort enjoyed here has widespread ramifications. The English KLA has now adopted and adapted curriculum mapping as

a method of recording their registers. Included in their map is a column for the library. This means all English staff have given formal recognition to the importance of integrating cooperatively planned work with the library staff.

An inservice provided earlier this year by the State Library has also been invaluable in providing resources, ideas and services that encourage collaboration at CTHS. A most informative session on HSC English Topic Area resources has been transferred to numerous class sessions. These have proved to be extremely popular with staff and students and have resulted in improved use of our resources acquired through the State Library's Infocus service.

Internet training plays a prominent role in the collaborative nature of teaching and learning at CTHS. Both staff and students can book with the teacher-librarians for individual training sessions. Understanding and confidence are essential if a teacher is to feel encouraged at including this aspect of technology in school and library programs. At CTHS, the staff integrate technology and willingly participate in cooperative discussions on the technology and multimedia resourcing of the units. Whilst *Scan* is indispensable as a resource in this regard, resourcing the curriculum with new technology is extremely time-consuming (Ober, 1996) and the location of useful websites by staff and students is as valid as recommendations for other resources. (Refer to DSE Web site for reviews of online resources: <http://www.dse.nsw.edu.au>.)

It is therefore paramount that cooperative teaching operates to reinforce not only those steps taught for research and that students have the opportunities to practise those skills regularly, but that teachers and teacher-librarians are provided with sufficient opportunities to develop professionally through partnerships of equal standing and mutual benefit.

CTHS's very recently established a technology learning centre which serves a range of outcomes. As a part of the library precincts and visible from within the library, students sent from class are able to work independently, using a plethora of pre-installed software including CD-ROMs, CAD programs, word processors and additional Internet access. Alternatively, and this is an exciting opportunity for collaboration, staff are able to have up to fifteen students from their class using the learning centre whilst the remainder of the class are researching using the library's resources. Both the teacher and the teacher-librarian can

work as facilitators in either area in this scenario whilst students are developing a sense of responsibility for, and control over, their own learning. This has proved most useful for staff participating in the TILT program. These strategies allow the teacher-librarian to support and be involved in this extended classroom learning.

Perhaps due to the young age and unique structure of the school, the staff at Cherrybrook Technology High have developed a dedicated and united approach to all programs in the curriculum. Whilst there is currently a developing traditional base on

which to rely, teachers have been required to undergo probably a more intense regime of change than may be experienced at older schools within a similar time frame. This unity has been an ideal foundation for collaborative teaching and learning which has not lost its impact or appeal in today's schools.

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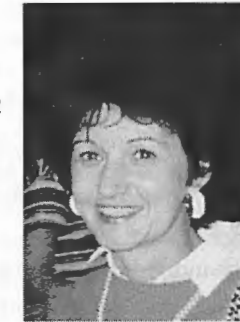
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SECONDARY PERSPECTIVES

**Article 2
Fit for the job**

Darelyn Dawson was recently appointed Head of Information Services at Trinity Grammar which is situated in Summer Hill. In this article she writes about the initiatives she developed to establish her credentials in this new work environment.



Darelyn Dawson

It is a challenging prospect to commence the task of establishing your reputation as an effective teacher-librarian in a new environment. A number of times in my first few weeks at Trinity Grammar I found myself asking: how did I get the ball rolling in my last school? where do I start? who are the teachers I should be targeting? what is my short term plan? It was like starting out all over again.

During that same time I also received numerous phone calls from other teacher-librarians who found themselves in a similar situation: they were new to a school and were about to begin the enormous task of re-establishing them-

selves; they were also questioning themselves and their ability to carry out the task. When you contemplate the magnitude of the task in those first few weeks, it appears impossible and you could begin to doubt your own ability. Regardless of the lack of definitive guidelines and that every school is different, the teacher-librarian must address the situation on a number of fronts. The following table details some of the initiatives that I have developed in the first ten weeks of the year in an attempt to establish my reputation and to plan for the future:

A vision for the school library as the centre of teaching and learning cannot be realised without the support of a highly skilled library team who know they are valued.

Students	Teachers	Library Staff
<ul style="list-style-type: none"> met with all classes that were booked into library continued with year 7 introduction to the library program worked with teachers in presenting research techniques to classes continued with Literature Circles program for English classes year 7-10 took senior classes for sessions on research strategies promoted library in school bulletins developed Powerpoint program for senior students on how successfully to access databases and the Internet revised the student Internet code of conduct. 	<ul style="list-style-type: none"> outlined my vision for the library to a meeting of all Senior staff Senior staff evaluated the Library and suggested ways in which the library could assist them presented management plan to school executive explained program budgeting to Heads of Departments and asked for their library program budget joined the school Professional Development Committee opened an 'Internet Cafe' for staff: an opportunity to demonstrate how to integrate Internet into teaching and learning wrote a successful proposal to use computing teacher to develop program of instruction for students Began to develop a professional reading circle asked Heads of Departments for invitation to speak at faculty meetings about the library and what it has to offer sort out teachers who were risk takers and began to develop units of work based on learning styles and information skills. 	<ul style="list-style-type: none"> held staff meeting and outlined vision for the library examined the results of the senior staff survey developed a library management plan explained program budgeting to staff and reorganised budget dissections reorganised management routines, e.g. shelving and shelf checks implemented monthly staff meeting to monitor library management and initiatives encouraged volunteer assistance: spoke at parent meetings, e.g. new mothers to promote library involved library staff in decision making and delegate many of the routine duties.

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Trinity Grammar employs two fitness trainers who also conduct a circuit training program three mornings a week for staff. I find myself comparing the circuit training I do at school with the outlined initiatives. Some initiatives have the heart pumping and the blood rushing as the Library team seek to meet everyone's needs. Others are muscle building, particularly as we face the prospect of having the library building demolished.

A vision for the school library as the centre of teaching and learning cannot be realised without the support of a highly skilled library team who know they are valued. Once again this can be likened to circuit training, where each individual knows how to carry out the various tasks at each station and can quickly move onto the next task. In fact when we keep to the 'music' the library runs on automatic and you know its time to get out there and teach.

Teaching is the really challenging part of the teacher-librarian's role and the most rewarding. After only fifteen weeks into the year I have already had many requests to assist in the design units of work for cooperative teaching. As well, I have had the opportunity to conduct lessons on multiple intelligence and learning styles. For some teachers these are risk taking ventures, as it means taking on the role of facilitator rather than teacher. The feedback however has been very positive.

I am looking forward to 'working out' in this new, challenging and dynamic environment. All teacher-librarians can create a charged atmosphere and be effective agents for change in a school, that is, if you are fit for the job! ■

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Literature circles: linking literature and information literacy



Lee FitzGerald

Lee FitzGerald was the previous editor of *Scan*. She has recently been appointed teacher-librarian at Trinity Grammar School. One of Lee's first tasks in her new role is to take the existing literature circles program which has been operating very successfully from Years 7-11, and 'put her stamp on it'. She describes here the process of adding, to an already very successful structure, the information skills process as a means of addressing literary texts.

Now that I'm on the other side of the fence, and thinking about what will be successful with students at Trinity engaged in literature circles, I realise what a high level of harassment I've been carrying out over the last four years, talking teacher-librarians into documenting their practice! On the other hand, what better way could there be to prepare a program than to write about it?

Background

The March issue of *Access* this year carried an article by Yvonne Jenkins, my predecessor at Trinity, describing the origin of the idea for her in the ALIA School Libraries Section NSW Group's professional development day in late 1995. Anne Simpson, Senior Lecturer in Literacy and Language Education at the University of South Australia presented a session on literature circles at this day, which was based on her research on Year 10 classes and reading. Yvonne outlined in the article the practical details of the literature circles program at Trinity. She speaks of the response the boys made to the circles, the kinds of books they have been reading, and the support the Head of English, Robert Dickins, has given to the program. Robert is very keen that the program continues, because he believes it reinforces vital aspects of the English syllabus: reading itself, speaking, listening and writing. He is very interested in the link between reading and achievement, in research which demonstrates that link, and in the idea of reading as a lifelong habit. So, I am very lucky to have in place this support and the program itself, which has been successful, as a place for me to start.

What are reading circles?

According to Harvey Daniels in *Voice and choice in the student-centred classroom*, literature circles bring together two potent ideas: independent reading and cooperative learning. The distinctive features of a literature circle are:

- students *choose* their own reading materials
- *small temporary groups* are formed, based on book choice

- different groups read *different books*
- groups meet on a *regular, predictable schedule* to discuss their reading
- students use written or drawn *notes* to guide both their reading and discussion
- discussion *topics come from the students*
- group meetings aim to be *open, natural conversations about books*, so personal connections, digressions and open-ended questions are welcome
- in newly forming groups, students can play a rotating assortment of *task roles*
- the teacher serves as a *facilitator*, not a group member or instructor
- evaluation is by *teacher observation and student self-evaluation*
- a spirit of *playfulness and fun* pervades the room
- when books are finished, *readers share with their classmates*, and then *new groups form* around new reading choices. (P18)

What is the literature circle program at Trinity?

The literature circle is basically as described above, with some compromises:

- The teacher-librarian and the class teacher choose books from a list of multiple titles built up over four or so years, but students are given the opportunity to nominate new titles for literature circles at the end of the term. So student choice exists, but is limited to the five or six books chosen for that particular literature circle.
- There is a written addition to the process, in the form of reading logs kept by students, which are used for evaluation.
- Up till now, there has been no rotating assortment of discussion roles, nor has there been a group sharing with the whole class at the end of a period of reading, discussing and sharing of a book.

Practical considerations for literature circles

How long the circle should run?

At Trinity, each cycle takes about three weeks, with the whole circle lasting five or six weeks, so that two books are read in each literature circle.

How many classes can be engaged in literature circles during the same term?

At Trinity, about six literature circles can run at the same time.

Building up a store of multiple copies of titles.

This needs to happen gradually, and is based on a combination of teacher and teacher-librarian suggestion, and student nomination. Six copies of each title are required.

Processes:

Potential chaos, as who chose what book becomes unclear.

This is overcome by keeping choice sheets on which the boys nominate the order in which they want to read each book, and what they actually ended up reading. Students may not be able to read their first choice, as the number of others wanting to read this title may be too big or too small

The amount of noise a literature circle generates, and therefore a place to hold them.

The Trinity library does not currently allow an area in which fairly noisy classes can be held without disrupting everyone else, so the solution has been to begin and end each literature circle in the library, so that boys can borrow the books in the first session and return them/borrow new ones in the last session. For the book talking sessions (two and three), the school dining hall is booked.

'Putting my stamp' on literature circles

The system in place looks good, involving the teacher-librarian in collaborative planning and teaching with class teachers, with the aim of fostering positive attitudes towards reading in the students. So, what could I bring to this already successful system? I hope to include two new aspects:

- allocating roles to the discussion groups
- using the information skills process in the organisation of the literature circle, which in practice means another part to the circle—that of small group presentation to the whole class group at the end of a circle.

Ways of saying

I was impressed at the time with an article written by Marjorie Lobban entitled "Intergalactic readers on the information superhighway" (*Scan* Vol 14, No 1, 1995). Marjorie highlighted Aidan Chambers' book, *Children, reading and talk*, which inspired her to think about the role of structured reading, discussion and sharing of literary texts. She pointed out the benefits of groups working towards joint understandings of literary texts—referring to the *ways of saying* that work along a continuum towards a clear understanding:

- *saying for yourself* (preparing to read)

- *saying to others* (with others not necessarily hearing)
- *saying together* (a group working together towards a synthesis of what members think), and
- *saying the new* (insights arising from the group's articulation).

Applying ways of saying to literature circles

In the existing literature circles process, there certainly exists *saying to others*, and *saying together*. However, comments from the boys indicated that some discussions were dominated by one or two members of the group. Hence my wish to include the discussion roles outlined in the program following, which rotate each week, so that each student has an opportunity to look at the book from at least two perspectives within each literature circle. These roles are not intended to be rigid, and can become automatic once the students learn to run group discussions democratically and with purpose. They may cater, too, for different learning styles in the students—some of the roles involve analytical skills, some involve visual, some involve tangential skills. Also, in order to *say the new*, I wanted to include a group presentation to the whole class at the end of a reading and discussion of a book.

Using the information skills process to address literary texts

The Statewide Literacy Strategy presents an opportunity for teacher-librarians to link literacy with information literacy. Additionally, the current emphasis on critical literacy within the four roles of the reader aims at encouraging students to question texts.

Marjorie Lobban's article, referred to above, was also interesting because she presented the information skills process as a useful framework for addressing literary texts. Ross Todd's article in *Scan* Vol. 13, No 2: "The 1990s: rearranging the jigsaw pieces or creating the picture? A holistic model of information provision for schools, also spoke about the information skills process as a very useful framework for facilitating literature appreciation. Ross pointed out that: "*the relationships between information skills development and the imaginative experiences provided through literature are unexplored*", but "*an understanding of the information skills process enables students to identify and articulate their reading needs, make satisfying selections from a range of choices, make sense of what they read in relation to the world around them, share and communicate informally and formally the ideas, impressions and feelings about what they have read*".

All of this led me to think about centring the organisation of literature circles around the information skills process, as outlined in the following program. The process is similar to that used with information tasks: the groups will brainstorm what questions they want to answer from their reading of the text, then locate answers through their reading; discussion should lead to the generation of new questions and synthesis of answers garnered through reading; presentation of the group's *Saying the new* mirrors the *organise* and *present* steps in the information skills process; and *evaluation* will occur throughout the process (in choice of book, in responses during discussions, in entries in reading logs, in synthesising a group

Steps in the information skills process

LITERATURE CIRCLE- PROGRAM

Week 1:	Choose your book and join your group.	Define
	Choose the reading role you want to take. These are your choices: • Discussion Director • Connector • Summariser • Investigator • Luminary • Vocabulary Enricher • Illustrator.	Define
	Decide how much of the book you will read by next week, bearing in mind that you want to finish it by Week 3.	Define
	Brainstorm in your group for the sorts of things you might look for while you are reading.	Define
	Borrow the book, and take some post-it notes to mark passages in the book you found interesting.	
Week 2:	Spend 15 minutes discussing the section of the book you read during the week, playing the role you chose.	Locate Select
	Decide how much of the book you will read by next week, bearing in mind that you want to finish it by Week 3.	Define
	Rotate the discussion roles around your group.	Define
	Spend 15 minutes writing in your reading log your response to the novel so far, using the thoughts your group identified in discussion.	Organise Present, Evaluate
Week 3:	Spend 15 minutes discussing the group's response to the whole book, playing the role you chose. Put into words the group's response to the book, including disagreements.	Locate Select, Organise
	Spend 15 minutes writing in your reading log your response to the novel as a whole, using the conclusions your group expressed.	Organise Present, Evaluate
Week 4:	Your group is to give a five minute presentation to the whole class on the novel you have just read, discussed and written about. Remember that the main idea is to promote the novel so that another group will choose it for the next Literature Circle. So, don't give away the plot! The presentation is to be verbal only.	Organise Present
	Based on the presentations made, choose another book and join another group, decide your role.	Define

response, presenting this to the whole class group; and in more concrete terms, in a written evaluation form).

Evaluation

Teacher evaluation is by observation during discussions, and marking of reading logs. The evaluation step of the information skills process is also incorporated for the students at the end of a whole literature circle with the following simple evaluation:

So far, this attempt to take the information skills process into a new context is very exploratory. I am interested in attempting it for two reasons:

- as far as my new role at Trinity is concerned, to provide students with another context to try out and internalise the information skills process as a fail-safe process for learning;
- to investigate further ideas originating in *Scan* with Marjorie Lobban and Ross Todd that the information skills process and the skills used in investigating literary texts are very similar, possibly identical.

How it went in practice:

Four weeks into experiencing literature circles leads me to the following evaluation:

- Incorporating the steps in the information skills process went smoothly, particularly the inclusion of

the presenting stage—small group presentation to the whole group.

- The inclusion of role playing is problematic: teachers like the spontaneity of group discussion, and don't feel that students should be restricted by a role. So far, we have only included the role of discussion director as a regular structure. However, we will experiment with this further in Term 3.
- The success of literature circles lies in student choice of the text they read and in matching the types of texts to the interests and abilities of the students. In streamed English classes, the range can be smaller, but in the unstreamed Year 7 English classes, it is possible that the range of levels of difficulty needs to be wider, to give each student the chance to find a text matching his level of reading achievement and interests.

Future directions

Some ideas we have for this term include:

- A Year 7 class is reading *Bridge to Terabithia*, and joining in a Book Rap run through a listserv coordinated by Wendy Chapman, of Wollondilly Primary School.
- A Year 8 class is doing a literature circle, with each group reading one of John Marsden's quartet of novels: *Tomorrow when the war began*, *The dead of the night*, *The third day the frost*, and *Darkness by my friend*.

TEACHING/LEARNING

- Some Year 7 classes are doing a literature circle on Geoffrey McSkimming's novels, with feedback along the way being provided by the author.

Literature circles are part of the curriculum mapping process undertaken for all units of work running through the library.

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Outcomes

By taking part in a literature circle you will:

- read a book of your choice with a group who have also chosen this book
- have brainstormed with your group questions you will answer in your reading
- have discussed the book and worked out a shared understanding of it
- have passed on this understanding to the whole class group. In this, you will have worked through all the steps in the information skills process.

To achieve the outcomes you will:

- choose a book
- play a role in discussions of the book
- keep a diary of your response to the book
- present as a group a five minute response to the book.

The literature circles

Discussion Director:

The Discussion Director's job is to direct the discussion. The idea is to help people talk over the big ideas in the reading and share their reactions, by asking the questions the group identified, plus any more that might come up because of having done the reading. Usually, the best discussion questions come from thoughts, feelings, and concerns which arise during the reading.

Summariser

The Summariser prepares a brief summary of today's reading. The other members of the group depend on the Summariser giving a quick statement that conveys the main highlights or the key points in the pages read.

Literary Luminary:

The Literary Luminary's role is to locate a few special sections of the text that the group would like to hear read

aloud. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text.

Illustrator:

The Illustrator's role is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart, or stick-figure scene. It can be a picture of something that's discussed specifically in the book, or a picture that conveys an idea or emotion arising from the book.

Connector:

The Connector's job is to find connections between the book and the world outside. The reading can be connected to happenings at school, in the community, to similar events in other times and places, to other people or problems that are similar. There may be connections between this book and other writings on the same topic, or by the same author.

Investigator

The Investigator's role is to dig up one piece of background information on any topic related to your book. This might include: the geography, weather, culture, or history of the book's setting; information about the author; or information about the time period portrayed in the book.

Vocabulary Enricher

The Vocabulary Enricher's job is to be on the look out for a few especially important words in today's reading—words that are puzzling, or unfamiliar, are repeated a lot, are used in an unusual way or are key to the meaning of the text.

(from *Literature circles: voice and choice in the student-centred classroom*, pp A1-A8) ■

LOOK FOR RESOURCE REVIEWS ON THE INTERNET!

The SCIS reviews are on the
Department of School Education's
web site, Network for Education
(URL: <http://www.dse.nsw.edu.au>).

Follow this route from the home page:

- Staff
 - Curriculum resources
 - Resource reviews
 - CD-ROM resources
 - Books and videos
 - Online resources.
- NCIN

TEACHING/LEARNING

Using an outcomes- information skills sequence



Shirley Sinclair

In this article Shirley Sinclair, teacher-librarian at Forest Hill Primary School, discusses the process of implementing a program introducing information skills to students at her school.

Negotiating the introduction of information skills

Information skills are those required to effectively access and use the wide range of information available in today's rapidly changing society.

Teaching the information skills process is based on a philosophy of learning that is explorative and innovative. It encourages students to become independent learners through understanding, and by allowing them to take control of their learning. Acquiring information skills is about the process of exploration rather than containment; accordingly it is not about passive learning of facts or authoritarian teaching.

A subtle approach of working with targeted teachers is the best way to introduce the concept of information skills: simply demonstrate the potential impact on the students as they discover new information and take control of their learning.

The structure at Forest Hill PS

Forest Hill School has an enrolment of 250 students in nine classes and is near the RAAF base. Approximately 40% of the students come from RAAF families. This means there is a large turnover of students: a third of the population changes during any year.

The school has an allocation of three days a week for the teacher-librarian and I negotiated an extra day a fortnight with the executive to provide some library management time. The structure of the weekly timetable has developed over a couple of years as the staff prefer a set time each week for library (RFF) and information skills. It includes:

- half hour RFF for seven classes from Years 1/2-6 and this time is devoted to literature
- information skills time for seven classes, Years 1/2-6 for forty five minutes
- four forty-minute sessions for Kindergarten and Kinder/Year 1 for book-share.

Teaching the information skills process is based on a philosophy of learning that is explorative and innovative. It encourages students to become independent learners through understanding, and by allowing them to take control of their learning.

Implementing the program

The teacher chooses the topic

The process of selecting the area for teacher and teacher-librarian collaboration begins with the teacher choosing the topic from the prepared class program, it could come from any key learning area.



Students checking OASIS for resources.

To describe the implementation process I will cite the Year 3 class and their teacher, Karen Moore. The topic Karen chose was from the science and technology scope and sequence chart. The class were to learn about living things and Karen decided the study would be on a variety of Australian living thing, in order to group, classify and discover special features common to these living things.

Teacher and teacher-librarian negotiate

We discussed the topic and refined what and how she wanted the class to achieve. She also wanted to encourage the students to work co-operatively, in pairs, to share the work and, to use modelling by putting students with fewer skills with those who have greater ones. We decided that we would be responsible for the progress of two groups each. The attached program page summarises the information skills goals on which we agreed.

Teacher-librarian introduces phase one

The first session in the library is a brainstorming session where the students are encouraged to share their knowledge and work out what else needs to be found out. A whiteboard is used for this session and their thoughts and words are then grouped through discussion and debate. From this grouping a worksheet is developed that covers the areas the students have discussed and the points the teacher wants raised.

The worksheet

I prepared the worksheet which gives us the opportunity to gauge students' progress. This assessment and evaluation is facilitated through regular marking and sharing sessions. The worksheet is easily stored with the resources that have been set aside from other library materials. Refer to sample of the worksheet.

Location of resources

As a class exercise the 3M students used the OASIS library system to search and locate the necessary and available resources. At this stage of the information skills process there is the potential for older and more able students to use data from other sources. This will expand with the technology and access to the Internet.

Information skills, working co-operatively with teachers, assisting them to sequence the skills against an outcomes framework, can be a powerful teaching and learning tool.

The students remove the resources from the library shelves for the term of the particular study. They are conveniently stored and located for both library and class work. This allows ready access and does not waste time relocating resources.

Selection and sharing phases

As shown on the sample scope and sequence chart and program sheets, the students use contents and index pages to find the information they need. They have to skim the headings and text, and assess picture clues and diagrams, to help them find the relevant and useable information. Synthesising information in this way is an important process which leads naturally to the recording of the information in their own words on the sheet provided. The sheet is only a recording tool and is not an end in itself.

Results at this stage will vary considerably in terms of the learning style and stage of development of the student. Accordingly the regular sharing of progress is essential to the learning process because it provides an invaluable sense of peer tutoring and modelling.



A student is sharing her research with her group.

Assessment and evaluation phases

The weekly sharing and checking of the worksheets provides the teachers with a powerful opportunity for the assessment of students; the evaluation and worth of the teaching program; and accompanying strategies. Hence, at the end of each session at least five minutes is spent with the students sharing their discoveries. In that time, the teachers can make judgments backed up by the written work about individual learning styles and progress. In this way information is being collected about stages of development for future individual programming. The assessment and evaluation are both formative and summative, and judgments are made about the development of many skill levels. This is as important, if not more so, than a final grading or assessment.

Organising and presentation phase

In Karen's class the students organised and transferred their information onto a large drawing of one of their living things. They added illustrations of other living things that belonged to this group.

The students orally presented their work to the whole class giving the name of the *living thing* group, one feature about it, the name of the subgroup and one feature. They also provided the names of a number of other living creatures.

Class display

The finished work is then displayed in the classroom because it is part of the class program.

Conclusion

Information skills, working co-operatively with teachers assisting them to sequence the skills against an outcomes framework, can be a powerful teaching and learning tool. Moreover, the processes can motivate students and provide them with a structure to make them independent learners able to take control of their learning-destiny which is hard to achieve through other teaching styles. The full scope and sequence charts for Years 2-6 can be found on the RIVPAT Inc. home page at <http://sweep.riv.csu.edu.au/RIVPAT/rivpat.html>

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SCOPE AND SEQUENCE CHART: FOREST HILL PUBLIC SCHOOL: SCOPE & SEQUENCE INFORMATION SKILLS

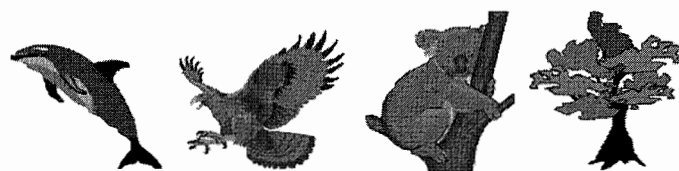
YEAR	STEPS AND OUTCOMES IN THE PROCESS					
	DEFINING	LOCATING	SELECTING	ORGANISING	PRESENTING	ASSESSING
YEAR 3	OBJECTIVE: to introduce <i>information skills</i> through a planned and structured process					
	What is the purpose? What are the key words or ideas of the task? What do I want to find out? What do I need to do?	Where can I find the information? What do I already know? What do I still need to find out?	What information do I really need to use? What information can I leave out? How will I record the information I need?	How can I use this information? Have I enough information? Do I need to find any more information?	How can I present this information? With whom will I share this information?	What did I learn from this?
OUTCOMES	<ul style="list-style-type: none"> • Can understand and clarify the meanings of the task • Can identify and interpret key words in the task 	<ul style="list-style-type: none"> • Can locate fiction and non-fiction • Can use a table of contents and index • Can use a simple encyclopedia • Can use a simple dictionary • Can pick out key words • Can identify and locate other possible sources (print, pictures, objects & people) • Can use OASIS enquiry 	<ul style="list-style-type: none"> • Can use table of contents and index to find relevant sections in a book • Can orally interpret charts, diagrams & pictures • Can share information • Can recall information • Can find the main idea in a paragraph or an article • Can identify the key words in a sentence • Can ask questions to find information • Can answer questions about information heard, viewed or read • Can arrange events, facts or ideas in a sequence 	<ul style="list-style-type: none"> • Can recall events or facts • Can arrange events, facts and ideas in a sequence • Can write a first draft • Can edit a first draft • Can help compile class or group charts 	<ul style="list-style-type: none"> • Can share information gained • Can publish paragraphs/topics • Can draw pictures & write captions 	<ul style="list-style-type: none"> • Can self-evaluate the result

Program Sheet:

TEACHER/TEACHER-LIBRARIAN CO-OPERATIVE PROGRAM PLANNING & TEACHING

Class	Teacher	Topic/Unit	Term	Week
3M	Karen	Classifying Australian Living Things	1-2	5-3
INFORMATION SKILLS TREATED:				
1. DEFINING What are the key words or ideas of the task? What do I want to find out? What do I need to do? Outcomes Can understand and clarify the meanings of the task Can identify and interpret key words in the task		2. LOCATING Where can I find the information? What do I already know? What do I still need to find out? Outcomes Can pick out key words Can identify and locate other possible sources (print, pictures, objects, people) Can use a table of contents and index Can pick out key words Can use a simple dictionary		3. SELECTING What information do I really need to use? What information can I leave out? How will I record the information I need? Outcomes Can use table of contents and index to find relevant sections in a book Can orally interpret charts, diagrams, pictures Can share information Can recall information Can find the main idea in a paragraph or an article Can identify the key words in a sentence
4. ORGANISING How can I use this information? Have I enough information? Outcomes Can recall events, or facts Can arrange events, facts and ideas in a sequence Can write a first draft Can edit a first draft		5. PRESENTING How can I present this information? Outcomes Can share information gained Can publish sentences Can draw diagrams, write captions		6. ASSESSING What did I learn from this?
LEARNING ACTIVITIES & EVALUATION				
<ul style="list-style-type: none"> • Define Australian living things (broken into four groups), mammals, birds, reptiles and plants. Break class into two groups and investigate two areas of living things as per attached sheets. Two students per each sub group. 1. marsupials, monotremes, placentals. 2. song birds, water birds, bush birds. 3. turtles, crocodiles, lizards, snakes. 4. flowers, trees, ferns, fungi. • The resources are located by the teacher and the students need to use the contents and index to locate the key words/headings. • Use the text and pictures to select the answers to the questions on the sheets. • Organise and present the information in an outlined form on a large sheet. Illustrate answers. 				

Worksheet:



AUSTRALIAN LIVING THINGS

NAMES _____

TOPIC _____

TASK

1. What is a (mammal, reptile, bird, plant)?
2. What is a (marsupial, monotreme, placental)?
3. Name 3 living things that belong to this group.
4. Describe the kind of habitat your living things prefer to live in.
5. Include illustrations of your living thing.

Define What do I need to find out about?

1. _____
2. _____
3. _____
4. _____

Locate I found the information in (book title and page number):

Selecting

1. What is a...? _____

2. What is a...? _____

3. Name 3 living things that belong to this group. _____

4. Describe the kind of habitat your living things prefer to live in. _____

5. Include illustrations of your living thing.

REVIEWS OF INTERNET SITES

Our series of Internet reviews continues with sites for Science, and Science and Technology. Many sites will have relevance across a range of KLAs. The next issue of Scan will feature TAS, including additional Science and Technology sites, and Agriculture sites. 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. The USER LEVEL descriptor, Professional, is a pertinent reminder of such issues. 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).

Australian GLOBE student data server.

<http://www.erin.gov.au/net/ausglobe.html>

Linked to the international GLOBE Program (Global Learning and Observation to Benefit the Environment), this site gives information about the program, and the schools in the Australian program. Other schools may apply to join, initially as affiliated schools. Students collect and transmit data regarding rainfall, cloud cover, air temperature, water temperature, water pH, and soil moisture. There is also information regarding: **Satellite imagery; Cloud identification; Universal Time Reference; Species identification** (particularly eucalyptus and angophora); **Environmental information in Australia**; and links to environmental sites, though allow time to explore these. Great visualisations of maps using the data collected by students in the program are available. J. A. Robinson

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Science; ST
SYLLABUS: Geography 7-10; Science and Technology K-6; Science 7-10; 2U General Science; 2U Science for Life; 2U Biology; 2U Chemistry; 2U Physics; 3/4U Science
SCIS SUBJECTS: Climate; Ecology; Marine ecology; Rain and rainfall
KEYWORDS: Air temperature; clouds; environment; rainfall; satellite imagery; soil moisture; water pH
PUBLISHER: ERIN & CSIRO
REVIEW DATE: 4/4/97
EVAL: Highly recommended

Australian Institute of Petroleum.

<http://www.aip.com.au/>

AIP/APPEA's education site provides a wealth of facts, figures and interesting information about petroleum and natural gas, and their products. Excellent student/teacher fact sheets, curriculum kits, and resource books covering a wide range of interesting topics, are available free of charge. Different kits have been developed for different curriculum stages. Apart from obvious background information, there are: topics on environmental issues; and a safety kit for primary students relating to the use and storage of fuels. The information contained in them is highly

readable, smartly presented, and drawn from respected scientific sources. The resources can be viewed on-line or ordered as class sets. J. A. Robinson

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; Science; ST
SYLLABUS: Geography 7-10; 2U Chemistry; 2U Geology; Science and Technology K-6; Science 7-10; 2U General Science; 2U Science for Life
SCIS SUBJECTS: Geography - Study and teaching; Science - Study and teaching
KEYWORDS: Biology; chemistry; environment; geology
PUBLISHER: Australian Petroleum Institute
REVIEW DATE: 2/5/97
EVAL: Highly recommended

BHP Steel - Education.

<http://www.bhp.com.au/steel/educate/index.html>

The history and process of steel making is presented at this site. The history of steel from the ancient Egyptians to present day techniques is shown in an interesting way. Steel is described in terms of its eight properties, and the 'recipe' for making steel is shown graphically in an illustrated flow chart. The whole site is interactive, allowing the users to click on any part of the process, and greater details are given. Environmental concerns are addressed, including pollution controls for air, water, noise, energy, and attempts at recycling. Very simple language is used although the layout tends to be cluttered with many small segments on the screen at the same time. K. Bennett

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Science; ST
SYLLABUS: Science and Technology K-6; Science 7-10; 2U General Science; 2U Science for Life; Geography 7-10
SCIS SUBJECTS: Iron and steel industry; Iron and steel industry - History
KEYWORDS: BHP; Steel
PUBLISHER: The Broken Hill Proprietary Company Ltd
REVIEW DATE: 25/6/97

INFORMATION TECHNOLOGY

Cairns online environment guide - Crabs.

<http://www.cairns.aust.com/Environ/crabs.htm>

The Cairns OnLine home page includes a set of hyper-linked documents that focus on the marine life of Northern Queensland. This particular document provides a ready reference to common types of crabs found around Cairns. These include hermit, mud, soldier and fiddler crabs, together with the unusual pistol shrimp. Each crab is described in detail; some images are available. The site features an extensive list of crustaceans, which it describes as the "armoured insects" of the sea. The information available at this site would be appropriate for primary school research projects on crabs and crustaceans. L. Bruce

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: HSIE; Science; ST

SYLLABUS: Science and Technology K-6; Science 7-10; Geography 7-10

SCIS SUBJECTS: Crabs

KEYWORDS: Crabs; crustaceans

PUBLISHER: Cairns Online

REVIEW DATE: 30/11/96

Cairns online environment guide - Mangroves.

<http://www.cairns.aust.com/Environ/mangroves.htm>

The importance of mangroves to the food chain and environment has been known for many years. This site traces the history and the importance of mangroves in Australia's north simply yet in some depth. The effect of mangroves on the foreshore ecology is described in detail. A simple explanation of salinity and its impact on the tidal community is provided. This site could be improved with further use of graphics, though the range of text information offers a good starting point. While no related links are provided at this page, there are some useful links to other sites within the Cairns OnLine page. Time is required to explore these for curriculum relevance. L. Bruce

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: HSIE; Science; ST

SYLLABUS: Science and Technology K-6; Science 7-10; Geography 7-10

SCIS SUBJECTS: Mangrove swamps

KEYWORDS: Mangroves

MEDIA: Text; Graphics

PUBLISHER: Cairns Online

REVIEW DATE: 30/11/96

Cairns online environment guide - Stingers.

<http://www.cairns.aust.com/Environ/stingers.htm>

There are several different types of stingers in the warmer coastal waters of Australia's tropical north. This site is specifically designed to convey information to tourists about the hazards of this type of sea creature. The information, on two types of stingers, is easy to understand and interpret; more could be made of this site by supplementing the information with further background reading. The graphics are basic. This site is a tourist one so it tends to play down the effects of the sting of the box jelly. It includes treatment information and a warning that some of the traditional treatments for stingers, like the box jellyfish, physalia, and the irukandjis are, in fact, deadly. L. Bruce

USER LEVEL: Stage 2 Stage 3 Stage 4

KLA: HSIE; Science; ST

SYLLABUS: Science and Technology K-6; Science 7-10; Geography 7-10

SCIS SUBJECTS: Jellyfish

KEYWORDS: Box jellyfish; stingers

PUBLISHER: Cairns Online

REVIEW DATE: 30/11/96

CELLS alive!

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

A black background with brightly coloured writing makes this site difficult to read, but it does include some amazing animated graphics for a range of topics such as: HIV; T-cell bacteria; penicillin resistance; and parasites. The information is succinct. Clever Java scripts allow the viewer to observe how cells react under abnormal circumstances. For example, an animated electron micrograph shows the white cells' invasion in what is referred to as Leukeumia's "dance of death". Similarly, high resolution images show antibody production in the lymphocyte cell. These electron micrographs allow students to observe various cells being attacked by infection—the presentation allows observers to see the gradual and then catastrophic affect on the cell. L. Bruce

USER LEVEL: Stage 3 Stage 4 Stage 5

KLA: PDHPE; Science

SYLLABUS: PDHPE 7-10; Science and Technology K-6; Science 7-10

SCIS SUBJECTS: Cells; Communicable diseases

KEYWORDS: Bacteria; cells; E.coli; infection; leukaemia

PUBLISHER: Quill Graphics

AUTHOR: SULLIVAN, James A.

REVIEW DATE: 2/5/97

CHEMystery: An interactive guide to chemistry.

<http://tqd.advanced.org/3659/>

A virtual chemistry textbook developed to provide an interactive guide for high school chemistry students, this was created by a group of students for the 1996 ThinkQuest Internet Contest. All material on this site is assumed to be correct as at August 1996. The authors assume that your browser can handle superscript and subscript text because many equations in the field of chemistry require them. CHEMystery enables students to further expand their chemistry knowledge, and interact with USENET news groups. It is a great supplement to traditional chemistry textbooks, since there is also an on-line search facility, and audio accompaniments [WAV format] to supplement many sections. J. A. Robinson

USER LEVEL: Stage 6

KLA: Science

SYLLABUS: 2U Chemistry

SCIS SUBJECTS: Chemistry

KEYWORDS: Atoms; energy; matter; molecule; periodic table; thermodynamics;

PUBLISHER: ThinkQuest, Advanced Network & Services, USA

AUTHOR: LAW, Clyde (team leader)

REVIEW DATE: 2/5/97

EVAL: Highly recommended

The Daily Planet.

<http://www.atmos.uiuc.edu>

A superb educational site on weather, this offers teachers and students Online guides to: meteorology; remote sensing; Student projects; and Classroom activities. Student

projects and Classroom activities provide everything for teachers to use these lessons interactively with the Internet. A weather visualiser gives students the opportunity to customise their own maps and images of the USA, with helper sections to give 'details and information to provide you with the background necessary to correctly interpret these images'. Weather world 2010 is an information resource on weather features, and includes details of some world weather patterns, economic impact, and predicability of weather. K. Bennett

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional

KLA: HSIE; Science

SYLLABUS: Science and Technology K-6; Science 7-10; 2U General Science; 2U Science for Life; Geography 7-10

SCIS SUBJECTS: Climate; Meteorology; Weather

KEYWORDS: El Nino; meteorology; weather

PUBLISHER: University of Illinois

REVIEW DATE: 30/5/97

EVAL: Highly recommended

ENC online. (Eisenhower National Clearinghouse for maths and science)

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

An excellent link site for maths and science teachers, this contains lessons and activities, and tales of classroom success. Users can also find: journal articles; professional development sites; and standards documents to put theory behind the action. They can tap into fresh stories and ideas about mathematics and science teachers who are charting new territory in education. Teachers can also select resources for teaching some of today's hot topics. The site includes valuable mathematics and science Internet links for educators, and World Wide Web sites to either supplement existing curricula, or integrate the Internet into classroom practice. J. A. Robinson

USER LEVEL: Professional

KLA: Mathematics; Science; ST

SYLLABUS: Mathematics K-6; Mathematics 7-10; Science and Technology K-6; Science 7-10

SCIS SUBJECTS: Mathematics - Study and teaching; Science - Study and teaching

KEYWORDS: Curriculum; mathematics; science; teaching ideas

PUBLISHER: Ohio State University; sponsored by US Dept. of Education

REVIEW DATE: 30/5/97

EVAL: Highly recommended

EurekaAlert!

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

A superb site, this allows access to current research in science, medicine and engineering. The visitor enters this news server through a table of contents which contains links to numerous world wide Web sites. Time is required to explore. The news releases for the previous fortnight can be searched by topic or organisation. The archive index contains the full history of news releases. Annotated bibliographies of research articles are accessed via these links, but to gain full access to most documents the reader must subscribe to the particular journal. A FAQs link provides interesting information on health, media and technology. Cable television networks broadcast a television segment

INFORMATION TECHNOLOGY

on the Discovery channel, which is available through Foxtel network in Australia. L. Bruce

USER LEVEL: Stage 5 Stage 6 Professional

KLA: PDHPE; Science

SYLLABUS: PDHPE 7-10; 2U PDHPE; Science 7-10; 2U General Science; 2U Science for Life; 3/4U Science

SCIS SUBJECTS: Medicine

KEYWORDS: Medicine; diseases

PUBLISHER: American Association for the Advancement of Science

REVIEW DATE: 2/5/97

EVAL: Highly recommended

Forensic science Web page.

<http://users.aol.com/murrk/index.htm>

An easily navigable and highly readable site, this was created to provide the layperson with an easy understanding of what forensic science entails. There are brief but informative explanations of some of the main disciplines within forensic science, accompanied by suitably chosen graphics. These include: Firearms and toolmark identification; Forensic psychiatry and profiling; Questioned document examination (for example, forgery, counterfeiting, handwriting analysis); Criminal law; Personal identification (such as, fingerprints, DNA analysis, odontology); Forensic photography; and Crime scene processing. There is also information on Careers in law enforcement (USA based), and a suggested reading list with some links to other forensics sites. Time is required to explore these. J. A. Robinson

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: Science

SYLLABUS: Science 7-10; 2U Science for Life

SCIS SUBJECTS: Criminal investigation; Forensic sciences

KEYWORDS: Crime; DNA analysis; fingerprints; forensic; odontology

PUBLISHER: America Online Inc

AUTHOR: MURR, K

REVIEW DATE: 16/5/97

EVAL: Highly recommended

Glacier.

<http://www.glacier.rice.edu/>

I wish I'd known about this fabulous site earlier! There is a wealth of scientific and geographic information on the Antarctic dealing with: space; land; weather; oceans; expeditions; and earth systems (under construction). The presentation on land forms, glaciers, ice sheets and their formation and change, are highly relevant to the various secondary HSIE investigations of the region. There are general weather descriptions, but access to current weather conditions at a number of stations is available, and is updated every ten minutes. Whilst still developing, detailed discussion of animal life forms is hopefully a future inclusion. It is well supported by images and charts. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

KLA: HSIE; Science

SYLLABUS: Geography 7-10; 2U Geography; Science 7-10; 2U General Science

SCIS SUBJECTS: Antarctica; Antarctica - Discovery and exploration; Scientific expeditions

PUBLISHER: Rice University, Texas

REVIEW DATE: 17/5/97

Hale-Bopp chat site.

<http://quest.arc.nasa.gov/comet/>
 Subtitled *Night of the Comet 97*, and sponsored by NASA, this site is designed to allow users to chat to others around the world about the Hale-Bopp comet. While most of this site was disappointing with a few statistical facts and some links, the most interesting part was **Our archive of the Hayakutake site developed last year**. The user has access to information, pictures, facts, activities and experts at the press of a button. Many link sites are given to view but time is required to explore these for curriculum relevance. Teachers will appreciate the **Activities** section, which gives lesson plans to develop scientific observation in students, and a number of fun projects students can be involved in themselves. K. Bennett

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: Science
SYLLABUS: Science and Technology K-6; Science 7-10
SCIS SUBJECTS: Astronomy; Comets
KEYWORDS: Astronomy; comet; Hale-Bopp
PUBLISHER: NASA
REVIEW DATE: 30/5/97

History of space exploration.

<http://bang.lanl.gov/solarsys/history.htm>
 By the author of the reputable, previously reviewed, *Views of the solar system* (<http://www.anu.edu.au/Physics/solar-system/homepage.htm>), this home page contains extensive links to information on all aspects of space exploration. Subject areas include: **Space history; Space exploration chronology; Spacecraft mission summaries** for all major space exploration countries; links to home pages for current and future missions; **Educator guides**; and links to additional resources. A wealth of information, including graphics, is available in each section. Language levels are easy and not overly technical. Teachers will appreciate the well laid out lesson plans on a number of topics such as 'Cratering in the classroom'. K. Bennett

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Science and Technology K-6; Science 7-10; 2U General Science; 2U Science for Life
SCIS SUBJECTS: Astronomy; Planets; Solar system; Space exploration
KEYWORDS: Astronomy; planets
PUBLISHER: Los Alamos National Laboratory
AUTHOR: HAMILTON, Calvin J., Maryland, USA
REVIEW DATE: 9/12/96
EVAL: Highly recommended

Kids as global scientists home page.

<http://www-kgs.colorado.edu/>
 Students are encouraged to engage in 'real time inquiry-based weather curriculum' when they join this site. As an interactive teaching resource it is a great asset in the classroom. Middle school students from around the world are asked to join in to **Study the weather of 1997**, thereby learning about science 'locally and through interactions with peers and resources worldwide'. Through this they become local experts, and move on to sharing their data with each other. Students are expected to collect data on:

clouds and humidity; winds; precipitation; and temperature and pressure. Worksheets, lesson activities, instructions for teachers, and demonstrations are included. Help with publishing on-line newspapers can be found here. K. Bennett

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: HSIE; Science
SYLLABUS: Geography 7-10; Science 7-10; Science and Technology K-6
SCIS SUBJECTS: Meteorology - Study and teaching; Weather - Study and teaching
KEYWORDS: Climate; weather
PUBLISHER: University of Colorado
REVIEW DATE: 25/6/97
EVAL: Highly recommended

The MAD scientist network.

<http://medinfo.wustl.edu/~ysp/MSN/>
 Users can ask questions of 300 plus scientists from around the globe on this site, which offers many ways to explore the information. Question and answer files may be organised by: subject; grade level; keyword; or at random. Those answering questions often include links to relevant sites. There is an online question form, though a quick search of the site, or a look into **The MAD scientist library**, may turn up the information sought, as an online collection of all submitted questions and answers is maintained. Minimum response time to a question is two days—one for the moderator to review the question; and one for them to review the answer. J. A. Robinson

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Science; ST
SYLLABUS: Science and Technology K-6; Science 7-10; 2U General Science; 2U Science for Life; 2U Biology; 2U Chemistry; 2U Physics; 3/4U Science
SCIS SUBJECTS: Science; Scientists
KEYWORDS: Scientist
PUBLISHER: Washington University
REVIEW DATE: 17/3/97

MTU volcanoes page.

<http://www.geo.mtu.edu/volcanoes/>
 A reliable source of current information about global volcanic activity is provided here by Michigan Technological University. This site includes explanations about research in **Remote sensing of volcanoes**. An interactive map provides access to historical information, research, images, and a discussion of the hazards of active volcanoes. Specific volcanoes are listed, together with relevant articles, government agencies, and links to prominent researchers. A glossary of terms is included. The site also gives access to the Geological Society of America's electronic retrospective index, and other online journals. L. Bruce

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; ST
SYLLABUS: and Technology K-6; Science 7-10; Geography 7-10
SCIS SUBJECTS: Volcanoes
KEYWORDS: Eruptions; volcanoes
PUBLISHER: Michigan Technological University
REVIEW DATE: 12/11/96
EVAL: Highly recommended

Netspedition Amazon.

<http://sunsite.doc.ic.ac.uk/netspedition/>
 Presented here is an interactive scientific expedition to the Amazon rainforest, looking at the geography, culture and history of this area. A team from the Imperial College, London, used primarily canoes to travel through 1,200 kilometres of jungle. This expedition was then posted onto the Net for students and scientists to use for research. Studies on the river itself, and a further study of the butterflies, were carried out, with all methodology, equipment and results published. This multimedia site is easy to navigate, but needs to be published in a more professional form. K. Bennett

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: 2U General Science; 2U Science for Life; 2U Biology
SCIS SUBJECTS: Biology; Butterflies
KEYWORDS: Amazon
PUBLISHER: Imperial College of Science, Technology & Medicine, London
REVIEW DATE: 8/12/96

The Nobel Prize Internet archive.

<http://www.almaz.com/nobel/>
 Here is an outstanding site for information about Nobel Prize winners. The screen is divided into three parts: interactive icons; a quick search facility; and a display window. Visitors can search under the conventional headings: **Physics; Peace; Physiology and medicine; Literature; Economics; and Chemistry**. A scroll further down reveals other categories, such as women recipients, and **Ig Nobel Prize** winners—awarded to individuals with sometimes humorous and often dubious or obscure research. The database is accessed through an alphabetical index or through the quick search option. The results are presented in table form with hyperlinks to more information about the specific recipient. Within each bibliography there are links to journals, other print resources, and specific Internet sites. L. Bruce

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: English; Science
SYLLABUS: English K-6; English 7-10; Science and Technology K-6; Science 7-10;
SCIS SUBJECTS: Nobel Prize
KEYWORDS: Nobel Prize Winners
PUBLISHER: Almaz Enterprises, Massachusetts/USA
REVIEW DATE: 20/2/97
EVAL: Highly recommended

Nova - Science in the news.

<http://www.science.org.au/nova/>
 Provided at this easily navigated site are background material and teaching resources on current issues in: **Biology; Chemistry; Environment; Geology; Health; and Physics**. Information is presented in a very readable form. The teaching resources include excellent and appropriate practical activities, and a comprehensive glossary for each topic. Current topic areas include: **Cloning; Sun and skin; Solar energy; Ozone depletion; and The human genome project**. Each topic contains appropriate links to other related sites on the Internet. Time is required to explore these for curriculum relevance. Teachers may subscribe to

a mailing list to be informed when new topics are posted. J. A. Robinson

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; PDHPE; Science; ST
SYLLABUS: 2U Biology; Geography 7-10; PDHPE 7-10; 2U PDHPE; Science and Technology K-6; Science 7-10; 2U Science for Life
SCIS SUBJECTS: Biology; Geology; Health education; Science
KEYWORDS: Biology; chemistry; environment; geology; health; physics
PUBLISHER: Australian Academy of Science
REVIEW DATE: 2/5/97
EVAL: Highly recommended

NSTW activities: Index.

<http://soundprint.org/~nstw/activities/activities.html>
 Subtitled *Explore new worlds through science and technology*, this offers six inquiry-based science activities with a global environmental focus: earthworms; solar energy; paper recycling; tides; stars; and even a birthday party for the earth. The activities encourage students to ask questions and discover answers, to gain and apply new knowledge through hands-on experiences and discussion, and to become active environmentalists. The format includes: activity background; objectives, skills; integrated subjects; activities (using easily accessible materials); assessment; extension activities; and resources. Activities can be adapted for a range of grades and curriculum purposes. The standardised icon presentation of the site makes it navigable, and useful for programming. Family activities encourage students to investigate and relate their learning to their own environment. A. Howard

USER LEVEL: Stage 2 Stage 3 Professional
KLA: Science
SYLLABUS: Science and Technology K-6
SCIS SUBJECTS: Environment; Science
KEYWORDS: Environment; investigation; science
PUBLISHER: National Science Foundation (USA)
REVIEW DATE: 6/6/97

The Oceania Project - Caring for whales, dolphins and the oceans.

<http://www.nor.com.au/users/oceania/>
 An image rich site, this includes: The Oceania Project (based at Byron Bay); the **Annual whale and dolphin expedition**; **The Oceania Youth Project** (including KOTO—Kids on the ocean); and updated news items from around the world concerning whales and dolphins. Users can: meet the humpback whales of Hervey Bay; and access global links to many whales and dolphins sites. Great images of whales, dolphins, and kids involved in the Youth Project are available, as is a wealth of whale sounds to download and enjoy. Users will need patience to fully enjoy this site. J. A. Robinson

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE; Science; ST
SYLLABUS: Geography 7-10; Science and Technology K-6; Science 7-10; 2U General Science; 2U Science for Life; 2U Biology; 2U Chemistry; 2U Physics; 3/4U Science
SCIS SUBJECTS: Marine ecology
KEYWORDS: Dolphin; humpback; KOTO; whale

INFORMATION TECHNOLOGY

PUBLISHER: The Oceania Project, Byron Bay, Australia
AUTHOR: FRANKLIN, Trish and Wally
REVIEW DATE: 4/4/97
EVAL: Highly recommended

Parke's Observatory and Parke's radiotelescope home page.

<http://www.pks.atnf.csiro.au/>

An all-encompassing directory to the location, activities, and staff at the Parke's Observatory is provided here. In addition to the geographic information, there are details about: computers (and how they are used to park the dish); telescope specifications; capabilities; operating and control systems. Virtual visitors may click on topics such as major projects, what's on today, or search for further information. This is an interesting site for science students, or the astronomy club, who would wish to draw on the available images and data. It is also possible to link to the telescope at Mopra from this location. E. Maxwell

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Science 7-10; 2U General Science; 2U Science for Life
SCIS SUBJECTS: Radio astronomy; Radio telescopes; Science; Telescopes
MEDIA: Text; Graphics
PUBLISHER: CSIRO, Australia
EASE OF USE: Click
REVIEW DATE: 17/5/97

The Penguin page.

<http://www.vni.net/~kwelch/penguins/>

Beautiful images and comprehensive information are available here on seventeen species of penguin. This site covers: general, aggressive and sexual **Penguin behaviour**; **Reproduction**; **Relatives and friends**; **Predators**; fossils; and miscellaneous information. **Penguin showcase** is a collection of pages, present and previous, that reveal aspects of penguin biology; these invite return visits as they are continually updated. Explore the differences between the crested eudyptes, the smallest eudyptula, and the largest aptenodytes. G. Krestensen

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; Science; ST
SYLLABUS: Science and Technology K-6; Science 7-10; 2U General Science; 2U Science for Life; Geography 7-10
SCIS SUBJECTS: Penguins
KEYWORDS: Antarctica; food chains; penguins
PUBLISHER: Kevin C. Welch, Philadelphia (University of Pennsylvania)
REVIEW DATE: 10/1/97

Planet ark home page.

<http://www.planet.ark.com.au/>

From the main menu, users can investigate a multimedia environmental campaign, and find information about emotive issues such as shark-finning and the slaughter of dolphins, on this graphics rich site. Free environmental software, and e-mail addresses to contact 'the right people' are provided. Planet Ark's 24 hour Net radio news can also be accessed. Other information available on this site

includes: home environment ideas; an environmental dictionary; surfing tips; and **Eco Weblinx** that lists what Planet Ark regards as the best fifty ecologically-minded Internet sites. Time is required to explore these for curriculum relevance. G. Krestensen

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: English; HSIE; ST
SYLLABUS: Science and Technology K-6; Science 7-10; 2U General Science; 2U Science for Life; Geography 7-10
SCIS SUBJECTS: Ecology; Environmental protection
KEYWORDS: Ecology; planet
PUBLISHER: Planet Ark Environmental Foundation, Sydney
REVIEW DATE: 10/10/96

Scanning electron microscope.

<http://www.mos.org/sln/sem/intro.html>

An easily navigable site, this provides: information about the SEM; an **Image gallery**; **How the SEM works**; **Teacher resources**; and **Museum use of the SEM**. There are: detailed instructions for making your own simple microscope; and excellent photos, and images, including a Quicktime video (5.25 MB) and slide show. At present there are only 34 thumbnail images displayed, such as: dentist drill; insect parts; and micro-organisms. Clicking on the thumbnail will load a much larger image. The magnification of all images is shown. The site also includes links to Science Learning Network (USA), and other microscopy sites. Time is required to explore these for curriculum relevance. J. A. Robinson

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Science; ST
SYLLABUS: Science and Technology K-6; Science 7-10; 2U General Science; 2U Science for Life; 2U Biology
SCIS SUBJECTS: Electron microscopes
KEYWORDS: Electron microscope; micrographs; SEM
PUBLISHER: Museum of Science, Boston
REVIEW DATE: 30/5/97
EVAL: Highly recommended

STBP Mars page.

<http://enterprise.powerup.com.au/~stbp/mars.htm>

Hosted by Sir Thomas Brisbane Planetarium, this site offers detailed information about: possible evidence of past life on Mars; the missions (Pathfinder and Mars Global Explorer) that will begin to explore Mars in 1997/8; and the failed Russian Mars '96 mission. There are great graphic images and technical details of each of these missions with specific links to **Mars Pathfinder** and **Mars Global Explorer**. For investigating possible discovery of primitive life on Mars there is: **NASA press releases**; **Photographic evidence**; and the recent Antarctic meteorite program. J. A. Robinson

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science; ST
SYLLABUS: Science and Technology K-6; Science 7-10; 2U General Science; 2U Science for Life; 2U Physics
SCIS SUBJECTS: Mars probes
KEYWORDS: Global explorer; Mars; meteorite; mission; Pathfinder

PUBLISHER: Brisbane City Council
REVIEW DATE: 4/4/97
EVAL: Highly recommended

Weather and flood information.

<http://www.bom.gov.au/weather/>

Information on weather and floods, with national, state, or ocean listings, is provided by this site. Links to a **Weather-by-fax** facility, **Weathercall**, and other Bureau of Meteorology services are available. The user can click on a state of choice for forecasts, observations, and two types of satellite images (visible, and infrared—which converts temperatures of clouds to image), and which are updated every six hours. Observations include highest and lowest temperatures, and highest and lowest rainfall. Included are coastal wind warnings that are updated daily if applicable. Explanatory notes on the weather are given, along with a climate information link. G. Krestensen

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; Science; ST
SYLLABUS: Science and Technology K-6; Science 7-10; 2U General Science; 2U Science for Life; Geography 7-10
SCIS SUBJECTS: Climate; Meteorology; Meteorological satellites; Weather
KEYWORDS: Floods; forecast; maps; satellites; weather
PUBLISHER: Bureau of Meteorology, Australia
REVIEW DATE: 18/10/96

Weird science (Bill Beaty's homepages).

<http://www.eskimo.com/~billb/weird.html>

An exciting and informative collection of articles and links for "weird research" and "anomalous physics" is found here. There are many articles on antigravity, neodymium (rare earth magnets), Tesla coils, and ball lightning and related topics. Detailed plans (with diagrams) of construction projects on these, and similar topics such as unnatural hologram, electrostatics projects, and science museum devices, are also available. The author provides some great motivational ideas for teaching topics such as electrostatics, gravitation, and magnetism. It is wonderful for topics devoted to science versus science fiction, or alternative energy resources. J. A. Robinson

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Science 7-10; 2U General Science; 2U Science for Life; 2U Physics
SCIS SUBJECTS: Science - Experiments; Science - Study and teaching
KEYWORDS: electrostatics; gravity; magnetism; rare earth magnet
PUBLISHER: Eskimo North Inc., Seattle, USA
AUTHOR: BEATY, Bill
REVIEW DATE: 30/5/97
EVAL: Highly recommended

WHALETIMES.

<http://www.whaletimes.org>

Comprehensive and easily navigated, this site is about ocean animals. The home page leads to pages that provide students with information on animals and online activities. Teachers may find this useful when planning units of

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work. **Fishin' for facts** contains a library of facts and scientific names. **Ask SeaDog** gives students the opportunity to ask questions about sea animals. **Kids page** links students to the story, *Whale tale*, which they may read or continue writing. It also links to a puzzle page with questions relating to whale body parts. **Leviathan link** provides students with links to other Web sites for marine science, environment and education. Time is required to explore these for curriculum relevance. N. Cooper

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Professional
KLA: English; HSIE; Science; ST
SYLLABUS: Science and Technology K-6; Science 7-10; English K-6; English 7-10
SCIS SUBJECTS: Marine animals; Mammals; Seals; Sharks; Whales
KEYWORDS: Ocean; penguins; seabed; seals; sharks; whales
PUBLISHER: JakenMax Productions, California
REVIEW DATE: 7/5/97

You can with Beakman and Jax.

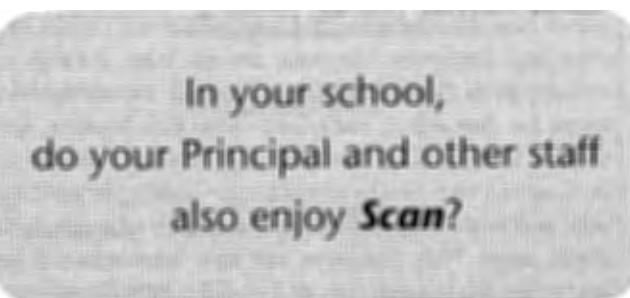
<http://pomo.nbn.com/youcan/>

Developed especially for kids, the pages at this site are cartooned and brightly presented, with language well suited to students. A variety of subject areas are incorporated here, including geography, art, health, and mathematics, although it is predominantly science (eg astronomy) that is featured. The method of teaching is through clickable spots in seeking answers on topic areas; these are great fun and will appeal to students. Questions cover a broad range of subjects relating to practical applications of science, and answers are given with easy experiments for students to carry out themselves. This site is tied into a television show in America, *Beakman's world*, and books with a similar format have been published. K. Bennett

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: CA; HSIE; Mathematics; PDHPE; Science
SYLLABUS: Geography 7-10; Mathematics K-6; Mathematics 7-10; PDHPE K-6; Science 7-10; Science and Technology K-6
SCIS SUBJECTS: Mathematics; Science
KEYWORDS: Science
PUBLISHER: Jok R Church & Universal Press Syndicate, USA
REVIEW DATE: 30/5/97

Internet reviewers for this issue were:

Kerrie Bennett, Bulli High
Lorraine Bruce, Cherrybrook Technology High
Natalie Cooper, Cobbitty Primary
Anne Howard, primary teacher on leave
Geoff Krestensen, Sandy Beach Primary
Elizabeth Maxwell, Cherrybrook Technology High
Jenny Robinson, Byron Bay High



Maximising the value of school Web pages

an information problem-solving approach

Michael B. Eisenberg (PhD) is a full Professor at the School of Information Studies, Syracuse University, and the Director of ERIC Clearinghouse on Information and Technology and the Internet-based AskERIC project. He is also co-founder of LM_NET, the Library Media Listserv now numbering almost 8,000 members.

Janet Cottrell is an information resources specialist in the Division of Computing and Information Technology at the University of Vermont in Burlington. She has worked in editing, technical writing, and design for over 15 years, primarily in university computing, and is a past webmaster. She recently completed her Masters of Library Science degree at Syracuse University.

In this article, Michael and Janet discuss the process of creating an effective educational Web page design using the Big Six Skills approach and the NSW Information Skills process model.

It's a familiar good news/bad news story: Good news: We are finally connected to the Web and our students are ready to start developing Web sites! Bad news: Now what?

The World Wide Web is no longer a novelty. Most schools have some form of connection, and many are moving well beyond the "one connection in a school" situation. The focus is now moving to meaningful use of the Web, certainly for information gathering and use, but also for presenting information through the creation of Web sites.

However, it's easy to get caught up in the 'glitz' and glamour of new Web features. Web capabilities are continually changing. Designers can now choose from a range of options including image maps, frames for navigation, forms for data input, audio and video broadcasting, animated images and interactivity through scripting. Fortunately, Web design is maturing—looking beyond the bells and whistles. Tired of the appearance of many early pages, most Web designers are now concentrating on improving the organisation and usability of their pages.

Educational sites, schools and school libraries have a special responsibility and interest in ensuring that their Web pages are thought-out, well-designed and well-organised. For example, an important part of the planning needed to set up an effective Web site is to clearly define the purpose of the site (Cunningham, 1997). Indeed, the purpose of the site has a strong bearing on its design. Weinstein et al (1997) identify several possible purposes for establishing a school Web site including:

- introducing community members to the school
- providing an interface for staff and students to external Internet resources
- publishing student work
- providing a repository for rich collections of community resources relevant to the school's curriculum.

However many sites lack a defined purpose. After examining more than forty school and school library Web sites, Clyde (1996) found that most school sites in her review failed to identify a clear audience or purpose. A few school library sites even failed to include the name of their school on the library page.

Defining purpose is only the beginning of good Web design. Since many sites serve a combination of purposes, organisation of the content becomes an important issue. Clyde also concluded that some sites which contained excellent content and resources nonetheless suffered from a lack of organisation. Purpose and organisation—clearly these are important criteria to consider for good Web design. What are other possible criteria?

In addressing this problem of creating meaningful and useful Web sites, it may be useful to think of the potential Web audience as readers who approach our pages in an information-seeking or problem-solving mode. This forces us to consider not only the purpose and audience for the site, but also the full range of information seeking and use activities. The task then becomes one of designing Web pages that facilitate the information process and problem-solving. As teacher-librarians, we are intimately familiar with models of information processes and problem-solving, e.g. the Eisenberg/Berkowitz Big Six Skills approach (see figure one) and the New South Wales Information Skills process (see figure two). These models can be powerful tools for applying user-based criteria for effective Web page design.

Information problem-solving models

Research and practice shows that successful problem-solving involves a series of steps or stages (e.g. Kuhlthau, 1993). Here, we consider two models of the process: the Eisenberg-Berkowitz Model of Information Problem-Solving proposes a six-step process, colloquially known as the Big Six (Eisenberg and Berkowitz, 1990). The other model is the Department of School Education Information Skills Process model (Information Skills in the School, NSW Department of Education, 1989).

The Big Six stages of information problem-solving and related sub-tasks are noted in figure 1 and the New South Wales Model in figure 2.

What's most striking about these models are the similarities in specific items and description. This is in spite of the

Figure 1: The Big Six Skills

1. Task Definition
 - 1.1 Define the problem
 - 1.2 Identify the information needed
2. Information-Seeking Strategies
 - 2.1 Brainstorm all possible sources
 - 2.2 Select the best sources
3. Location and Access
 - 3.1 Locate sources (intellectually and physically)
 - 3.2 Select the best sources
4. Use of Information
 - 4.1 Engage (read, see, hear)
 - 4.2 Extract relevant information
5. Synthesis
 - 5.1 Organize information from multiple sources
 - 5.2 Present the result
6. Evaluation
 - 6.1 Judge the result (effectiveness)
 - 6.2 Judge the process (efficiency)

fact that they were developed completely independently at about the same time. Eisenberg spent six months in Australia in 1995, and he spoke with a number of Australian educators and gave a number of presentations. From these interactions, he came up with figure 3 that brings the two models together.

The models describe the steps that typically occur in successful information problem-solving; and they provide a useful framework for teaching students effective problem-solving skills. They are intuitive enough for young children to grasp, but inclusive enough to apply to post-secondary and professional problems. In the United States, the Big Six approach has been adopted by many states and school systems as part of the K-12 curriculum. The Big Six

Figure 2: The Information Process: New South Wales

1. Defining: What do I really want to find out about?
What is my purpose?
Why do I need to find this out?
What are the key words and ideas of the task?
2. Locating: Where can I find the information I need?
What do I already know?
What do I still need to find out about?
What sources and equipment can I use?
3. Selecting: What information do I really need to use?
What information can I leave out?
How relevant is the information I have found?
How credible is the information I have found?
How will I record the information I need?
4. Organising: How can I best use this information?
Have I enough information for my purpose?
Do I need to use all this information?
How can I best combine information from different sources?
5. Presenting: How can I present this information?
What will I do with this information?
With whom will I share this information?
6. Assessing: What did I learn from this?
Did I fulfill my purpose?
How did I go—with each step of the information process?
How did I go—presenting the information?
Where do I go from here?

serves as an overarching framework for local implementation in the same way that the NSW model does in Australia.

Both approaches also share one essential guideline for implementing information skills instruction: integration with the classroom curriculum. From experience and

Figure 3: Comparison of Information Process Models

The Information Process: New South Wales	The Big Six: Eisenberg & Berkowitz	
<p>What do I really want to find out about? What is my purpose? Why do I need to find this out? What are the key words and ideas of the task? What do I need to do?</p>	Defining	<p>Task Definition</p> <p>1.1 Define the Problem</p> <p>1.2 Identify the information requirements of the problem</p>
<p>Where can I find the information I need? What do I already know? What do I still need to find out about? What sources and equipment can I use?</p>	Locating	<p>Information Seeking Strategies</p> <p>2.1 Determine the Range of Possible Sources</p> <p>2.2 Evaluate sources to determine priorities</p> <p>Location & Access</p> <p>3.1 Locate sources (Intellectually and physically)</p> <p>3.2 Find information within sources</p>
<p>What information do I really need to use? What information can I leave out? How relevant is the information I have found? How credible is the information I have found? How will I record the information I need?</p>	Selecting	<p>Use of Information</p> <p>4.1 Engage (read, hear, view) the info in a source</p> <p>4.2 Extract relevant information</p>
<p>How can I best use this information? Have I enough information for my purpose? Do I need to use all this information? How can I best combine information from different sources?</p>	Organising	<p>Synthesis</p> <p>5.1 Organise information from multiple sources</p> <p>5.2 Present the information</p>
<p>How can I present this information? What will I do with this information? With whom will I share this information?</p>	Presenting	
<p>What did I learn from this? Did I fulfill my purpose? How did I go - with each step of the information process? How did I go - presenting the information? Where do I go from here?</p>	Assessing	<p>Evaluation</p> <p>6.1 Judge the product (effectiveness)</p> <p>6.2 Judge the process (efficiency)</p>

research, we know that teaching information skills is most effective when combined with subject area units, lessons, and assignments. Techniques such as curriculum mapping, provide a means for teacher-librarians to document and review classroom curriculum for opportunities to integrate information skills instruction. Teacher-librarians and classroom teachers can then collaborate on planning integrated units as well as lessons and exercises to introduce and reinforce specific steps of the models. For example, the Trash-N-Treasure method of note-taking described by Jansen (1996) gives students practice in recognising and extracting relevant information from information sources ("use of information" in the Big Six and "selecting" in the NSW model). One would teach Trash-N-Treasure when students are working on an subject area assignment that requires them to recognise and extract relevant information.

Technology for information problem-solving

Just as technology is an integral part of any modern library, technology is integral to the information problem-solving process. Technology skills: word processing, multimedia production, web use and creation, should not be considered or taught as a separate set of learning objectives. Rather, they should be presented and learned as part of the overall information process.

Eisenberg and Johnson (1996) offer a fully integrated view of computer and related technology skills within the Big Six model. **Figure 4** summarises some of the ways in which students can make use of various technologies at each

Figure 4: Use of Technology in Information Problem-Solving

Problem-Solving Stage—Use of Technology
1. Task Definition—Students use e-mail, listservs, newsgroups, chat, videoconferencing, and other online communication methods to clarify assignments and brainstorm problems
2. Information Seeking—Students identify and assess computerized resources as they develop information seeking strategies toward their problem. Students may also use software to generate timelines, organizational charts, etc. to plan and organize complex problems
3. Location and Access—Students use online catalogs, searchable periodical indexes, electronic encyclopedias, Web search engines, and other online searching tools to locate useful information.
4. Use of Information—Students connect to and access online or locally stored electronic information sources, view, download, and decompress files, and use copy-and-paste features to extract relevant information.
5. Synthesis—Students organise and communicate their results using word processing, database management, spreadsheet and graphics software, and distribute their projects via e-mail, Web publishing, or other media.
6. Evaluation—Students evaluate the impact of the technology they used, including its effectiveness and efficiency

stage in the Big Six and NSW processes as identified by Eisenberg and Johnson.

During, *Task Definition/Defining*, part one of both models, students often use e-mail, listservs and newsgroups to clarify assignments and to brainstorm problems with teachers, fellow students, and others in their school or in the global online community. Video conferencing, CUSeeME (video on the net), net telephone, Chat, and text or graphic MOOs (live interactive net environments) are developing online communication methods that also facilitate *Task Definition/Defining*.

During part two and three of the Big Six (*Information Seeking Strategies and Location and Access*) and part two of the NSW model (*Locating*), students identify and assess computerised electronic resources as they develop strategies to seek useful information for their problem. Students may rely on online catalogues, searchable indexes of periodicals, electronic encyclopedias and other full-text sources. Students also search the World Wide Web using Internet search tools such as Yahoo, Excite, or Alta Vista, or they may search gopher or ftp sites to locate relevant information.

Having identified potential sources, students then "engage and extract" the relevant information (Big Six part four: *Use of Information*; NSW model part three: *Selecting*) by: connecting to and accessing online or locally stored electronic information sources; viewing, downloading, and decompressing files as needed; using copy-and-paste features and word processing software to take notes and record citations; and filtering out non-relevant information.

...the overwhelming use of the web in schools will be for presentation and communication of information and ideas by faculty and students.

To *synthesise*, Big Six part five, students must *organise* (NSW model part four) and *present* (NSW model part five) the results. Much of the computer software used in schools and business are designed to assist with synthesis—e.g. word processing, database management, spreadsheet, graphics software, multi-media and presentation. Students can also present their projects via e-mail, web publishing and other electronic media.

Finally, students *evaluate/assess* the process they used and the product they created, including the impact of the technology they used (Big Six and NSW model part six). As can be seen, at each stage, technology can boost the information problem-solving process.

Beyond using technology within the information problem-solving process, we can use the information problem-solving models to help improve the technology tools themselves. For example, analysing the web from a problem-solving perspective provides a framework for effective web design. Web sites can be vastly improved if staff and students designing sites consider how end-users will be approaching the overall Web as well as specific sites for information problem-solving.

Applying the model to Web design

One of the problems of Web design is not being able to predict the exact audience who will use the pages. An information problem-solving model is useful in this context because it helps designers focus on and define the prospective audience. By clarifying the information problem-solving process, the model provides a framework for predicting the Web audience: the designer can simply assume that the reader is at one of the six information problem-solving stages of the model. The question then becomes one of identifying design features that will be useful to readers who are at a particular step of the model.

This approach, first described in Cottrell and Eisenberg (1997), is particularly suited to the design of school and school library Web pages. **Figure 5** summarises various ways to approach web design from an information problem-solving perspective. Further explanations are provided here. For example, users who are engaged in defining a problem or identifying potentially useful information are likely to want to know a site's purpose immediately so they can quickly determine if it is worth pursuing. The site should be designed so it explicitly defines the purpose and sets expectations up front. Different users are likely to have different computer and browser capabilities. Therefore, good sites will offer alternative interfaces based on the level of hardware/software available to the users.

Users who are evaluating and choosing sources will need to know the scope and organisation of the site, as well as

the currency and source of the information posted there. They will further appreciate suggested keywords or synonyms, as well as pointers to other potentially useful sites. Searching within a site is a feature that is often overlooked. Including a site map and/or a site search function can minimise frustration.

When ready to retrieve and use information, users will profit from a consistently organised site with minimum distractions and maximum content. They will appreciate quick download speed and commonly used file formats. As noted earlier, offering alternative views and formats will assist those with different levels of hardware/software. Users also need to know of any restrictions on information use, such as copyright restrictions.

Educational sites, schools and school libraries have a special responsibility and interest in ensuring that their Web pages are thought-out, well-designed and well-organised.

Page layout should focus on ease-of-use and communication of relevant information. Graphics and "bells-and-whistles" should add to the usefulness of a site, not show off capabilities. Providing a good example of synthesis in the content and presentation of a site can benefit users who are ready to organise and present themselves.

Figure 5: Applying information process and problem-solving models to Web page design

NSW Information Process Model	Big Six Model	Relevant Web page features
Defining	Task Definition	<ul style="list-style-type: none"> State the site's purpose and state expectations. Ask users key questions about their needs, and direct accordingly ("if you need x, then see y"). Provide different versions for different audiences.
Locating	Information Seeking	<ul style="list-style-type: none"> Make the scope and organization of the site clear. Suggest keywords, synonyms. Point to other sources, but be selective (or at least annotate). Put your info in context; provide label, date, and source on each page.
	Location and Access	<ul style="list-style-type: none"> Be accessible (get your page listed and pointed to). Provide internal links and/or search tool to help user find things in your pages. Use headings, "chunks." Include a map of the site.
Selecting	Use of Information	<ul style="list-style-type: none"> Provide consistent, organized design in your pages. Avoid distracting and content-less graphics or backgrounds. Use the best medium for the purpose (sound? video? text?) Minimise download time for graphic, sound, etc. Choose common file formats and command sets for easy downloads.
Organising Presenting	Synthesis	<ul style="list-style-type: none"> Provide a good example of organisation and synthesis in your own content and presentation. Focus page layout on ease-of-use. Avoid distracting or unnecessary graphics and sound.
Accessing	Evaluation	<ul style="list-style-type: none"> Provide feedback mechanism for users to get them thinking about evaluating sources and content. Ask leading questions. If possible, periodically survey users.

Feedback, directly through e-mail or forms, or indirectly through counters and error-analysis, can greatly improve a site. Asking specific questions in addition to providing a free-text form or "mail-to" address is an important part of providing feedback mechanisms on a site.

Conclusion

Creating Web pages will be increasingly commonplace in schools. Weinstein et al (1997) noted that the Web is a valuable way to link the school and community as well as provide an interface from the school to Internet and community resources. But the overwhelming use of the Web in schools will be for presentation and communication of information and ideas by faculty and students. Teachers will be providing course materials, assignments, readings, notes, and other instructional resources to students as well as to other teachers. And students will be increasingly presenting their work through the web.

The New South Wales and Big Six models provide practical guidelines for teachers and students to develop quality, user-based Web sites. Teacher-librarians can play a key role in helping teachers and students to make the necessary connections. Several authors have pointed out that librarians, with their skill and experience in organising and providing access to information, should routinely be involved in the design of school and school library Web pages (Clyde, 1996; Morrison, 1997; Stover, 1996). Teacher-librarians have the requisite baseline skills to create successful Web pages, e.g. expertise information searching, organisation, evaluation and presentation.

Furthermore, teacher-librarians are committed to helping students learn essential information skills with the contexts of process and real needs. Applying the information problem-solving process to Web design is a timely and meaningful way to meet this commitment.

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Quality assurance reviews:

TERM 1 1994 TO TERM 4 1995

Some findings on primary libraries

This article has been collated from Quality Assurance (QA) Review data by Dr Owen Davies, Chief Education Officer, and Project Coordinator for the HSC On-Line Project; and Lee Fitzgerald, the previous Scan editor. In 1994 Owen was director of QA, Sydney West Unit, and in 1995 he was director in the Southern QA unit. During that time he was involved in thirty five school reviews.

Some findings on primary libraries concludes a two part series on findings from recent QA reviews in both secondary and primary schools. A search of primary schools' review data, related to libraries and collected during the two years of school reviews, has indicated responses concentrated in the following areas:

1. Information literacy and information skills processes
2. Cooperative planning, the library's part in the literacy policy of the school
3. Information technology and equity of access to Technology
4. Student empowerment of their own learning.

The following excerpts were taken from findings and recommendations in these school reviews and reveal trends for future directions.

Information literacy and information skills processes

There is clear evidence of a feeling of ownership of the Information Skills Program across the whole staff, due to the strong leadership and guidance of the Teacher-Librarian. All teachers reported that they have been empowered through cooperatively planning to implement information skills strategies. Programs have been designed cooperatively and have been well sequenced to meet the needs of individual students.

Staff perceive the need for further integration of the library and classroom program so that the library becomes an integral focus of learning within the school. A significant number of parents indicated: that they do not have an understanding of information skills and their value in enhancing student learning, and would like more information on how the library is used.

For the future, the school should develop a whole-school plan to ensure that the library program is implemented. This would be the responsibility of all staff, and would be in conjunction with an information skills development program for all students providing:

- renewal in age-appropriate information skills that are applied in the classroom
- support for self-directed and independent learning
- access to new resources and technologies in the library.

A core aspect of the school's approach to learning can be achieved through the successful implementation of an information skills program. The school is highly advantaged in this regard because in many classrooms students are being encouraged to be risk-taking and oriented toward problem solving in their learning.

The scope and sequence involves the Information process and skills at each level for:

- defining: What do I really want to find out?
- locating: Where can I find the information I need?
- selecting: What information do I really need to use?
- organising: How can I best use this information?
- presenting: How can I best present this information? and
- assessing: What did I learn from this?

It was recommended that the school:

- communicate and more clearly implement the information skills policy and processes so that: students have a better understanding of the processes and greater ability to use information skills to further their learning; and parents have a better understanding of the concept and greater ability to assist.
- increases the cooperative emphasis in planning the Library Program to ensure information skills learnt are translated into all Key Learning Areas.

Cooperative planning, the library's part in the literacy policy of the school

Respondents shared a variety of suggestions for enhancing student learning experiences in and through the library. These included a greater emphasis on collaborative planning and teaching, through to a widening of the range of recreational and interest activities available in the library.

To further refine the reading policy, the school should devise strategies for integrating the library as a unit in the reading program. There is a need for more staff collaboration and interaction, and for the extension of information skills for students as part of the library's support function.

In the area of learning and teaching the school should:

- acquire a fuller understanding of best practices in learning and teaching
- plan to ensure the implementation and monitoring of these student centred approaches
- more strongly position the library in the perception of the school as a powerful, attractive and exciting resource for the promotion of student literacy, research and information skills, and recreational activities.

The need for all staff to collaboratively plan and program teaching and learning experiences for students, should form the focus for planning by the school to maximise the use of the library as the educational resource centre of the school. This should be done in conjunction with a realignment of the school's allocation of release from face-to-face teaching periods, ensuring that library lesson times are based on a consultative, cooperative framework between teachers.

Awareness raising programs for parents and community members will provide additional sources of information in relation to the library's purpose and function, as well as a deeper understanding of policy about the purchase of materials for students and the extension of access to the library for parents and community members.

Literacy resources are seen by staff as both adequate and accessible. Many parents, staff and students strongly identified and acclaimed the place of information technology and literacy, and the role of the library as an important and integral resource for the acquisition of literacy. The effectiveness of the library program and cooperative planning was also observed by review team members.

The enthusiasm and commitment of staff support for cooperative planning, programming and teaching have provided a strong foundation for continued effective implementation of the departmental Information Skills Policy.

Many respondents were aware of, and valued, the cooperative programming and teaching policy of the library, which involved students in the development of research skills related to the theme or topic being studied. The benefits for the classroom teacher of cooperative planning were seen to be enhanced knowledge of research procedures and resources, and the use of technology. For the librarian, lessons were to be extended from the library into the classroom, thus enhancing the role of the library as a focal part of the school.

It is recommended that the school:

- Establish a standing library committee, representative of staff, parents and students, with the task of creating

a development plan for the library which would address issues relating to: the range and effectiveness of activities offered in and by that facility; collaborative planning and teaching; resource acquisition and access; and the use of technology, so the library more effectively supports quality learning and teaching, and provides a richer environment for student learning and enjoyment.

- Develops strategies to ensure further integration of the library and classroom programs, so that the library becomes an integral focus of learning within the school.
- Ensures parents are informed about the information skills policy and the stages involved, so that they may better understand and assist the work their children undertake.
- Devise and implement a range of strategies to inform parents and community members of the purpose, function and resources of the school library, in order to promote its developing image as the educational resource centre of the school, thereby broadening the level of community access to the school library.

Information technology and equity of access to Technology

The review team noted that the school has planned to:

- increase the availability and use of technology to support learning
- continue to build library resources
- organise and focus multi-media resources to support themes and units of work.

The review found that all students, staff and parents supported the Information Skills Program, and believed that it was having a major impact across the curriculum. The program is further enhanced through cooperative planning among staff, and team teaching by classroom teachers, the teacher-librarian and support staff.

The review identifies scope for the further development of the library as a centre of independent learning, supported increasingly by information technology.

The strong endorsement of the library may provide a basis for the school's implementation on a K-6 basis of the Information Skills Policy. Such a policy strongly underpins many of the directions which the school will set for itself in the next stage of development.

The review team found that the development of information skills and competence with technology should become a priority for the school. This development will require collaboration across the school community to ensure shared understandings of the purpose, and place of information skills and technology in education.

It is recommended:

- that the school, as part of its normal planning processes, address: the balance of technology and print in resourcing the library, the future needs of students and staff in accessing and using information, and the continued growth of the library to consolidate its position at the centre of the school's curriculum.

Student empowerment of their own learning

Staff reported that the information skills program equipped students to think independently and take responsibility for their own learning, and that this development of information skills prepares the students with essential skills for High School studies.

It was reported by a number of teachers that they were not using this cooperative approach for library and Information Skills development. Reasons cited for this included:

- difficulties in planning access to the library
- communication difficulties
- need to adapt to the changing role of the librarian
- time required for joint planning
- a preference to use the library for literature appreciation rather than information skills development.

Teachers recognised that this lack of cooperative delivery meant that the outcomes of the Information Skills Program were not being achieved as thoroughly as they might.

The Library Committee should develop and implement strategies that raise the profile of the library as a positive, stimulating and welcoming learning environment. It should also establish directions leading to the library becoming: an active centre for students' learning, an environment with a more significant technology focus, and a core feature of the school in which students can develop their skills as independent learners.

In its planning to further develop its effectiveness in improving student learning outcomes, the school should consider the need for:

- developing a culture which takes into consideration student empowerment through learning
- the continuing development of the library as a focal point of curriculum delivery and learning
- equity in student access to teaching and learning supported by technology
- empowering all students as responsible and independent; and stimulating and challenging all students, including the gifted and talented, to reach the highest possible levels of success in their learning.

The efforts to implement the Information Skills Policy have met with some success, although the emphasis on acquisition of skills has not resulted in students naturally using the skills in all information searching and organising activities. To ensure that students see the relevance of the program there is a need to go back to the policy and utilise the approaches which have proven successful in the science and technology program. The staff should see greater rewards for their efforts, in terms of student interest and achievement, by involving parents and students in the planning, adhering to the principles in the policy utilising relevant and meaningful experiences, and having students take responsibility for more of the learning which takes place.

It is recommended:

- that the school develop and implement strategies which will enable the library to become the learning centre of the school so that students develop the fullest range of skills as independent, self reliant learners and resources are easily accessible. ■

School technology support

This technology support update has been prepared by School Technology Support Unit staff, and is a regular feature of Scan.

ISSUES

Reporting on library usage

There are a variety of ways of reporting on usage in Oasis Library. The Circulation and Reports/ Utilities modules provide useful reports.

B2 M1 loan statistics

This option enables a report to be produced that summarises the number of loans per day over a selected date range. Total loans for the date range are also calculated. This is very useful information to include in reports to the school community on a prime library function.

Viewed in an historical perspective it can provide an indication of the success of programs that are designed to improve literacy, student borrowing etc.

Loan history reports

These reports are activated by setting the **Record Loan History** field in **B1 C1 System Parameters <C>irculation** to YES.

The report calculations begin on the date this option is first selected. When this information is no longer required the **B2 R1 Purge** option can be run. This will clear the existing loan history records and allow the recording to commence for a new loan period. There are two options to select to run the reports.

•B2 O1 borrower

This report allows selection by **Stu<D>ent, <S>taff, <E>xternal, or <A>ll**. It reports on the titles borrowed since the time period was set or purged. Selecting **Stu<D>ent** gives further options: **<R>oll Class** or **orrower**.

The selection of **orrower** gives the further options of **<A>ll, <S>elect, or <I>ndividual**.

• B2 O2 title

This report produces a list of titles and the borrowers who have returned the resources during a given time period.

The report can be ordered on **<A>ll titles** or **<S>elect** an alphabetical range.

Other historical reports

There are other statistical reports that can be run in the Reports Utilities module. They are **I1 Resource Usage Report, I3 Borrower Usage Report, and I5 Loan Activity Report**. Details of the operation of these reports are in the **OASIS Library Reference Manual Volume 2 pp.7-95 to 7-112**.

To ensure that the statistics in these reports can be used in conjunction with **Loan History Reports** select the reset options **B4 I2 Reset Resource Usage** and **I4 Reset Borrower Usage**. It is a good work practice to set these options on the same date, say at the beginning of the year or the beginning of each term, dependent of course on how long the historical statistics are required.

B4 N4 weekly housekeeping

CAUTION: The statistical records in the above reports are updated by running the **Weekly Housekeeping** option. Always run it prior to producing any statistical reports, otherwise the information being reported on will not be up to date.

NEWS

SCIS recon orders

The Curriculum Corporation have advised that Recon orders can be despatched to schools on disks in a three and a half inch format. If there is a three and a half inch disk drive as an A: drive on any workstation on the library network, it is possible to do a SCIS data download from that workstation.

To order Recon disks in three and a half inch format, select **H1 Rapid Retrospective** and **C1 System Parameters**. For the parameter **Disk type to receive records (3/5)** select the number '3'. Ensure that **C2 Rebuild Rapid Retro** is run after this change has been made and before **H1 D1 Generate Order** is selected.

HINTS

Changing locations

Changes in the location field can be achieved globally by using **B4 P2 Change Location**. This is a very powerful option. It is best to use it after a **B4 N1 Rebuild** and a full data backup.

Example 1

Old Location	From Classification	Suffix	To Classification	Suffix	New Location
J	F	A	F	Z	JUN

In this example an operator has inadvertently given a second location code to the Junior Fiction collection. In other words, some resources from the Junior collection have a J code and others have a JUN code. Beginning a process like

MANAGEMENT

stocktake could be very complex with the data in this state.

Running the **Change Location** process gets the Junior collection back into one sequence. i.e. the JUN sequence. The J location in the **B1 B4 Authority** file can be deleted once this process is complete.

Caution: Do not delete the unwanted location before the global changes are made.

Example 2

Old Location	From Classification	Suffix	To Classification	Suffix	New Location
NF	001		999		

The effect of running the process in this example would be to make the Location field revert from NF to blank. Location codes that do not match the spine label on resources can be very confusing for users.

This process will get rid of the NF if it is an unwanted location. Always remember to delete the unwanted location from the **B1 B4 Location Authority** file when this process is complete.

NOTE: As a general rule locations should match the details on the spine labels of the resources. For a detailed rationale consult *the Handbook for School Libraries*, 2nd edition, NSW Department of School Education, 1996. p.55

FREQUENTLY ASKED QUESTIONS

The following are some more examples of questions often asked by users of OASIS Library.

• Why is the Enquiry terminal logging out as soon as it is logged in?

Select **B1 Library Management** and **C1 System Parameters**. From the option bar select **<L>ibrary**. Press the **<Enter>** key until the highlight is adjacent to the last filed headed **'Time to terminate Enquiry and Self Circ.'** Make sure the field has no numeric values by deleting. When the field is blank e.g. : press **<Enter>** and **<Esc>** back to the Library Management menu. Log in an Enquiry terminal with the 'LUSER' password. It should now operate normally.

• How can I list loans for an individual borrower?

Select **B2 Circulation** and **E1 Loans**. At the **'Enter Borrower s Barcode Number or Command'** prompt wand the borrower barcode. At the highlight wand the Borrower command or type in the word **Borrower** and **<Enter>**. This lists the items on loan to this individual borrower. The Option bar enables the selection of **<L>ist**. This changes to give the **<Print>** option. Proceed with normal print routine to produce a printout of items on loan to the individual borrower. This is a particularly useful report to provide for teaching staff. ■

MANAGEMENT

A balancing Act: being an assistant principal and teacher-librarian

Graham Smith, Assistant Principal and teacher-librarian at King Street Primary School in Singleton, discusses the demands of his dual role of a school executive and teacher-librarian.

A little over twelve months ago, my major role was reclassified as Information and Technology Coordinator and included chairing the school's Technology Committee. This role encompassed the traditional teacher-librarian's role, as well as planning and coordination for implementation of technology, such as the Internet and the Computers in Schools rollout.

I also lead the school's Curriculum Committee, which has been designated the school's Literacy Support Team for 1997. During 1996, the Committee was successful in introducing a school-wide information skills policy, which has become the basis for CPPT in 1997. In addition to monitoring the implementation of the Literacy Strategy, the Committee is now redrafting the school's curriculum manual.

The library operation is based around CPPT and the use of SCIS resources. The library timetable is structured so that time is available for me to plan with grades in their RFF time. With the implementation of the information skills policy in its infancy, the team relationship in lessons is slowly developing.

The technical side of the library would not function without the ease of access to SCIS Online. I also have good clerical assistance and support from enthusiastic parent volunteers and several Jobskills and TAFE trainees. Borrowing and shelving would not function without my teams of Year 6 monitors.

My co-curricular roles inside library and schoolwide include Book Club, book fairs, Student Council, Welfare Committee, school choir and band and major school assemblies.

A week's routine

Class lessons are interwoven between executive meetings, choir practice, cooperative planning sessions, and other special programs, such as creative arts and LOTE. For these reasons, we have a fairly structured timetable, although students are welcome for independent research at other times. Committee meetings are held at 8.45am Tuesday, Wednesday and Thursday to a three-weekly cycle. Technology and Curriculum committees meet in the library so as not to deprive the students of the opportunity of a morning visit. I meet with my teaching team during SRE every Wednesday morning, and chair the K-6 staff communication meeting every Friday morning.

Administration and RFF time are spread across the week. Monday's administrative time is fairly heavily weighted towards executive duties, while Wednesday and Thursday mornings and afternoons are more inclined towards the technical side of library operation, if school crises and other demands allow.

My ability to do what I do is supported by two major factors: the management philosophy of the school; and the support and cooperation of teaching and ancillary staff.



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LIBRARY 1997 TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45- 9.15	Exec. meeting	Borrowing	Borrowing	Borrowing	Communication Meeting
9.15-10.00	Administration	Co-operative planning Year 2	Team meeting	Co-operative planning Years 1 & 3	Primary assembly
10.00-10.30	KS	1B	Information technology group	2B	KP
10.30-10.45	Administration	Administration	Co-operative planning Year 4	Administration	Administration
10.45-11.15	KG	1J	2K	2H	1C
11.15-11.35	Recess	Recess	Recess	Recess	Recess
11.35-11.45	Administration	Administration	Administration	Administration	Administration
11.45-12.25	4T	6C	3M	5C	3K
12.25- 1.05	Choir practice	6P	5A	5L	4J
1.05-1.35	Exec. meeting	Lunch	Lunch	Lunch	Lunch
1.35- 2.00	Exec. meeting - Library open +3, SCA/AAA	Library open	Library open	Library open	Library open
2.00- 2.40	Administration	Co-operative planning Year 5, 5/6B	Administration	RFF	5/6B
2.40- 3.15	Administration	Special groups - band practice	Co-operative planning Year 6	RFF	RFF
3.15- 3.45	Borrowing	Staff meeting	Borrowing	Bus duty	Borrowing

Lessons will be co-operatively planned and taught, with the aim of introducing staff and students to the range of information skills and technologies. Lessons for Years 3-6 could be booked as a single 40-minute session each week or could be taken in larger blocks less frequently, as class needs dictate.

Managing the two roles

My ability to do what I do is supported by two major factors: the management philosophy of the school; and the support and cooperation of teaching and ancillary staff.

The management philosophy of the school is deeply founded in collaboration and teamwork. As part of this philosophy, the non-teaching Assistant Principal, Infants position has been reallocated within the school so that I can operate as a full-time teacher-librarian and the other AP is available to support special programs. This internal restructuring allows me time to support my executive responsibilities, which was not easily available in the 4+1 situation.

There are many interruptions: disciplinary matters, accidents and illness, welfare issues and more. Then the staff relationships come to the fore. The continually developing cooperative relationship with class teachers has meant that any of us can lead the learning program if some demand is made upon the other. Timetabled slots for CPPT have been a boon in establishing roles so that the program continues if something comes unstuck.

Like many of us, I arrive early and leave late. Mornings are generally time for talking to the students, staff discussion and committee meetings. Free 'after-school' afternoons see me in the library 'pottering': I try to get the administration and any assessment of work tidied up in this time, so that I can devote any evening time to professional reading or policy matters.

The one regret that I do have in trying to maintain the dual role is that my time to read children's literature is radically reduced - usually to only in vacations, and I am more and more reliant on reviews to make my decisions. Balanced against the fact that I have a greatly increased influence on the direction of the school in matters relating to library, I can live with that situation.

The dual role is a challenge, but it is also a fulfilment of many of the ideas which have been discussed over the past two decades concerning the heightened influence of the resource specialist on the direction of school policy. I'm still trying new ways of achieving this, and the 1998 model may indeed be very different to what you have read here! ■

Teacher-librarian networks in the St George district



Martha Heeren.

Teacher-Librarians have professional development needs unique to their specialist role in the school. They are professionally isolated and need opportunities to gain support and skills in order to do their job well. There is a tradition of professional meetings for Teacher-Librarians that goes back to the early 1970's. When OASIS Library arrived new skills were needed and the networks stepped in to offer collegial support. Martha Heeren, teacher-librarian at Kingsgrove High School, writes about the formation and activities of a new umbrella group called the St George Teacher-Librarian Network.

Teacher-librarians in the St George District have had strong working networks for many years, when part of the old Riverwood ERC, and as part of other administrative groupings before that. When the government re-organised the educational structures again, our committee met and discussed the options for continuing the support networks.

The committee decided to form an umbrella group, The St George Teacher-Librarian Network. Under that umbrella are two subgroups which meet once per term:

- The OASIS/Technology Users' Group (one full day)
- Teacher-Librarian Professional Network (one half day)

The committee met with the St George District Superintendent, Ken Olah, and the District Training and Development Officer, Toni Connolly. They were very supportive of the needs of Teacher-Librarians and the value of the Network. The District Office gives the group excellent support, providing some financial help and relief days. The District, fax streams all our meeting notices and does some printing when needed. This has been particularly useful for the reprinting of support materials for new OASIS Library users and for the printing of workshop support materials. It was agreed that all schools would contribute \$20 per year to help cover general expenses incurred in running the meetings. The guidelines for the meetings, listed below, are included when agendas are distributed:

Advice received from the district superintendent

- The St George District Office supports Networks that enable staff to improve skills, share ideas and gain encouragement and support.

- The District Office support the continuation of the St George Teacher-Librarian Network including the OASIS/Technology Users' Group one day per term, attended by the Teacher-Librarian and School Assistants; and the Teacher-Librarian Professional Network Meeting one half day per term, attended by Teacher-Librarians.
- While the release of staff is the decision of the principal, it is expected that Teacher-Librarians and Assistants will attend District endorsed meetings as they are designed to enhance performance of duties.
- Meetings such as those conducted by the St George Teacher-Librarian Network, are to be conducted partially in personal time.
- Clerical assistance and some financial support has been made available to the St George Teacher-Librarian Network by the District Office. Further funds will be generated by the \$20 per year levy for each school. One payment of \$20 to Athelstane Public School-St George Teacher-Librarian Network, which holds the account for the group, is for both the OASIS/Technology Users' Group and the Teacher-Librarian Professional Network.
- Schools from surrounding Districts are welcome to attend, however reciprocal financial support will be expected.

The OASIS/Technology Users' Group

The name of this group was carefully thought out. The committee felt it very important to add the "Technology" to the name to reflect what was happening in schools. Teacher-Librarians and Library School Assistants are all invited.

Topics and themes covered at the meetings include:

MANAGEMENT

OASIS library: Teacher-Librarians still need support with OASIS Library. There are many schools in our District which have been on OASIS Library for many years but have still not used many of the functions available. There are many other schools which have only started to use OASIS in more recent times and may not have completed much data entry nor started circulation. At almost every meeting there are people who are completely new to their role and need to start learning OASIS Library from the beginning without formal training.

CD ROMs and multimedia networks: The addition of OASIS Library to the school library has often brought about many other changes in the use of technology. Schools now all have at least one CD ROM drive. Many schools have developed extensive networks where users can choose to select OASIS Library Enquiry or choose to access a curriculum files server which may house a large range of multi-media products such as CD ROMs and other software. Teacher-Librarians therefore need to keep up-to-date on new developments and new products to support the curriculum.

Our collegial support networks are a very effective way of keeping up-to-date with new developments and sharing our expertise, enthusiasm and ideas for providing the best service possible to our users in schools.

Internet: In addition many schools have decided that the most appropriate location for the Internet connection is in the school library where it is just one more information access point. Sometimes the Teacher-Librarian is the Internet Contact. Sometimes the Teacher-Librarians have had training to use the Internet. Regardless of what training Teacher-Librarians have had, it is very clear that the Internet has become a vital tool to access a whole world of information, and a tool to communicate quickly and effectively with people from all over the planet. Every Teacher-Librarian needs to be alert to what the Internet can offer to students.

Agendas and speakers: The agendas at our OASIS/Technology Users' Group reflect all of the needs listed above. Over the last year some of our speakers have included: Toni Connolly, St George Training and Development Officer; Stuart Hasic, District Technology Adviser; Leigh Finney, District TILT Coordinator; Niki Kallenberger, Education Officer from the NSW State Library; Colleen Foley, representing Michelle Ellis, Senior Curriculum Adviser, Libraries and Information Literacy; Fiona Baker from Scholastic Book Clubs who introduced Book Club Manager software; and Denis Stewart, OASIS Consultant. Workshops are also taken by committee members and any volunteers.

We always try to include a separate beginners' session as well as a choice of workshops to meet the varied needs within the group. Our most popular session is the "Question and Answer" session. One participant said on an evaluation form that, "In the Q&A session it can feel like finding nuggets of gold" when new approaches come out of discussion or different solutions to vexing questions are solved.

Even the most experienced users always gain new ideas. We have recently added a sharing session with our favourite CD ROMs and Internet sites for both curriculum support and student interest. We have also had sessions discussing networking options and demonstrated the networks of different schools.

Teacher-librarian professional network

These meetings are for a half day and are aimed at supporting the Teacher-Librarian in their teaching and learning role. Topics covered include Information Skills; Co-operative Planning, Programming and Teaching; team teaching; and resource-based learning, literacy and literature. This year we have decided to have two combined meetings, and two as separate meetings for primary and secondary Teacher-Librarians to endeavour to better meet their needs.

One popular meeting in Term 3 is when we invite Kate Colley, from Bloomin' Books, who gives an informative update of the Children's Book Council Shortlisted books. She has a background as a CBC judge and always gives a spirited review and description of new items on the list. An excellent opportunity for Teacher-Librarians to stay up-to-date on new literature to promote.

Continuing collegial support

Teacher-Librarians are vital to the effective implementation of new technologies as well as offering support to all areas of the curriculum including information skills. Our collegial support networks are a very effective way of keeping up-to-date with new developments and sharing our expertise, enthusiasm and ideas for providing the best service possible to our users in schools. Participants keep asking for more of the same on their evaluation forms so we must be achieving a level of success! We are also very grateful for the excellent support from the St George District. ■

RESEARCH COLUMNS

RESEARCH COLUMN

Ross Todd is Senior Lecturer in the Department of Information Studies at the University of Technology, Sydney. The focus of this research column is the library based research assignment.



The library based research assignment plays a valuable role in the development of students' independent learning strategies, and provides important opportunities for teacher-librarians to collaborate with teachers in ensuring that all students become effective users of information.

U.S. President Harry Truman once said, "I sit here all day trying to persuade people to do the things they ought to have sense enough to do without my persuading them" (R. E. Neustadt *Presidential power*. New York: Wiley, 1960). I suspect many teacher-librarians would acknowledge the truth of this statement, particularly as they observe and reflect on teaching practices related to students undertaking research assignments.

The research report by Jackie Hawkes, teacher-librarian at St. Clair High School, and the abstracts of research following it, highlight that many false assumptions are often made by classroom teachers about the research process. These include assumptions that:

- students have adequate skills and vocabulary to conduct research on given curriculum topics
- given a topic, students are able to clearly diagnose their information needs and select appropriate and relevant information
- students readily transfer the skills of using databases, indexes and online search systems from one activity to others
- students will easily transform information culled from multiple sources into an original presentation
- reporting is synonymous with researching; and information is synonymous with knowledge.

Hawkes's research demonstrates how detailed collaborative planning and teaching, underpinned by an information literacy framework, and involving the teacher-librarian, classroom teachers, students, and information professionals outside the school, has contributed to the students' successful research experiences. The voices of the students documented in this research present a compelling message to all classroom teachers and teacher-librarians. ■

Introduction

Senior studies have attracted increasing interest and action over the last few years. Contributing to this have been increases in senior retention rates, diversity in the range and levels of courses, concern over the range of literacy abilities of students, flexibility in curriculum options and learning pathways, the introduction of senior high and other specialised schools, and decisions about use of face-to-face teaching time within individual schools. Recent reports such as McGaw (1996) and others have drawn further attention to senior students. These factors, in conjunction with the massive growth of information and information technology and the strong emphasis on individual research in a diverse range of senior courses, warrant a closer look at various aspects of senior students and their learning.

Research objectives

This study sought to investigate the information processes of senior students when they undertake independent research assignments. The information skills process as described in *Information skills in the school* (1988) provided

Jackie C. Hawkes is teacher-librarian at St. Clair High School. Following is a summary of her Master's level research.



the framework for the research. The study examined the following questions:

- Does the information skills process model adequately describe the steps senior students follow in researching individual assignments?
- What other factors influence students' information processes?
- What support from teachers and others is useful for students as part of their information process?

Literature review

A great deal of literature focuses on developing information literacy as a means of helping learners cope with escalating amounts of information and the increasing means of accessing and utilizing it. This study built on earlier studies including those by Kubitzus (1988, 1989), Winley (1991), and Grover (1993), which focus strongly on helping individual students understand how they make sense of, and learn through each phase of their own information processes. Up to 1993 little research had been published which related to senior students and their information processes, particularly in Australia.

Kubitzus (1988) provides a model of the search process which describes processes, strategies and feelings of students at each stage. The model combines aspects of cognitive and affective activities of students throughout the search process. Kubitzus describes student emotions ranging from the initial confusion and frustration as the search begins and concludes with their satisfaction and sense of accomplishment as they move towards the successful completion of an information task. Her work provides insight into how students think and feel about their learning processes in a research assignment situation, and this model guided the methodology of this study.

Methodology

Research context and sample

The study was carried out at a large comprehensive state high school. It involved a class of year 11 geography students carrying out research for their Senior Geography Project (SGP). Students undertaking the SGP are required to carry out ongoing research on individual topics and make regular use of the library for this, and for conferencing with their teacher. The project documentation requires an introduction, background to the topic and field research carried out by the student, description of research methods employed in the study, collection and analysis of data, and conclusions based on these.

Work with the senior geography class

Before individual topics were determined the class teacher and I organised an orientation for students to local area resources available through the school library. These resources included copies of newspapers, news clippings, kits of historical issues and information, a range of area information booklets produced by our public library, guides to other resources and services provided through

the public library, and details about the availability of the local area librarian and the local area collection of Penrith City Library. This orientation enabled students to browse for topics they might be interested in exploring further. It also served to formalise their awareness of local issues, and enabled some students to focus on topics they were already aware of.

The class teacher and I then discussed the information process with the class and how this framework could help them manage their information. As individuals decided upon possible topics we helped them brainstorm and mind map possible aspects of their topic. We both coached and helped draft ideas for initial letters and phone calls to request specific information. Students' mind maps became more specific and research questions and procedures were

Hawkes's research demonstrates how detailed collaborative planning and teaching, underpinned by an information literacy framework, and involving the teacher-librarian, classroom teachers, students, and information professionals outside the school, has contributed to the students' successful research experiences.

clarified as more information was gathered and contacts were made.

The class continued to come to the library regularly even though their use of relevant resources housed in our library finished fairly quickly. The library environment seemed to enable all concerned to share ideas, questions, methods, resources, hints and problems throughout the process. The teacher frequently carried out individual progress checks with students. The class teacher and I were often able to informally discuss individual student's research.

Data collection

Naturalistic means including observations, interviews with students and teachers, surveys, and some analysis of the content of the assignments were used to collect the data. These qualitative approaches provided opportunities to tap unobtrusively into the range of students' perceptions related to the information process model, differences in learning between junior and senior school, and other factors influencing learning. They also enabled students to be forthcoming in talking about their experiences and opinions. Questioning technique based on Grover (1993) facilitated this. The steps of the information process provided a focus for all methods employed.

Observations by the teacher-librarian took place in the school library. They focused particularly on what conversations and interactions took place between all members of the class during research periods, and on what techniques students employed to find and use information for their assignments. Field notes were used for recording comments, activities and progress of those involved. My personal perceptions of interviews were also recorded.

Surveys were used to determine teachers' perceptions of student use of the library and to identify necessary research skills in subject areas. A separate survey was used with the SGP class to determine how they felt about their individual information processes. In some cases these surveys were followed up with informal interviews to clarify responses. Both methods served to verify comments of those students who were interviewed in depth.

Ongoing discussion with the geography class teacher helped clarify the requirements of the SGPs, the availability of resources within the school and the local community, and expectations of the types of support students would need throughout phases of their projects. Discussions with class teachers, the local area librarian, the Regional Library Consultant and several parents also provided a broader perspective of how students carry out research for their assignments.

Findings

All students involved in this study found the steps of the information skills process useful and relevant to reflect on their learning and to guide their research. They indicated that the steps are an integral part of the work they carried out for their SGP. They approached their research tasks with a diverse range of confidence, academic background, literacy ability and skill in using resources. Ongoing observation and detailed interviews with a cross section of students indicate that they are perceptive about how they learn and are interested in their own information processes. Their overall comments indicated:

"Everyone does these things but it depends on who you are and what you have to do each time...If you start out with nothing and you don't know what to do at all, you are going to have problems...If you have this you can get through it a lot faster and organise the information a lot quicker"

From this study it is possible to describe and gain insight into senior students' perceptions of their own information processes and learning. Samples of their comments are

included below under the specific headings provided in the Information Skills in the School (1988).

Student perceptions of their information processes

DEFINE

Students perceived that this step provides a means of making the task relevant to them. The actual focus of their research was generally influenced by their local knowledge of the issue, background reading related to the broader issue, and availability of local information sources. Taking time to question, to discuss possible interpretations, to determine key issues, and to devise a rough plan of attack about how to proceed was very useful in helping define what their task would focus on. Students found that input from teachers and previous experiences was helpful in getting started and in refining this step. Some students explained:

*"Defining is really important...the most important. If you get a question and don't know what it says, you can't write";
"If you don't know what to do, you don't know what to do";
"The teacher always explained it in very much detail";
"My own interests helped me figure out a structure to start with"; "I try to interpret the question as well as the answer before you write"*

It is clear from these comments that students regard the defining stage as essential to develop the focus and confidence to get started on their task. Class and individual discussion about requirements of the task, possible topics to include in their assignments and access to possible resources all seem to help refine this step and encourage students to develop their ideas. Clear teacher guidance in each of these areas is important.

LOCATE

Students felt that an awareness of resources inside and outside the school helped them to build on their own interests and interpretations as their projects began to take shape. Extensive use was made of contacting appropriate government and local agencies and individuals. The local area collection in the public library and conferencing individually with the local area librarian was invaluable. Talking with experts in the broader community was essential.

*"People who don't communicate with others don't do very well at all"; "That lady tried the hardest to help me";
"Be assertive, talk to people"*

Browsing through a range of resources helped them refine a framework of questions for their projects. Individual discussion helped blend defining, locating and selecting steps and made the task take on purpose. Student comments included:

*"You have to have your ideas on what you already know";
"You use other information but only after you've worked out your own way of thinking"; "When I first find information, I'm quite angry"; "I'm a terrible researcher"*

These comments indicate that facilitating access to a range of resources including people can be encouraging to students and enable them to explore how to develop and

refine the focus of their ideas. The stage of *locating* can be supported through helping students understand how resources are organised and how to effectively communicate their information needs to outside sources.

SELECT

Students perceived that appropriate resources were those that they felt were relevant to their own topic, to the questions they had identified as being important in exploring their issue, and to the way in which they began to feel it should be interpreted. They felt that talking with other people i.e. class teachers, the local area librarian, outside agencies and each other, about their topic, information and research techniques helped them clarify both their topic and the information they included and continued to seek. Their comments indicate that the structure they developed when they defined their topic influences what makes a resource relevant and helps clarify what they are doing with the assignment. Their comments below describe how they determine what to select:

"You have to read properly to understand the concepts, try to get it into your mind; I used to think that everything was important"; "Reread the question until I understood it again...go back to my plan and brainstorming to see if it was really relevant. Pick out the most important parts of the survey"; "I was looking for little bits of information that would fit into the way I was thinking".

There was a need for information requests to outside sources to be clear and concise. Some agencies sent an overload of information which was only marginally relevant. Often this was due to the vague wording of the student's initial phone call or letter requesting information. [*"I didn't really know what to ask them for, so they ended up sending me all kinds of stuff I didn't know what to do with."*]

The *selecting* phase for students seems to involve not only the initial selection of resources but also the selection of how the data they have collected will fit into the emerging structure of their own ideas. Both of these are included after redefining the question and refining the research plan as more sources of information are consulted.

ORGANISE

Ongoing feedback from a variety of sources influenced each student's research progress. They continually discussed their progress with each other and their class teacher. They indicated that individual conferencing with teachers was extremely valuable in helping develop a structure of what to do with the information they had collected and identifying what was still required in order to support their findings.

A range of students mentioned that several teachers were consistently regular in giving specific feedback to individual students; helping devise and refine mind maps about the topics being covered; providing detailed comments about how to edit work in progress; and giving organisational hints such as colour coding different aspects of topics for ease of finding, revising and using information at a later time.

Teachers provided help with such techniques as refining mind maps, clarifying wording, selection and format of presentation of information, and how to develop links between different types of information. Students regarded

such strong teacher direction as invaluable in helping them organise their own ideas. They did not feel that such teachers were taking over the projects or forcing their own ideas rather than those of the students. Rather, they felt that teachers could provide a structure for student ideas, a feeling of making progress, help in choosing additional relevant information, and incentives to keep the class on task and on time with what was required. Typical student comments included:

"The teacher's very supportive...they instruct and help you as well as shape ideas"; "Organise by what the question is trying to get at"; "You have to structure your answer like a series of steps so people can follow the procedure you went through"; "It's like a jigsaw puzzle that finally fits"; "The further you go, a structure starts coming out and that helps you define it more"; "You can throw everything in or organise it so you can learn from it again".

It is evident from these comments that students want specific guidance and support throughout their research process. This is particularly true during the difficult *organising* phase of analysing and synthesising their information, both to clarify what they have learned and to communicate their ideas in ways that are meaningful to themselves and to others.

PRESENT

Students' active involvement in collecting data and the format provided for this, usually make them feel fairly confident in presenting their findings "like a geographer". They indicated that meeting time frames and requirements was a source of pressure. However, when they finished with a product which had personal meaning and they could communicate this effectively, these concerns seemed worth the concentrated effort. Many students questioned and commented freely with each other throughout their studies. Having access to copies of past assignments, practising and modelling different and appropriate text types was regarded as very useful in "getting it right" and feeling that they had learned something that had meaning for them.

"I try to make it as clear and easy as possible so people can understand"; "I don't think the presentation was as important as the research—the process"; "You need a few drafts to get it presented exactly the way you want it"; "I felt creative [with my information]"; "Presentation of your own ideas is challenging...to make it as presentable as possible...as you reinforce your own ideas"; "I included everything relevant"; "You have to be able to prove that you can think...so you have to be able to write fluently"; "I learned a lot that helped me review things we've already discussed in class and now they make sense".

The *presenting* stage depends strongly on student's ability to organise their ideas and information and to write effectively. It seems to draw together both class activities and studies carried out by the individual, in ways that help the student "own" the topic through the presentation of their own ideas as supported by their own research. It serves to consolidate learning in ways that give students ownership of their overall information process and their final product.

EVALUATE

Students expressed a high degree of awareness of the formal marks they would earn and how this would affect their own class ranking. Students were also interested,

however, in what they would actually learn for themselves about the topic and in how they had learned as part of the overall process. Parents seemed quite interested in participating by being involved in helping locate and organise additional information, perhaps indicating that senior students do discuss their academic interests with their families after all. At the Parent interview night, parents of almost every student in the SGP class did book appointment time with the class teacher and seemed to talk with a great deal of knowledge and interest about their child's individual project. Student comments focused strongly on the learning that had occurred:

"When we got the reports back, I would go through it again and concentrate on the areas he mentioned...and then I would learn more"; "I'd definitely summarise a lot more, earlier"; "I'd left it too late to do the best of my ability"; "You can do it just to get it done or you can do it so it makes sense and you'll really learn"; "Each assessment helps you to learn and to improve, and that's very important".

To an extent the evaluating phase can be both a confirmation of how student feel they have performed and a springboard to further learning. Both of these indicate that detailed feedback, both along the way of researching and once the assignment is handed in for marking, are quite essential if teachers are to use assignments as a means of shaping and encouraging further student learning.

Other factors influencing learning

Students perceived that a variety of other factors also influenced their learning. These are related to literacy, use of resources, teacher motivation and guidance, learning environment and social interaction.

Individual learning abilities, especially literacy, were a concern of all staff and students. Writing skills are an essential part of senior students information processes. HSC years were regarded by students as a lot more "intricate and complex" type of thinking so that

"you have to get involved and learn to be independent" because "everything is just total essays all of a sudden...You have to be able to prove that you can think...so you have to be able to write fluently." [All subjects require a] "different form of writing" and "even in subjects you don't need to write essays in, you still have to write fluently [and] try to make sense of [ideas]."

Students often equate learning with the amount of writing they do, whether it is in the form of structured note in class or in the number of drafts they work through in an assignment.

A full range of resources and the ability to use them are regarded as essential by senior students. The school library should provide a firm base of resources from which students can start. *"There is not THE answer or THE source...for information."* The class needs to just "live in the library" to get started with basic levels of information, to gain easy access to resources, including people both inside and outside the school, and have space to "let new ideas build" upon background knowledge. Teachers' awareness of the availability of resources and the means of accessing and using them was invaluable in guiding individual students' research efforts. Students who learn to control finding and

using specific information can gain "information that was just what I needed."

Motivation, guidance and enthusiasm from teachers emerged as vital components for student learning. Students felt that it is extremely valuable to have teachers who: are actively interested in both content and students; provide definite guidelines and high expectations; and give regular and detailed feedback. Teachers who give close individual guidance with research and learning have a positive influence on learning. Student comments describing teacher influences include:

"There is no one in the world that can do it without teacher motivation"; "You have to have the teachers that want you to do well"; "He comments everywhere about how you can improve, not just ticks...It lets you know he cares about the subject and you"; "You might get 9/10 and she'll say you can do better. You don't feel hopeless, you feel that you probably could do better"; "It's a trust thing...he puts you at ease about what we're learning".

A positive environment in which students are supported in developing their ideas is created through such means as providing time to research, sharing ideas and guiding class activities to include discussion and "support of what students are trying to do with their thinking." It builds confidence and motivates the learner. Students reported that:

"All that you need is ...maturity and the proper environment where people are comfortable to come and learn"; "You can feed off other people's ideas. They may push you and you can do the same...If you exchange ideas, you might have said the same thing but now it's in your own words so you can understand."

Social interaction such as camps, excursions, and general discussion with other students helps students get to know and talk with each other without being concerned about always "giving the right answer." This rapport was perceived by students as having a positive flow on for learning. It keeps the class tone competitive but also helps provide a friendly, interested and supportive atmosphere in which to share and try ideas in class. Students indicated the importance of this in their comments below:

"We learnt to get along...with people I'd never spoken to before...and then it's easier to talk about what we're supposed to in the classroom"; "You can get their ideas. You don't take theirs...but they help reinforce your own ideas and knowledge"; "You can look at the world through their experiences too"; "You can feed off other people's ideas".

Implications for teacher-librarians

Every student comment about information processes and learning factors has significant implications. This study suggests that a pro-active teaching role for teacher-librarians should involve them in being able to adapt developments in learning theory, curriculum change and advances in technology into the overall range of services, support and programs provided through the library. A summary of implications is included below:

- Teacher-librarians can include help, identify skills and resources required to meet the content demands of senior courses.

- Effective planning with teachers will help provide the guidance students need to use resources effectively.
- Teacher-librarians have experience asking questions and guiding research needs of numerous students. Their knowledge of students' background, learning abilities and experiences in other subject areas can provide useful feedback to teachers, and can be used to develop lists of effective learning techniques used by other students.
- Resource availability and developing students' ability to use these resources is essential to support specific information needs. Ready access to relevant resources, including other people and places, can be enhanced through group orientations and individual conferencing. This helps students know what their information needs are and develop confidence using appropriate resources inside and outside the school.
- Knowledge of curriculum changes, options and requirements is essential for effective teacher-librarian involvement in senior curriculum. Frequent discussion with teaching staff about class information needs, carrying out educational readings, attending in-service, and participating in curriculum development activities at the school level, all contribute. Enhancing personal teaching skills, particularly those related to literacy, will ensure that teacher-librarians play a integral role in student learning.
- Library facilities, technology, resources and services which support individual learning differences and abilities is of benefit. This may include zoning the library for various types of group or individual activities and noise levels, and having flexible borrowing arrangements within the school and with outside agencies.
- Promoting the information skills process as a means of encouraging, supporting and ensuring effective learning within the school should certainly not be reserved for senior school. Planning of units for all age groups should include a strong information skills process focus with literacy requirements that individ-

ual students can identify and develop. The transition to the demands of senior school can then build on a strong foundation of students confidently using a range of resources, understanding their own information processes, and being able to communicate their learning to others. Co-operative planning in junior school that develops students' literacy, research and thinking skills will help provide students with the background experience and confidence to meet the higher level learning demands of senior school.

Clearly, the learning processes of senior students are complex. Their unique information processes involve "everyone in doing the same thing but in different ways." All teachers need to be aware of these process and of how individuals adapt these to suit their specific learning needs. By being involved in and promoting understanding and application of the information steps, teacher-librarians can play a significant role in helping students develop the information skills and attitudes they will need to successfully meet their future information needs.

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ABSTRACTS OF RECENT RESEARCH

Gordon, C. "Is fish a vegetable: a qualitative study of a ninth-grade research project". *School Library Media Quarterly*, Fall 1996, 27-34.

This qualitative research sought to investigate how a Maths class of fifteen Grade 9 students from an independent school in Europe perceived the library research process and how they utilised a range of learning materials provided to support their process. The research was conducted in the context of an actual assignment where the students were requested to present a paper showing how maths was used in the real world. Students were provided with a supporting package that included a student-gener-

ated glossary of key words and definitions appropriate to the task, note-taking organisers, and bibliography charts to track resource selection.

Data were collected through focus group interviews of students, teachers' reactions, content analysis of finished reports, and a student self-evaluation process.

A number of disturbing findings emerged from this study. In essence, the study showed that students come to the research assignment with little preparation for the style of learning they will encounter. Key findings include:

- Students perceived that research was all about writing a grammatically correct report that was well presented and provided other people's answers to someone else's question, and that their role was a passive receptor of knowledge.

- Literal interpretations of the research task and linear approach to searching for information made it difficult for students to recognise relevant information.
- Students lacked the basic knowledge to articulate a search, and lacked a conceptual network that would help them recognise information and relate it to what they already knew.

...this study... highlights the enduring need for students to have a strongly embedded information literacy framework to successfully undertake research, and that this framework needs to be modelled in the classroom to ensure that the gaps between classroom-based learning and library-based learning are reduced.

- Creativity and inquiry were not perceived to be a part of the research process; rather research was only about finding and collecting information, not constructing knowledge.
- Students identified that understanding and owning the topic, being interested in the topic, possessing a foundation knowledge of the topic, having a research process and structure, and having skills of recognising relevant information were essential elements for successful research.

While the findings of this study may be negative, it highlights the enduring need for students to have a strongly embedded information literacy framework to successfully undertake research, and that this framework needs to be modelled in the classroom to ensure that the gaps between classroom-based learning and library-based learning are reduced.

Burdick, T. "Success and diversity in information seeking: gender and the information search styles model". *School Library Media Quarterly*, Fall, 1996, 19-26.

There is a growing body of research that acknowledges that using information is a complex and difficult process. As Hawkes' research shows, there are many factors such as confidence, anxiety and risk taking that impact on this. This study sought to investigate the impact of gender on

information seeking. Accordingly, the study investigated five related questions:

- Are the information-seeking ACTIONS of males and females the same during the information search process?
- Are the information-seeking THOUGHTS of males and females the same during the information search process?
- Are the FEELINGS of males and females associated with information seeking the same during the information search process?
- Do males and females differ in focus formulation during the information search process?
- Are males and females equally successful at focus formulation during the information search process?

Several qualitative methods were combined to capture the students' perceptions and descriptions of their library research project. 103 students from 10th, 11th and 12th grades were involved.

A number of gender-related differences were identified in this study.

ACTIONS: girls were more likely to work collaboratively, and boys were less likely to ask for help on the research process. In general, boys emphasised activity while girls evidenced more reflection. However, there was little evidence of a gender gap in the use of computers and electronic information. Boys tended to describe computers as "fun" whereas girls concentrated on their utility.

THOUGHTS: The most rigid gender distinction was shown in the free selection of research topics. Girls chose topics about males and females while boys chose topics only about males. There were also gender differences in task perception at the beginning of the research. Boys perceived the task as gathering and quickly completing, while girls preferred to investigate and formulate.

FEELINGS: The study showed that girls were more likely to be optimistic as they started their projects, but more doubtful and uncertain by the end. Boys were more likely to say they were confident as they finished. Girls were three times more likely to express a lack of confidence.

While the study was exploratory in intent, it does raise some important issues for consideration. It provides insight into the lack of success of some students in the research process, and that the research processes is a very individual thing. It highlights the role of the teacher-librarian in mediation during the process and the need to provide reassurance that not-so-confident learners are capable of constructing knowledge and creating ideas. It also encourages teacher-librarians to be aware of patterns that may cluster by gender, and that these patterns may impact on the students' information seeking experience. Some students may very well welcome the approach of a teacher-librarian offering assistance! ■

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 DSE Web site (<http://www.dse.nsw.edu.au>).

Resources to support Child Protection

Wendy Alford, Senior Education Officer, Student Welfare & Child Protection, Student Welfare Directorate, provides an outline of important issues in resourcing Child Protection. Following this are reviews for some significant Child Protection resources. Not all of the highlighted resources are recent publications, as for some aspects of Child Protection, there are no known recent publications. Other reviews of related resources appear in other review sections of this *Scan*, and will continue to be published in future issues as resources become available.

Child Protection

The NSW Department of School Education plays a key role in preventing child abuse. Schools, through principals, have an ongoing responsibility to ensure that staff develop a greater awareness of child protection issues, are aware of their child protection responsibilities, and promote the effective implementation of child protection education.

Child protection education aims to develop students' skills in identifying and responding to unsafe or potentially abusive situations and seeking assistance effectively. It also aims to assist students to establish and maintain non-coercive relationships, and develop attitudes of equality, respect and responsibility.

Child Protection Education curriculum support materials will provide a series of teaching and learning activities for Kindergarten to Year 10. Stage 1 has been distributed to schools. Stages 2 to 5 will follow.

An important component of *Child Protection Education* is the extensive use of literature in the early Stages. Many general stories can provide situations where concepts, understandings and actions reinforce child protection skills and strategies.

Stories provide opportunities for students to be more aware of a diverse range of life experiences, and to seek and consider solutions to real-life problems within a safe environment. Literature also provides opportunities for students to become more familiar with positive and caring relationships between people.

Caution needs to be taken when using literature which deals directly and specifically with child abuse situations. Before such literature is used with students, the teacher should be very familiar with the content, be sure that its use will enhance existing child protection activities, and consider the impact that the literature may have.

Decisions about what is included in child protection programs are made in consultation with school communities so that programs reflect local needs. Parental consent must be obtained before students participate in child protection activities.

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

BRIGGS, Freda & HAWKINS, Russell
Child protection: a guide for teachers and child care professionals.
 Allen & Unwin, 1997
 ISBN 1864482214 [362.7]
 All interested or involved in child protection education will find current research summaries and practical guidance in this excellent Australian text. The forms of child abuse (emotional abuse, neglect, physical abuse, and sexual abuse) are described, helping professionals to understand the factors associated with the various types of abuse, and identify children at risk. Each chapter is divided into easily readable sections, and concludes with tasks which could be used for professional training and development. In particular, the focus on school programs provides useful information to support the implementation of child protection education. M. Hadfield
USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Professional
AVAIL: Paper \$29.95
KLA: PDHPE
EVAL: Highly recommended SCIS 898312

HARPER, Anita & HELLARD, Susan
What feels best?
 Ladybird, 1996 (Picture Ladybird)
 ISBN 0721496954
 Simple text provides a useful starting point for exploring feelings, as messengers that can tell people about their reaction to experiences, in this picture book. The story explores the experiences and related feelings of a young animal character. It encourages sharing, and supports the child protection education concept of telling. However, the messages related in this story, as with many resources exploring feelings, tend to be a little over simplified. Not all behaviours perceived as inappropriate necessarily feel bad. It is useful as a starting point, and to extend children's awareness about how feelings can help them. The illustrations are engaging. The layout is clear, uncluttered and appealing. E. Southall
USER LEVEL: Early Stage 1 Stage 1
AVAIL: Paper \$6.95
KLA: PDHPE
EVAL: Highly recommended SCIS 899289

HESSELL, Jenny & NELSON, Mandy
What's wrong with bottoms?
 Random House, NZ, 1987
 ISBN 1869410122
 The sensitive illustrations and well constructed text of this picture book combine to create a resource that strongly supports child protection. Through the young boy, his family context, and experience with Uncle Henry, the dynamics common to many sexual abuse situations are clearly and simply portrayed. It explores issues of trust, inappropriate behaviour, inappropriate touching, and secrecy. It models child protection strategies such as telling, and knowing correct names for private body parts. The boy is an assertive role model; and the story cleverly supports body awareness, positive relationships, and acceptable behaviour. There is an absence of appropriate, recent resources as effective as this title in supporting these issues. E. Southall
USER LEVEL: Early Stage 1 Stage 1 Stage 2
AVAIL: Paper \$14.95
KLA: PDHPE
EVAL: Highly recommended SCIS 899292

IRONSIDE, Virginia & RODGERS, Frank
The huge bag of worries.
 Macdonald Young, 1996
 ISBN 0750021241
 A great starting point for tackling the sometimes difficult issue of mental health is provided by this picture book. Most children will identify with Jenny—a worrier. Readers are made aware of the many concerns that fill Jenny's mind. These worries are cleverly represented visually as abstract figures that fill an imaginary bag which accompanies Jenny throughout. As the bag is filled, Jenny has difficulties sleeping, concentrating, and talking about her concerns. Finally, Jenny discloses her worries, and they are delightfully solved with the help of a supportive adult. This book is well supported by insightful illustrations. It provides a lively, enjoyable starting point for exploring key focus areas such as emotional/mental harm, recognising abuse, and telling (a child protection strategy). E. Southall
USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: Paper \$10.95
KLA: PDHPE
EVAL: Highly recommended SCIS 898336

LOWERY, Linda
Somebody somewhere knows my name.
 / illustrated by J. E. Karpinski. Carolrhoda Books, 1995
 ISBN 0876149468
 Grace and Willy's story is a tragic one. Their painful experience of neglect and abandonment is well told, and supported by evocative illustrations. This story represents the extreme end of the spectrum of neglect; it could polarise the issue, and contribute to ignoring more relevant instances of abuse. Its content is sensitive and could raise anxiety for children. It could be confronting for any child who has ever been placed in care, and could evoke responses requiring professional support. Like other American resources that explore abuse, the systems and processes described differ from an Australian context. The book is a valuable resource, best used by an expert on a one to one basis with children who have similar experiences to those portrayed in the story, rather than in a library or classroom situation. E. Southall
USER LEVEL: Stage 3 Stage 4
AVAIL: \$24.95
KLA: PDHPE SCIS 876669

People who help. [series]
 Heinemann Library, 1997
 A welcome resource that will be useful across the curriculum, this series explores the role of people who help us in our community. Each introduces readers to an officer from the relevant service. The bright, photographic illustrations show the officer in a range of typical responsibilities and work tasks, complementing the clear, simple text. The series reflects Australia's multicultural society, and has made a strong attempt to avoid gender stereotyping. It provides a good model of factual text, which is accessible to the user. In a child protection context, this series is an excellent, current resource for exploring the focus areas of networking, community resources, and identifying some of the people responsible for protecting children. E Southall
USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: \$19.95 each



KLA: English; HSIE; PDHPE
EVAL: Highly recommended
 Titles in this series include:
Ambulance officer SCIS 902341
Firefighter SCIS 902345
Police officer SCIS 902358
Postie SCIS 902356

TAX, Meredith & HAFNER, Marilyn
Families.
 Feminist, 1996
 ISBN 1558611576 [306.8]
 Cleverly constructed text is utilised to explore the concept of family in this picture book. New York provides the setting for six year old Angie, a self proclaimed expert, to share with readers her understanding of families. She explores this through a description of her own situation, and those of some of her friends. The book is inclusive of a comprehensive range of family types. Interspersed throughout Angie's commentary are examples of animal families, which are compared and contrasted with the human examples being described. The story reflects a multicultural society. The lively drawings provide snapshot illustrations which complement the text well. This book is an excellent vehicle for exploring the relationships, an integral part of child protection education. E. Southall
USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$14.95
KLA: English; HSIE; PDHPE
EVAL: Highly recommended SCIS 898323

Picture books

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

ALBOROUGH, Jez
It's the bear!
 Walker, 1996
 ISBN 0744543851 [821]
 A delightful rhyming picture book full of visual and verbal humour, this story has a finely tuned sense of the absurd. Eddy and his mother have a picnic in the woods, but Eddy is afraid of bears. His mother reassures him, but when she goes back for the forgotten dessert a huge, hungry bear appears. Large, bold and colourful illustrations highlight Eddy's fear and reinforce the humour of the situation. Particularly noteworthy is the variety of illustrations, from large double page spreads to vertical and horizontal multiple images. The simple text is great for reading aloud and would be accessible to many young readers. J. Anderson
USER LEVEL: Early Stage 1 Stage 1
AVAIL: Paper \$9.95 SCIS 873588

ALLEN, Judy
What is a wall, after all?
 Walker, 1996 (Read and wonder)
 ISBN 0744536405 [821]
 A humorous yet informative picture book, this work is designed to entertain and stimulate discussion on the topic of walls. The book provides an original and imaginative approach to presenting information. It adopts the format of minimal text and humorous detailed illustrations, with conversation balloons and labels that extend the information

presented through discussion. Written in rhyming verse, the text is easy to read, and accessible to the younger targeted audience, while the range of topics introduced is extensive. This is an entertaining introduction to learning. J. Anderson

USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$9.95
KLA: English; HSIE; ST SCIS 884701

BAYNTON, Martin

Under the hill.

Scholastic, 1996
ISBN 1869431537 [821]

Written in verse, the text for this picture book carries an important conservation message couched in an entertaining fantasy. Disturbed from his sleep by the machines wreaking havoc on the hill in which he resides, the creature takes his revenge by emerging, and taking back all the gold that humans have taken from the earth and used for a variety of purposes. The soft, muted colours and delicacy of the illustrations, while at times perhaps a little at odds with the tone and feeling of the text, are gently appealing for young readers. This is a story which offers much to discuss and reflect on. B. Richardson

USER LEVEL: Stage 1
AVAIL: \$19.95 SCIS 874580

BROOME, Errol & WALKER, Jane

Fly with me.

Sandcastle, 1996

ISBN 1863681574

Week by week, Ben posts pieces of his half of the streamer shared with his friend, Yoshito, when he left by ship for Japan. Yoshito glues Ben's bits to his own end of the streamer and, when whole again, it becomes the tail of a magic kite which he sends off to Australia to bring Ben on a visit to Japan. This picture book fantasy does need quite a suspension of reader disbelief, but the themes of cross cultural friendship and staying in touch are conveyed in a non didactic way. The small format perhaps doesn't do justice to Walker's joyous, mobile pen and wash illustrations. B. Richardson

USER LEVEL: Stage 1
AVAIL: Paper \$9.95 SCIS 874362

BURNETT, Lynda & TURNER, Gwenda

Messy Jessie.

Puffin, 1996

ISBN 0140558977 [821]

Turner's illustrations are lifelike and, as usual, enchanting. They perfectly complement the rhyming text in this picture book. The story of a lovely, messy day is told in verse with one complete, messy activity and rhyme per page. Add to this an onomatopoeic couple of words in larger print on each page, and the book has the feel of the reality of childhood in its presentation. This book would ideally complement any study detailing play, fun or feelings. It would also provide excellent examples for different writing genres. It is clearly set out and provides a great opportunity to explore and even play with words. R. Bodlay

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$9.95
KLA: English; HSIE; PDHPE
EVAL: Highly recommended SCIS 890177

COXON, Michele

Where's my kitten? a hide-and-peek flap book.

Koala, 1996

ISBN 1875846859

Young cat lovers will delight in this vivid, lovingly drawn picture book, enjoying the search for the mischievously hiding kitten against the busy, detailed and richly-textured background of basketry, fabrics, foliage and wallpaper. The book would be an excellent resource for class or small group discussion about houses and homes, as each page shows a different room in a busy, cluttered house, as well as its garden. The flaps concealing the kitten offer an opportunity to discuss position, as well as kitten behaviour. The simple, conversational text will be easily read by beginning readers. W. Smith

USER LEVEL: Early Stage 1 Stage 1
AVAIL: Paper \$7.95 SCIS 873609

ELGAR, Rebecca

Why not?

Koala, 1996

ISBN 0864610130

Designed for very young students, the main appeal of this picture book is its lift-the-flaps feature. Lion's mother tells him not to pick a stunning red flower, but was too busy to tell him why. So lion asks some of his friends, each of whom has an interesting answer hidden under a flap. Double flaps at the end reveal the real reason. Simplicity is the focus and strength of this book, which uses minimal repetitive text and simple storyline. Child-like drawings, with bold blocks of colour and strong black outlines on a white background complement the simple text, which would be accessible to beginning readers. J. Anderson

USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$12.95 SCIS 892092

FOX-DAVIES, Sarah

Little Caribou.

Walker, 1996

ISBN 0744528372

Early in spring as the snow melts on the high tundra, a little caribou calf is born. Through summer and autumn Little Caribou grazes with her mother and grows until she is strong enough to make the long (more than a thousand miles), very arduous, at times dangerous, trek south into the mountains for winter. Many elements combine harmoniously to result in a very sensual picture book that not only entertains, but also informs. Elegant prose and lyrical water-colour illustrations in appropriately cool, muted tones, are printed on smooth high quality paper. This is a very beautiful book for reading and sharing. B. Richardson

USER LEVEL: Stage 1 Stage 2
AVAIL: \$19.95
KLA: ST SCIS 875926

GRAHAM, Wendy & LANGLEY, Faye

The best dog party ever.

Margaret Hamilton, 1996

ISBN 0947241973

Mrs Lovejoy decides to throw a party for her delightful canines—and there are lots and lots of them in varying shapes, sizes and types. To the festivities she invites a very skinny, scruffy Irish wolfhound who had tried



to steal the delicious turkey bought for the feast and, of course, he ends up moving in. This warm hearted picture book, while not particularly original nor outstanding in any way, does have great child appeal. Young readers delight in the lively illustrations, which feature an amazing array of very individualistic doggy characters who romp across the pages indulging in various amusing antics. B. Richardson

USER LEVEL: Early Stage 1 Stage 1
AVAIL: Paper \$9.95 SCIS 890921

HORSE, Harry

A friend for little bear.

Walker, 1996

ISBN 0744541204

Needs and wants! Can friendship be tossed aside easily when lots of unusual, unwanted playthings float onto little bear's island? Little bear decides he needs them all the same, and casts aside his only friend when the island becomes crowded. Luckily for little bear, he has a second chance. This delightful picture book both entertains and informs, and would complement any study on needs and wants or friendship. The island perfectly symbolises one's aloneness. The clear, simplified illustrations are colourful and eye-catching, whilst the text is simple yet descriptive. R. Bodlay

USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$19.95
KLA: English; HSIE; PDHPE
EVAL: Highly recommended SCIS 885801

LEAVY, Una & EACHUS, Jennifer

Goodbye Pappa.

Orchard, 1996

ISBN 1852137134

Its outstandingly gifted illustrations will attract readers and non-readers to this picture book. Powerfully evocative, they convey the personalities and relationships of the characters in detail too complex for verbal expression to the age group of the intended audience. The sensitive, restrained text deals with children's emotions without obliging young readers to confront their own too sharply, so that the total product is quite exceptional. The activities Peter and Shane have shared with their grandfather occupy the major part of the book, and are simply recounted. Their responses to his death are communicated largely visually, with simple statements and simple reassurance from their mother. H. Gordon

USER LEVEL: Early Stage 1 Stage 1 Stage 2
AVAIL: \$23.95
KLA: PDHPE
EVAL: Highly recommended SCIS 872779

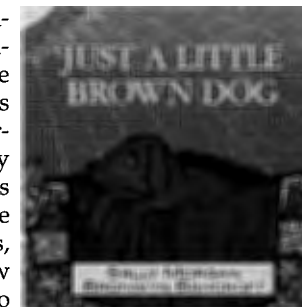
MORGAN, Sally & BANCROFT, Bronwyn

Just a little brown dog.

Fremantle Arts Centre Press, 1997 (Sandcastle)

ISBN 1863681736

In this second picture book collaboration between two well-known Aboriginal artists, the runt of the litter, left after his mother dies and his littermates are sold, is given away by his owner. Young readers will recognise and empathise with the pup's playful antics, apprehensive response to new situations (and objection to unsought baths!), as well as his yearning for love and acceptance. The emotionally satisfying conclusion compensates for earlier depictions of loss and loneliness. Bancroft's



unique, vibrant illustrations blend both Aboriginal and western elements. The universality of the story and its treatment by both author and illustrator guarantee the book's wide appeal and acceptance. W. Smith

USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$9.95
KLA: CA; HSIE; PDHPE SCIS 895426

MUMBULLA, Percy & BANCROFT, Bronwyn

The Whalers.

/ collected by Roland Robinson. Angus &

Robertson, 1996

ISBN 0207184844 [639.280994]

The telling of *The Whalers* steps between Aboriginal Dreaming stories and the Australian yarn. Complemented by Bancroft's powerful illustrations, this book develops a style of Australian literature which reflects the principles and practices of reconciliation, ie. collaboration between Aboriginal and non-Aboriginal people. The use of Aboriginal and standard English reinforces the fusion of traditions. The picture book style story would allow many different uses in the primary classroom, including: confirming the identity of Aboriginal students; exploring the changing use of language; discussing Aboriginal truths about spirit brothers and sisters; and considering a world long lost of environmental balances. It is a deadly story. C. Dorbis

USER LEVEL: Stage 1 Stage 2 Stage 3 Community
AVAIL: \$19.95
KLA: CA; English; HSIE; ST
EVAL: Highly recommended SCIS 866218

THEOBALDS, Prue

Daisy and Jack. [series]

Lothian, 1997 (Daisy and Jack)

Small format picture books of masterful simplicity, these depict two teddy bear friends with very different personalities. Jack is kind and organised, able to make a plan and carry it out. Daisy, on the other hand, is a free spirit, more wilful and less inclined to follow the rules. So Jack bakes a pie which Daisy samples when she wants; and Jack determinedly cultivates his patch of garden while Daisy allows her plants to grow as they please. The text is understated and simply phrased. Young readers are likely to appreciate the humour and characterisation in these subtle books. Colour illustrations charmingly support and extend the text. J. Buckley

USER LEVEL: Early Stage 1 Stage 1
AVAIL: Paper \$9.95 each

Titles in this series:

Daisy and Jack and the surprise pie SCIS 895177

Daisy and Jack in the garden SCIS 895173

TREZISE, Percy

Land of the Dingo people.

Angus & Robertson, 1997 (Journey of the great lake)
ISBN 0207190917 [298]

Set on the shores of Balanorga (the Lake of Carpentaria) in the time of the megafauna, 30,000 years ago, this is the second picture book in the series detailing the epic journey of three children of the Kadimakara clan to reach their home by travelling round the lake. Illustrated in colourful, distinctive style,

the story is recognisably descended from the oral tradition, based as it is on Dreamtime stories told to the author by Aboriginal people of the area. Included is a large folded map, enabling the reader to follow the journey and to appreciate its extent, and to anticipate the children's further adventures. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: \$19.95
KLA: CA; HSIE SCIS 897695

TREZISE, Percy

Quinkin Mountain.

Angus & Robertson, 1997 (Picture bluegum)
ISBN 0207189188 [298]

Aboriginal truths about the spirit world are explored in this contemporary Dreaming story. It is a tale which teaches about good and bad, and is based on teaching practices which are many thousands of years old. It is holistic teaching as it incorporates: spiritual truths; survival skills; understanding of life cycles; knowledge of the Land; and consequences of actions. The contemporary illustrations successfully augment the text. This picture book's use in the classroom would be in the context that Aboriginal Australia is rich and diverse. Dreaming stories link Aboriginal people to their Aboriginality, for many of their concepts are universal, but essentially are unique to a particular Aboriginal nation. C. Dorbis

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 6
Community Professional

AVAIL: Paper \$10.95
KLA: CA; English; HSIE
EVAL: Highly recommended SCIS 892739

TULLOCH, Richard & McLEAN, Andrew

Mr Biffy's battle.

Penguin, 1997 (Puffin books)
ISBN 0140558721

A territorial dispute between two busking clowns is the basis of this lively picture book. Mr Biffy is a clown with a customary patch and a crowd pleasing routine. This orderly arrangement is disturbed by Fiona the Great, whose dashing act pleases everyone but Mr Biffy. The competitive antics which ensue provide much humour. McLean's expressive illustrations work wonderfully with the text to develop both the fun and the emotional range of the story. Resolution of the dispute follows a classic comic scene, complete with custard pies. This glorious romp of a story would be a great discussion starter on ways of resolving conflict. J. Buckley

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: Paper \$9.95
EVAL: Highly recommended SCIS 894770

Fiction for younger readers

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

ARTHY, Judith

The children of Mirrabooka.

Penguin, 1997 (Puffin books)
ISBN 0140381678

Jenny, the 12 year old at the centre of this fantasy, finds her visit to the family property compelling and mysterious. She is drawn towards the rock pool which witnessed the deaths of several children. Slipping back in time, she learns how

past events are influencing decision making in the present. A strong sense of place and well described landscape are strengths of this novel. However, the plot treads a fairly predictable path and the conflicts raised are resolved very easily. Jenny's resilience in the face of parental disharmony is difficult to believe. Issues of the dispossession and murder of Aboriginal people are effectively voiced by this novel. J. Buckley

USER LEVEL: Stage 3
AVAIL: Paper \$12.95 SCIS 894687

ASHTON, Charles

Jet smoke and dragon fire.

Walker, 1996 (Dragon fire trilogy)
ISBN 0744547415

The deceptively simple style and language of this brilliant story result in a fantasy for almost all seasons, as few children have lifelong immunity to wizards offering three wishes, or dragons, or the gift of flight. The central character, Sparrow, escapes his mother's watchful eye to enjoy the adventures these ingredients provide, and attempts, with alarming results, to share them with his two friends. Older primary readers will appreciate the additional dimension created by the allegory of twentieth century technology, told to the friends by their extraordinary teacher, Ms Minn. The fairytale style of the narrative makes it also suitable for reading aloud to younger students. H. Gordon

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: Paper \$8.95 SCIS 875937

BAILEY, Linda

How can a frozen detective stay hot on the trail?

Penguin, 1996 (A Stevie Diamond mystery)
ISBN 0140382925

When young detectives Stevie and her partner Jesse, aged thirteen and twelve respectively, arrive in Winnipeg to visit Jesse's grandmother, they find that Misha, Jesse's young uncle, is suspected of stealing the Carnivorous Plant Club's display. Naturally they clear his name and find the real culprit. Think a few steps above the *Three investigators* or *Nancy Drew*, however, this detective commits all the gaucheries typical of adolescence, ignores advice in a realistically childish way, and stumbles humiliatingly over the truth. The plot is unlikely to lead to copycat detective exploits, but is sufficiently lively and entertaining to attract reluctant readers. H. Gordon

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$9.95 SCIS 894740

BEVAN, Clare

The shoe box millionaire.

Macdonald Young, 1996 (Red storybooks)
ISBN 0750021799

Coloured and black and white illustrations pepper this story intended for independent young readers. It begins as a description of a money-making contest, but develops into an exploration of feelings, and ends with friendship. Many characters and emotions come to light throughout the story, which enhance the book's value as a complement to studies involving friendship, community, illness, charity and



fund-raising for altruistic or personal reasons. The text is well sized and spaced as to appear non-threatening, and the language is descriptive yet simple. R. Bodlay

USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$10.95
KLA: HSIE; PDHPE SCIS 889288

BRADMAN, Tony

The ghost teacher.

Transworld, 1996 (Corgi pups)
ISBN 0552529761

Wow! If ghost teachers like Miss Shade existed, there would be no need for discipline policies within schools! A really riveting romp for newly independent readers, this story of a year 3 class is well written, with the apt illustrations an integral part of the story. Using humour, the author demonstrates the power of the words 'sorry' and 'please', as well as the advantages of good behaviour. Such a story would complement studies involving home and community, and exemplifying the need for rules. The familiarity of the subject content also makes this book a suitable resource. R. Bodlay

USER LEVEL: Stage 2
AVAIL: Paper \$6.95
KLA: HSIE; PDHPE SCIS 894923

BRIAN, Janeen

The kite place.

Era, 1996 (Junior novels)
ISBN 1863742522

Daniel's mother sees his disability as limiting what he can do, whereas Simi, his visiting cousin, sees it as an opportunity for Daniel to learn new skills and develop positive attitudes. Simi encourages Daniel to look beyond the confines of his wheelchair, to take risks, and develop the confidence he needs to actively participate in life. This is an interesting novel for young readers. It deals with the issue of physical difference in a very sensitive and positive way. The low density text level and supportive illustrations also make this book very suitable for older primary reluctant readers. J. Stratford

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: Paper \$6.95
KLA: English; PDHPE SCIS 876179

CASWELL, Brian

Relax, Max!

University of Queensland Press, 1997
(UQP storybridge)
ISBN 0702228974

Aliens have landed, but Max seems to be the only one who has noticed; his parents are too busy working, and his brother and sisters are consumed by their own affairs. The first-person narrative firmly places the reader on Max's side, and middle primary readers, especially boys, will find this science fiction/fantasy amusing and exciting. Alien technology is implied but not described in the race to repair the damaged spacecraft; and there are several very funny and appropriate come-uppances for the school bully. A poorly designed cover and unsatisfactory illustrations may not attract readers of this age, but the book would be successful when read aloud. W. Smith

USER LEVEL: Stage 2
AVAIL: Paper \$10.95 SCIS 895703



Classified. [series]

Kingfisher, 1996

The stories in this series are packaged as being developed from top secret, classified espionage information. Each short novel contains a mixture of writing genres: a fictional narrative; extensive glossary; biographies; classified files; and discussion of source material from the narrative. Variety in text style and layout between these parts of the book is meant to emphasise the links between the fiction and its factual basis. The narratives are briskly written and draw heavily on dialogue to develop the minimal characterisation. A sense of secretive urgency characterises the series, which would be suitable for older reluctant readers in this group, and others with a taste for intrigue and conspiracy theory. J. Buckley

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$8.95 each

Titles in this series include:

The Internet incident SCIS 890894

The Philadelphia experiment SCIS 893011

CUSHMAN, Karen

The midwife's apprentice.

Macmillan Children's Books, 1996
ISBN 0330349619

Winner of the 1996 Newbery Medal, this novella affords the reader a small, but fascinating, insight into village life in 14th century England. Poignant, wryly amusing and gently philosophical, the story tells, in simple but effective prose, of a young waif taken off the streets and apprenticed to a village midwife. Life is not easy for Alyce, but her belly is full and she has a place to sleep. Being willing and quick witted, she soon acquires skills but, most importantly, Alyce learns that finding her place in the world means trying and trying again, taking risks, experiencing failure and never giving up. B. Richardson

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: Paper \$9.95
EVAL: Highly recommended SCIS 888322

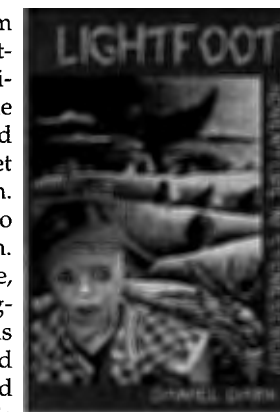
DARK, Daniel

Lightfoot: adventures in Stonescrow.

Holy Angels, 1996
ISBN 1875930027

Roy's visit to his uncle's farm changes him forever. He is enlisted, by an Aboriginal who initiates him into a world where he has fantastic new powers and abilities, to help save the planet from environmental destruction. These gifts are granted to him so that he can perform his mission. Set in the Australian countryside, with lovable heroes and repugnant villains, this work abounds in secrets and intrigue, and should fire the imagination and creativity of young readers. It is an original, easy to read tale of adventure with a purpose. L. Monticone

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: Paper \$11.95 SCIS 893077



FORD, Noel

Diary of an alien: the journey of a young extraterrestrial stranded on the planet Earth.

Puffin, 1996

ISBN 0140368736

A young alien is stuck on earth when things go wrong with the family spacecraft. It finds the behaviour of the planet's primitive inhabitants difficult to comprehend, much less adopt. Transformation into the appearance of a human being allows for a number of adventures. After almost three weeks of mayhem, frequent shape changing and amazement, the alien family escape. A fast moving story, this short novel uses diary format very effectively. Numerous line drawings, maps and newspaper excerpts add to the fun. This is an entertaining story, easy to read, and concluding with an interesting environmental message. J. Buckley

USER LEVEL: Stage 2 Stage 3**AVAIL:** Paper \$8.95 SCIS 881237

FRASER, Janine M.

Abdullah's butterfly.

Angus & Robertson, 1996 (Young bluegum)

ISBN 0207190801

At its simplest level, this is an appealing tale of a small Malaysian boy's love for his grandfather, and of his attempts to earn a little extra money. A more considered reading reveals strong concerns about the ecological and sociological impact of tourism on a rural village in a developing country, challenging the reader to consider whether Abdullah would be catching rare butterflies for sale if they were not in demand as souvenirs. The poverty and deprivation of the village (hinted at, but not laboured), are contrasted with the tourist's easy travel and assumption of moral superiority. Illustrations are by Kim Gamble. W. Smith

USER LEVEL: Stage 1 Stage 2 Stage 3**AVAIL:** Paper \$8.95**KLA:** HSIE**EVAL:** Highly recommended SCIS 879492

FRENCH, Jackie

The warrior: the story of a wombat.

Angus & Robertson, 1996

ISBN 0207190887

Factual information is cleverly woven into this narrative, which tells the story of a wombat's experiences from birth to adult hood. The author's knowledge and experience of wombats allows the reader to experience first hand the emotions, smells, fears and joys of being a wombat. Delightful, realistic illustrations by Bettina Guthridge support the story. The wombat border at the bottom of each page entices the reader to turn over and read on. Students and teachers will find a wealth of information about wombats—their appearance, habitat, food and way of life, in this engaging story about a wombat's life cycle. J. Stratford

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4**AVAIL:** Paper \$8.95**KLA:** English; HSIE; ST SCIS 879494

GLEITZMAN, Morris

Water wings.

Pan Macmillan, 1996

ISBN 0330358863

Eleven-year-old Pearl needs a grandmother who would compensate for the lack of family attention and affection in her life. Instead, she suffers the loss of Winston, her pet guinea pig and only friend; and gains Gran, who, as well as not

matching Pearl's idea of a grandmother, also brings Mitch, her real grandchild. Told from Pearl's point of view to focus the reader's attention, the novel demands our empathy with her. Gleitzman's deceptively comic style cloaks a compassionate story of childhood suffering and the importance of family communication and love. A sequel/companion to *Belly flop*, this novel still stands in its own right. W. Smith

USER LEVEL: Stage 2 Stage 3**AVAIL:** Paper \$8.95**EVAL:** Highly recommended SCIS 893190

GRINDLEY, Sally

Toy box tales.

Orchard, 1996

ISBN 186039020X

Containing a collection of short stories about the various adventures of different toys who live in a playroom, this is a truly delightful book. It is sure to appeal to young children with favourite toys and plenty of imagination. The text is large, simple enough for young emerging readers, and is interspersed with bright, colourful illustrations. Each toy has a separate adventure in a chapter of its own. The toy characters themselves are a varied and lovable group including a teddy-bear, a mother elephant and small elephant, a little blue train, and a rag doll. It is a larger format book which small children are sure to enjoy. J. Eade

USER LEVEL: Early Stage 1 Stage 1**AVAIL:** \$21.95 SCIS 885898

HILL, David

Seconds best.

Scholastic, 1996

ISBN 1869432924

A motley group of unlikely individuals forms a school's second cricket team. It includes interesting characters such as a feisty street kid, a hypochondriac, and argumentative twins. As the season evolves, so too do the individuals and their relationships with each other and their coach. They develop a binding team spirit under the guidance of the gruff but caring school cleaner. Action abounds, and there is much to laugh at, as the underdogs overcome not just cricketing, but also personal challenges on their way to the exciting season finals. A great story, with features to attract reluctant readers, this would work well if read aloud. L. Monticone

USER LEVEL: Stage 2 Stage 3 Stage 4**AVAIL:** Paper \$9.95 SCIS 890028

HONEY, Elizabeth

Don't pat the wombat!

Allen & Unwin, 1996

ISBN 1864480947

Authentic in tone and characterisation, this is a lively short novel in which the wonderful experiences of the year 6 camp are recounted. Nestled within the fun and friendship is the much darker struggle between an authoritarian teacher and an unfortunate student. The student's composed self awareness shows up the teacher as his limited, bullying self. For this reviewer, the work's greatest pleasure is the way it captures and celebrates the joyous exuberance of boys. Excellent design and presentation add to the book's appeal. Full page black and white photographs and wonderful line drawings by the author's



ten year old son emphasise the assured, simple and humorous text. J. Buckley

USER LEVEL: Stage 2 Stage 3**AVAIL:** Paper \$12.95**EVAL:** Highly recommended SCIS 890899

KENNEDY, Lisa

Lielle's spirit bird.

Holy Angels, 1995

ISBN1875930000

Kennedy's use of her ancestral Dreaming stories in a contemporary setting is an important feature of this picture book. It shows the survival and renewal of Tasmanian Aboriginal peoples as an identifiable culture. The myth that Trugannini was the last Tasmanian Aboriginal is dispelled by Kennedy's treatment of Lielle's search for her ancestral ways, and therefore her culture as a modern Aboriginal child. Through text and pictures Lielle's search for meaning is brought to life. This is a contemporary Dreaming story which affirms the cultural identity of many Aboriginal children. An explanation of the symbols and concepts used in this Dreaming story is included. C. Dorbis

USER LEVEL: Stage 1 Stage 2 Stage 3**AVAIL:** \$24.95**KLA:** English; HSIE**EVAL:** Highly recommended SCIS 841330

PLATH, Sylvia

The it-doesn't-matter suit.

Faber, 1996

ISBN 057116613X

In every way this small hand-sized book is a gem. It is delightfully presented, with an inviting, 'pick-me-up' cover, cheery endpapers, good page layout and design and a storyline and style redolent of the traditional folk tale. Little Max Nix, the youngest of seven boys, is happy except for one thing. When he finally achieves his heart's desire, a made-to-order 'wonderful woolly whiskery brand-new mustard yellow IT-DOESN'T-MATTER SUIT', the reader rejoices with him. Illustrations by Rotraut Susanne Berner are, like the suit, truly made-to-order. Endearing, brightly coloured, quirky little characters enliven every page. Don't keep this for independent readers, share it with the very young! B. Richardson

USER LEVEL: Stage 1 Stage 2**AVAIL:** \$19.95**EVAL:** Highly recommended SCIS 870685

PULFORD, Elizabeth

The memory tree.

Scholastic, 1996

ISBN 1869432843

Gently entertaining and perceptive, this story contains characters which offer both emotion and realism to young readers. For Jinny, nothing has made much sense since her mother died. She has come to love the old walnut tree outside her new home. It provides a refuge and now it is to be cut down. Determined to save the tree, Jinny forces herself to focus on what she needs to do and develops realistic plans. Although the type is large and the text simple with few illustrations, it is an enjoyable, informative and thought provoking read. It is excellent for early readers or for reading aloud. J. Anderson

USER LEVEL: Stage 2 Stage 3**AVAIL:** Paper \$8.95 SCIS 888479

RADCLIFFE, Theresa

Valley of the wolves.

Penguin, 1996 (Dark enchantment)

ISBN 0140380264

A traditional mountain village provides the setting for this unusual and very readable tale in which good and evil do extraordinary battle. A manipulative werewolf is driven by his greed and ambition to deprive his nephew of his inheritance. As the horror of his actions intensifies, so too does the gentle romance between his nephew and his housekeeper. The suspense wrought by the actions of the werewolf, and the contrast between it and the blossoming romance, make for a good read. Being relatively short, with large print and lots of action, it will attract reluctant readers who will benefit from its rich language. L. Monticone

USER LEVEL: Stage 2 Stage 3 Stage 4**AVAIL:** Paper \$8.95 SCIS 888450*Seven strange and ghostly tales.* [sound recording]

Chivers Children's Audio Books, 1996 (3 hr. 25 min.)

ISBN 0745125220

Popular author, Jacques, presents seven macabre and humorous tales, each approximately half an hour long. His work as a stand-up comedian proves useful—good intonation, and a variety of voices, all told in a mellifluous, Liverpool accent, make these stories very easy to listen to. Each is introduced by an appropriate poem, and is full of lots of descriptive and evocative vocabulary, employing metaphors, similes, humour and action. Despite some pretty despicable crimes, Jacques' stories inhabit a moral universe—bad actions are punished, albeit a little too severely at times. It is an excellent resource for improving listening skills. W. Muskin

USER LEVEL: Stage 3 Stage 4**AVAIL:** \$39.95 SCIS 873344

SUSSEX, Lucy

The penguin friend.

Omnibus, 1997 (Omnibus dipper)

ISBN 1862913072

Appropriate in level for independent young readers, this appealing story reads aloud well for younger children, and is liberally illustrated. Importantly, for discussion of conservation, it incorporates a message for children who risk killing with kindness by attempting to domesticate cuddly wildlife. Nikki's father takes her to a fairy penguin sanctuary, where one penguin captivates her. Her father deals skilfully with her yen for a pet penguin by visiting Mrs Cotterill, a worker for the Penguin Protection Society. Watching Mrs Cotterill prepare an oil-slick-damaged penguin for release to the wild, Nikki gets the message straight from the bird. H. Gordon

USER LEVEL: Stage 1 Stage 2 Stage 3**AVAIL:** Paper \$7.95**KLA:** HSIE SCIS 896879

TONKIN, Rachel
Grandpa's stories.
Roland Harvey, 1996
ISBN 0949714445

A young boy describes the times spent with his grandfather and the wonderful stories shared. Then come signs that grandfather is afflicted with Alzheimer's disease. The boy relates how grandfather becomes more forgetful, and his behaviour more and more bizarre, until he is unable to be cared for at home and eventually dies in a nursing home. Grandfather's problems, and the difficulties experienced by those living with him, are not glossed over. Throughout this evocatively illustrated book there is a pervading sense of warmth, love, and caring; and a message on the importance of remembering grandfather without the disease. B. Richardson

USER LEVEL: Stage 3 Stage 4
AVAIL: \$19.95
KLA: HSIE
EVAL: Highly recommended SCIS 886161

WELCH, Will
Testing times.
Red Fox, 1996 (Ricky's thesaurus)
ISBN 0099559617

The attractive comic-book format and successful humour of this work could influence children, including reluctant readers, towards interest in language development. The book promotes the thesaurus as an indispensable aid to self-expression, and shows the advantages of possessing an extensive vocabulary. Ricky faces three exams. The friendly dinosaur who emerges from his thesaurus, constantly lists alternatives to Ricky's chosen expressions, enabling him on the day to achieve an A+ in English. Ricky's chemistry and art results are indirectly affected by his thesaurus, bringing him instant fame! Simplistic, like many comics, the stories are both entertaining and accessible. H. Gordon

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: Paper \$6.95
KLA: English SCIS 882918

Fiction for older readers

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

BAILLIE, Allan
The last shot.
Omnibus, 1997 (Omnibus shorts)
ISBN 1862913161

Allan Baillie's contribution is surely the highwater mark of this excellent series. Despite the constraints of length and reader level, he achieves depth of characterisation, pathos, suspense and a quality plot. Steve, now called Mike, is a brilliant basketball player. On the bench for his new team, he reviews the events which have changed his name, school, place of residence and activities; he knows that his father, watching the game from the back row, fears the exposure which Steve's performance might bring. His emotional conflict as he weighs family solidarity against personal achievement is sobering, involving and a maturing experience for readers. H. Gordon

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$8.95
EVAL: Highly recommended SCIS 896876



BEETS, Jacqui Sutton
Patterns in the air.
Scholastic, 1996
ISBN 1869432835

Behind most successful creative or performing artists is a history of grinding hard work and determination. In this finely crafted story, the talented will find encouragement and the comfort of shared experience. Christina, a gifted dancer, has just moved house and changed schools. Dance classes are a continuity taken for granted by her family, although money is short. Her new school brings friendship with a talented singer named Wendy, and disparagement from others after her dancing TV commercial goes to air. Christina's responses to peer and family pressures, to parental career expectations, and to media female stereotyping, are absorbing discussion starters, and genuinely moving. H. Gordon

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$8.95
KLA: English; PDHPE; VOC ED
EVAL: Highly recommended SCIS 863857

BELL, Zana
The tides of time.
Scholastic, 1996
ISBN 1869432797

Interweaving present-day reality and historical reconstruction, spiced with a little myth, this novel presents a story that will engage many adolescent readers. Jaz is having difficulties coping with her mother's new boyfriend, while she is hoping for a reconciliation between her parents. An accident causes her to plunge into New Zealand of the 1880s. She meets up with an older woman, considered by Jaz to be hopelessly old-fashioned. As they live out their nineteenth century lives, many comparisons are made, views discussed, and compromises reached. Back in present time, Jaz is more able to cope with family realities. This is a gentle story with some hidden depths. M. Steinberger

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$8.95 SCIS 863876

BOOCK, Paula
Out walked Mel.
Hyland House, 1997
ISBN 1875657797

The consequences of teenage rebellion are brought home to the reader in this brief story from New Zealand, where just about everything goes wrong for the rebel. Mel does it all: offensive language to the Minister; quitting school; storming off without money or thought for her family; and hitchhiking. People are good to her, and a second chance enables her to take control. Admirably written in the vernacular and the terse style so appealing to middle secondary readers, Mel's story is a winner, and could also be useful to counsellors helping students with similar behaviour problems. H. Gordon

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$12.95
KLA: PDHPE SCIS 895198

CLARK, Margaret
Care factor zero.
Random, 1997 (A Mark Macleod book)
ISBN 0091833043

The title encapsulates the harrowing story of Larceny Leyton's life, her absolute alienation, and tragic, untimely end.



The litany of heinous sins committed against her seems endless, those who really care, few. Even so, it is not always easy to empathise with this streetkid, who seems often to be her own worst enemy, mistrusting even those who try to help her. The shocking conclusion seems almost a relief for everyone concerned, and perhaps this is the real tragedy that Clark wishes to press home. The fast pace, and racy, populist style should ensure appeal to teens, but less predictable are the ways they will be empowered by this bleak, disturbing story. B. Richardson

USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: Paper \$14.95
KLA: PDHPE SCIS 898197

CLARKE, Judith
The lost day.
Penguin, 1997 (Puffin books)
ISBN 0140382909

Vinny, Josh, and Jasper have reached a transition stage in their lives: that period of dislocation between outgrown adolescence and premature adulthood. When Vinny disappears, the police refuse to investigate until 72 hours has elapsed, on the grounds that he is an adult. Despite the legal definition, none of these young people are adults, but by the end of the weekend they feel aged and altered by their experience. There is a dark undercurrent to this narrative. Its sketchy characterisations, particularly of the girls, are disappointing, but it will appeal to its young adult audience for its suspense and its sympathetic depiction of the uncertainties of those not quite ready for adulthood. J. Donovan

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$12.95
KLA: English; PDHPE SCIS 894749

COLEMAN, Michael
Weirdo's war.
Orchard, 1996
ISBN 1860392318

Daniel and Tosh are alone at opposite ends of the physical/intellectual gradient, and consequently are the butt of an unprofessional teacher's jokes. Tosh has bullied Daniel for years. Daniel has refused to show fear. Now, at the end of a week of physical survival activities, they find themselves dependent on each other and responsible for that teacher's survival. Their developing mutual trust helps them put Mr. Axemann's behaviour in perspective. Skillfully understated tension, gifted character sketches, and a neat plot set in circumstances familiar to many teenagers, make the book appealing. It could provide lively discussion material as a class novel or a library item. H. Gordon

USER LEVEL: Stage 5
AVAIL: Paper \$11.95 SCIS 875957

DOUGLASS, Sara
Beyond the hanging wall.
Hodder Headline, 1996 (A Hodder SF/fantasy book)
ISBN 0733603114

An exciting fantasy, this novel has the basic ingredients of a medieval romance: good is rewarded; and evil ultimately discovered and punished. Maximilian, beloved young prince of Escator, was kidnapped years ago and labours anonymously in the coalmines, supplanted on the throne by his cousin. Garth and his father, Joseph (once the dead king's physician), are healers gifted with the Touch. During their annual fealty service treating the miners, Garth discovers Maximilian. A carefully planned journey of rescue and restoration, assisted by magical powers and the mythical Manteceros, provides the anticipated happy denouement.

This novel is a rare combination of morality and high interest. H. Gordon

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$12.95 SCIS 885902

DUBOSARSKY, Ursula
Black sails, white sails.
Viking, 1997
ISBN 0670870676

The 14 year old narrator of this story remains anonymous, keeping the focus on her enigmatic friend, Olivia. Olivia is physically frail but nevertheless a dominating character of definite tastes and opinions: a contrast with the self-effacing and nebulous narrator. A description of the uneven development of their friendship, and their different lives sharing only loneliness in common, parallels a subtle and gradual exploration of the character of the narrator. This is a beguiling short novel about friendship, need and trust, with a surprising ending, and a brooding, melancholic atmosphere which lingers after the book is closed. J. Donovan

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$14.95
KLA: English SCIS 894753

FINE, Ann
The Tulip touch.
Hamish Hamilton, 1996
ISBN 0241135788

The spare, direct, first person narrative of this work draws the reader in, to experience Natalie's conflicting emotions and share her agony when she eventually acknowledges that her friend Tulip is an influence for evil. But is Tulip really evil? If so, was she born or nurtured that way? Who should bear the guilt and responsibility for this child with antisocial and criminal tendencies? These are just some of the disquieting questions that confront and challenge the reader in this deeply disturbing, but compelling novel which resonates long after it is put down. Shortlisted for the Carnegie Medal, this is a book for adults also. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5 Community
AVAIL: \$18.95
EVAL: Highly recommended SCIS 894761

GILSTRAP, John
Nathan's run.
Little, Brown, 1996
ISBN 0316876704

Undoubtedly bestseller thriller and movie material, this novel also explores child welfare and policing issues through twelve year old Nathan's adrenalin sharpened mind, as he defends himself against both the corrupt system and a contract killer. Nathan's anxious awareness of his inexperience, the childlike directness of his decisions, and the author's analytical characterisation compensate the reader for an over generous allocation of good luck in the plot. The issue of adult penalties for adult crimes committed by children gets a useful airing. The text is sprinkled with verisimilitude in the form of violent language. H. Gordon

USER LEVEL: Stage 6
AVAIL: Paper \$19.95 SCIS 868337

GREENWOOD, Kerry
The broken wheel.
Harper Collins, 1996
ISBN 0732256216

Sarah is part of a speculative future world, a member of a disturbing sect, peopled with those of Luddite persuasion.

Her mission is to spy and report on other communities. On her journeys with the Travellers, she encounters many characters who cause a questioning and gradual shift of her own values. All the ingredients are here for an appealing story for adolescents—the journey motif; strong and complex characters; a setting imaginative yet grounded in reality; and the concept of the possibility of change. It's a pity this novel is produced in small format, as its tight binding will inevitably lead to a shortened shelf-life. M. Steinberger

USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: Paper \$9.95 SCIS 869491

HALLIGAN, Marion
Collected stories.

University of Queensland Press, 1997
ISBN 0702229326

Marion Halligan's latest collection is a treasurehouse of writing, sharply observed, witty and ironic. The book is made up of stories from earlier collections, with several additions of previously uncollected stories. Halligan has an ear keenly tuned to conversation and the meaning of text and subtext. Set in Australia, Paris, London and more exotic locations, the stories demonstrate a correspondingly broad understanding of human concerns, motivations and optimism. Many of the offerings are loosely interconnected, taking up the same characters at different times and from different perspectives. Halligan is a wordsmith whose stories will be thoroughly beguiling for the keen reader. M. Steinberger

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$18.95 SCIS 899162

HERRICK, Stephen

Love, ghosts and nose hair: a verse novel for young adults.

University of Queensland Press, 1996 (Young Adult Fiction)

ISBN 0702228788 [821]

In a sequence of loosely linked verses, the reader is taken on a roller coaster ride through the emotions, sharing with Jack, his family and girlfriend, their loves, fears, hopes, joys and sorrows. The rhythm and swing of the verse carry the reader along, the poetry form giving the personal voice greater emotional intensity, eliciting close reader empathy, particularly with Jack as he comes to terms with his emergent sexuality and grief over his mother's death. Sensitive, evocative, punchy and humorous, it is surely impossible to read Jack's story and not be moved. It also makes a great performance piece. B. Richardson

USER LEVEL: Stage 4 Stage 5 Stage 6 Community
AVAIL: Paper \$7.95
KLA: PDHPE
EVAL: Highly recommended SCIS 877334

JINKS, Catherine

An evening with the Messiah.

Penguin, 1996 (A Penguin original)
ISBN 014025661X

With her first adult novel, Catherine Jinks gives notice that her writing cannot be pigeonholed. It is a leap in time and theme. Jinks has had a high time developing the sense of fun evident in the *Pagan* series. The plot centres on a charismatic conductor, who annually mounts a huge produc-



tion of the Messiah. The devotion of his disciples leads to relationships which build to a crescendo of bizarre happenings. This reviewer coincidentally brought to the reading the twin skills of being a former Sydneysider and a current chorister. There are even greater bonuses for like readers to pick up Jink's many sly references. This writer continues to surprise and delight. M. Steinberger

USER LEVEL: Stage 6
AVAIL: Paper \$16.95 SCIS 888466

JONES, Gail
Fetish lives.

Fremantle Arts Centre Press, 1997

ISBN 1863681795

The stories in this collection have in common brilliant concepts and dual existences—a factual basis, and an artistic or fetish overlay. Chekhov, Madame Tussaud, Eleanor Marx, Marcel Proust, Mata Hari, Walt Whitman, Virginia Woolf, Frida Kahlo, and Julia Margaret Cameron are the personages whose obsessions or delusions (some involving further overlays of existence) have attracted the author to fantasise on their circumstances. There are also remarkable generic characters, such as the girl who is really a princess, the Elvis Presley impersonator, and the son of the Auschwitz survivors, whose stories grow on another's factual basis. The writing is gifted and splendidly rich in words. H. Gordon

USER LEVEL: Stage 6 Professional
AVAIL: Paper \$16.95
KLA: English
EVAL: Highly recommended SCIS 895423

JOSEPH, Vivienne

Worlds apart.

Mallinson Rendel, 1996

ISBN 0908783140

Cara's ordinary family is thrown into turmoil by a terrible tragedy. Their response is to move to a new location, but there Cara is isolated. Friendless, and persecuted by a popular student, she immerses herself in studying her school text, *Hamlet*, and is driven to seek comfort from a youth of questionable integrity. Her mother's withdrawal, her father's aloofness, and Cara's questioning of the circumstances surrounding the tragedy are realistically portrayed, as is her search for acceptance. This is an important book for adolescents. It confronts issues of identity, grief, friendship, bullying and family relationships. At times quite harrowing, it reaches a satisfying and optimistic resolution. L. Monticone

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$9.95 SCIS 890896

LASENBY, Jack

Because we were the travellers.

Hyland House, 1997

ISBN 1875657967

Cast out from their nomadic tribe, the boy Ish, and old woman Hagar, join forces to journey together. Hagar teaches Ish useful arts and survival skills learnt over many years of similar journeys, and as time passes he grows in maturity, wisdom, and self sufficiency. This beautifully narrated tale is in the tradition of the classic survival genre. The reader becomes wholly absorbed with events and characters, empathising particularly with Ish, sharing his hurts, frustrations and triumphs, feeling with him as he copes with loss and change, and learning with him lessons about survival, loyalty, tolerance and the fragility of his post-apocalyptic environment. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: Paper \$12.95
EVAL: Highly recommended SCIS 895200

LE NAY, Louise

The hero.

Allen & Unwin, 1996

ISBN 1864481579

Set in the Australian countryside of bygone days, this beautifully crafted book has a quality redolent of great classics of the last century. During the Great War, Nonie and her five siblings lose their mother. Their father is away at war and they are sent to live with their aunt. Nonie is old enough to struggle to understand both the nuances of relationships within families, and between her relations and the local Aborigines. While attempting to understand others, she also has to come to terms with herself. The richness of language, complexity of plot, and convincing characters all contribute to the charm of this wonderful study of people and society. L. Monticone

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$14.95
EVAL: Highly recommended SCIS 884460

LORENZO, Olga

The rooms in my mother's house.

Penguin, 1996 (A Penguin original)

ISBN 014026115X

A debut novel, this work signals the emergence of an Australian writer at home with credible characterisation and poignant plot lines. Tracing the fortunes of three generations of refugees from Castro's Cuba, the story depicts family members themselves living out the roles of autocratic powerholders and victims, lacking the strength to make viable choices. Amongst the shifting alliances and alienations there is a poverty of spirit which ensures a developing inertia in all participants. There is, however, no sense of depression for the reader. The novel is a fine achievement from a writer of complex imagination. M. Steinberger

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$16.95 SCIS 888467

MARSDEN, John

Dear Miffy.

Macmillan, 1997

ISBN 0732908604

It is difficult to forget angry, tormented Tony, particularly given that his last letter, written directly to readers, is a vicious assault on the sensibilities. Through his letters to Miffy, his privileged but also troubled ex-girlfriend, Tony reveals a disturbing portrait of a young man, sunk in the depths of anguish and despair, driven (so he believes) to suicide. Readers learn of both teenagers' dysfunctional, but very different, socio-economic family backgrounds; their brief, ultimately disastrous sexual relationship; and Tony's tragic suicide attempt. Disappointingly, the letter style allows self-obsessed Tony to present only a one-sided viewpoint, liberally punctuated with expletives, and a flat picture of everyone but himself. This is compelling reading, but the language will offend many. B. Richardson

USER LEVEL: Stage 5 Stage 6
AVAIL: \$14.95
KLA: PDHPE SCIS 898644

PRIOR, Natalie Jane

London calling.

University of Queensland Press, 1997

ISBN 0702229482

Her father's sudden death is the catapult that propels Carmen Morton, apprentice dancer, towards London's bright lights. Carmen is only 17: alone; fired from her first dancing job; accused of theft from another employer; the subject of a nationwide police hunt; and her mother is on the way. Complications, and the main character, develop realistically. Carmen's typically adolescent outlook is countered by several older, theatrical, characters. Although things begin to fall into place, and families rally around, the plot is not tied up neatly. The road Carmen travels is unexpected, with a sophisticated and satisfying ending to a well told story. C. Thomas

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$12.95
EVAL: Highly recommended SCIS 900267



STEWART, Maureen

Shoovy Jed.

Random House, 1997 (A Mark Macleod book)

ISBN 0091833019

Into his journal Jed records his struggle with living, and the reader is drawn in, sharing his doubts, his questioning, worries and fears. The first person narrative voice has an authentic ring. Jed's obsession with self image, his self-deprecating humour, irritation with seemingly confident peers, passion for music, love for his zany sister, India (a wonderful creation) and concerns about their parent's constant arguing, are all too familiar. It is difficult not to feel empathy for this likeable, but insecure, and emotionally disturbed teenager. Frightening, however, is the inability of people to reach Jed, the sense of inevitability about his planned solution—suicide, and its very grim, final outcome. B. Richardson

USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: \$12.95
KLA: PDHPE SCIS 899930

WALTERS, Celeste

The killing of Mud-Eye.

University of Queensland Press, 1997 (UQP young adult fiction)

ISBN 070222930X

A grim, chilling novel which probes teenage culture and behaviour, this work spotlights the carelessness and cruelty exhibited towards a boy identified as weak and somehow different. That the story is a tragedy is signalled early, but the reader sustains some hope that someone, somehow, will save Mud-Eye from his bullying peers, and from himself. Theatrical and screen language is used well to set scene and intensify drama, but the surprise introduction of schizophrenia seems almost gratuitous. Hopefully, however, the book will assist readers to a better understanding of the nature of this disability, motivation for suicide, and also prompt examination of their own peer group attitudes and behaviour. B. Richardson

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$12.95
KLA: PDHPE SCIS 894812

Information, poetry and drama

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 USER 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.

Poetry and drama has now been interfiled in this section in Dewey order so that works on poetry and drama are no longer being split across two resource sections.

The following symbols indicate the Key Learning Area used by the NSW Board of Studies:

CA	Creative Arts (primary and secondary);
English	English (primary and 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 & Technology (primary);
TAS	Technology and Applied Studies (secondary).
VOC ED	Vocational Education

Australian infopedia: the ultimate multimedia encyclopedia and reference library. [computer software]

Softkey, 1996
ISBN none [030]

Contained on this single CD-ROM is the Australian version of *Infopedia*. Added to the 29 volume Funk & Wagnalls encyclopedia, World almanac & book of facts, Webster's new biographical dictionary, Hammond world atlas and Merriam-Webster's dictionary of English usage is the Australian component, which comprises The Macquarie concise dictionary, The Macquarie concise thesaurus and The Macquarie book of quotations. Although the encyclopedia has also been enriched with several hundred additional entries on Australia, it would complement, not replace, a quality encyclopedia on Australia. Where this CD-ROM stands out is its distinctive feature of searching all eight references for applicable or related information simultaneously. A menu bar then indicates in which of the reference works the information appears. This method of searching is quite fast compared to other encyclopedias running on the same hardware, although the layout of the information is not as appealing as



some of the competition. While not the "ultimate multimedia encyclopedia and reference library", it is certainly a useful additional resource. N. Paull

Minimum requirements

Macintosh 68040: System 7.1; 25MHz; 4MB RAM; 256 colours; double speed CD-ROM drive.

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
AVAIL: \$75.00 Roadshow
KLA: CA; English; HSIE; LOTE;
Mathematics; PDHPE; Science; ST;
TAS SCIS 898347

Webster's world encyclopedia 1997. [computer software]

Webster's Exploring the Internet. [computer software]

Webster, 1997
ISBN none [030]

Two CD-ROMs in the one package: a great start. The new Webster's world encyclopedia features the Cambridge encyclopedia, a world atlas, and a review of 1996. Sections dedicated to major events of the 20th century, the origins of things and events, the universe, and the United Nations are also included. Searching for information can be specific or very general. Internet updates allow some areas to be extremely current. The user can access the Ready reference or Timeline sections. Added activities include a knowledge quest which can be downloaded from the Internet. Exploring the Internet is a thorough, informative tour of the Internet. From conquering setup, to email etiquette, from the World Wide Web to acceptable use policies, from Internet history to legalities such as copyright, censorship and filters. Beginners and frequent users will find the information useful and easy to navigate. This CD-ROM removes much of the mystery from the Internet, while emphasising its excitement and value. K. Wellham

Minimum requirements

Windows '95/Windows 3.1: 486; double speed CD-ROM drive; 256 colours

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
AVAIL: \$69.95 encyclopedia \$19.95 Internet explorer. Webster
KLA: English; HSIE; PDHPE; Science; ST;
TAS

Webster's world encyclopedia 1997 SCIS 893225
Webster's Exploring the Internet SCIS 882504

World magazine bank. [computer software]

EBSCO, 1997-
ISSN 10807950 [050]

An excellent CD-ROM, this contains the full text for well over 100 journals from Australia, New Zealand, the US, Great Britain and South Africa, with a further 400 plus titles indexed and abstracted. Titles range from the essential to the obscure, but their spread ensures that most students, and especially seniors, will find full text material to meet the needs of many syllabuses. For example, the resource was well used in one period, with Year 7 finding material on bog bodies, and Year 12 locating articles on aquaculture. Each issue contains three disks: one current (about the last two years); and two back files (back to 1984). More full text is available for later years. At present it is available in DOS or Macintosh formats, but is due to add a Windows platform in May, 1997. Inbuilt training is excellent. It complements the *Sydney Morning Herald*, and has a much better search facility. Networking is free. The database is also available on the Internet at <http://www.epnet.com>. EBSCO provides a 60 day

free trial for either the CD-ROM or the online version. This reviewer has relinquished other indexing and abstracting services in favour of this product. A. Glasscock

Minimum requirements

PC, Macintosh: 386 or better, 2MB RAM; DOS 6.0
USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: Annual \$495.00; Quarterly \$995.00;
Monthly (Feb to Nov) \$1295.00.
EBSCO
KLA: CA; English; HSIE; LOTE;
Mathematics; PDHPE; Science; ST;
TAS
EVAL: Highly recommended SCIS 899906

BLACK, Nancy

Inside your feelings. [videorecording]

Video Education Australasia, 1996 (20 min.)
ISBN none [152.4]

The teaching notes accompanying this videorecording are particularly valuable for their stress on cultural and individual differences in dealing with grief. Viewers are presented with a dramatised story of a young boy coping with the recent death of his brother, and a young neighbour dealing with her parents' divorce. Issues of anger and acting out are well handled. The value of commemorating loved ones, learning to discuss issues fully and other techniques for recovery are presented in some depth. The videorecording is perhaps best suited to lower secondary students. In general, the presentation is well scripted and acted, but occasionally the dialogue is somewhat stilted. M. Steinberger

USER LEVEL: Stage 3 Stage 4
AVAIL: \$75.00
KLA: PDHPE SCIS 886290

Darby the dragon. [computer software]

Broderbund, 1996
ISBN 1573820342 [153.43]

Based on a fantasy adventure, users of this CD-ROM must locate the components of a magic potion in order to return one of the dragon characters to her normal size. There are a variety of activities within the adventures. Some of these, such as constructing a mask and arranging props in a puppet theatre, allow the user to practise manipulative skills with the mouse. Three read-a-long stories are included, which have the text highlighted as they are being read. Pages and individual phrases may be repeated if needed. The user guide is not essential, but its simple, clear instructions remove the guess work from the initial navigation of the program. Up to six games may be saved, to allow users to continue at a later time. The bright and colourful graphics of this attractive CD-ROM helped to make it popular with the children trialing it. S. Leslie

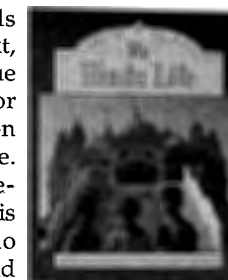
Minimum requirements

Macintosh and Power Macintosh: System 7.1; MHz 68040 processor; 8MB RAM; 256 colours
Windows '95/Windows 3.1: 33MHz 486; 8MB RAM; 256 colours
USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$59.95 Dataflow
KLA: English SCIS 899441

Everyday religion. [series]

Wayland, 1996

Clearly set out and easy to read, this series manages successfully to convey important aspects of different religions. Simple text is presented in colourful boxes, accompanied by large colour photographs. A glossary at the end of the book



is essential to explain some words which are bolded throughout the text, as they often contain concepts unique to the particular religion. Notes for teachers expand on the information found in the book page by page. Explaining everyday life and special customs for each religion, this is a very useful series which will do much to promote understanding and acceptance of different lifestyles. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: \$26.95 each
KLA: HSIE

Titles in this series include:

My Buddhist life	SCIS 895670
My Christian life	SCIS 895677
My Hindu life	SCIS 895671

DHANJAL, Beryl

What do we know about Sikhism?

Macdonald Young, 1996 (What do we know about)
ISBN 070019727 [294.6]

A detailed and indepth overview of the history, beliefs and customs of the Sikh religion, this resource is designed for competent readers. It is clearly set out, with information organised into small blocks with clearly labelled headings. The stunning presentation makes use of decorative borders, and includes numerous coloured photographs and drawings which add meaning to the information presented. A timeline is included, but the main emphasis is on the way of life of the Sikh people including their music, dance, stories and festivals. This is a valuable resource for HSIE and the multicultural strands of the curriculum. J. Anderson

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: \$29.95
KLA: HSIE SCIS 895666

Aboriginal spirituality. [videorecording]

SBS, 1995 (Insight SBS educational videos) (10 min.)
ISBN none [298]

The Ngarinyin people's ownership of their ancestral land and heritage is the focus of this current affairs story. It links Aboriginal spiritual beliefs to the Land. It gives at least eighteen audio visual snapshots of very complex issues. These range from Aboriginal Dreaming, to dispute over a mining company's right to explore for diamonds on sacred land, to confrontational journalism. With so many issues raised, each with its own history, each with its own contemporary perspective, there is limited use for this in the classroom. C. Dorbis

USER LEVEL: Stage 6 Professional
AVAIL: \$65.00
KLA: HSIE SCIS 893877

NAPUTA, Gaparingu & PATSTON, Gordon Aboriginal sky figures: your guide to finding the sky figures in the stars based on Aboriginal Dreamtime stories.

Australian Broadcasting Corp., 1996
ISBN 0733304702 [298]

Both the Aboriginal sky figures chart and companion audio cassette can be used independently or together. The chart has a transcript of Dreaming stories. A starwheel depicts Aboriginal sky figures. Clear instructions for use are provided. Each of the twelve readings on the audio cassette, narrated by Gaparingu Naputa, lasts about three minutes.

Naputa introduces himself with his Aboriginal and English names (Robert Mate-mate), as well as his nation and its location. The stories have good didgeridoo and clap stick accompaniment. Naputa points out how each Dreaming story is perceived by a particular nation, and that each nation has its own unique Dreaming stories. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: \$14.95 audio cassette \$19.95 skychart
KLA: HSIE; Science
EVAL: Highly recommended
Cardboard starwheel and chart SCIS 876393
Audio cassette SCIS 886345

Climate change.

/ edited by Kate Healey. Spinney, 1997 (Issues For the nineties; v.70)
 ISBN 1875682783 [304.2]

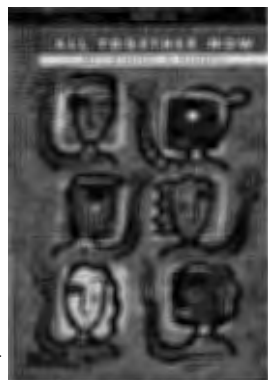
Providing the latest information and research on climate change available in Australia today, this resource is a very readable supporting text on the issue of climate. The text is broken up with clear, though somewhat small illustrations, and the use of highlighted quotes provides a source of brief facts to be drawn on when setting assignments or designing worksheets. Topics of special interest, such as El Niño, La Niña, ocean currents and the greenhouse effect are discussed in an easy to read format. Additional resource sources are also listed. D. Low

USER LEVEL: Stage 6 Professional
AVAIL: Paper \$14.50
KLA: HSIE; Science SCIS 895651

Australian issues. [series]

/ edited by Janet Mackenzie. Reed Library, 1996

An excellent series, these resources present balanced information and viewpoints on topical issues. There is a good range of discussion and statistical data in various text formats regarding the development of tourism, native forest logging, and the economic versus environmental, social and political implications of all of these activities. All sides of a debate, including the pragmatic and emotional, are handled in an unbiased approach, which is the real value of this series. It provides ideal resource material from a variety of sources which support the secondary curriculum, including those researching for debates. E. Maxwell



USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: Paper \$14.95 each
KLA: English; HSIE; PDHPE

Recent titles in this series are:

All together now: race relations in Australia SCIS 887153

Chipping away: woodchipping and logging in native forests SCIS 887150

Hers and his: gender roles in Australia SCIS 887130

Travelling to the future: tourism and its effects on society SCIS 887149

DE YOUNG, Robert

Women changing: changing women.

[videorecording]

Centre for Women's Studies, 1996 (40 min.)
 ISBN 0732610079 [305.4]

A range of Australian speakers from disparate backgrounds share their experiences and opinions. Participants in seminars organised by Monash University are filmed mainly in lecture context. The live audience feedback helps gives immediacy to the subjects and allows viewers to share the considerable amount of humour expressed. Introductory speakers discuss the changing definitions of feminism and attitudes of young people. Others speak of rural and migrant women, education, motherhood and aging. The wide range of backgrounds represented and the generous time allocated to each speaker to develop her theme are pleasing aspects. The study guide allows for extended consideration of the issues. M. Steinberger

USER LEVEL: Stage 5 Stage 6
AVAIL: \$89.00
KLA: HSIE SCIS 886299

KING, Wayne

Black hours.

Angus & Robertson, 1996
 ISBN 0207190135 [305.89]

King's story is a journey through a continuum of personal and national events. His perceptive eyes have over-laid his personal struggles to come to terms with his Aboriginality, and homosexuality, with Aboriginal views on ordinary and momentous Australian histories covering the 20th century. King raises issues which all Australians need to consider: racism; social and economic and political struggles of contemporary Aboriginal people; Aboriginal deaths in custody; the stolen generations; and land rights issues. The concerns King reflects on challenge us to find a path to reconciliation. C. Dorbis

USER LEVEL: Stage 6 Professional
AVAIL: Paper \$16.95
KLA: English; HSIE
EVAL: Highly recommended SCIS 886320

BRIAN, Janeen

Pila Wuk: when I was young.

Era, 1996 (Magic bean in-fact)
 ISBN 1863742573 [305.89915]

In this intensely moving illustrated oral history, Pilawuk tells of her childhood as one of the stolen Aboriginal children. Simply, honestly, but without rancour, she recalls her forced removal from her family, her life at Garden Point Mission on Melville Island and in Adelaide, where she was moved several times between non-Aboriginal families, and much later her efforts in tracing her surviving family and their poignant reunions. Graphic borders, photographs, maps and a fascinating Aboriginal presentation of a family tree enrich and assist understanding of Pilawuk's story. Available in both big and small book formats, this important historical document should be shared with all Australians. B. Richardson



USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
AVAIL: \$5.95 or \$34.95 big book
KLA: HSIE
EVAL: Highly recommended SCIS 888314

POIGNANT, Roslyn

Encounter at Nagalarramba.

National Library of Australia, 1966
 ISBN 0642106657 [306.08]

"Baman is the life of history, or the history of life" is an elder of Ndjebana peoples of the Northern Territory's accurate description of this photo-journal. It is a culturally sensitive book which, when used in the correct context of space and time, would be valuable in the classroom. The core is the 1952 photo-diary of the Ndjebana peoples by Poignant and her husband. In collaboration with the Ndjebana peoples, she has added a good preface, which extensively explains the Aboriginal truths about their world views. C. Dorbis

USER LEVEL: Stage 6 Community Professional
AVAIL: Paper \$29.95
KLA: CA; English; HSIE
EVAL: Highly recommended SCIS 900912

Fighting for survival. [series]

Reed Library, 1997

A sensitive and timely series, these resources examine some of the last ethnic groups living semi-traditional lifestyles in remote locations. Development has already impinged on their lives to varying degrees, in some cases with devastating results. Each book investigates one group, providing information on their past history, traditions, and culture. Present conditions are also discussed: the changes that have been foisted on them; the impact of these changes; and predictions for the future. Presentation is enticing, with excellent photography and page layout. Diary excerpts and quotes from local people are well used. This is an excellent reference on an important topic. L. Monticone



USER LEVEL: Stage 4 Stage 5
AVAIL: \$24.95 each
KLA: HSIE

Titles in this series:

The Bhil of India SCIS 891731

The Dani of Irian Jaya SCIS 891751

The Ikho of Laos SCIS 891741

The Trobriand islanders of Papua New Guinea SCIS 891747

LORENZ, Albert & SCHLEH, Joy

Metropolis: ten cities, ten centuries.

Viking, 1996
 ISBN 0670872059 [307.7609]

More than a picture book, this presents exceptional illustrated snapshots of historical and diverse cities, ranging from Jerusalem under siege by eleventh century Crusaders, to bustling, multicultural contemporary New York. Each city chosen illustrates an historical feature of the period: cathedrals (Paris); Mongol expansion (a tent city); plague (Koblenz); discovery (Lisbon and Mozambique); Renaissance (Florence); castles (Osaka); music (Vienna); and industrial revolution (London). The highly detailed, historically and architecturally accurate maps, city plans and thematic views are explained in detail in accompanying keys. This imaginative and creative work which keeps drawing you back, could also launch a thousand new ideas. G. Spindler

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
AVAIL: \$29.95
KLA: CA; HSIE; ST; TAS
EVAL: Highly recommended SCIS 888523

UNDERWOOD, Gary & UNDERWOOD, Shirley

Grazing.

Cardigan Street, 1996 (How Australia works)
 ISBN 1863910417 [338.1]

A deceptively easy reading experience is offered by this volume. Design and illustration are given high priority, and the text is accessible to the average reader. Yet the number of graphs, figures and maps is a key to the emphasis placed on solid factual material. Following a brief description of grazing in earlier times, the book moves on to extensive consideration of each of the important grazing industries in Australia today. There is a useful concentration on developing industries, featuring deer, ostrich, goats and game birds. A satisfying portion of the text is given over to environmental concerns M Steinberger



USER LEVEL: Stage 5 Stage 6
AVAIL: \$24.95
KLA: HSIE; Science; TAS SCIS 858221

SCOTT-MURPHY, John

A question of justice: challenge: indigenous peoples.

McGraw-Hill, 1996 (A question of justice)
 ISBN 074702122 [342]

Whilst this text is specifically designed for 3 unit Legal Studies, it would also be used in 2 Unit Aboriginal Studies as a complement to Aboriginal views on the issues. The history of indigenous people in terms of European laws and lores is clearly presented. The text uses local, state, national and international examples to show how laws are responding to indigenous peoples throughout the world. There are clear examples of inequalities before the European judicial and belief systems since the expansion of Europe in the 15th century, and valid arguments for Aboriginal legal rights, and therefore social justice in contemporary Australia. C. Dorbis

USER LEVEL: Stage 6 Professional
AVAIL: Paper \$14.95
KLA: HSIE
EVAL: Highly recommended SCIS 888043

Battles of the world: the interactive history of war. [computer software]

Softkey, 1996 (Compton's home library)
 ISBN none [355.0209]

History will come alive in new ways as this CD-ROM lets Alexander the Great guide students through time, as marked by significant military actions. Three thousand years of battles are treated, right up to the Gulf War of 1991. There is an interesting non-western flavour about this resource. Ten battles and their generals are featured, including Agincourt, the Tet Offensive, and 13th century Kyushu. Students can learn about generals and tactics, experience detailed re-enactments and hear contemporary and modern-day expert opinion. The **Timeline** gives context, while the comprehensive **Database** allows for extended investigation. This resource demonstrates the possibilities of the technology to a very high degree. M. Steinberger

Minimum requirements

Windows 3.1 or Macintosh
USER LEVEL: Stage 5 Stage 6
AVAIL: \$59.95 Roadshow
KLA: HSIE SCIS 897162

WEISE, Jim
Spy science: 40 secret sleuthing, code-cracking, spy-catching activities for kids.
 Wiley, 1996.

ISBN 047114620X [363.2]
 Science is fun! This delightful book presents this subject in an exciting way. Scientific activities associated with spying, from sending secret messages, disguises, and codes, to periscopes for seeing around corners, are set out as experiments using simple, easily obtained equipment. There are many variations presented in an experiential way. After each procedure an explanation is provided. Parental guidance is sometimes recommended. Unusual words are printed in bold so that they can be looked up in the extensive glossary. Humorous illustrations clarify the text, as does the clean layout. Mapping and reporting skills are introduced and encouraged. This an excellent resource. M. Hamlyn

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$19.95
KLA: Science ST SCIS 888046

CROOK, John
Gun massacres in Australia: the case for gun control.

Gun Control Australia, 1997
 ISBN 0958654298 [364.1]
 Brief profiles of 28 multiple gun killings in Australia 1987-1996 are presented in a standard format by this resource. Each event is sad and chilling, but the overall picture is more alarming: three multiple shootings a year, usually either family massacres or random shooting sprees. Men and women are equally victims, but the killers are all men, few with previous criminal convictions or recognised psychiatric conditions. The authors argue that tougher penalties or licence laws would not have changed the picture—only preventing access to guns would have. This is an excellent resource booklet for debates or discussions of criminal law, violence and gun control in contemporary society. G. Spindler

USER LEVEL: Stage 5 Stage 6 Community
AVAIL: Paper \$20.00
KLA: HSIE; PDHPE SCIS 893154

McILVRIDE, David
Unauthorised access. [videorecording]
 Television Renaissance, 1995 (Forbidden places)
 (45 min.)

ISBN none [364.1]
 The nature of crimes committed using computer technology and telephone systems, and the costs to businesses, are revealed in this well produced program. The diverting of telephone systems for free use or to access company information; the cloning of cellular phones, often involving drug dealing and credit card fraud; and hacking on the Internet are investigated. Techniques of tracking infringers by law enforcement agencies are explored, and the morality of these crimes is discussed. Although this program focuses on North America, it is clear that these are global problems. This video, with its useful notes, would be an excellent addition to collections supporting Computing Studies. L. Bowring

USER LEVEL: Stage 5 Stage 6
AVAIL: \$79.95
KLA: HSIE; TAS SCIS 894775

Scout Association of Australia
Fieldbook for Australian scouting.
 McGraw-Hill, 1996
 ISBN 007470365X [369.430994]

Not just about knots, map reading and making fires with twigs, this is a practical (and rather weighty) manual for many outdoor and community related activities. Scouting and this manual have moved with the times, and scouting specific information makes up little of the almost 500 pages of succinct and accessible information. The expected bush and camp craft construction, first aid and emergencies, are covered, as well as areas such as citizenship and the environment. The many illustrations, mostly line drawings, assist in clarifying information. A very detailed table of contents serves as an index to this useful reference. G. Spindler

USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: Paper \$24.95
KLA: PDHPE; ST; TAS SCIS 873666

COX, Kath
History from photographs. [series]
 Wayland, 1996

Using photographs from the past and present to contrast the lifestyles of people in different eras, this series introduces younger students to the concept of history. Differentiated text allows each book to operate on different levels. A simple sentence at the top of each page is geared to beginning readers, while the paragraph of information below the photographs could be accessed by emerging readers. Each double page contrasts the photographs, with detailed information about the old photographs, discussion questions and points to explore. A slight British orientation in no way detracts from the value of this series in motivating discussion and developing skills of observation. J. Anderson

USER LEVEL: Stage 1 Stage 2
AVAIL: \$26.95 each
KLA: English; HSIE
EVAL: Highly recommended

Titles in this series are:
Food SCIS 893656
Clothes and uniforms SCIS 893651

First discovery. [series]
 Moonlight, 1996

An introductory series for younger readers, these books will expand their understanding of the world around them. Innovative, modern design using sturdy spiral binding and brightly coloured laminated paper will ensure their wide appeal. Of special interest are the transparent overlays and cut-outs, which allow active participation with the information, as do questions in the text. They cover a diverse range of topics, and while only snippets of information are presented, the focus is on interesting facts. Stunning presentation and compelling text, together with the small format make them a marvellous series for first learners. J. Anderson

USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$14.95
KLA: English; HSIE; ST

Titles in this series are:
Christmas and New Year SCIS 897333
Dogs SCIS 897337



MARCHANT, Kerena
Diwali.
 Wayland, 1996 (Festivals)
 ISBN 0750219378 [394.2]

One of the major Hindu festivals, Diwali, is the focus for this overview of Hindu beliefs and customs. Although the language is simple and the information accessible to newly competent readers, the simplification of a complex topic could be a little confusing for the targeted group. The clear, modern design with numerous coloured photographs and drawings make the presentation appealing, but the lack of headings detracts from access to specific topics. While access is provided to books, exhibitions of Hindu art and further information on Hinduism, it is British oriented. This is a useful resource for multicultural aspects of the curriculum. J. Anderson

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: \$26.95
KLA: HSIE SCIS 895719



FLEISCHMAN, Paul
Dateline: Troy.
 Candlewick, 1996
 ISBN 1564024695 [398.20938]

History teachers sometimes struggle to make their content seem relevant to students, who need to be persuaded of the usefulness of studying ancient or even recent historical periods. This resource models two good practices: it makes historical content seductive in this gripping reworking of the legend of the Trojan War; and it sets the content into a context that has contemporary relevance. By juxtaposing instalments of the ancient story with recent newspaper report collages, Fleischman makes the point that there are parallels between ancient and modern times, and that human concerns and activities resound through the centuries. J. Donovan

USER LEVEL: Stage 4 Stage 5
AVAIL: \$18.95
KLA: HSIE SCIS 875934

Phonics alive! [computer software]
 Advanced Software, 1996
 ISBN none [414]

It is pleasing to note that this CD-ROM, which was developed to increase phonemic awareness and phonological knowledge, has been updated. It addresses the teaching of two of the information sources of reading; and could be used as one aspect of a balanced reading program. The new publishers have tried to redress some of the inadequacies of the original, which was published in 1993. Although the content and scope remain basically the same, the graphics, narration and layout have been revamped. They are a welcome improvement on the previous format. The activities included support the Early Stage 1 section of the English syllabus and would also be applicable to students with learning difficulties in reading, or those for whom English is a second language. All instructions for the twenty self paced modules are presented orally, with no reading ability required. There is the capacity to record student results for teacher analysis. Some concerns with the original CD-ROM, which have not been modified in the latest version, include an emphasis on mouse skills, and the need for lower case letters (supplied) to be stuck onto the computer keyboard. N. Paull

Minimum requirements
 Macintosh: LCIII or faster; System 7; 8MB RAM; 14" screen; 256 colours; double speed CD-ROM drive
 Windows '95/Windows 3.1: 486SX; 25MHz; 8MB RAM; SVGA display double speed CD-ROM drive
USER LEVEL: Early Stage 1 Stage 1 Stage 2
AVAIL: \$149.00 Advanced Education Services.
 Schools with the previous version can upgrade for \$35.00
KLA: English SCIS 868347

Interactive math journey. [computer software]
 Learning Co., 1996 (Maths explorers)
 ISBN 0763007692 [510.76]

Ten culturally diverse mathematical lands provide a backdrop for interactive learning for users of this CD-ROM adventure. Students are engaged in developing and reinforcing basic mathematical skills, problem solving and reasoning, as well as experimenting with, and exploring a range of problem solving strategies. Two levels of difficulty are available, with the first level providing well sequenced activities designed to engage younger or less able students. Older students will find this level repetitive and will quickly move to the second level, which allows for a greater degree of autonomy as well as providing more challenging scenarios. Student record keeping is catered for, but is not detailed. A degree of flexibility exists in that teachers or parents are able to vary the degree of accuracy required to complete an activity. Included in the package is a set of pattern tiles and interlocking cubes, as well as a maths activity book, which provides a number of worthwhile activities in blackline master format. R. Greaves

Minimum requirements
 Macintosh 68030: System 7; 8MB RAM; 25MHz; 256 colours
 Windows 3.1: 486DX; 25MHz; 8MB RAM; 256 colour SVGA
USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$129.95 Dataflow
KLA: Mathematics SCIS 899361

Math blaster jr. [computer software]
 Davidson, 1996
 ISBN 0784908591 [510.76]]

Few children will be able to resist the urge to travel in space and visit new planets, while helping Blasternaut and Spot progress through the ranks by completing mathematical challenges. This CD-ROM uses quality sound and visuals to add excitement to what is essentially drill and practice. The three levels of difficulty provide experiences in estimation, addition and subtraction facts to twenty, as well as basic number recognition. Also covered are shape and colour recognition. Teachers will welcome the blackline master activity book, which provides a number of off-computer tasks. This support material and the software required to access it is included on the CD-ROM. Record keeping is comprehensive and can be printed along with certificates of achievement. R. Greaves

Minimum requirements
 Macintosh 68LC0404: System 7; 12MB RAM; 256 colours
 Windows 3.1: 486; 33MHz; 8MB RAM; 256 colours
USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$69.95 Dataflow
KLA: Mathematics SCIS 882441

Applications of logarithms. [videorecording]

Human Relations Media, 1995
 ISBN none [512.9]
 The diversity of real life applications of logarithms connects science and mathematics to experience, as the viewer is drawn to realise everything in mathematics builds on what came before. Complicated formulas and relationships are simplified through examples related to cell division, population growth, carbon dating and investment interest. While the examples relate the experiential world of measuring exponentially tremors, earthquakes, sound intensity and risk taking, prior knowledge of the fundamentals of logarithmic equations and graphs would be essential to gain greatest benefit from viewing the video. F. Plummer
USER LEVEL: Stage 6
AVAIL: \$89.00
KLA: Mathematics SCIS 876691

Discover astronomy. [computer software]

MARIS, 1996 [520]
 Many facets of astronomy are described and explained in this CD-ROM. It opens with a choice of ten topics, ranging from our solar system to galaxies. Each of these contain three to five subsections, with animations and still photographs. The animations are accompanied by written explanations and music, but unfortunately they cannot be stopped to study all objects, such as constellations, in closer detail. They do, however, clearly demonstrate the movement of the night sky. There are a further nine topics with narrated animations. Each of these are indexed so that the films may be started at specific points. There is a vast amount of information in this program, varying from basic to technical, however the lack of a simple index means that it is difficult to locate specific topics and its use would be mainly by users wishing to browse in this subject area. S. Leslie
Minimum requirements
 Windows '95/Windows 3.13.11; MS DOS 3.3 or above; 8MB RAM; 256 colours
USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: \$49.95 Dataflow
KLA: ST; Science SCIS 890450

First discovery atlas. [series]

Moonlight, 1996
 An excellent series, these atlases introduce young students to topics which focus on a world perspective. Compelling text; stunning artwork, which incorporates brightly coloured laminated pages; double sided printed overlays; and cut-outs encourage a hands on approach to learning. Although small in size, the sturdy construction with spiral binding makes them a durable resource. Some titles in this series are a little advanced for the targeted age group, though they retain value as an attractive information source across a range of levels. Accessible text and small amounts of information add to the strong visual appeal, making them an appealing resource for the targeted audience. J. Anderson
USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4
AVAIL: \$14.95 each
KLA: English; HSIE; ST
Titles in this series include:
Atlas of animals in danger SCIS 897347
Atlas of civilisations SCIS 897352
Atlas of the earth SCIS 897357
Atlas of space SCIS 897359

Seas and oceans. [series]

Wayland, 1996
 Information about the oceans of the world is provided in this series. Each book discusses the physical geography, wild life, people, resources and environmental impacts of activities around that sea. In well set out pages, the essential details about each sea or ocean are presented, with selected colour photographs, maps and diagrams. The benefit of this organisation of the information into specific volumes is that information particular to each area is easy to find. These books are good for initial or background research, and for comparison of the seven seas. M. Hamlyn
USER LEVEL: Stage 2 Stage 3
AVAIL: \$29.95 each
KLA: HSIE



Titles in this series include:

The Indian ocean SCIS 900025
The Red Sea and the Arabian Gulf SCIS 900024

Understanding weather. [computer software]

YITM Education, 1996 [551.5]
 ISBN 0172180996
 Using a variety of techniques, this CD-ROM takes the learner on a tour of the processes and components behind weather. Combining both visual and audio cues, the disk covers: **Atmosphere; Temperature; Atmospheric motion and moisture; Weather systems; Weather change; and Urban weather.** Case studies from around the world provide practical applications of concepts, while **Investigate** encourages consolidation of learning through questions and problems. At the end of this section, a unique guide is provided on areas that need further consolidation. The program is reasonably easily navigated, though there is no indication of the progress of audio clips. An individualised slide show can be created. **Odyssey scrapbook** is a separate application supplied for use as an electronic notebook. It allows the arrangement of data for future reference or presentation. Although excellent for individual research, this package does not refer to local Australian weather situations, so may not be as relevant for study in the NSW curriculum. K. Wellham

Minimum requirements

Windows 3.1: 386; 4MB RAM; MS DOS 5.0; double speed CD-ROM drive; 256 colours
USER LEVEL: Stage 5 Stage 6 Professional
AVAIL: \$150.00 Nelson Australia
KLA: HSIE; Science SCIS 892782

LEWINGTON, Anna

The Wayland atlas of rain forests.
 Wayland, 1996 [574.5]
 ISBN 075021841X
 Superbly presented, this atlas is an in-depth study into the remarkable nature of rain forests. Chapters contain two different types of maps, and text on regional features. They are organised around rainforests in different continents. This resource assists the user in learning about the various types of rain forest environments, the forms of life they contain, and how they are changing. Further to this, one can learn about particular species of trees, plants, animals or indigenous



people living in the rain forests. Each double page spread includes stunning photographs, detailed maps and easy-to-read text. R. Murray
USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: \$45.00
KLA: HSIE
EVAL: Highly recommended SCIS 900027

LUCAS, Mike

Antarctica.
 New Holland, 1996. [574.998]
 ISBN 185368743X
 The magnificent photographs first attract you to Lucas's book, which discusses both the history and scientific aspects of this continent and its islands, from its geological beginnings to its present environmental balance. There are informative maps and diagrams, and inspiring colour photographs. The text is authoritative and very readable. The author details fascinating aspects of the Antarctic—the glaciers, icebergs and volcanoes, dry valleys, Aurora Australis, ice daisies—and its wildlife. Useful environmental case studies, for example, the effect of feral cats on Marion Island, are included. This definitive work will be useful for Science, Social Science and Art students. M. Hamlyn
USER LEVEL: Stage 5 Stage 6
AVAIL: \$49.95
KLA: CA; HSIE; Science
EVAL: Highly recommended SCIS 885134

CHEERS, Gordon & SILK, Julie

Killer plants and how to grow them.
 Penguin, 1996 (Puffin books) [583]
 ISBN 0140548017
 Combining a fun approach and an attention to accuracy and detail, this is a fine addition to the science shelves. Aimed at younger audiences, it also has much appeal for an older readership. Large print, superbly reproduced illustrations and information arranged in small, manageable bites all ensure that it is an easy read and reference resource for most students. There is a good representation of plants found in Australia. Size charts assist in comparisons and a world plant map is included, although some readers may find the map confusing. Useful sections explaining how plants trap their prey, and how to grow carnivorous plants at home are also featured. M. Steinberger
USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
AVAIL: Paper \$11.95
KLA: Science; ST SCIS 880349

JENKINS, Martin

Flytraps!: plants that bite back.
 Walker, 1996 (Read and wonder) [583]
 ISBN 0744528100
 Employing a mixture of fiction and non-fiction techniques, this book manages to be both readable and informative. At one level, the story of a boy collecting different types of carnivorous plants develops, while this is interspersed with diagrams and text which provide information about the various types found. An index provides references for the main topics and also suggests links to the narrative. The colourful illustrations are a brilliant feature of the book. They are cartoon-like at times, and realistic when needed. This is an informative book, and one which is likely to attract the attention of younger students. J. Eade
USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: \$19.95
KLA: ST SCIS 900318

LILLY, Kenneth

Baby animals.
 Walker, 1996 (A fun fact book) [591.3]
 ISBN 0744551609
 Designed for very young students, this small format book provides a brief introduction to eight diverse animals. Each animal is presented on a double page spread, with the illustrations spreading across both pages and the text wrapping around. The simple conversational text would be accessible to emerging readers, as the information is clear and concise. Only a few simple fun facts are presented, which often relate to comparisons with human behaviour. Realistic, coloured illustrations of adult and baby animals enhance the simple text, making it a useful resource for introducing factual texts to very young readers. J. Anderson
USER LEVEL: Early Stage 1 Stage 1
AVAIL: Paper \$6.95
KLA: English; ST SCIS 885799

VICKERS-RICH, Patricia

Australia's lost world: a history of Australia's backboneed animals.
 Kangaroo, 1996 [596.0994]
 ISBN 0864177984
 The intriguing world of Australia's prehistoric past could not have been explained better than in this authoritative and systematic presentation by two eminent palaeontologists and their daughter. These authors meet the challenge of presenting a very complex subject in a readable and sometimes humorous manner. A wealth of black and white illustrations, sometimes quite complex tables, photographs, and maps support the text throughout. There is a smattering of coloured photographs. Although devoted to ancient animals, ancient plant forms are not neglected here. Unfortunately there is no index in this otherwise invaluable text for the students of Australia's past. L. Bowring
USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: Paper \$19.95
KLA: Science SCIS 892037



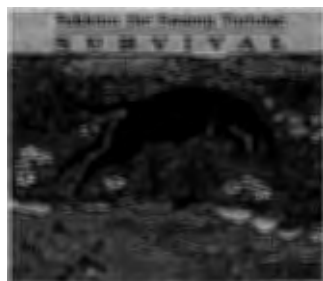
CREAGH, Carson

Reptiles.
 Allen & Unwin, 1996 (Discoveries) [597.9]
 ISBN 1863739343
 Balance is a striking feature of this information resource. Outstanding colour photography is well used, but doesn't dominate. Text is clearly written and presented as both informative captions and several key paragraphs on each double page spread. Excellent illustrations, which combine anatomical accuracy with dynamic use of colour and design, are the focus of the pages. Attention to the interaction of text and image allows the work's content to be easily comprehended. Lizards, snakes, turtles, tortoises and crocodilians are presented in a manner which will both meet research needs and ignite curiosity in young readers. Australian reptiles are well represented in this resource. J. Buckley
USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: \$19.95
KLA: Science
EVAL: Highly recommended SCIS 874677

KUCHLING, Guundie & KUCHLING, Gerald
Survival.

Era, 1997 (Yakinn the swamp tortoise)
ISBN 1863742743 [597.92]

Brilliant, hand-coloured linocuts illustrate this second picture book in the series. Using an individual to represent the species, and a style and format more usually associated with fiction, it shows the swamp tortoise's life from youth to sexual maturity. The many environmental factors (land clearing, mining, introduced predators) which have led to the tortoise being endangered are vividly portrayed. The illustrations clearly show the stages of the tortoise's life, while the spare simple text explains the tortoise's precarious condition, the reasons for it, and the extreme urgency of its need for protection. End-notes, incorporating a glossary, are included. W. Smith



USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: Paper \$12.95
KLA: CA; HSIE; ST SCIS 897244

ALDERTON, David

Birds.
Ladybird, 1996 (Ladybird discovery wildlife)
ISBN 0721418201 [598]

The aim of this book is to provide as much information about birds as possible, in a small, attractive format. This it does extremely well. The volume contains cleverly organised chapters. Lots of information is included in each short chapter, with appropriate print and language and wonderful, coloured true-to-life illustrations. Information retrieval exercises could easily be set around this book, as it is an excellently designed reference. It is ideal for general studies about birds, though more specific references would need to be used to study Australian birds. R. Bodlay

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: \$6.95
KLA: HSIE; ST
EVAL: Highly recommended SCIS 874596

Inventor labs. [computer software]

Houghton Mifflin Interactive, 1996?
ISBN none [608]

Video clips and excellent graphics create realism in this interactive CD-ROM. The user moves quickly through a time tunnel and is greeted by the inventors, Thomas Alva Edison, James Watt and Alexander Graham Bell. In each of their laboratories, historically accurate devices can be investigated by enlarging and rotating them, looking inside some parts, listening to sounds and viewing them in operation. Time lines show highlights which occurred in each of the inventor's lives. These include scientific feats, aspects of daily life and some interesting political events, although there is an American bias and it describes 1770 as "Australia's discovery". A useful component of the program lies in the *Investigations*. Nine basic principles of science have background information and experiments demanding analytical thinking skills. Some additional interactive experiments are included in the inventors' laboratories. This is an interesting and simply navigated program, which would support the study of technology and the operation of machines. S. Leslie

Minimum requirements

Macintosh 68040: System 7.0; 8MB RAM; double speed CD-ROM drive

Windows '95/Windows 3.1: 8MB RAM; double speed CD-ROM drive; 256 colours; MPC2 compatible sound card

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: \$59.95 Jacaranda Wiley
KLA: HSIE; Science; ST SCIS 892748

The new living body. [videorecording] [series]

Granada Television, 1995 (20 min. each)

Consistently informative about medical technology, and stimulating for discussions, videos in this series vary in information level and teaching quality. *Bones and joints*, useful for senior sports medicine and junior Science, has excellent surgical film and animations explained comprehensively for several levels. *Blood*, using a sickle-cell anaemia case study to teach the functions of blood and circulation, is of equal quality and versatility. So is *Designer babies*, which treats the technology and ethics of artificial insemination, and future directions of genetic manipulation. *The brain*, equally interesting, is less approachable; it moves rapidly, using surgical close-ups and brain-scan slides without identifying features. Notes provide a program summary, background information, anticipated outcomes, and before-and-after activities. H. Gordon

USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: \$55.00 each
KLA: HSIE; PDHPE; Science

Titles in this series are:

- Blood* SCIS 885095
- Bones and joints* SCIS 885126
- The brain* SCIS 893880
- Breathing* SCIS 885128
- Digestion* SCIS 885104
- Homeostasis* SCIS 885102
- Muscles* SCIS 885100
- Reproduction: designer babies* SCIS 893882
- The Senses* SCIS 885131
- Skin* SCIS 885133

The genius of Edison. [computer software]

Softkey, 1996 (Compton's home library)
ISBN none [621.3092]

Ease of installation and navigation are welcome features of this CD-ROM. Superbly produced, the resource will appeal to serious students and the general user. It makes generous use of all the possibilities of CD-ROM, while yet providing a wealth of solid factual material. Students can gain a sense of perspective by accessing the *Timeline*, or browse through numerous contemporary filmclips. Each invention is treated both as an entity, and in historical and scientific context. Many will find themselves fixated on the *Database*, which gives many possibilities for background information and inspiration for further research. Throughout the graphics are helpful, relevant and fun, and the pathways logical. M. Steinberger

Minimum requirements

Windows 3.1 or Macintosh
USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: \$69.95 Roadshow
KLA: Science; TAS SCIS 897159

FLETCHER, Rick & WARNER, Neville
Introducing design in electronics.

Jacaranda, 1966 [621.381]
ISBN 0701632895

Providing the necessary information for setting up a technics electronics workshop, this text for students and teachers provides outstanding introductory information, with application to classes in NSW up to Stage 5. Covering all aspects of the theory of electronics, the text is expressed in simple enough terms for students to follow. The wide selection of imaginative illustrations and photos completes the detailed descriptions. Aimed at the specific needs of the syllabus and beginning teachers alike, this text would enable sound programs to be developed with confidence. D. Low

USER LEVEL: Stage 5 Professional
AVAIL: Paper \$24.95
KLA: TAS
EVAL: Highly recommended SCIS 864687

PARKER, Steve

20th century inventions. [series]

Wayland, 1996

Impeccable educational structure (hard cover, contents, index, glossary, information blocks with varied illustration formats) makes this an attractive series. History, function, and uses of the inventions are covered. Illustrations are large, beautiful, and relevant. The information offered is broad rather than challenging, no doubt to extend potential readership. The concepts and vocabulary presented are more advanced than the level suggested by the white space, large print, and small number of pages, yet questions provoked by the text are not answered. This is disappointing, as more depth would satisfy a real need, though useful information is included. H. Gordon

USER LEVEL: Stage 3 Stage 4
AVAIL: \$26.95 each
KLA: Mathematics; TAS

Titles available in this series:

- Computers* SCIS 887004
- Satellites* SCIS 887003

SAGE, James

Electronics and control systems.

Cambridge University Press, 1996 (Design and technology)
ISBN 0521499615 [629.8]

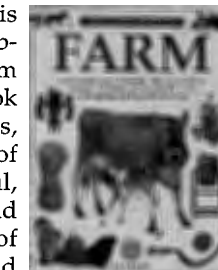
Providing contexts for control systems, and allied to a number of concise sections on theory of control systems, this text provides a succinct insight into a number of real world applications for control systems. The case studies provide students and teachers with sound modelling approaches to the use of control systems within the design process. The section on analysing and developing control systems, together with the control systems section sets out good starting points for the incorporation of controls in design projects. The information on basic electronics would have applications within both a design and technology or technics-electronics course, and teachers would find this information of value. D. Low

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
AVAIL: Paper \$22.95
KLA: TAS
EVAL: Highly recommended SCIS 891871

HALLEY, Edward B.
Farm.

HarperCollins, NSW 1996 (Collins eyewitness guides/A Dorling Kindersley book)
ISBN 0732260205 [630]

The clarity and attractiveness of this series is well established, and this subject lends itself to that approach. From earliest days to modern times, the book treats farming implements, animals, crops and buildings. Illustrations of earlier times are particularly useful, providing a sense of continuity and evolution of invention. Students of Agriculture, History, and Design and Technology will find much of interest. An extraordinary amount of information is packed into the book, well disguised by the hundreds of illustrations. The book would make a wonderful introduction for the beginning agriculture student. M. Steinberger



USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: \$24.95
KLA: HSIE; Science; TAS SCIS 873201

MCFARLANE, Annette & MCFARLANE, Grant

Pig keeping on a small scale.
Kangaroo Press, 1996
ISBN 0864177909 [636.4]

An Australian book, this is short but packed with plenty of information and practical tips. The focus is on the suitability of pig keeping for small landowners, which will give the book added usefulness for the school agriculture program. Other advantages are discussed, stressing that pigs are highly productive and eat plenty of recycled material. The features of different breeds are outlined. Housing, health and handling receive attention. Breeding and growth are given longer sections, with much practical information included. The chapter on feeding is particularly helpful, with consideration of commercial feeds and a strong emphasis placed on organic foodstuffs and the interdependent nature of plants and animals. M. Steinberger

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$16.95
KLA: Science; TAS SCIS 872658

SADLER, Tony

Food for a hungry world.

Cambridge University Press, 1996 (Science and our future)
ISBN 0521447402 [641.3]

The senior student will find this an invaluable reference book. With the CSIRO imprimatur, the book recommends itself to readers as an accurate and balanced view of food production in Australia, incorporating the latest research. Introductory chapters treat basic nutrition and diet. Moving on to food production, separate chapters deal with food from plants, meat, dairy products and the fishing industry. The sections on processing and packaging, the environment, and ecological sustainability will have wider application across several curriculum areas. The text stands alone very well, but there are research projects and questions for class and personal use if required. M. Steinberger

USER LEVEL: Stage 6
AVAIL: Paper \$22.95
KLA: HSIE; Science; TAS SCIS 880458

MALONEY, Noel

Introduction to food and beverage service.
[videorecording]

Video Education Australasia, 1996 (21 min.)

ISBN none [642]

The on the spot interviews and real life settings give relevance to this examination of the competencies in knowledge, skills, values and attitudes needed to be successful in this branch of the hospitality industry. The video explores a range of settings, from bistro to fine dining; bar to cocktail service; and draws the interviewees to give the relevant job descriptions and benchmarks for successful service delivery and customer service. The range of experiences, personal accounts and brevity of the case studies make this a useful resource as a stimulus to introducing students to the realities of working in the hospitality industry. F. Plummer

USER LEVEL: Stage 5 Stage 6**AVAIL:** \$89.95**KLA:** TAS; VOC ED SCIS 893723

KYTE, Sue & RAFFAELE, Julie

Processing. [videorecording]

Video Education Australasia, 1995 (Innovations in the food industry. Part 1)

ISBN none [664]

An effective program, this resource examines the reasons for innovation in the food industry, and zooms in on three new products. Introduced by a brief explanation of current consumer requirements, it relates these to new product development and summarises the development process. Considerable detail is packed into the analysis of the three businesses: *Yakult*, a functional food, *Chocolate Indulgence*, a niche-market small company, and *Chef to You*, a product range new to Australian consumers. The detail on product development, process and production, marketing and distribution make the film valuable to both Business Studies and Food Technology students, and the comprehensive teaching notes will benefit teachers. H. Gordon

USER LEVEL: Stage 6**AVAIL:** \$79.95 or \$149.95 series of two videos**KLA:** HSIE; TAS SCIS 871072

MAHONEY, Noel

Right from the start the Axis kettle.

[videorecording]

Electric Tom-Tom, 1996 (30 min.)

ISBN none [683]

After viewing this program about the new Kambrook electric kettle, in which the total design and development process is described, students will have a basis for discussing the design process. The company for the first time used an outside consultant (RMIT), to ensure that the energy efficiency and recyclability components in the design were optimal. The product, design parameters, and effects on the company are discussed, followed by analysis of the role of engineering, marketing, and production. Sound quality is poor throughout, particularly in the introduction, which diminishes the resource's impact. The curriculum-related information and organisation however, are excellent. H. Gordon

USER LEVEL: Stage 6**AVAIL:** \$89.95**KLA:** TAS SCIS 880369

MALONEY, Noel & MACLEOD, Fiona

The Dishlex dishwasher. [videorecording]

Video Education Australasia, 1996 (Right from the start) (23 min.)

ISBN none [683]

The opportunity to follow a new product, one which meets world best standards from start to finish, is provided by this video. Students in a range of subjects will see the role their courses play in the world of work. The new product forced changes throughout the manufacturing setup, and these are fully explained. This resource will give senior students an insight into all phases of production. It is a useful resource for comparative case studies. The video is accompanied by a set of easily reproduced question sheets and teachers notes. D. Low

USER LEVEL: Stage 4 Stage 5 Stage 6**AVAIL:** \$89.00**KLA:** TAS**EVAL:** Highly recommended SCIS 886306

HICKEY, Amanda

Shimmer in the city. [videorecording]

SBS, 1995 (SBS educational videos) (60 min.)

ISBN none [709.94]

Although demonstrably all about modern urban Aboriginal art, this program has a lot to say about the nature of Aboriginality, the misinterpretations to which it is subject, and the nexus between traditional creative expression, spirituality and intellectual property. The artists talking about their work speak not only to students of art, but also to those of English and Aboriginal Studies. The place of Aboriginal art in both human experience and the art world is defined by gallery managers in New York, Paris and Sydney, and by the artists—approximately twelve, filmed displaying and creating their work. H. Gordon

USER LEVEL: Stage 5 Stage 6 Professional**AVAIL:** \$80.00**KLA:** CA; English; HSIE**EVAL:** Highly recommended SCIS 893879

BAGGS, Sydney A. & BAGGS, Joan C.

The healthy house.

HarperCollins, 1996.

ISBN 0732257530 [728]

One step beyond conservation is living in tune with our planet in a healthy house. This book discusses the essential considerations, from selection of a site and non-allergenic materials to consideration of ways to protect the home from natural disasters, maximise fresh air circulation and use natural solar power and heating. Most aspects of design and construction are touched upon, including the designs for eco cities. Examples are given in each case with illustrative diagrams and colour photographs. The book will interest those who are environmentally aware and students of the built landscape. M. Hamlyn

USER LEVEL: Stage 5 Stage 6 Professional**AVAIL:** Paper \$39.95**KLA:** CA; HSIE; Science SCIS 888447

SCOBIE, Susan

The Dromkeen book of Australian children's illustrators.

Scholastic, 1997

ISBN 1863886958 [741.6]

Australian picture books are superbly illustrated. This well produced selection of works by 79 of the best known illustrators exemplifies this. For each artist there is a one to four page spread, including a portrait, brief biography and several reproductions of typical illustrations. Some early artists, Pixie O'Harris, May Gibbs, and Peg Maltby are included, as well as those currently short listed Bronwyn Bancroft, Wayne Harris and Anne James. The quality of reproduction well represents these masterful works. So the book is a resource for choice of luxurious stimulus material for developing the imagination and visual literacy, as well the study of illustration and illustrators at all levels of the curriculum. M. Hamlyn

USER LEVEL: Stage 3 Stage 4 stage 5 Stage 6

Professional

AVAIL: \$85.00**KLA:** CA; English**EVAL:** Highly recommended SCIS 899826

ROCHE, Denis

Loo-Loo, Boo, and art you can do.

Houghton Mifflin, 1996

ISBN 0395759218 [745]

The ideas in this book are not new, but the presentation is so novel, with such effective use of appealing, loopy characters, vibrant colour and interesting design, that the reader is enticed into engagement. While the illustrations do suggest a young audience, the print size, quantity and difficulty of the text determine that for the very young the book will be a shared experience, hopefully accompanied by, or followed with, creative experimentation in some of the arts described. These include: making and using bumpy paint, stinky clay, papier mache and potato prints; crafting hats, masks, and clay beads; and sculpting with odds and ends. This work is recommended as an art experience in itself. B. Richardson

USER LEVEL: Early Stage 1 Stage 1 Professional**AVAIL:** \$19.95**KLA:** CA SCIS 891927

JACOBS, Betty J.

Design and technology today. Book 2.

Science, 1997

ISBN 0855832932 [745.2]

Finding your way through a maze of information as a beginning teacher in design and technology will be easier with this book as your guide. Although written for teachers, this text also provides for students, with its valuable skills and hints section. This can be provided to students a section at a time on a need to know basis, so they will build up their own strength in the design process, leading to more self-satisfying results. Throughout the book, highlighted blocks allow readers to reach their own conclusions in a shorter timeframe than if they had to read the whole section. D. Low

USER LEVEL: Stage 4 Professional**AVAIL:** Paper \$24.95**KLA:** TAS**EVAL:** Highly recommended SCIS 896855

PARSONS, Nicholas

Dead heart: original screenplay.

Currency, 1996

ISBN 086819459X [791.43]

A dramatic piece of writing, this play juxtaposes characters in conflict, in this case characters from different cultures, lores and laws—Aboriginal and non-Aboriginal Australians. The play could be used in discussion of the diversity of Aboriginal Australia, to emphasise that contemporary NSW Aboriginal communities are different from those in this screenplay, because of the greater impact of the invasion. It is a well crafted screenplay, with the main characters bringing to the fore fundamental differences of law, theory and practice, between Aboriginal and non-Aboriginal Australia. The underlying question raised by the play is still left—was it invasion or settlement? C. Dorbis

USER LEVEL: Stage 6 Professional**AVAIL:** \$17.95**KLA:** CA; English; HSIE**EVAL:** Highly recommended SCIS 895421

HAYWARD, Susan

Key concepts in cinema studies.

Routledge, 1996

ISBN 0415107199 [791.4301]

Cinema study will be greatly illuminated by this examination of terminology used in referring to films. Technical terms such as jump-cut, mise-en-scene, eyeline matching and lap-dissolve are given clear explanations. Genres and descriptive terms are explained, as with film noir, nouvelle vogue, road movies and buddy films. The book really comes into its own with its treatment of critical theories in cinema study. Explanations and examples will help the senior student understand auteur theory, gestuality, feminist theory, Oedipal trajectory, and iconography. It is a shame that there are no headers and footers to guide readers through the alphabetically arranged text. M. Steinberger

USER LEVEL: Stage 6 Professional**AVAIL:** Paper \$29.95**KLA:** CA SCIS 887998

PEARLMAN, Karen

New life on the 2nd floor.

Tasdance, 1996

ISBN 0958679509 [792.809946]

A unique approach to modern dance is revealed in this book. Three original poems form the textual basis for physical expression. The series of essays that follow explain the developmental process. Such an unusual synthesis of written expression and movement is exciting. While this publication offers a new dimension for dance teachers, the explicit sexual references in the second poem may make this section inappropriate for use in some schools. However, the directions presented are worthy of consideration, as they offer inspirational ideas for dance performance. Brief biographies and notes on the dance company are also included. C. Sly

USER LEVEL: Stage 6**AVAIL:** Paper \$9.95**KLA:** CA SCIS 891766

Math blaster mystery: the great brain robbery: pre-algebra. [computer software]Davidson, 1996
ISBN 0784909229 [794.8]

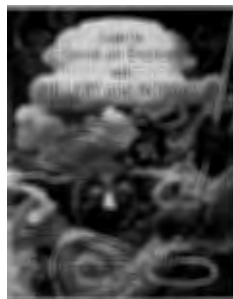
Another title in the Math Blaster range of products, this CD-ROM adventure features colourful animations, with digitised sound and music to invite students into a world of mathematical adventure. Many primary teachers may be daunted by the title, but the authors have taken care to present algebra as the relationship between numbers, and have succeeded in developing a non-threatening introduction to skills often not treated at primary level. Secondary teachers will find this package valuable in supporting students who are experiencing difficulties with concepts including order of operation, integers and ratios. Criticism may be levelled at the use of imperial units of measure in some problems, but this small annoyance does not detract from the overall worth of the software. The tutorial nature of this adventure is enhanced by the inclusion of pull down tools, such as a calculator with basic and scientific modes. Included is a comprehensive set of lesson plans and blackline masters, which develop concepts both on and off the computer. R. Greaves

Minimum requirements

Macintosh Performa 575: System 7; 8MB RAM; 256 colours
Windows 3.1: 486; 33MHz; 4MB RAM; 256 colours
USER LEVEL: Stage 3 Stage 4
AVAIL: \$89.95 Dataflow
KLA: Mathematics SCIS 899358

YOUNG, Leonie & DePauw, Wendy
*I wish I'd stood on Everest with Hillary and Norgay.*Weldon Kids, 1996
ISBN 1875875204 [796.5]

If all history and sporting books were as attractive as this resource, every school child would want to study them. This book covers Hillary's and Norgay's life from early childhood until their successful ascent of Mount Everest in May, 1953. Presented in picture book style, with full page illustrations throughout, the story moves at a strapping pace. Each stage of the expedition's progress is so carefully detailed that the reader almost feels part of the show. The illustrations by Wendy De Paauw provide a graphic depiction of the narrative, and contribute much to keeping the interest level high. R. Elston



USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$9.95
KLA: HSIE; SCIS 888482

Write, camera, action! [computer software]Broderbund, 1996
ISBN 1573820407 [808]

Most aspects of producing an animated film are contained on this innovative CD-ROM. The scene is set with an invitation by a studio to become the director of a partly completed movie. The movie has to be finished, and the new director also becomes the script editor, sound recordist, and publicist. By allowing users to choose from various scenarios, and to add appropriate dialogue, music and sound effects to the existing selection of animation, it is possible to complete your own blockbuster. To create a flowing movie students will be developing and refining thinking skills, sequencing and organising ideas, and solving problems.

Literacy skills will benefit from script and publicity writing, following written directions, listening and evaluating, building vocabulary, and summarising. This creative program would be the cornerstone for a terrific unit on motion pictures. N. Paull

Minimum requirements

Windows '95/Windows 3.1: 33MHz; 8MB RAM; 3MB hard disk space; double speed CD-ROM drive; 256 colours
USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: \$69.95 Dataflow
KLA: English SCIS 894461

CAM, Heather

*The majestic rollerink.*Heinemann, Australia, 1997
ISBN 0855616733 [A821]

Simple, often common place life experiences become memorable moments in this fascinating collection of poems. Relationships, daily activities, places and passing observations are magnified by the writer's creativity. Even such subjects as a dead dog, gloves drying on a clothesline, or a trip to the dentist are shown in a new light. Such readily comprehensible poetry quickly captures a reader's interest. It is the second collection by this contemporary Australian poet and is well worth dipping into. Studies in the appreciation of modern poetry would be enhanced by choices from this collection. C. Sly

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$16.95
KLA: English SCIS 864609

MUMBULLA, Percy & BANCROFT, Bronwyn
Minah: a poem in four parts./ collected by Roland Robinson. Angus & Robertson, 1997
ISBN 0207191697 [A821]

A poem, come Dreaming story, come yarn, this relates four different adventures of the author's uncle. It contains a number of complex concepts, such as Aboriginal life cycles, dispossession of Aboriginal people, and societal changes. These are used throughout and need to be understood. The poem's strengths are conveyed by Bancroft's illustrations, which interpret the text. The text tries to convey a sense of personal and cultural losses, and to an extent achieves this, but it needs a number of readings to fully understand the inherent concepts. Teachers need to be culturally sensitive about death if they use this poem as a general classroom text. C. Dorbis

USER LEVEL: Stages 3 Stage 6 Community
AVAIL: Paper \$10.95
KLA: English; HSIE; PDHPE
EVAL: Highly recommended SCIS 892793

JANSON, Julie

Black Mary and Gunjies. [two plays]Aboriginal Studies Press, 1996
ISBN 0855752920 [A822]

Black Mary is about the Aboriginal bushranging partner of Captain Thunderbolt. *Gunjies* deals with daily life and racial discrimination, particularly within the police force. Whilst the content and themes of these plays have remained topical for several years, the impact and vitality of both plays are forceful and worthy of consideration within a senior syllabus. Although *Black Mary* is relevant in a heroes or myths and legends unit, language is at times inappropriate for Stage 4 or 5 level. There is a useful glossary and guide to pronunciation of Aboriginal terms used to provide authen-

ticity and credibility in the dialogue of the characters. E. Maxwell

USER LEVEL: Stage 6
AVAIL: Paper \$16.95
KLA: CA English SCIS 887176

Chronicle of the 20th century. [computer software]Dorling Kindersley Multimedia, 1996
ISBN 0751330078 [909.82]

If you are acquainted with books of a similar title, then this CD-ROM will be familiar. Like the books that have been published several years ago, the layout mirrors a newspaper and highlights the more important global stories of each month since the turn of the century. The CD-ROM goes much further than the books by having an exciting interactive newsroom that allows the user to choose a variety of options that lead to headlines, photographs, biographies, videos, or snippets of information for every day of this century. This is a package where the layout, graphics, searching and navigability are absolutely first rate and actively encourage browsing. In common with the books that have preceded it, this CD-ROM is not a serious reference work, but rather a dynamic and intriguing compendium of short historical facts from which incidental learning will occur. Students who peruse the entries may be enticed to follow up their interests in more comprehensive and scholarly reference tools. N. Paull

**Minimum requirements**

Macintosh: 68LC040; System 7.0; 8MB RAM; double speed CD-ROM drive; 256 colours
Windows 3.1: 486DX; 33MHz; 8MB RAM; double speed CD-ROM drive; 256 colours
USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
AVAIL: \$59.00 Roadshow
KLA: HSIE SCIS 897151

The Troubled century. [computer software]YITM Education, 1996
ISBN 0172191416 [909.82]

Have you ever wanted to make your own decisions about events this century? What strategic moves could you have employed to change the course of history? Why did the USA become involved in the Vietnam War? What motivated Ho Chi Minh? This CD-ROM encourages an exploration of why events of the 20th century occurred. The learner is taken from 1900 to the 1990s, examining the struggle for peace, how societies have changed, and superpower relations. With both text and audio information, the learner can study contemporary and historical perspectives on the decisions of world leaders, rate these decisions, or make their own. An effective, hyperlinked glossary, and an index with both alphabetical and chronological access, complement this package. Information can be rearranged, sequenced and indexed for presentation or revision. A separate disk, *Odyssey scrapbook*, allows multimedia data to be arranged and presented for future reference or for presentation to others. This resource encourages thinking, logic, and decision-making skills within the context of current curriculum and information skills. K. Wellham

Minimum requirements

Windows 3.1: 386; 4MB RAM; MS-DOS 5.0; double speed CD-ROM drive; 256 colours; *Odyssey scrapbook* also requires: Internet access, 8MB RAM; 13MB hard disk space
USER LEVEL: Stage 5 Stage 6
AVAIL: \$150.00 Thomas Nelson
KLA: HSIE
EVAL: Highly Recommended SCIS 894759

The facts of life. [series]

Macdonald Young Books, 1996
The somewhat dated appearance and presentation of these books belie their intriguing contents. Quite comprehensive information on each culture targeted has been cleverly organised into sections under headings which relate intriguing facts. These, of course, act as lures to entice readers into the informational double page spreads; and they work. Once hooked, readers learn other fascinating facts and suppositions about the nature of the people, their lifestyles, beliefs and customs, through reader friendly text and plentiful, detailed illustrations. Adequate indexes and useful glossaries ensure quick access to information for young investigators. B. Richardson

USER LEVEL: Stage 3 Stage 4
AVAIL: \$26.95 each
KLA: HSIE
Titles in this series are:
The Ancient Egyptian facts of life SCIS 895657
The Viking facts of life SCIS 895659
The Ancient Roman facts of life SCIS 895661
Facts of life of the American Frontier SCIS 895658

MCNEILL, Sarah

*Ancient Egyptian places.*MacDonald Young Books, 1996
ISBN 0750020342 [932]

Each historical period dealt with in the related series has a pair of books devoted to it, one about people and the other about places. In examining the roles of the main groups in the society and the places of significance, the people and places come to life. Pharaoh, peasant, priest, scribe and servant exemplify the cross section of Ancient Egyptian society studied. Places described include the river, field, desert, tomb and market. Ease of use and understanding are the keys to the success of these resources. They are carefully organised, with clear, titled paragraphs, a glossary, index and list of further reading. L. Monticone

USER LEVEL: Stage 2 Stage 3
AVAIL: \$26.95 each
KLA: HSIE SCIS 895675

*Also available:**Ancient Egyptian people* SCIS 895673

MORKOT, Robert

*The Penguin historical atlas of Ancient Greece.*Penguin, 1996
ISBN 0140513353 [938]

The text of this reference book is intelligent but necessarily brief, with a focus on the physical evidence supporting the maps. The chapters have a chronological organisation and span the Minoans to the fall of Macedonia, and conquest by Rome. There is a comprehensive timeline showing parallel civilisations, and a variety of colourful maps detailing city layouts, trade and migration routes, war campaigns, alliances, physical geography, palace floorplans, and more. The maps are often very small and detail is occasionally lost

in the spine, but their content, the photographs of remains, and concise text make this a useful resource. J. Donovan
USER LEVEL: Stage 5 Stage 6 Professional
AVAIL: Paper \$24.95
KLA: HSIE SCIS 884684

THORLEY, John
Athenian democracy.
 Routledge, 1996 (Lancaster pamphlets)
 ISBN 0415129672 [938]
 The work is one of a series which aims to bring into sharper focus some of the historical problems and themes confronting advanced level ancient history students. This discussion of Athenian democracy is brief but dense in information, including details not found in class texts. The emphasis is on returning to the source; for example, the lawmaker Draco, who is typically cast as ruthless in the secondary sources, is found prescribing leniency in the only detailed provision from his laws that we possess. Complete with maps, thorough chronology, and useful appendices, this book contains the detailed content and contemporary scholarship essential to teachers and senior students. J. Donovan
USER LEVEL: Stage 6 Professional
AVAIL: Paper \$14.95
KLA: HSIE SCIS 891712

GRAVETT, Christopher
The world of the medieval knight.
 Macdonald Young, 1996
 ISBN 0750017392 [940.1]
 Aficionados of knights and the medieval world, as well as investigators, young and old, should appreciate this sumptuous production—a lavishly illustrated and most informative book. What was a knight? Who were knights? When did they first appear? What made them different? To whom did they answer? When, where and how did they live, travel, joust and battle? What did they wear—when, where, how and why? All these, and many more questions are answered in interesting, informative text organised under twenty seven headings, and complemented by detailed, labelled and annotated diagrams and illustrations. Included is a fascinating *Knights world map*, and an excellent glossary and index. B. Richardson
USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: \$39.95
KLA: HSIE
EVAL: Highly recommended SCIS 895311

HALL, Robert A.
Fighters from the fringe: Aborigines and Torres Strait Islanders recall the Second World War.
 Aboriginal Studies, 1995
 ISBN 0855752866 [940.53]
 The extent of Aboriginal and Torres Strait Islander involvement in Australia's war effort was little known until recently. Yet, despite racist enlistment policies, up to 3,000 indigenous Australians served in WWII. After an overview essay, Hall offers six personal recollections: Captain Reg Saunders and Charles Mene MM; AWAS wireless operator (later poet), Oodgeroo Noonuccal; Torres Strait Light Infantrymen, Saulo Waia and Tom Lowah; and RAAF fighter pilot, Leonard Waters. Inside



the services most indigenous people experienced an existence where merit counted more than race. Post-war Australia was another story, but the indigenous experience of and involvement in the war did, eventually, contribute to change. G. Spindler
USER LEVEL: Stage 4 Stage 5 Stage 6 Community
AVAIL: Paper \$27.95
KLA: HSIE SCIS 857468

OVERY, Richard
The Penguin historical atlas of the Third Reich.
 Penguin, 1996
 ISBN 0140513302 [940.53]
 Clarity, depth and accuracy are the hallmarks of this historical atlas. Dense with information, the maps and well planned graphics convey their message very clearly. Many issues are clarified in this manner as never before. For this reviewer, the map had a more powerful impact than many thousands of previous words on the subject of the destruction of synagogues and prayer houses on Kristallnacht 1938. The book is a most useful aid to making sense of a dozen years of history crammed with so many significant events. The timeline and statistical tables appended, as well as the comprehensive bibliography, give the book further strength. M. Steinberger
USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$24.95
KLA: HSIE SCIS 893075

Continents. [series]
 Wayland, 1996
 In this realistic and compelling series, real insight into the continents of the world is provided. The presentation is well thought out. Clearly defined information and numerous charts and graphs have been used to good effect, and present information succinctly. Each book begins with sectional maps which provide a breakdown of each country, and brief facts listed in information boxes. A broad range of topics, including geography, history, people, resources and environment is covered, and the text is accessible to competent readers. These resources are a lively and fascinating introduction to world geography. J. Anderson
USER LEVEL: Stage 2 Stage 3
AVAIL: \$26.95 each
KLA: HSIE
EVAL: Highly recommended



Title in this series are:
Europe SCIS 893653
Africa SCIS 893657

Economically developing countries. [series]
 Wayland, 1996
 Each book in this series examines an economically developing country. The resources provide a sense of the country's past, present and future, by investigating both their physical and cultural environments over a period of time. The clearly written text is enlivened by appropriate colour photographs and the use of a variety of methods of presentation, such as maps, time lines, tables, statistics and quotes. This is a quality series, with a multiplicity of uses for students undertaking studies of countries, cultures, geography or history. L. Monticone

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: \$26.95 each
KLA: HSIE
Titles in this series include:
Malaysia SCIS 895680
Vietnam SCIS 883190

McLEISH, Ewan
South America.
 Wayland, 1996 (Continents)
 ISBN 0750216204 [980.03]
 Like the best of atlases, much of the information in this book is presented visually on coloured maps and diagrams, making it easy to read and a good practice example for developing visual literacy. It deals with South America as a complete continent. Basic details of the physical geography, resources, industries, peoples, economy and future are outlined with unusual, memorable facts presented in highlighted paragraphs. The history is briefly outlined in text, maps and a time line. There is summary information only about individual countries, which will be useful background for study of Pacific rim countries in junior secondary geography. M. Hamlyn
USER LEVEL: Stage 3 Stage 4
AVAIL: \$26.95
KLA: HSIE SCIS 900021

MORRISON, Marion
Brazil.
 Wayland, 1996 (Country Insights)
 ISBN 0750220139 [981.06]
 A rather superficial overview of Brazil is presented in this introductory level resource. Focusing on the city of San Paolo and a small village, it compares and contrasts the land, climate, home life, work, school and play of the two groups of people. While the book is lavishly photographed and information is clearly presented, only a small section considers the major problems facing Brazil today. The information is presented in simple language with large text. Coloured boxes highlight important facts and appropriate symbols are used to focus on the country or city aspects. This is a useful resource for providing a multicultural perspective and motivating discussion on different lifestyles. J. Anderson
USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: \$26.95
KLA: English; HSIE SCIS 895682



GODWIN, Jane
Dreaming of Antarctica.
 Penguin, 1997
 ISBN 0140559418 [998]
 Told through the eyes and voice of a child, this unusual, narrative style picture book provides a realistic and factual account of some of the wonders of Antarctica. The simple prose style overviews the climate, topography, icebergs, animal life and scientific bases in an informative way, making it accessible to young students. Stunning, full page coloured photographs bring the text



alive. The technique of superimposing drawings by Terry Denton onto the photographs is well used. No access to the information is provided through an index or contents. But the impact of the lyrical, conversational text and wonderful photography is outstanding. The book would be excellent for reading aloud. J. Anderson
USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$12.95
KLA: English; HSIE; ST SCIS 897999

McDONALD, Kellie
Antarctica.
 Reed Library, 1996 (Ends of the earth: the world's remote and wild places)
 ISBN 1863910492 [998]
 Accessible, interesting, informative, well presented: all are appropriate to a description of this excellent resource. The comprehensive contents cover the geography and geology of this amazing wilderness continent: its fascinating animal and plant life; history and exploration from early sightings to more recent expeditions; and modern issues, including the impact of technology, the ozone 'hole' and other local and global environmental concerns. Information is well organised under these main subjects, and sub-divided into topics, each allocated double-page spreads comprising reader friendly prose text generously illustrated with annotated photographs, tables, maps and diagrams. B. Richardson
USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: \$24.95
KLA: HSIE
EVAL: Highly recommended SCIS 883095

Professional reading

Resources are in Dewey order.

CARRUCAN, Tony
The Internet manual for teachers: access skills and curriculum strategies.
 Macmillan, 1996
 ISBN 0732941857 [004.6]

A guide for teachers, with accompanying support disks, this work goes beyond the functional processes of setting up and navigating the World Wide Web. The chapters on curriculum strategies explore methods for students to intelligently use the information that is increasing in volume at such an extraordinary rate. An adaptable model for Internet research, which is based on the principles of the information skills process used in NSW schools, is provided. Collaborative projects using technology and reaching audiences through publishing demonstrate how the processes transform into action. Great ideas by subject areas, for example **Mathematics and the Internet**, provide sample projects and useful addresses to explore. Support discs in PC and MAC versions are included. F. Plummer
USER LEVEL: Professional
AVAIL: Paper \$54.95 SCIS 897405



A teacher's guide to the Internet: the Australian experience.

/ edited by Daniel Ingvarson. Heinemann, 1997
ISBN 0858598965 [004.6]

The Internet is challenging educators to expand their constructivist approaches to pedagogy. This resource explores the keys to unlock the barriers, so teachers are seen as change agents who empower learners with opportunities to engage in technologies that five years ago seemed impossible. As a practical guide to exploring these challenges, the sections are divided into curriculum planning and strategies for student centred learning. The chapter on spinning your own web provides well researched solutions to the labyrinth of information on the World Wide Web. The slim edition contains invaluable, easy to interpret information for novices who want to be experts. F. Plummer

USER LEVEL: Professional
AVAIL: Paper \$34.95
EVAL: Highly recommended SCIS 896796

WILMHURST, Paul

Techmonerds. [videorecording]

Fulmer, 1996 (J'accuse) (26 min.)
ISBN none [004.6]

Is cyberspace just another fad, or a panacea for challenges and chaos? This resource challenges viewers to think about how and why they need the Internet and what specialised search skills the user will need to avoid the traffic jams of on-line information. The role of the information specialist assumes prominence if users are to be empowered through information democracy as the global world shrinks. The video is not without controversy, boldly examining issues of art violence, explicit sex and pornography, the lack of quality controls and the validation of information. Will cyberspace bring a twenty first century renaissance or the demise of human creativity? F. Plummer

USER LEVEL: Professional
AVAIL: \$79.00 SCIS 894771

ALOTTA, Elizabeth

Forest management in New South Wales: a manual for teachers and students.

State Forests of NSW, 1996
ISBN 0731022297 (333.7509944)

A boxed set of three folders, this wonderful resource is more than a manual, offering thirteen units for teaching and learning: information; case studies; worksheets; factsheets; and activities. Easily reproduced, pull-out pages are treated for tough use in the field; illustrations, maps and charts abound; and the publication emanates authority. Ecology, conservation and care of the ecosystem are covered, along with close studies of specific kinds of forests in Australia, the world, and their sustainability. Contentious issues in public use, plantations, degradation and urbanisation are scrutinised. Each closely referenced unit has contents, index and glossary, further reading and associated resources. J. Watts

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
AVAIL: \$89.00
KLA: HSIE
EVAL: Highly recommended SCIS 875949

FOSTER, Margaret

Our constitution: teacher resource manual.

Macmillan Education Australia, 1996
ISBN 0732939321 [342.94]

Developed by the Canberra Parliamentary Education Office to accompany the Years 8-10 student text *Our Constitution*,

this resource folder relates skills, strategies and activities to outcomes. It offers diverse student activities in Civics, from comprehension to challenging interpretations and problem solving. Important constitutional and national government issues arise. While few classes would work their way through everything, sections could be used effectively in isolation, especially the **Native Title** and the **Head of state** chapters. Naturally there is a national focus, state issues appearing mainly from the viewpoint of interaction with the Commonwealth. G. Spindler

USER LEVEL: Professional
AVAIL: \$54.95
KLA: HSIE SCIS 881761

COOPER, Carole.

Mindful learning.

Global Learning Communities, 1996
ISBN 1876153016 [370.15]

Building effective learning communities which help the learner to understand and make use of their learning is the focus of this informative text. Practical ideas and strategies focus on: learning environments; creating a constructivist curriculum; making explicit thinking and learning skills; using graphic organisers; improving questioning skills; telling story; processing and reflecting on experiences; and using mindful assessments. These provide excellent starting points for teachers whose goal is facilitating students' learning rather than just covering content. Teachers are provided with tools that will encourage students to: refine their thinking; create meanings; use their prior knowledge; and understand the intrinsic value of learning. J. Stratford

USER LEVEL: Professional
AVAIL: Paper \$18.00 SCIS 900089

NEW CITY SCHOOL

Celebrating multiple intelligences: teaching for success: a practical guide.

Hawker Brownlow, 1996
ISBN 186401556X [370.15]

A comprehensive collection of strategies aimed at educators who have identified talented and eager students with untapped desire for learning is found here. The innovative strategies are designed to engage these learners and strengthen their learning through multiple intelligences. Useful signposts accompanying each strategy are: the focus on multiple intelligence; the level; key learning area; and extension activities. The strategies reinforce the notion that learning can be fun, with creatively outlined procedures that can effectively lead to increased learning outcomes. In English, opportunities exist to size up the three bears; in mathematics, to develop a learning journal; and for the library: **we are more than linguistic!** F. Plummer

USER LEVEL: Professional
AVAIL: Paper \$24.95 SCIS 890677

MIDDLETON Michael & HILL Jenny

Changing schools: challenging assumptions and exploring possibilities.

Hawker Brownlow, 1996
ISBN 186401539X [370.19]

The underlying question posed throughout this book requires reflection on the reader's view of schools: as artefacts of the past or as springboards to the future? In light of the past, present and future curriculum framework, the reader is challenged to create new ways of seeing the world. The text provides information through quotes, theory, diagrams, reports and argument to stimulate controversial professional thinking and discussion. Set in the context of change, are

discussions of contemporary educational issues of pedagogy and equity, and the changing role of the teacher. An extensive list of references could lead to further research on current thought and educational practice. F. Plummer

LEV: Professional
AVAIL: Paper \$39.95 SCIS 887043

LOUDEN, William

Quality in the classroom: learning about teaching through case studies.

Hodder Education, 1996
ISBN 733606458 [370.7]

How do we define "quality" in classroom practice? The case study approach adopted by this resource offers a variety of situations which help make this concept more explicit. The contexts of the studies range across primary and year 7, mostly in English, mathematics and science. Emphasis is on the early primary years. Cross referencing allows readers to follow particular issues across several studies. Commentaries, discussion questions and links to further reading accompany each case study. Designed for small group professional development situations and preservice training, this resource offers a glimpse of the magic of great classrooms, and a structure for reflection on professional practice. J. Buckley

USER LEVEL: Professional
AVAIL: Paper \$29.95 SCIS 891715

FLINT, Amy Seely

Becoming an effective teacher.

Hawker Brownlow, 1996
ISBN 1864015446 [371.1]

What does effective teaching mean? The abstract nature of the concept is clarified by this resource through the principles of effective classroom practice. In a concisely edited publication, theory and practice are combined as useful strategies for creating positive classroom environments, integrated curriculum, and planning effective teaching and assessment practices. The aim is to provide teachers with the skills to be facilitators rather than transmitters of knowledge. The ideas for alternative assessment support better understanding of the complexities of learning. Teachers will appreciate the practical ideas that promote active reflection and celebrate effective practice, as "teaching is a profession where each day holds a new adventure". F. Plummer.

LEV: Professional
AVAIL: Paper \$14.95 SCIS 883131

LINNING, Lyn

A literature based approach to bullying: for upper primary and lower secondary students

The Literature Base, 1997
ISBN 0646311336 [371.5]

With ambitions in two directions—teaching a theme and teaching literacy—this achieves limited success in only one. Bullying is addressed through literature, using a variety of carefully explained strategies to encourage understanding, empathy, and a critical response. Some strategies are less appropriate than others: role plays encouraging students to act as bullies and victims are not consistent with current NSW DSE child protection education and anti-violence strategies. As a means of teaching literacy in the middle years, the text fails. It confuses literacy with literature and seems to assume that the teaching of one goes automatically and implicitly with the other. This is inconsistent with the 'explicit and systematic teaching' message of the literacy strategy. The book utilises extracts from some quality chil-

dren's literature, which would have value if carefully presented. J. Donovan

USER LEVEL: Professional Stage 2 Stage 3 Stage 4
AVAIL: Paper \$39.95
KLA: English; PDHPE SCIS 900872

RATCLIFFE, Linda

Feeling safe.

Scholastic, 1996
ISBN 1863885978 [371.7]

Aimed at teachers working with Stage 1 students, this user friendly resource explores the issues of feeling safe. It deals with solutions to safety problems and the areas of friendship, feelings and fear. Designed as a cross-curriculum resource, it presents a flow chart for integrating the topic into most key learning areas and presents clearly set out ideas and activities. The black and white format is interspersed with humorous drawings and includes blackline masters. Literature is used as a springboard and a bibliography of topic related picture books is included. This has some value as a programming aid for social skills programs, but deals with issues simplistically. J. Anderson



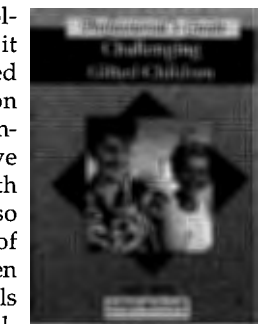
USER LEVEL: Professional
AVAIL: Paper \$15.95
KLA: HSIE; PDHPE SCIS 895491

WELTE, Leah

Challenging gifted children.

Hawker Brownlow Education, 1996 (Professional's guide)
ISBN 186401525X [371.95]

One of the values of this small volume is the impressive overview it gives to thinking about the gifted school child. Reliable identification procedures such as the WISCIII, Stanford-Binet and Ravens Progressive Matrices are covered, but the worth of anecdotal information is also acknowledged. The prevention of under achievement in gifted children is briefly touched upon, and models of programs are put forward to challenge clusters of gifted children in regular classrooms. While the contents page is barely adequate, there is a comprehensive list of relevant associations in each state, and three pages of suggested references for further reading. R. Elston



USER LEVEL: Community Professional
AVAIL: Paper \$14.95
EVAL: Highly recommended SCIS 878741

CREENAUNE, Tish ROWLES, Lorraine

What's your purpose? reading strategies for non-fiction texts.

Primary English Teaching Association, 1996
ISBN 1875622209 [428.407]

Units of work, complete with photocopiable masters, for use across K-6 classes are provided in this resource. Each unit incorporates several reading strategies, demonstrated in the activities, which aim to develop both students' control over the texts they read and write and the understanding that different types of texts have differing literacy demands.

This text has elements that will please both sides of the debate about varying approaches to literacy. It emphasises the role of the teacher in explicitly modelling processes, while retaining an emphasis on group activities and a process-writing approach to constructing texts. Unfortunately, no assessment strategies are included. J. Donovan



USER LEVEL: Professional
AVAIL: Paper PETA members \$16.00; non-members \$22.00
KLA: English SCIS 893001

BREYLEY-SMITH, Kevin.
Language matters!: reading and writing about Australian animals. [kit]
 Film Australia, 1997

ISBN none [591.994]
 The English strands of talking and listening, reading and writing are integrated using Australian animals as the focus topic in this useful resource. It includes a video cassette, audio cassette, teachers' notes and blackline masters. The blackline masters include texts about each animal, illustrations, an information report scaffold, and worksheets that cover a range of ability levels. A process for explicitly teaching students to construct an information report is provided. The kit is closely linked to the *English K-6 Syllabus* and *Literacy Strategy '97*, and is an excellent resource for assisting students to become independent writers. J. Stratford

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Professional
AVAIL: \$95.00 Primary \$135.00 Secondary
KLA: English; ST SCIS 899439

ASH, Eve & QUARRY Peter
Problem solving and initiative. [videorecording]
 Ash Quarry, 1997 (Take away training) (19 min.)
 ISBN none [658.4]

Initiatives for strategies in problem solving are explored in this discussion between the two presenters, psychologists Ash and Quarry. Working as a team to solve problems is valued as leading to improved practices. Strategies for defining the problem, analysing the causes, generating solutions and developing action plans are articulated and illustrated by scenarios. Subtitles reinforce key elements in each step. The underpinning philosophy is one of collaborative sharing of ideas and applying lateral thinking skills to generate a breadth of ideas. The competencies embedded in the information skills process are the skills highlighted in the video as tools for problem solving. F. Plummer

USER LEVEL: Stage 6; Professional
AVAIL: \$150.00
KLA: VOC ED SCIS 898690
Other titles in this series also reviewed:
Preparing for your appraisal SCIS 899096
Public speaking with confidence SCIS 899099

WILLIAMS, Suzi
Novel assignments. Set 2.
 Macmillan Education, 1996
 ISBN 0732935687 [808]

Busy English teachers are sure to be delighted with this collection of photocopiable worksheets on 14 different junior novels. These well conceived assignments provide useful

study supplements to fiction by popular contemporary authors, such as: Robin Klein; John Marsden; Gary Crew; Gillian Rubinstein; and Melina Marchetta. Each offers a range of activities to elicit comprehension skills, understanding of characters and issues, language and vocabulary study. The assignments presented are particularly suited to Year 9 and 10 English students. Such thoughtfully devised units of work are bound to be appreciated by both students and teachers. C. Sly

USER LEVEL: Professional
AVAIL: Paper \$42.95
KLA: English SCIS 893203

SAUNDERS, Esme
Voices in the wind. [kit]
 Pronesti & Merle, 1997?
 ISBN 0646312162 [A822]

This play, with supporting videos (two) and notes, challenges us all to travel the labyrinth to reconciliation. The linking of historical policies and practices to their consequences for ordinary people is always a challenge. The play evokes painful memories for every indigenous family in Australia, for all were touched by the policies and practices of the White Australia policy—it challenges its residual supporters of today. Designed for the classroom, the teaching ideas are successful because they link the past to the present at personal and national levels. The clear message this kit delivers is that through knowledge comes understanding, and then healing can begin. C. Dorbis



USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
AVAIL: \$185.00
KLA: CA; English; HSIE
EVAL: Highly recommended SCIS 900055

HARROLD, Jenni & WHITBY, Joanne
Aboriginal studies. [series]
 R.I.C., 1996

The evolution of *Aboriginal studies* K-12 in NSW has made this series obsolete. The use of Aboriginal motifs and Australian flora and fauna for lesson content is tokenistic. Modern Aboriginal studies should be based on a genuine partnership between the school and the local Aboriginal community in an open two way dialogue. This series does not attempt to do this. Rather, it promotes archaic teaching ideas such as 'one boomerang plus one boomerang equals two boomerangs'. Further, it uses the past tense to refer to Aboriginal people. The poor content is highlighted by the simplistic descriptions of Aboriginal history, contact history and contemporary societies. C. Dorbis

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
AVAIL: Paper \$19.95 each
KLA: English; HSIE; ST
Titles in this series are:
Aboriginal studies. Lower SCIS 867047
Aboriginal studies. Middle SCIS 867051
Aboriginal studies. Upper SCIS 867052

Who reviews?

Reviewers for *Scan* and the DSE Web site are selected from teachers and teacher-librarians across the state. In this issue, they included the following:

- Judith Anderson, North Sydney Primary
- Rosemary Bodlay, Telopea Primary
- Liz Bowring, secondary teacher-librarian
- Jill Buckley, ex *Scan* editor
- Jenny Donovan, SEO1, Literacy Assessment
- Chris Dorbis, SEO1, Aboriginal Studies
- Jan Eade, primary teacher-librarian
- Ruth Elston, Lane Cove Primary
- Alison Glasscock, Turramurra High
- Helen Gordon, secondary teacher-librarian
- Richard Greaves, SEO1, Mathematics
- Marilyn Hadfield, Project Officer Child Protection
- Marion Hamlyn, Wollongong High
- Bede Kervin, Bowral High
- Suzanne Leslie, Lindfield Primary

- Daniel Low, TAS teacher, Epping Boys' High
- Elizabeth Maxwell, Cherrybrook Technology High
- Lea Monticone, secondary teacher-librarian
- Rebecca Murray, Blacktown South Primary
- Wendy Muskin, Newcastle High
- Nigel Paull, Grafton South Primary
- Frances Plummer, Social Science teacher/Training & Development
- Beverley Richardson, primary teacher-librarian
- Cathy Sly, English/Drama teacher, Barrenjoey High
- Wendy Smith, Tamworth Primary
- Estelle Southall, ESL (primary)/Project Officer Child Protection
- Graham Spindler, Parliamentary Education Liaison Officer
- Margaret Steinberger, secondary teacher-librarian
- Jeni Stratford, Literacy Consultant
- Carol Thomas, Literacy Consultant
- Jenny Watts, Canowindra High
- Kerry Wellham, TILT Facilitator/teacher-librarian

COLUMNS

Teaching and Learning On-line:

<http://hsc.csu.edu.au/tlo>

The Teaching and Learning On-line (TLO) node is an exciting innovation offering teachers and educators the opportunity to participate in online discussions about teaching and learning. It is one of the nodes of NSW HSC On-line, a collaborative and co-operative project between Charles Sturt University, the NSW Department of School Education and the Board of Studies, offering online support to HSC students and teachers.

The TLO has a number of objectives including:

- encouraging the adoption and development of techniques for promoting learning on-line
- being a forum for the discussion of matters concerning teaching and learning and related subjects
- fostering research into and evaluation of the effectiveness of teaching and learning
- providing a vehicle for the publication of commentary on teaching and learning by teachers, academics and others involved
- publicising seminars, workshops, training programs and conferences on learning and teaching.

Have you visited the Teaching and Learning site recently?
<http://hsc.csu.edu.au/tlo>

How it works

Four times a year a different refereed article is posted on the Internet at our discussion forum location. Open discus-

sion of these articles then takes place using forum software, similar to newsgroups, again over the Internet.

At the end of a two week discussion period a summary of the comments made are recorded and a selection of these are included in the TLO electronic journal.

The timetable for the 1997 articles are:

Name of article	Author	Article will appear	Date of discussion
1. Literacy & Learning	Prof Brian Cambourne	11 Aug 97	11 Aug 97-5 Sept 1997
2. Technology and learning	Dr Clark	13 Oct 97	13 Oct 97-7 Nov 1997

The Internet address for the articles will be at the following address:

<http://hsc.csu.edu.au/tlo/discussion/>

We would like to invite all interested people to connect to the above site to consider the articles presented by the respective authors. We believe that TLO will offer a rich source of ideas about teaching and learning on-line and that the discussions will be stimulating and relevant.

The TLO can only be a success with frank and open discussion by people like yourselves. We look forward to your participation and collaboration on the TLO and welcome your contribution to discussion on teaching and learning on-line.

Why not explore the TLO site now at:
<http://hsc.csu.edu.au/tlo/>

■ **ALIA NSW group**

Continuing education program for teacher-librarians

Sept 5: ALIA/ASLA dinner with James Moloney

Venue: Trevi's Leichhardt

Contact: Martha Heeren, fax: 9554 3516

Sept 20: Role on Internet

Contact: Di Simpson, ph: 9417 2472, fax: 9956 5925,

email: dsimpson@tpgi.com.au

■ **ASLA (NSW) Inc**

Continues to grow

We recently celebrated our 500th membership: congratulations Nikki Adams from Willyama High School in Broken Hill.

A celebratory dinner

ALIA (Schools Section) NSW and ASLA (NSW) are currently working together to plan a "Celebration of School Libraries" dinner.

Guest speaker: James Moloney.

Date: Friday, 5th September, 1997

Venue: Trevi's Restaurant

Contact: Gayle Follan,

Ph: (02) 9631 3650.

An international launch

In July, ASLA President, Terry Bruce and Linda Langford from Alice Springs demonstrated the new CD ROM, *Teaching Information Skills K-12* in Vancouver at the International Association of School Librarianship Conference: "Bridging the Gap". The CD was simultaneously launched at the Language, Learning and Culture conference in Darwin.

■ **Book Week**

Author, Ursula Dubosarsky will be at the Shoalhaven City Library on August 20, 1997 for Book Week activities.

■ **Wollongong Poetry program**

New Poets Publishing Program 1997/6—Series Five.

Are you a poet who has not yet published a collection of their work in book form but would like to? Then please contact Ron Petty on (042) 213867 for details of the program.

■ **District network news**

If you would like news of district network activities published in SCAN please contact the editor.

Newcastle District

Following successful inservice courses on 'Introduction to OASIS' and 'Introduction to the Internet' the Newcastle District Office's Technology Consultant will be running training sessions on topics of interest to local teacher-librarians.

Shoalhaven District

- OASIS user group: August 14, 1997 at St George Basin Public School, 1.30am.

Agenda: the Internet, reports from the Virtual Conference, multimedia and Information Technology.

- Teacher-librarian cluster group: August 26, 1997 at Kangaroo Valley Public School, 2pm.

New feature: Professional Reading and Reporting Focus: Literacy Skills also information on proposed Publishing Course.

The MANTLE conference

The professional association of teacher-librarians in the Maitland, Newcastle, Taree and Lake Macquarie Districts are holding a conference: *From Shakespeare to Cyberspace*.

Dates: Friday and Saturday, 24th and 25th October, 1997

Venue: Salamander Shores, Port Stephens.

Confirmed speakers include:

Wendy Michaels (BOS), Roy Crotty (Vice President ASLA (NSW) Inc.), Bronwyn Donaghy (author of 'Anna's story'), Georgia Phillips, Moya Simmons (author of 'Dead meat') and Wayne Harris (illustrator).

For Enquiries: Wendy Macdonald,

Cessnock High School

Ph. (049) 901 439.

Coffs Harbour Librarian Collegiate group

Currently updating and developing their individual school library policies. The next meeting in term 4 will bring together the draft policies.

Central Coast District

Allan Bailey will be guest speaker during Book Week.

Central Coast Teacher-librarians are currently setting up their own web page. Also links are being established with the Ourimbah Campus of Newcastle University.

Northwest District

A very successful Internet training day in late June has meant that negotiations are currently under way with Tamworth TAFE for an other training day when their computer laboratory is free. The training will most likely be in term three.

**Scan promotes
information literacy.
We welcome articles about
successful programs for
information skills development,
both primary and secondary,
particularly in an electronic
environment.
Please contact the Editor
on ph: (02) 9886 7501
or fax: (02) 9886 7413**

■ **RESOURCES 16/3: TITLE**

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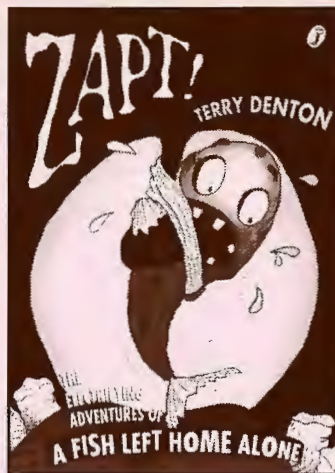
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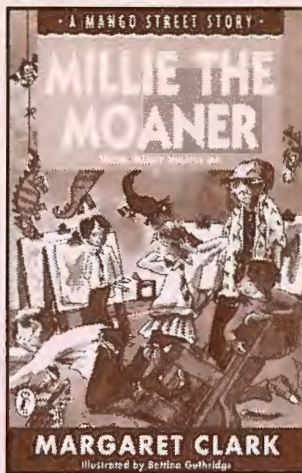
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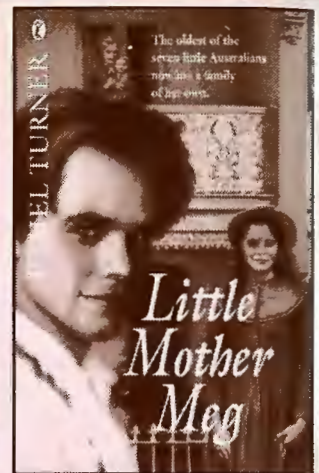
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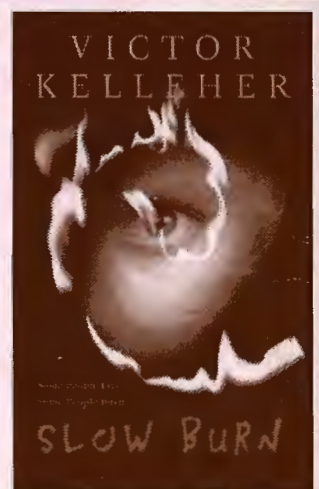
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