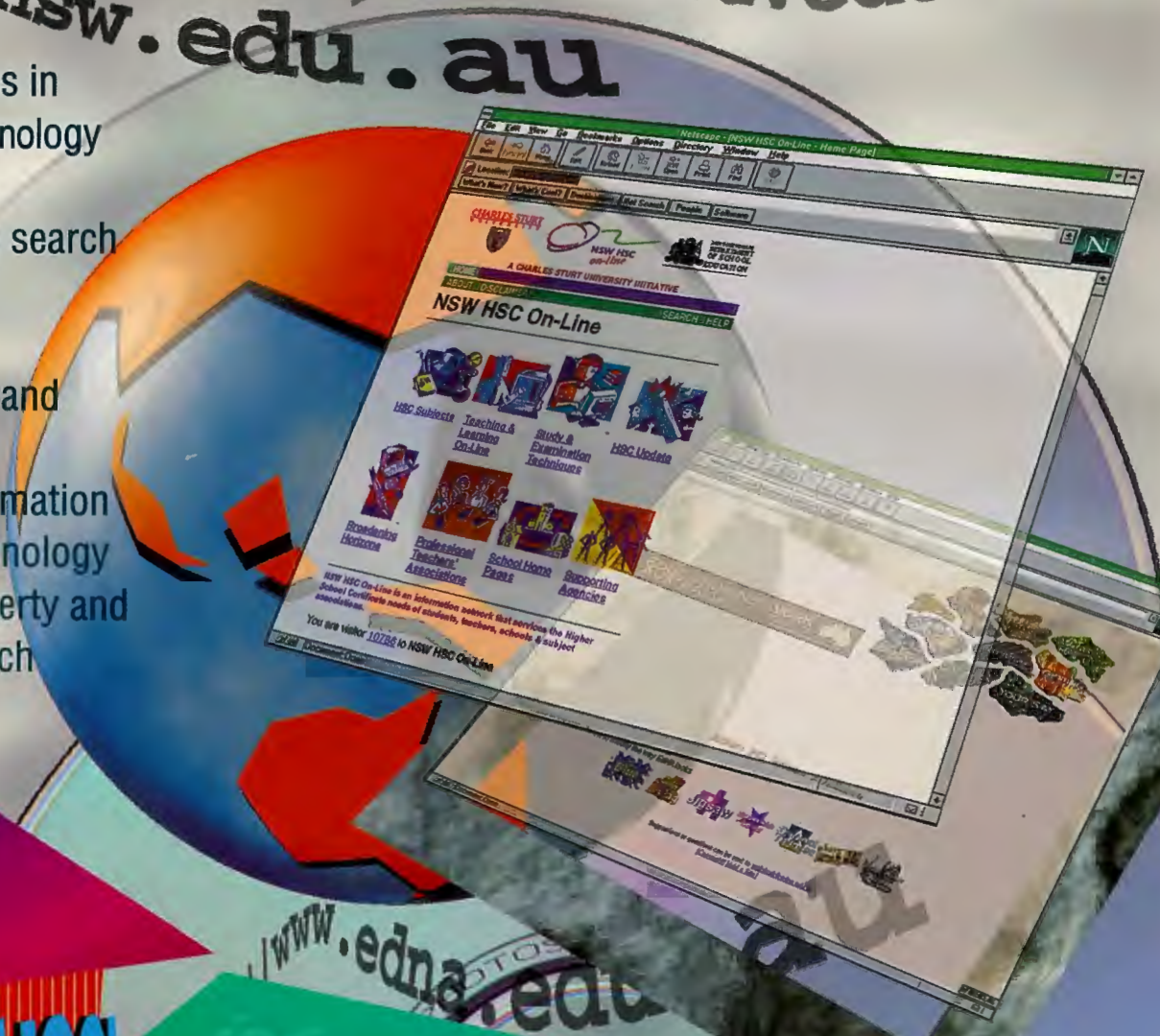


SCAN

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- Examining values in information technology and learning
- Effectively using search engines
- CBCA Awards: James Moloney and student reviews
- Integrating information literacy and technology
- Intellectual property and students' research assignments



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SCAN

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Welcome to the final edition of *Scan* for 1997. It has been a big year with *Scan* officially growing from 80 to 88 pages, primarily to take account of the introduction of the Internet reviews. The reviews have been so successful that they have become a regular feature of *Scan* and have increased in number.

Feedback is a crucial element for keeping us on track with your professional needs. We would like to know more about you, your professional needs and any comments you may have about *Scan*. This information will assist us to produce a better and more relevant magazine for you. So please take some time to fill in the enclosed survey.

To finish up the year we have a bumper edition focusing on information technology.

As we approach the new millennium, technology is becoming an integral part of our daily and professional life. The increased use of information technology in schools has meant that teacher-librarians need to understand the different applications and implications of technology for their work. This edition of *Scan* focuses on these areas.

We are very fortunate to have an article by Jennifer Aduckiewicz which discusses some of the results of the **Value In Information Technology and Learning (VITAL)** project. She highlights the importance of developing values in information technology and some of the issues raised by the project: equitable access to information, the nature of reality, environmental sustainability, computer dependency, intellectual property and societal impact.

Intellectual property, and particularly plagiarism, are real issues when it comes to student's research assignments. The Internet's access to a wide range of international information, makes it easy for technically-abled students to download information for their assignments and claim it as their own. Lorraine Bruce provides some strategies to deal with this problem based on Blooms Taxonomy and different learning styles.

But how do we find the information we want on the Internet? Ross Todd has the answers with an accessible article about how to effectively use search engines.

The use of the Internet opens up a range of applications for teaching and learning. Di Wilson discusses some very interesting strategies for developing the library's information skills program using Internet resources and research. Wendy Chapman writes about her experiences of using the Internet to set up an international book discussion between her school and others via email. Liz Maxwell reminds us not to forget about using other useful forms of technology, such as phones and faxes, for student research.

On the management front, the regular OASIS support article concentrates on the important topic of stocktaking.

Besides technology we also have feature articles on the CBCA awards which includes an interview with James Moloney, the winner of the Older Reader section and reviews by schools of some of the award winners. For those of you who couldn't go to the IASL conference in Canada, Ross Todd and Lorraine Bruce will provide you with a round up of ideas.

The final best practice series has been written by Chris Knight and Anne Walker. They focus on an alternative approach to information literacy and developing a collaborative culture, respectively.

On behalf of all of us at *Scan*, I wish you seasons greetings and a very relaxing break.

Louise Melov



Michelle Ellis is Senior Curriculum Adviser, Libraries and Information literacy

Agenda '98

The Departmental priorities for 1998 were announced in Education Week. All schools have received a copy of the wall chart which lists the priorities for 1998. The release of the priorities allows schools and the school library program to incorporate the system priorities into their planning for the coming year. Teacher-librarians and school library programs can contribute a great deal to the achievement of these priorities.

Priorities which have specific relevance to school libraries include:

- the focus on literacy, numeracy and the development of technology skills
- participation in the implementation of the new Higher School Certificate
- promotion of civic responsibility and community
- support for students through child protection education and procedures
- development of environmental awareness, understanding and action in students
- support for the effective use of computers to improve learning
- advancement of Aboriginal education and reconciliation programs.

School library planning will need to support teaching and learning programs, and student and staff information needs in these areas. The response in each area will not be the same, but will reflect the nature of each priority. In the case of the implementation of the new Higher School Certificate, the response may initially consist of a watching brief on developments to ensure that the process of planning for resource support of HSC courses matches the syllabus development.

Literacy is again a major priority. The information skills process provides a scaffold on which teaching and learning programs in the Key Learning Areas can be linked to the teaching and learning of literacy. Planning is well under way in the Library and Information Literacy team to ensure that the connections between literacy, technology and information skills will be elucidated in *Scan* and other programs. *Scan* will provide articles in 1998 that clearly reflect the State Literacy Strategy, for example the issues involved in the levelling of text. The SCIS review program will provide reviews for many of the plethora of literacy resources currently being produced by publishers.

Curriculum mapping

Scan has carried a series of articles over the last twelve months about curriculum mapping. The unit has recently used the process to map the last three years of *Scan* (1995-7). It has provided the Library and Information Literacy team with an overview of all that has been covered in *Scan*, and a tool for planning in 1998. The map

links articles to the Agenda for each year and shows the ways in which *Scan* has supported the Agenda for that year. It tracks the number of articles that provide a primary or secondary focus, those that relate to technology, those that relate to best practice in teaching and learning, and those that relate to information skills to nominate a small number of areas we are able to monitor.

As an exercise it mirrors the way in which curriculum mapping can be a significant tool in showing what the school library program has achieved in the teaching and learning program of the school, and what needs to be planned in the future. In the same way that *Scan* has mapped what it is doing in relation to the priorities of the Department such as Literacy, Technology, Information skills, and the Agenda for the year, the school library can show the same involvement in the teaching and learning program of the school.

SCIS products and services in 1998

Suzette Boyd in the *Scan* 16/1 article *Choosing a revolution: the role of the information service professional into the 21st century*, makes the point that outsourcing cataloguing results "in the chance for teacher-librarians to develop new and revolutionary programs". In order to meet the demands of Agenda '98 some things need to go.

Cataloguing by the teacher-librarian is one thing which can be dispensed with, without a loss in quality. SCIS products are a most effective way of outsourcing cataloguing, and allowing the teacher-librarian, to develop "new and revolutionary programs" in relation to Departmental priorities and the teaching and learning program of the school.

The new products for 1998, the SCIS Web and the downloading CD-ROM will mean that new resources can be fully catalogued and available for students and teachers very quickly. The problems of waiting for the ISBN update will be eliminated by the Web product, since something catalogued by the NSW Agency or any other state agency will be available on the web as soon as the record is completed.

The OASIS School Technology Support Unit, in conjunction with the Library and Information Literacy team, is currently testing the new products to ensure compatibility with OASIS, and identifying hardware and training and development needs for schools. Rapid Retrospective will continue for one more year to ensure that schools have the hardware necessary for use of the new products. The Department is currently negotiating with the Curriculum Corporation on the new products and information will be supplied to schools as soon as possible.

This is the last *Scan* for 1997 so I want to take the opportunity to wish everyone the best for the remainder of the year and for the holiday season. I look forward to hearing from all of you in 1998. ■

Civics and citizenship education



Mary Gray is the Senior Curriculum Adviser, Civics and Citizenship Education.

There has been much recent discussion about civics and citizenship education. With the revitalising of education in this area, schools are being called upon to equip their students with the civics and citizenship knowledge, skills and attitudes necessary to guide Australia now and into the future.

There are opportunities for civics and citizenship education within existing syllabuses. Teachers wishing to take advantage of these opportunities may look for support from their teacher-librarian.

Securing their future

The white paper, *Securing Their Future*, announced changes to the School Certificate which includes the testing of Australian history, Australian geography and civics. This change will be trialed in 1998 and implemented in 1999.

Teachers are looking again at the content of the Years 7-10 history syllabus and the Years 7-10 geography syllabus to see where civics can be enhanced. Some areas that teachers may look at in more detail include: Federation and the Australian Constitution; 'White' Australia; cultural and religious influences; the impact of technology, population and work on the changes in Australia over time; environmental issues; the World Wars; the republic debate; the development of Australia's parliamentary system; the development and effects of trade unionism and immigration.

Discovering democracy

The *Discovering Democracy* program promises considerable financial support from the Commonwealth for civics and citizenship education. Schools will be supported by the production of teaching and learning materials both in print and multi-media. The program targets Years 4-10.

Discovering Democracy emphasises the historical base of civics and citizenship education, such as the fundamental role of Australia's past in creating the political and societal structures we know today.

The Curriculum Corporation has the carriage of the schools material project. The first distribution will be in schools in November and will include a CD ROM on Federation, *One Destiny! The Federation Story*. Units of work to further support civics education will be distributed at the end of 1998.

HSIE K-6 Writing Brief

The HSIE K-6 Writing Brief is currently in schools for consultation. Civics and citizenship education is embedded in the writing brief. Areas that students investigate include: rules, laws, decision making, democratic processes, group membership and functions, levels of government, the purposes of the Australian Constitution, Federation, individuals and groups who have contributed to the shaping of Australian identities, and current issues such as reconciliation.

Civics and citizenship education benchmarking project

The Civics and Citizenship Education Benchmarking Project is a joint research project between the Department of School Education, the Board of Studies and Sydney University. The project is funded by the Australian Research Council and the Department of School Education.

A detailed knowledge base for civics and citizenship education, in the form of draft benchmarks, has now been developed. Each benchmark relates to student achievement at the end of Years 6, 10 and 12. The benchmarks include content description, draft benchmark statements, the curriculum access students need to achieve the benchmark, and indicators of successful performance that can be identified in students' work. The benchmarks are organised under the three themes: Democracy and government, Being Australian and Citizenship.

Teachers who expressed an interest in being part of the consultative network for this project will have received a copy of the benchmarks for comment. Schools in the consultative network will be given the opportunity to trial one or more benchmarks in term four.

Copies of the benchmarks are available by contacting John Hughes, Senior Curriculum Adviser, Civics and Citizenship Education on telephone: 02 98867 646 or by fax: 02 98867 413.

Curriculum support

Curriculum Support is a publication of Curriculum Directorate which aims to provide teachers with professional information and support for teachers in schools. There are eight versions (one per KLA) for high school teachers and a general version for primary school teachers.

Information and up-dates on civics and citizenship education can be found in *Primary Curriculum Support* and *HSIE Curriculum Support*. ■

Examining values in information technology and learning

The increased use of information technology in schools has led to the development of a range of professional development resources designed to enhance teachers' technical expertise. But is technical expertise enough? Values In Information Technology and Learning¹ (VITAL) is a collaborative project, involving all three education sectors in NSW, which enters the debate on the impact of information technology on society; and provides strategies for raising values based issues in classrooms that use information technology. VITAL is a professional development program which describes events From the Classroom and involves teachers in the debate through the Teacher Challenge segments. Jennifer Aduckiewicz, Project Officer for VITAL, reports on the results of the VITAL project providing excerpts From the Classroom and encouraging you, the reader, to take the Teacher Challenge.

Why should we discuss values?

New forms of information technology (IT) have burst into our lives. Computers help us create text and graphics, access databases and spreadsheets, interact with the world wide web and CD-ROM, and send messages via email. Many of our students know more about IT, and are more competent with computer technology, than we ever hope to be. The role of the teacher is changing.

The development and introduction of new information technologies is raising profound issues for the community and for education systems. Some of the critical issues in IT are: equitable access to information, the nature of reality, environmental sustainability, computer dependency and intellectual property. What impact will IT having on society and how can we raise these issues in the classroom?

"Values and value judgements are the 'engine' of technology"². If education is to respond effectively to the introduction of IT, students need to understand its impact on their lives. They should be encouraged to use IT and contribute to its development while recognising that it is a potent,

value laden shaper of society. If students are to become discriminating users of IT, teaching and learning practices must assist in the development of the values associated with it.

What are values?

There are many definitions of values. Hill³ sees values as: "priorities individuals and societies attach to certain beliefs, experiences and objects, in deciding how they will live and what they will treasure." The ICAC values resource⁴ describes them as "standards and principles for judging what is correct and incorrect behaviour, what is appropriate and inappropriate, what is worth or not worth attaining, what is desirable or undesirable."

Regardless of the definition ascribed, values are highly personal concepts which guide people's reactions to their world.

Many issues bring our values into focus. Our responses to starvation, pollution, war, poverty, disease and so on, reflect our value systems. In order for something to be recognised as a 'value' it should be freely chosen from alternatives and chosen after careful consideration of the consequences of each alternative. The chosen value will be prized, publicly affirmed and acted upon regularly.⁵

Values development

The development of values is a lifelong process begun in infancy and continued beyond the schooling years. Since values underpin each person's view of the world, schools cannot be values free and the development of values cannot be relegated to any specific classroom. We are all involved in values education.

From the classroom

Chris Marley from Wyong Mater Dei High School took a few minutes of every lesson to introduce his Year 10 English class to the concept of values and their place in information technology. Students remembered their use of computers when they were eight as compared with the present, and analysed how their values had changed over time.

As early as 1920 Kohlberg, one of a number of researchers developing values frameworks, was studying six stages of human moral development. According to Kohlberg, people need to be stimulated beyond their present stage of moral development. Teachers can address this challenge through the Values Development Process ₆ which outlines four stages of moral development.

Values Development Stage	Description
a) Values clarification	People clarify to what extent they are committed to a particular perspective.
b) Values analysis	Involves exploring the values of others making comparisons with one's own position.
c) Values acquisition	The adoption of new values or the building upon existing ones.
d) Values judgement	People are confronted with competing values and eventually choose between them.

During the development of values and particularly during values analysis or values judgement, conflict will be inevitable. Values conflict can be recognised as an opportunity to enable students to enter into the process of values development. In some instances teachers may choose to introduce a conflict of values as a teaching/learning strategy.

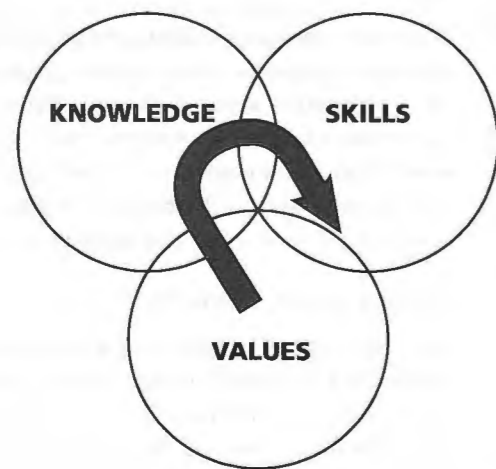
From the classroom

Phil Kidd of Bankstown GHS explored the concept of values conflict in his year 9 English class. Wanting to look at bias on the Internet, he organised the class into five home groups. The task was to research the Internet for information on 'cars and air pollution'. Initial information was gathered.

One member from each home group became the representative in an expert group including: doctors, car exhaust manufacturers, environmentalists, car manufacturers and university researchers.

Expert groups collected information pertinent to their particular perspective. In researching information for their case each 'expert' became convinced of their own perspective.

Discussion of values conflict was achieved when the home groups were re-convened.



Teachers play an important role in the values development of their students when they enable students to clarify and analyse existing values systems, adopt new ones and examine competing value structures. Information technology offers new opportunities for teachers and their students to develop a strong sense of what they value as individuals and to shape what we value as a society with regard to IT.

Education outcomes are based on knowledge, skills and attitudes/values. Many teachers focus on knowledge and skills and address values outcomes as an afterthought.⁷ The VITAL project aims to shift the focus of education to one where the knowledge and skills associated with IT are taught through the development of values.

Teacher challenge

Re-draw the above diagram to better reflect the inter-relationships between knowledge, skills and values evident in your own teaching.

No education is 'values free'. The aim within education, is for teachers to guide students through their own values development process. An examination of values based issues associated with IT enables students to clarify their own values systems.

What are the issues raised by the VITAL Project?

The many teachers associated with the VITAL Project have examined a range of issues that raise pertinent questions associated with values in IT.

Values Based Issues	Questions Raised
Equitable access to information	<ul style="list-style-type: none"> • Are some people disadvantaged when using IT? • Will the information revolution create a new social division between the information rich and the information poor?
The nature of reality	<ul style="list-style-type: none"> • Do we discuss the ease with which computers can alter 'real' images? • What values are represented in information presented on the Internet?
Environmental sustainability	<ul style="list-style-type: none"> • Have computers resulted in reduced use of paper? • What is the cost of hardware and software obsolescence?
Computer dependency	<ul style="list-style-type: none"> • Do we accept information produced by a computer as 'articles of faith'? • Have we succumbed to technological determinism where the use of computers is more important than the learning taking place?
Intellectual property	<ul style="list-style-type: none"> • How do we overcome plagiarism and issues of copyright? • What value do we place on the validity, credibility and aesthetics of digital information? • Do we need to re-design assignments to better suit IT?
Societal impact	<ul style="list-style-type: none"> • What impact are computers having on our society? • Does cyberspace represent a "renaissance of unparalleled magnitude"?
Raising values based issues	<ul style="list-style-type: none"> • How can values be integrated into the curriculum? • Does the school's policy on IT incorporate values based issues?

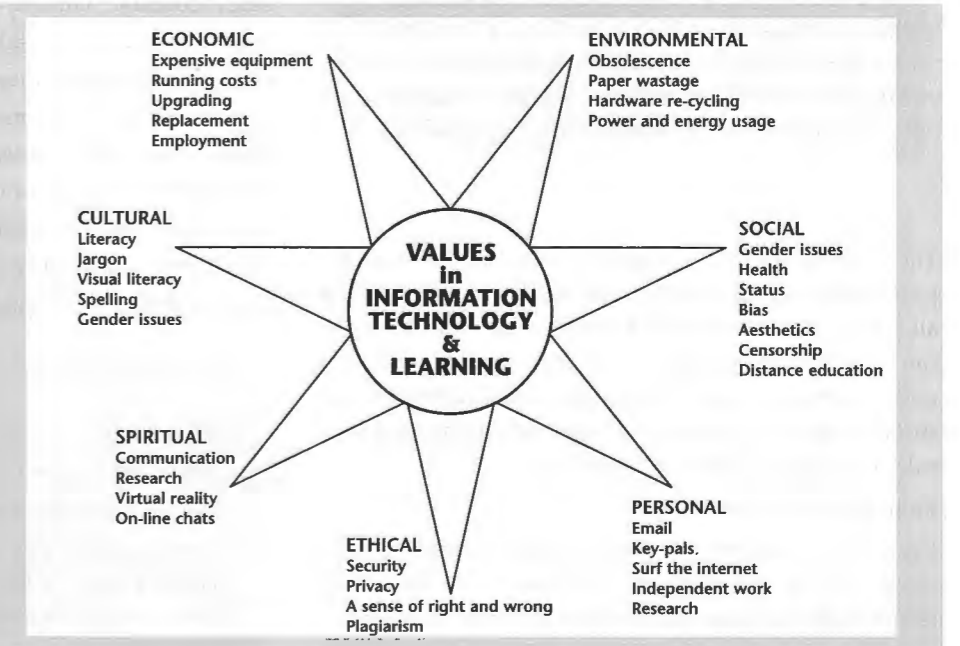
Raising values based issues in the classroom

Values based issues are best addressed as they arise in the classroom, ie infused throughout the curriculum. However, the VITAL Values Star provides teachers with a more structured approach to raising values based issues in the classroom. *Appropriate Technology: A Teachers Guide* describes a range of values based issues pertinent to technology as 'appropriate.' Some of these major issues form the points of the Values Star. Teachers can use this guide to list specific examples of values based issues, promote discussion and enable students to clarify their values.

From the classroom

- Students create a poster of a seven pointed star.
- The centre circle holds the title "Values in Information Technology And Learning"
- Each point of the star is labelled with an issue: i.e. social, personal, ethical, environmental, economic, cultural and spiritual.
- After class discussion, examples of each issue are added to the diagram.

Additional Activity: Spin the Values Star and discuss the issue that points north.



Critical issues in Information Technology

In less than 20 years information technology has changed the way we live, what we strive for and what we expect. Its expansion into the classroom is raising profound issues for the community and for education systems. Some of the critical issues of particular interest to teacher librarians are equitable access to information, the nature of reality, environmental sustainability and intellectual property.

1. Equitable access to information

Paul Chadwick,⁸ the Victorian co-ordinator of the Communications Law Centre, notes the potential for the Information Age to worsen social injustice. He identifies likely causes of information poverty as: physical disabilities, rural dwellers, the poor, aged and unskilled.⁹

When teachers hold up a beautifully desktop published assignment highlighted in colour from a laser printer, what message is given to those students who spent many hours re-writing their work in their best handwriting? Many students believe they receive better marks if their work is produced on a computer. It is time teachers openly discussed the issue of economic advantage in relation to IT with their students because it is reflected in the presentation of work, in the time required to produce it, and in the ability to access the information itself through expensive technologies such as CD-ROM and the Internet.

Accessing information held on the Internet or on CD-ROM is reliant on good language skills as well as effective visual literacy. Poor language skills can lock students out of information available to others.

From the classroom

Year 4 students at St Mel's primary school were asked to research a given country: its climate, plants, animals and interesting places. The students used the 'FIND' facility of a digital encyclopaedia and carefully typed in the country's name: China, Italy or Vietnam. The teacher had coached the students in the use of CD-ROM and had designed worksheets to specifically cater for their language difficulties.

There can be a huge discrepancy in access to computer technology in both primary and high schools and across all sectors of education. Equitable access to information can be limited by the resources available. Access time is the most common method of sharing limited resources, and students value being involved in the development of class rules for sharing limited resources.

From the classroom

Even Year 1 students at Corpus Christi Primary School could identify the problems associated with limited IT resources in the classroom and develop some solutions.

Problems	Solutions
Not everyone will get a turn.	We could write a list.
We all like to use the computer.	Everyone should get a turn.
How will we know what is fair?	Everyone should get the same time.
Someone may be away and miss their turn.	The teacher would keep the list.
The teacher may forget whose go it is.	We could remind the teacher.

The VITAL project aims to shift the focus of education to one where the knowledge and skills associated with IT are taught through the development of values.

Gender equity is recognised as being of particular concern when using computer based technologies.⁹ Australia has one of the most gender segmented workforces of any OECD country.¹⁰ Girls have a relatively low level of participation in things considered 'technological', including IT but use computers more for education purposes than for games. Boys spend more time on computers than girls but most often play games,¹¹ which could be limiting their academic performance. The inequitable access to information that could lead to social injustice can be challenged by teachers when they work with IT in the classroom or design tasks which use IT.

Teacher challenge

- Discuss the relationship between computers and 'information poverty' with a colleague.
- Write down some of your concerns.
- Work together to develop one strategy for raising the issue of equitable access to information with one of your classes.

2. The changing nature of reality

The success of Japan's virtual star 'Kyoto Date'¹² and the freedom to be anyone you want to be when engaged in an on-line chat, highlight the propensity for IT to alter our view of reality. The evolution of our sense of self and self definition is challenged by IT.

From the classroom

Adam and Ryan from Regents Park Christian Community School created a composite person: Laura Dianne Adams, from scanned photographs of three students.

- Can you identify:
 - Whose face?
 - Whose eyes?
 - Whose lips?
 - Whose nose has been used?

The exercise showed how easily reality can be manipulated using limited skills and equipment. It led to a discussion of computer enhanced images used by the media and their impact on people's acceptance of what they believe to be reality.

Although involvement with computer technology provides the user with a chance to work and re-work unresolved personal issues and to think through questions about the nature of self,¹³ it also has the ability to seamlessly distort reality and could undermine our belief in it.

3. Environmental sustainability

Environmental sustainability is of critical concern to our society. The video¹⁴ "The Paperless Office", recognises that although it is feasible, the paperless office is in no way a reality as yet. While we are seeing the integration of computers, facsimile transmissions, telephone calls and electronic mail into networked systems, it is our attitude rather than the technology that is still churning out tonnes of paper.

Teacher challenge

- Think about your own computer habits before answering the following questions.
- How many times do you re-print a document until you get it just right?
- Do you re-print a document:
 - With a spelling error?
 - When format is poor?
 - When you add additional information?
- Have you ever made a commitment to use a computer to reduce your paper use? Suggest ways this could be achieved.

Computers become obsolete within four to five years of purchase, their capabilities no longer adequate for software requirements. Computer hardware is largely composed of non-recyclable plastic which eventually ends up as land-fill. Obsolescence is turning the earth into an IT dumping ground.¹⁵ Not only does computer obsolescence result in environmental damage but it also has significant implications for staff training and the emotional stress associated with ongoing change.

4. Intellectual property

A century ago schools provided 40% of the information young people received.¹⁶ Today young people get most of their information electronically. Ten years ago teachers could name most of the books referred to in a student's assignment. Today students can access the New York Library from their own desk. Clearly the teacher can no longer be the gatekeeper of information. Plagiarism is a key concern for teachers when students use computer technology. Information can now be downloaded from the WWW, incorporated into a new file, edited and re-named your own work without anyone being the wiser. Where many teachers seem pre-occupied with the copyright issues, the real concern of our student's own intellectual property is being overlooked.

School assignments often reflect a content oriented approach. The student is rewarded for the information produced with the skill required to access and produce it, inherent in the task. This approach has worked for a 100 years because information has always been a limited commodity. But by 2000, half the material accessed in major libraries will be digital.¹⁷ Only simple keyboard skills are needed to have a computer access specific information from an abundance, now available.

Too many teachers simply transfer old assignment to new IT environments. Content based assignments are inappropriate for a digital age. If the question can be directly addressed in text form it can probably be directly downloaded from digital sources. Assignments need to be re-designed to account for new technologies if we are to ensure learning takes place.

From the classroom

Traditional assignments can be re-designed to better suit IT, in a number of ways:

- A requirement for correct and complete acknowledgement of all sources.
- Re-formatting assignment, eg. tables, labelled diagrams, three dimensional form.
- Presentation in a digital form, eg. slide show
- Submission of a process diary which documents the learning that has taken place.
- Development of outcomes based assignments.

Teacher challenge

Work with a colleague from a faculty/school and choose one content based assignment.

Use the above suggestions and re-design the assignment to:

- a) use information technology
- a) include the information skills process (NSW Department of School Education 1988)
- b) ensure the learning process takes place.

Conclusion

Information technology is impacting on our society, on our education systems and on teaching and learning practices in our classrooms. It appears to be like a "force of nature that cannot be denied or stopped".¹⁸ As the teachers in our society, are we content to watch the results of a new form of technological determinism or be pro-active in examining the issues inherent in its implementation?

The critical issues raised in this paper must be addressed because:

"an unquestioning acceptance and application of information technology can easily perpetuate existing inequities, reinforce poor teaching and learning, lead to waste of already scarce resources and miss the opportunity to enhance quality teaching and learning."¹⁹

The VITAL project challenges teachers to raise critical values based issues when using information technology in the classroom and provides a range of strategies to help you do it.

A full range of Vital resources can be accessed on the Internet site: URL.www.vital.studentnet.edu.au. Contact Joy Murray on (02) 98867444 for copies of the VITAL project report.

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1997 CBCA Awards

The Children's Book Council of Australia (CBCA) acknowledges excellence in children's literature by its annual Book of the Year Awards. The following three articles examine the 1997 winners. They include an interview with James Moloney, reviews by the readers and finally a look at a conducive environment for encouraging students to become award winners.

Bridging the literature gap for adolescents



James Moloney's latest novel, *A Bridge to Wiseman's Cove*, won the 'Older Readers' section of the CBCA Awards. James is a qualified teacher-librarian and primary school teacher. Since 1983 he has been teacher-librarian at Brisbane's Marist College, Ashgrove. James talked to Louise Melov, editor of *Scan*, about his winning novel and writing children's literature.

GETTING STARTED

James had been interested in writing since his early twenties, but it wasn't until he became a teacher-librarian that he got serious about writing children's literature.

"I got tired of matching the 'right' boy with the 'right' book only to find that the book was returned down the shute the very next morning. I would lay in wait, and then pounce when I saw the kid put it down the shute. I'd say, 'Why didn't you go on with it?' and they'd say, 'Well, I read twenty pages and nothing happened.'

"These were beautifully written books by well known local and overseas authors, but I could see that the author was taking their time getting into the story, the characters and setting. I could also see that the boys just wanted the action to start. So I thought I'd try writing a book for these kids and get something happening in the first few pages. That is how it started."

James had a few false starts. His first book, *A Family Secret*, did the rounds of all the publishers but just kept coming back like a 'yo-yo'.

"I can see now why it wasn't published - it just wasn't good enough. But it taught me a lot. *Crossfire* was a better book for that because it encouraged me to rewrite it and then it got published."

Crossfire took three years before it was published in 1992. It then won the 1993 CBCA Honour book award for Older Readers. After that James had little trouble being published and he produced a steady flow of children's books: *Dougy and Gracey*, *House on River Terraces*, *Swashbuckle* and finally to *A Bridge to Wiseman's Cove*.

A BRIDGE TO WISEMAN'S COVE

This novel is loosely set around the area of Rainbow Beach and Fraser Island. Rainbow Beach is a town on the mainland just at the southern tip of Fraser Island where James's parents now live in retirement. James, his wife Kate and their three children go there at least twice a year.

"I would see the kids on the beach and the land rovers going across to the island on the barges that ply across the

little strait at the point. For a while the barges were in competition. Then one bloke bought out the other, and now you pay an exorbitant fee for the pleasure of going across. That's where the idea for the setting comes from."

A character driven novel

All of James's novels deal with social issues for adolescents. *A Bridge to Wiseman's Cove* is a passionate and confronting story of a fifteen year old boy's personal journey of self discovery and self worth. Issues abound including dysfunctional families, love, trust, friendship, body image, responsibility and commitment, to mention a few.

James admits that initially social issues were the starting point for his novels, but with *A Bridge to Wiseman's Cove* he was determined to develop a character that would be the driving force of the story. Specifically Carl's desperate need for a sense of family and for the affirmation that comes to him from being loved by others drives the story. "Carl tries to turn the new household that he had been dumped in, into the family that he wanted. Of course it is never going to work. The resolution of the story is that he does get grafted into a family, and that is why it is a happy ending for him and the basis of the story for me. If there are other issues, they are really only devices to draw out my character."

He believes that *A Bridge to Wiseman's Cove* is a better book for being character driven. "I think that's why it rises a little above anything else I've written."

The main protagonist, Carl Matt, was inspired by a boy James saw at Rainbow Beach one day. "He was rather overweight and looking around at everyone else on the beach. I was watching him while he was watching everyone else. He was looking at the girls but he was also looking at everyone else. I could see that he really wanted to be part of it all. I watched him leaving the beach alone, and started thinking about how much his body shape and lack of self esteem, as a result, might have separated him from the rest of the world and made him rather lonely".

Harley, Matt's brother who comes with him to live with Aunt Berryl at Wattle Beach, was based on some 'wild' kids at James's school.

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"The temptation is to simply dismiss them as completely ill-disciplined, but we work hard with them at this school. You let them know just what they can and can't do and treat them with a bit of patience, then they are really good kids. That's what I wanted to do with Harley - the boy's just wild because he has never really been disciplined - he has never been given the boundaries nor the care that he needed. I thought if he was given some love and attention by Joy, and supported by Carl who always felt he didn't know how to handle him properly, that he would be an good kid. I have seen a few come through here that have been helped to turn around."

READER APPEAL

When James started writing *Crossfire*, he was inspired to write a book that would appeal to boys. "I wasn't the slightest bit interested in whether it would appeal to girls. The difficulties I was having promoting literature were specific to boys in school. I have got away from that now and no longer write specifically for boys. *A Bridge to Wiseman's Cove* isn't directed at boys. In fact I think girls may enjoy this story more than boys."

BRIDGING THE GAP

James is passionate about the continuing need for children's literature. "Sometimes I laugh (or cry, I don't know which you should do) when an academic gets up or writes an article saying why children's literature is a complete farce and shouldn't exist. If they (the readers) have gone beyond 'kiddie's' books they should be reading the great classics.

"I think these people are out of touch with the need for some kind of bridging literature for adolescents. I see myself as a writer for a specific target audience. If I was writing the same story for an adult audience I would do things very differently.

"The language I use, the sentence structures, the kind of symbolism, the length of story and the time I take, are part of 'shoe-horning' the story into a certain space. You don't have the luxury of taking three or four pages to introduce your readers to a particular scene. Sir Walter Scott would take fifteen pages to introduce a crossroads in a story where his characters were going to pass by in a couple of minutes. I'm dealing with a different audience and you do have to keep that in mind."

In regard to the future, James will be writing more novels with male adolescent protagonists.

"I see a teenage boy finding his first really serious relationship with a girl breaking up. He has never experienced this before and doesn't know what to do about it. He is finding his peer group, football friends, mates just aren't up to it. Also, at the same time, I thought I'd counterpoint it with difficulties the boy's father would have with his emotions over the impending death of his own father. From that you will probably gather I have the story half mapped out in my head. All I need now is time to write it". ■

Reviews of the winning books

Scan asked readers from Koonawarra Public School, Fairy Meadow Demonstration School and Corrimal High School what they thought of the 1997 Book of the Year winners.

Picture book of the year

Not a Nibble.

by Elizabeth Honey

This review was written as a joint construction by classes 2K and 1/2P with critical comment by three students from Koonawarra Public School.

Susie, her parents and two brothers and cousin went on a week's camping holiday near the beach. Dad and the boys caught fish every time they went fishing, but Susie only caught a fish made out of seaweed. Susie was disappointed, depressed and angry, but she didn't give up, she kept trying.

At the very last moment of the holiday Susie spotted a mother whale with her calf. At first no one believed her.



Then the crowd raced down to the pier and were amazed to see the mother whale leap out of the water.

We liked how Susie was happy and excited because she spotted the two whales and also the way she danced as she told everyone her news. She had not caught a fish. She had a lovely surprise that was even better. When she returned home we think she probably told her teacher, friends and family all about her holiday.

The text has funny bits, like Dad's wake-up call each morning. Elizabeth Honey's illustrations are colourful and soft. They are realistic but not 3D.

All children would like this book. We think most second graders could read it for themselves.

Book of the year: younger readers

Hannah Plus One

written by Libby Gleeson, illustrated by Ann James.

Reviewed by the children of 1/2.4, Fairy Meadow Demonstration School.

1/2.4 have just finished reading *Hannah Plus One*. We enjoyed the book because it was fun and made us laugh.

It also gave us things to talk about. We talked about feeling worried and how it feels when we worry about things in our imagination that might not happen, like when Hannah thought her mother might have twins again.

We enjoyed the happy parts like when the baby was born and Hannah called her Megan like her imaginary friends. It was a good story.

We decided to vote on our favourite part. It was when the rat poo rolled down Mr Claymore's cheek and on to his shoe. When we read that bit we cracked up laughing.

Thank you Libby Gleeson for writing this book for us to enjoy.

Book of the year: older readers

A Bridge to Wiseman's Cove

by James Moloney

Reviewed by a YR 11 student, Corrimal High School.

One can only feel sorry for the 'short-changed' Carl Matt. He bears the responsibility at a young age and must always work to keep his family and his life together. Forced to find his way in the world Carl struggles, but manages to succeed, not only against his present troubles, but also against his sad past, and the history and reputation of his family.

Moloney's writing is easy going, his description of Carl, right down to his conscious hand movements, is believable. Moloney's subject of 'broken' families is so often tragically told in stories such as this, it is a relief to find that not all have to end badly for the characters, that maybe some of them will be all right.

I enjoyed the book. It was a thought provoking look into the sad past of Carl Matt and his family, while at the same time it delved into the community of Wattle Beach and Wiseman's Cove. However, it is Carl's coming-of-age and his revealing of the truth at last, which make this novel something special.

Eve Pownall award for information books

Killer Plants and How to Grow Them

written by Gordon Cheers and Julie Silk,

illustrated by Marjorie Crosby-Fairall

Reviewed by two YR 10 students, Corrimal High School.

A fun, brightly coloured information book, this would make a wonderful addition to any school library. The book is set out in an easy-to-read format which makes it helpful for general information or school projects.



The attractive illustrations are labelled, with the key points of interest and history of each plant in easy-to-read circles. To help understand the appearance and size of each plant included is a handy scale and geographical map to show the plant's locations around the world.

Simple language is used and difficult words are shown in bold and further explained in the glossary. Throughout the book there are many helpful tips for children interested in growing their own killer plants.

The back pages contain further references for other books on this subject and the botanical and common names are given which would be helpful for projects.

An easily understood and entertaining information book that would be great for schools. ■

Encouraging creative and talented children success through a learning environment

Aaron Hughes, the sixteen-year-old reviewer of Wiseman's Cove, has recently won the student section of the CBCA Mentor Award for Frustrated Writers 1997 with his short novel for young adolescents titled Bessie. Aaron is an enthusiastic and committed writer; one of the success stories to emerge from the creative writing sessions offered as part of the literacy programme conducted through the Learning Centre in the library at Corrimal High School. In this article Kerry Limon, teacher-librarian at Corrimal High and Beverley Richardson, teacher/writer/reviewer currently working as a facilitator of creative writing, talk about the programs offered at the learning centre and its impact on the students.

The Learning Centre was established in 1994. A comprehensive secondary school, Corrimal High prides itself on providing a caring and stimulating school climate. As a DSP school, the staff were concerned that more should be done to identify, accelerate and enrich the educational potential of students with special talents and interests; and to identify and target with special programmes those who were experiencing learning difficulties.

It was thought that the Learning Centre would provide an ideal creative environment. Being part of the library, the centre would give students access to a wide variety and level of resources including computers and the Internet, as well as the services of the STLD teacher, and the librarian who would be there to assist at all times.

With the cooperation of the staff it was possible to give small group and individual assistance on the one hand, and at the same time provide a well resourced study facility for students at both ends of the spectrum to pursue work at their own pace with minimal supervision.

The Learning Centre Co-ordinator liaised with all faculties, organising extension and remediation programs to best suit individual student needs, interests and talents. Contracts, a system of rewards, evaluations and a cross-referenced data bank of work covering all KLAs formed part of the organisation.

Through a mentor program, students undertaking courses outside the school received school-funded assistance. The mentor program ran for several years with outstanding success, and a Young Achiever's Day became an annual event. Included in the extra-curricular courses have been writing enrichment programs at Charles Sturt University, singing, public speaking, art, music and television work. Funding, staffing and needs will always dictate what the Learning Centre can offer, but its viability has never been in question.

To maintain the momentum of creative learning a RAGE session: Read and Get Educated, was re-introduced in 1995. Students and staff read in silence for 15 minutes following morning roll call. In the junior school it is compulsory that the reading material be fiction and "Miss, I need another RAGE book" has become part of the school vernacular. It has been most rewarding to witness what started as 'compulsion' for some turn into a genuine enjoyment of reading, and some hitherto hidden 'readers' emerge.

To further promote literacy, Year 7 classes are timetabled into the library not only for a period to learn research and study techniques, but also for what we term a 'Reading Period'. In this time students are introduced to the latest fiction, are encouraged to pass on their own recommendations, and to engage in a variety of language work. The success of this session with Year 7 led us to extend it to Year 8. Each term the classes are withdrawn from a different faculty area on a fortnightly basis. These periods are all taken by the teacher-librarian, but the presence of the subject teacher adds credence to the vital role that literacy plays right across the curricula, being as important to mathematics, the sciences, creative arts, PDHPE, as to English. It has also resulted in more frequent visiting to the library and more interest by teachers from all KLAs. The 'trickle-down' effect of these periods has become apparent not only in the increased usage of the library, but also the Learning Centre.

As a further promotion of our literacy creativity drive we were able in 1996 to gain the services of a teacher/author for one, then (as funding became available) two days per week, and one of our most successful ventures took shape. Students were given the opportunity to participate in group creative writing workshops. Their response was enthusiastic and their output has been most encouraging. As a result the sessions have achieved a high profile among staff and students.

At first the writing workshops were conducted with small groups of interested and talented students in the Learning Centre, but with student and staff stimulation growing beyond expectation, sessions have extended into the classroom with whole class and teacher participation. The philosophy that writing is as natural as talking, and that everyone can write, is becoming contagious, and as students become interested in writing, and the process of writing, they have become more interested in reading.

Literature is a very important stimulus employed during the creative writing sessions. Examples shared are drawn from a wide variety of sources: classical, traditional and contemporary; and cover many forms and genres including picture books and poetry. It has been fascinating to watch students, sometimes gradually, sometimes in one gigantic leap, making changes in their reading choices. We know we must be doing something right when Sonya Hartnett, Isobel Carmody, Gillian Rubinstein, Catherine Jinks, John Marsden, James Moloney, Robert Cormier to name but a few, replace R. L. Stine, Christopher Pike and Stephen King in the students' reading diets.

As our creative writing facilitator also wore the cap of 1996-1997 NSW Judge for the CBCA Book of the Year Awards there have been additional spin-offs. Our students (along with students from many other schools in the region) have been part of her 'child-appeal' trialing and testing team for the books entered into the awards. Also our students have learnt about the judging process first hand through talks given to all Year 7 and Year 8 classes during our 'Reading Periods'. Readings from books entered for the judging and from the ultimate winners and Notables List has created much interest in the awards and in current literature being produced in Australia.

If we are to continue the proud children's literature tradition that has been established in Australia, our students need to be turned on and tuned in to literature and writing. Our future writers will be drawn from our present youth and they need every encouragement that we can provide. We are very proud of Aaron Hughes and his achievements, but we hope that he is only the first of many of our students who will distinguish themselves in the literary field. He is not the only writer to be identified through our creative writing program. Other talent has, and continues to, emerge: our other awards reviewers are just two more of



Bev Richardson with creative writing students

those who are developing as keen writers through the creative writing program.

Our latest initiative is a writing/reading project targeting our Aboriginal and Torres Strait Islander students. We have contracted an established Aboriginal artist/teacher to work with them and the creative writer teacher for two periods a week. The aim is to enthuse these students about storytelling and writing; to share with them stories from their Dreaming and contemporary writing from Aboriginal Australians and so encourage them to write towards publication. We eagerly anticipate their efforts. ■

A worthwhile journey

1997 IASL conference

The water-surrounded campus of the University of British Columbia provided a magnificent setting for the 26th annual conference of the International Association of School Librarianship (IASL). Ross Todd, Senior Lecturer, Department of Information Studies at UTS and Suzanne Leslie, teacher-librarian from Lindfield Public School in Sydney were two of more than 40 Australians to attend this event. In being welcomed to the conference they were informed: "In Vancouver in summer you do not tan, you rust". According to Ross and Leslie the rain deluges during the conference were minor details; the ideas deluge was significant. The following articles provide different perspectives on the conference. Ross Todd provides an overview of the conference based on the five P's: Power, People, Presentation, Priorities and Promises; while Suzanne Leslie examines the conference from a practicing teacher-librarian's perspective.

Power, people, presentation, priorities and promises from Vancouver, Canada

Ross Todd is a Senior Lecturer for the Department of Information Studies at the University of Technology, Sydney and is a regular editor of the Scan research column.

Power

The conference theme 'Bridging the Gap: Information Rich but Knowledge Poor' expressed the essence of the teacher-librarian's role: one of enabling young people to be empowered in meaningful ways by the volume of information provided for them; and to be able to use this information constructively in shaping their own futures. The conference indeed highlighted for me, as Burbles (1997: 20) so aptly expressed, that "turning information into knowledge ... is the more time-consuming, intellectually challenging and potentially controversial process". This is the essential challenge of the day-by-day work of the teacher-librarian.

The conference yet again affirmed that this educative role must focus on the development of critical and information literacies, and ensuring that classroom teachers, not just teacher-librarians are key players in this development. Teacher-librarians cannot, and must not own information literacy.

People

The conference, with over 300 delegates from more than 20 countries, was attended by 40 Australian teacher-librarians and academics in school librarianship. Given the international flavour of the conference, it was pleasing

to see so many Australians formally presenting papers in professional and research forums. There was clear acknowledgment that Australian teacher-librarians are leading the way internationally, with papers addressing the integration of information technology into learning, and teacher-librarians as school-wide change agents. Paul Lupton, Head of Information Services at Somerville House, Brisbane, presented one of the keynote addresses of the conference.

Australians scooped the IASL awards. The 1997 IASL/SIRS International Commendation Award was presented to 'Information Technology in Education Virtual Conference Teacher-Librarianship Strand' coordinated by Lyn Hay and James Henri, and to the Australian School Library Association for Teaching Information Skills (CD-ROM).

Australians are also playing a key leadership role in the work of IASL: Ross Todd has been elected Vice-President (Special Interest Groups), James Henri as Director for Australasia, and Judy O'Connell has been appointed as IASL Newsletter editor.

Presentations

A significant feature of the conference was the First International Forum on Research in School Librarianship. It is increasingly clear to me that the day-by-day practice of teacher-librarians must be informed by current research, and that they must engage in wider educational debate of the issues being addressed in this research. The forum included research on reading habits of primary students, meeting the drug information needs of adolescents, critical thinking and Internet information evaluation, and learning assessment.

The papers dealt with a wide variety of quantitative and qualitative research methods, case studies, interviews and action research. Some abstracts of research papers have been presented in the Research Column of this issue of *Scan*.

Priorities

The conference was a wonderful forum for debate, voicing anxieties, and charting a sustainable future. A number of key questions emerged, and to me these provide a focus for establishing priorities in schools, and for associations proving professional development. These include: How do we continue to foster a love of reading in an age of technological razzamatazz? How do we confront the misinformation, malinformation and messy information of the Internet? How do we ensure the effective transition of student learning from schools to tertiary education? How do we enable the more holistic, across-school development of critical and information literacies? Is CPPT the answer to more effectively collaboration with the school community? How do we effectively assess critical thinking, information literacy and problem solving? Is it a matter of "our patch" versus "their patch"? How do we more effectively foster tolerance, diversity, difference, rather than just leaving it up to the books?

Promises

It would be wonderful to see a large contingent of Australian teacher librarians at the next IASL conference, to be held in Ramat-Gannear Tel Aviv, Israel on the 5th-9th July 1998. The conference theme is 'Education for all: culture, reading and information', and the program will include the Second Annual International Forum on Research in School Librarianship. A large number of Israeli teacher-librarians are expected to be present, with some sessions presented in several languages through simultaneous translation.

An important development within IASL and ratified at the Vancouver conference was the establishment of Special Interest Groups (SIGS). The SIGS are an international forum for representing significant professional interests of the profession. Their main purpose is to develop a forum for discussion and debate; and the sharing of ideas, information, and implementation strategies related to defined areas of interest.

Special Interest Groups established are: Advocacy, Information Literacy, Children's and Young Adult Literature, Information Technology, Education for School Librarianship, International Schools, Literacy (Learning how to read), and Research.

As IASL Vice President responsible for these SIGS, I will be working to establish these groups using the IASL Newsletter and IASL website, primary vehicles for the exchange of information. Watch the website in particular for further developments:

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

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A teacher-librarian's perspective

In this article Suzanne Leslie, from Lindfield Public School, reports on some conference presentations that proved useful to her as a practising teacher-librarian.



The venue of this year's IASL Conference at the University of British Columbia, gave me the perfect excuse to visit Vancouver, where I had spent an enjoyable year on exchange as a teacher-librarian in the late eighties.

It was evident at the conference, that Australia was one of the few English speaking countries to have teacher-librarians in both primary and secondary schools; and that Australia appears to be well ahead of the rest of the world in terms of library automation and innovative teaching strategies in our school libraries.

Thinking critically

A particularly informative session, with a follow up workshop, was led by Dr Roland Case from Simon Fraser University, Vancouver, and looked at helping students and teachers to think critically, especially in relation to electronic information. The concept of critical thinking focuses on the quality of the thinking of students, whereby problems are competently posed and solved, sound decisions are reached, issues are identified and resolved, and enquiries planned and conducted thoughtfully. Students should know that there are not necessarily right or wrong answers to some situations; and they should have the skills to be able to seriously examine the ideas of others, express their own ideas, assess bias and adequately consider other viewpoints.

A three pronged approach for teachers and teacher-librarians to promote critical thinking was suggested. Firstly, a community of thinkers must be built through setting expectations and opportunities and developing an atmosphere in which critical thinking is valued and ideas are shared. Assignments should have built-in expectations for students to think through the information, rather than simply recalling it. Opportunities should be available for students to confer, inquire, debate and critique. Self and peer evaluation is a means of enabling students to think critically about their own work, and teachers should model practices and demonstrate an open minded attitude, not reaching conclusions with inadequate evidence.

The second prong involves presenting critical challenges to students. These are tasks presented to students which require judgement, rather than just the locating of information, are interesting to students and are set in the context of the curriculum.

Thirdly, students must be given the tools that are needed to meet the challenge, so that they are not overwhelmed by the task's complexity. These tools include background knowledge and the skills, such as being able to assess accuracy, reliability and bias, to make a well informed

judgement. Students need thinking strategies, such as information organisation and role taking, and they must acquire the habits of mind of a careful and conscientious thinker, such as being open and fair minded and having a critical attitude.

The promotion of translated picture books by teacher-librarians can give children the opportunity to see that there are universal themes, such as friendship, the need for love and hope, the fear of the unknown and the need for safety

Critical challenges should be introduced simply and at an early age. Demonstrations of how this could be done with young children were given, using picture book stimuli. Wilfrid Gordon McDonald Partridge, by Mem Fox was shown as an example, being used as a stimulus for a discussion on what constitutes a strong memory, followed by children illustrating and explaining how their strong memories fitted the criteria.

Poet's Speak

The charismatic Canadian poet, story teller and school principal, David Bouchard spoke on another day of his writing and method of combining his text with the work of fine artists. He explained how his inspiration is drawn from the experiences of both the children and adults he meets. His book *The great race*, for example, grew from a Chinese legend told to him by an ESL student and *If Sarah will take me*, from the courage of a disabled man who was unable to live independently. Bouchard demonstrated through examples of children's work, how by using the format of some of his poems, students can make responses to their individual environments and situations.

In another session, Robert Heidbreder, another Canadian poet and teacher reminded participants that simple playground chants appeal to children and encourage them to enjoy and play with sounds and rhymes and lead to a love of poetry. He showed how chants can be used in classroom activities for young children through skipping, clapping and action games as well as with classroom organisational activities, such as lining up or allowing children to take turns. He has published two books of simple rhymes, *Eenie meenie Manitoba* and *Don't eat spiders*.

Translating children's books

An enthusiastic discussion was led by the Assistant Professor of Education at the University of Houston-Clear Lake, Maureen White. She compared children's books translated into English, with the Caldecott Award winners of the past six years. Her study showed that Caldecott winners are large and colourful and have bold

illustrations, whereas books translated into English by US publishers, tend to be diverse in their style, particularly in their use of unusual fonts and surrealistic illustrations. She believes however, that if there is a seamless translation from one language into another, literature can be used as a means to understand other cultures. She suggested that the promotion of translated picture books by teacher-librarians can give children the opportunity to see that there are universal themes, such as friendship, the need for love and hope, the fear of the unknown and the need for safety.

Conclusion

Universal problems facing teacher-librarians throughout the world included cut-backs in funding and the decisions of many school authorities to make teacher-librarians provide an increasing component of the relief from face-to-face teaching for classroom teachers. Paul Lupton, from Somerville House, Queensland, in his Theme Address on the final day, however, ended the conference on a positive note when he reminded delegates that focusing on the negative aspects of their situations will not necessarily win over the support of school staffs and educational administrators. We as teacher-librarians need to focus on and publicise our strengths and prove ourselves to be indispensable resources within our own schools. ■



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Creative Teaching Strategies for Integrating Information Literacy and Technology

Glancing through back issues of *Scan* reveals the increasing importance being placed on information technology in our school libraries. Many are now hooked into school wide computer networks where Internet access is expanding. Schools are recognising that the Internet and other forms of electronic information have enormous power and potential to inform, challenge and excite learners. According to Di Wilson, Deputy Head of Library and Information Services at Presbyterian Ladies College (PLC) Melbourne, the expansion of Internet use in the context of school libraries, offers teachers and teacher-librarian's the opportunity to use the collaborative model to consolidate the importance of skill development in our students, and to clearly establish the teaching role of the teacher-librarian. In this article she writes about developing the library's Information Skills Program with teachers and students using Internet resources for research.



Introduction

The ongoing learning of technical computer skills and the constant refinement of critical literacy is vital for both teachers and their students. Using the new technologies in schools we are all learners. There is a real need to devise and evaluate relevant, effective strategies and frameworks to facilitate this learning for both teachers and their students, and more than ever before, the teacher-librarian has a central role to play in this. The question for us of course is how?

Over the past two years the college's Internet connection and its development has provided many challenges and opportunities for me as a teacher-librarian. The most challenging of these has been using my Internet experiences to create learning experiences for both students and staff that increase their ability to use the Internet as an effective

research tool and learning environment. Of most direct relevance to this article is the way I have tried to integrate Internet use into the library's skills program.

Developing Technical Competence

Observing students use the Internet in the first months of the library's connection, it became obvious that a minimum level of technical skill was necessary to be in control of the computer and its software. On the basis of this observation, during Term 4 1996, I trailed an Internet introduction with two Year 7 classes. It was organised so that students worked at their own pace over two periods on three activities that were designed to help acquire these skills. An important feature of this unit was a help sheet which gave instructions for

- clearing existing bookmarks from Netscape
- adding bookmarks to Netscape
- editing bookmarks in Netscape
- saving bookmarks to floppy disk
- saving images to floppy disk
- naming and saving full text documents to floppy disk
- opening Word and Netscape to copy selected text into the word document
- copying URL's from Netscape into Microsoft documents.

This trial was the basis for the Year 7 introduction to the Internet in 1997. In the first week of Term 2, a three period Internet introduction for each Year 7 group began. These sessions took place in the computer laboratories so that every girl had access to a computer. The three periods came from geography and form periods—pastoral care sessions in which study skills and organisation were the focus for the second term.

The class teachers worked with me during these periods. Several of these teachers had limited experience with the Internet. They did the tasks with the girls and shared their new found expertise with those students who were having difficulty. The curriculum coordinator, computer awareness teacher and other library staff assisted at times. It was an interesting learning experience for all. Whilst approximately one third of the girls in each class had access to the Internet at home, very few had used search engines and only three students had used a search engine other than Yahoo. (The actual activities and the help sheet can be viewed on the PLC Library Homepage at <http://www.plc.vic.edu.au/Library/unit7.html>)



Di Wilson with Yr 7 students beginning the Library Rainforest research activity.

To make the activities more relevant for the students I used sites relating to the next topic they would study in geography. The bookmarked sites students saved to disk were later used in their major library based research activity. The skills introduced in the Internet introduction have also been used in both English and science. It appears that the technical skills have transferred across subjects and we can begin the more challenging task of creating activities that develop and refine searching skills and foster the critical evaluation of material.

The Internet introduction is seen by the staff involved as part of the student's orientation to the use of computers at PLC, and as an extension of the library orientation program that takes place for Year 7s in Term 1.

Good curriculum design is important for Internet based research. The development of tasks that require students to discriminate, select and synthesis information is necessary to avoid plagiarism and give focus to the research. Given the vast amount of information available on the Internet, teachers are more conscious of the ease with which students can present, undetected, work that is not their own.

Integrating Internet use with the Library Skills Program

Using traditional resources, the Library Information Skills Program focuses on task definition, questioning skills, key word strategies, skimming, and note taking and evaluation of material—all key elements of the research process. One necessary skill, immediately apparent to anyone who has tried to use search engines, is the need to be able to use key words to combine, narrow and broaden topics. These are the same skills necessary to use indexes to current periodicals and newspapers.

In relation to topics being studied, we have created guide booklets for using SAGE, Austguide and Media Scan. These booklets are topic specific and allow the students to combine words or terms to find relevant information. Whilst showing how to use the indexes they also introduce and reinforce key word strategies. Developing these booklets has improved both the students and teachers skills, and has led to further increase in the use of the CD-ROM network.

The development of these searching skills is directly relevant to students becoming competent Internet researchers. In science, the improved confidence of teachers using the electronic indexes has led to two activities being developed at Year 10 which require the girls to compare and evaluate information from two different magazines and newspa-

pers. Over the next year these activities will logically extend to the Internet. Already in history and international studies, teachers have created tasks that require the girls to critically evaluate material they use on the Internet. (A sample of the types of questions students should ask of information can be found on our Homepage at <http://www.plc.vic.edu.au/Staff/OClarke/sources.html>).

During Term 3, I worked with geography teachers on an eco-tourism research essay that used Internet resources. The students were required to use a range of resources. One of the first research lessons was spent in the computer laboratories using Dogpile (<http://www.dogpile.com>) to compare search results on several search engines. The hypothesis was presented that eco-tourism information on the Internet was basically advertising. This activity required the girls to discover and make judgements on the 'author', purpose and quality of information they found. Following this session the class had several lessons in the library, exploring and using the range of resources available to them. On completion of the essay the girls were surveyed about their experiences and commented on their research results, preferred sources of information, difficulties encountered and recommendations for students doing the essay in future. This formed the basis of stimulating discussion with the teachers and planning for future activities.

Good curriculum design is important for Internet based research. The development of tasks that require students to discriminate, select and synthesis information is necessary to avoid plagiarism and give focus to the research. Given the vast amount of information available on the Internet, teachers are more conscious of the ease with which students can present, undetected, work that is not their own.

Addressing this issue, the Year 10 history teachers located several useful sites on the Internet that would be useful starting points for a study of the American Civil War. Having surveyed the material available on the net, and being aware of the material available in the library collection, they devised a series of essay questions. None of these questions could be completed by a "quick download" or photocopy. (These essays and the details of the assignment can be found at

<http://www.plc.vic.edu.au/Staff/OClarke/CivilWar.html>).

The creation of the Library Homepage (<http://www.plc.vic.edu.au/Library/library.html>) has been of benefit in my work with both teachers and students. Teachers have used the page to direct students to possible starting points for research. After creating the homepage in July 1996, teachers saw me as a source of advice and guidance in "matters Internet". This has opened up many opportunities for professional development and working with teachers to build their skills and extend their use of the library as a research centre.

Whilst the shape of Internet research at PLC in years to come is hard to predict, our experiences over the past two years have clearly established the library's place at the centre of this development. The collaborative approach between teachers and teacher-librarian provides a stimulating environment in which to share successes and failures and move forward to address the core issue of all classroom and library practice—the creation of independent discriminating learners. ■

'Bridge to Terabithia' book rap

For generations literature has been connecting people and building bridges across distance and difference. Contemporary technology allows us to connect with others more efficiently than ever before. Wendy Chapman describes how the power of literature joined forces with the Internet to build bridges in the 'Bridge to Terabithia' book rap which she coordinated earlier this year. Wendy is currently teacher-librarian and co-ordinator of the Independent Learning Centre at Wollondilly Public School, Goulburn.



Seeing the potential: catching the vision

The first step in any new venture is to catch a vision of how things could be. As a participant in this year's ITEC Virtual Conference, I was reading Jenny Stubbs' paper in the children's literature strand, when her description of a Book Rap caught my attention: a book discussion via email. I had been running successful literature circles, using the Rosenblatt style, for several months. Jenny's paper suggested that a Book Rap could enlarge the concept of "readers living through their transaction with text" (Rosenblatt, 1978) for several months, extending the road and building bridges with students in geographically distant schools.

Covey (1993, P98) reminds us to: "begin with the end in mind" and suggests that a clear understanding of our destination is crucial. I contacted Oz-Project only to find that no Book Raps were planned for the near future. My 'vision' had been for my students to participate in a Book Rap. To bring this about I found myself coordinating a Book Rap on *Bridge to Terabithia*, the book I had been using with two Year 6 literature circle groups.

Covey also suggests that "all things are created twice: first mentally, then physically" (p.148). To ensure my picture of this bridge was accurate, I inspected designs in the field.

Worthwhile examples are available at the web site: <http://owl.qut.edu.au/common-cgi-bin/>

I also learnt some Book Rap Lingo as follows:

- Book Rap: an online discussion about a book
- Rap Point: a topic, issue, or event from the book to discuss
- Rappers: the people involved in the Book Rap
- Rap Reps: the person typing the responses
- Rap Map: a map with other Rappers' locations on it
- Rap Wrap Up: final message of a Book Rap.

Laying the Foundation: positioning the supports

If this bridge was to function well, it would need a firm foundation and strong supports. I approached my principal and the two Year 6 teachers, explaining the concept and soliciting their cooperation. The project would require students frequently leaving class to check email, and to participate in the Book Rap discussion. The sup-

port of all staff was essential as the Book Rap would occupy several sessions a week. Most had only a vague idea of what the project entailed, as I had never set about building a bridge quite like this before. However they gladly offered assistance.

As coordinator of this Book Rap, I needed additional support from experienced engineers who had built other bridges. I am indebted to Oz-Project, who organised the technical side, and other experienced Book Rap coordinators who willingly offered support, encouragement and expert advice.

Putting the spans in place: connecting

The next step was to inform potential users of the construction of this Bridge Book Rap. I emailed the eighteen world-wide listservs and was overwhelmed by the number of enthusiastic responses from schools wishing to participate. Schools began subscribing and sending their introduction messages to the list. (Instructions for how to join a Book Rap are available at the web address: <http://owl.qut.edu.au/oz-teachernet/projects/book-rap/br.html>).

Enthusiastic huddles of Rappers could be seen collaborating over whiteboards, formulating their next messages or responses before school and at lunchtimes.

My Book Rappers, who weeks earlier had whispered "What's email?" when I had explained the Book Rap to them, now became proficient email devotees. After checking their mail, they would rush for atlases to locate the new Rappers on their Rap Maps.

This was learning at its best: various information literacy skills, all learnt in context at point of need, with success and the joy of learning continuing to stimulate and motivate. During the course of the Book Rap, over 53 schools participated. There were representatives from every Australian state, and three schools in USA, including a computer summer camp in New Jersey.



Students using the database to update the Rap Maps.

After two weeks of Introductions, it was time to send the first of the four Rap Points. These would be sent one week apart, inviting discussion on different aspects of the book. It became increasingly obvious, as responses to 'Rap Point One' flooded in, that our Bridge was spanning not only the Australian continent and the Pacific, but also age and ethnic differences. Rappers from upper primary and lower secondary levels were 'talking through the book', and students from ESL classes were also participating.

Stylising the structure: innovating and adapting

As coordinator, the aim was to set structures in place so that connections could be made and distances spanned. It was also important that each group of Rappers should be free to add their own style to the construction. Tweed Heads South Public School wrote a poem, adding flair to their introduction; Siena College in Adelaide wrote Dear Abbey letters from book characters and shared them with the list; and Ormeau School offered three more discussion points as 'food for thought'.

For our part, the Wollondilly Rappers were in full swing. This group of ten students grouped and regrouped to respond to the Rap Points, and other schools' messages. We created a database of participants, allowing the Rappers to become adept at adding records, sorting according to various fields, and saving to disk.

By now sending, receiving and organising email was second nature. Enthusiastic huddles of Rappers could be seen collaborating over whiteboards, formulating their next messages or responses before school and at lunchtimes. Along the way we made our own contribution to Rap Lingo. We assigned Rap Reporters to inform the rest of the class of developments and report in the school newsletter. Not realising how big this Book Rap would become, we began a Rap Record of Responses folder with hard copies of the discussion. Despite the half ream of paper this took, the Rap Record allowed groups to re-read the discussion messages, and reflect on issues away from the computer.

Midway through the Book Rap and at its conclusion, I sought some Rap Reflections from my Rappers. The pace and excitement of the Book Rap would have made a learning journal an imposition, but it was important for the Rappers to document their learning and reflect on the process. As teacher and Book Rap Coordinator, this provided valuable feedback and helped monitor the proceedings.

I had great expectations as to the learning this Book Rap could provide, and was not disappointed. The growth in knowledge, and the collaboration at various levels which I saw in the Book Rappers, was beyond my expectations.

In retrospect, it occurs to me that much of what we do as teacher-librarians is 'bridge building'. We catch a vision, set up the supports, make connections and then creatively develop a new structure or program that meets the needs of our students and enhances learning. The model works.

Despite some early apprehension, and the fears that often accompany stepping into the unknown, I found coordinating the Book Rap to be an invigorating professional experience. I am grateful for the opportunity to build bridges and extend the road of learning.

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- Archives for Bridge to Terabithia Book Rap*
<http://owl.qut.edu.au.common-cgi-bin/oz-students/BRIDGE/archives> ■

Setting up effective research assignments for students



Plagiarism is a common problem associated with student research assignments. In this article Lorraine Bruce proposes a strategy to overcome this problem by incorporating Bloom's Taxonomy, learning styles and the information process into the research assignment. Lorraine is a teacher-librarian at Pennant Hills High School and Cherrybrook Technology High School, Sydney. She works closely with teachers to integrate technology, higher order thinking and information skills into the curriculum. She has presented at many conferences and has worked as a part time academic at the University of Technology, Sydney.

Content alone is not enough

I hear the complaint from many sources that students just copy the information required for an assignment and reproduce it as their own work. My answer to this is always: "who wouldn't if that's all that has been asked for". The problem here is that the teacher has set an assignment that is based merely on content that is easily found. Content alone may have been sufficient in the past, but with the rapid growth of recorded knowledge, we must teach our students to be learners and thinkers and to use the information effectively. The second variable here is that the teacher knows what he or she expects from the assignment, but often does not articulate it effectively. Students need to know what is expected of them: the time frame and clear pointers documented within the assignment. The teacher and teacher-librarian then become the knowledge navigators (Education 2010, 1996).

As teachers and teacher-librarians we have a responsibility to assist in the development of skills and competencies that will prepare students to acquire new knowledge and adapt to changing circumstances. The rapid change in technology and information has determined a radical rethink of learning. The changing nature of information has led us to realise that to know *content* is not enough. Our students need to know how to be independent learners and to seek information in a variety of forms.

Information skills (NSW Department of School Education, 1988) and the ability to think critically will enable students to become successful users of information.

Learning and students

In order to prepare our students to deal with the growing bank of knowledge, we must encourage learners to take responsibility for their learning and to be able to make choices (Coil, 1996). They need to make choices about where they locate information, and they must be given flexibility about the type of assignment they are to investigate. As teachers we acknowledge that students learn in different ways, so we can't assume that the same research assignment will suit all learners (Bruce, 1997). As teacher-librarians, we must look at the curriculum outcomes for the task investigated; and assist the class teacher to create a research assignment that will reflect these outcomes, develop information skills and won't lead students to simply copy answers from resources. This can be achieved by incorporating Bloom's Taxonomy, learning styles and the information process into the research assignment.

Critical thinking skills were first described by B. Bloom as a *Taxonomy of Educational Objectives*. Bloom's taxonomy acknowledges the importance of content, but stresses a hierarchy of critical thinking skills. These skills are

knowledge comprehension, application, analysis, synthesis and evaluation (Coil, 1996). Information skills and Blooms Taxonomy are closely related. The chart (see Diagram 1) shows the correlation and keywords to help teacher-librarians when planning with teachers. The example in Diagram 2 arose from a class teacher wanting students to do an assignment on the effect of religion on Aztec life. The teacher had set the assignment previously and said that students always had difficulty with it. We discussed outcomes and agreed that the students had to have an understanding of the culture. Moreover they had to be able to analysis various cultural

components and comment upon them. As a result, we wrote the following unit and each student produced a newspaper report. As part of the evaluation process, the students made comments about really understanding what was expected of them before the essay was written. Others commented that because they knew what the teacher had wanted they found the assignment straight forward.

The next step is to cater for individual learning. Much has been written about the way we learn. The consensus is that we all learn in different ways. Another assignment was developed (see Diagram 3). Students were given the

Diagram 1: Putting bloom's into practise

Outcome	Recall factual information	Understanding information	Use previously learned information in a new situation	To explore relationships between components of information	To combine various pieces of information to form a new product	To judge te value of the new information and make predictions
Bloom's Tax.	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
	explain show list observe demonstrate uncover recognize discover experiment define memorize record recall name relate how many locate make a chart	explain translate group conclude summarize describe restate discuss express indentify locate report review call outline classify categorize provide an example draw a sketch draw a cartoon make a model	organize, group collect, apply summarize, order classify, model construct, relate code, translate interpret, use demonstrate dramatize practice, shop illustrate operate, sketch schedule calculate complete construct a model diorama collage develop instruction what questions would you ask of.....	take apart, part of... fill in, take away combine, divide differentiate isolate, separate order, distinguish dissect, subtract associate, relate pattern, analyze calculate, test experiment compare, contrast criticize, diagram inspect, debate inventory, solve question prepare a report devise a way design a questionnaire write a study guide	add to, predict assume, translate extend, hypthesize design, reconstruct rename, reorganise systematize, vary symbolise, alter formulate, modify substitute, plan minimize, collect maximise,create connect, range compose, assemble, manage prepare, improve what would happen if? make a new design how many ways can you....	interpret, judge justify, solve criticize decide, inter verify conclude appraise evaluate rate compare value revise select choose assess estimate rank recommend in your opinion how would you feel if...,

opportunity to choose a learning quadrant that best suited their needs. Students were also expected to choose at least one other quadrant to gain experience in working across a variety of learning styles. This approach allows all students to take responsibility for their learning and the chance to experience success.

Evaluation

In evaluating this task students were asked what they enjoyed about the assignment. They constantly cited being given choice and responsibility for their own learning as the reasons study was made more interesting. It was clear that students remained on task. The teacher involved was excited about the improvement of the standard of work generated by students, compared to previous years.

A more systematic evaluation can be achieved by documenting where the integration of information skills and learning styles has occurred. This can be achieved using a technique called curriculum mapping. All assignments at both Pennant Hills High and Cherrybrook Technology High are curriculum mapped based on the work of Eisenberg and Berkowitz (1988). This means that we can track learning styles, types of assignments and information skills. It allows us to identify the gaps in our cooperative planning and to vary the presentation of assignments to meet students' needs.

Conclusion

Content and knowledge are valuable steps in the cognitive process but students must also be able to synthesise and interpret. If students are asked to deliver content

Diagram 2: Year 9 History	
Outcomes:	Students will have an increased knowledge and understanding of the Aztec culture
Knowledge	1. When did the Aztecs settle Central America? 2. Who were the previous peoples of this region? Briefly describe the culture of these people. (Approx. 1 paragraph).
Comprehension	3. Mark on a map of Central America the area where the Aztec lived. 4. List the features of the valley of Mexico that made it attractive for settlement.
Application	5. Draw a timeline of the settlement of Central America from 1400 to present day.
Analysis	6. What religion dominated the Aztec way of life. Chart the effect of religion on the following grid Crops Ritual Family Government Calendar Society Religion
Synthesis and evaluation	7. Write a report on the importance of religion to the Aztec culture based on the information that you have recorded in the report above chart. The report is for a magazine article so pictures and diagrams may be included.

Diagram 3 Based on 4mat Learning of B.McCarthy Four Learning quadrants and types of questions which cater for these learners	
WHAT IF ?	WHY ?
Look beyond what I have learnt or need to know.	What do I already know? How does this fit in with the things I already know?
Enjoys Predicting...What would happen if..... Does it make a difference if..... Improving and developing.....Make a design..... Inventing...Develop a proposal to..... Create a new way of Ranking.....Grading.....Assessing.....Discussing Justifying.....Judging.....Recommending..... Developing an action plan	Enjoys brainstorming and needs to see relevance. Listing.. How many..... Name...State.....Make a chart..... Record..... Relating a past experience..... Creating a new experience..... Using prior knowledge...Write a people search... Locating information about a specific thing....
HOW?	WHAT?
Look for ways to apply what they already know.	Looks for the gap in knowledge. What more do I need to know?
Enjoys Demonstrating...Interpreting...calculating...constructing Making models to demonstrate...drawing a map to show... Giving a talk...making a collage...enquiring...giving instructions	Enjoys Defining....explaining...outlining....discussing...comparing and contrasting....distinguishing between...classifying...categorising...rephrasing...annotating... reporting...retelling in their own words.....advertising

alone then they won't develop critical thinking skills. The problem is that learners come to this process with different perspectives and learning preferences. For teachers, this means that students must be offered various pathways for achieving the learning outcomes of an assignment. This choice empowers the learner and keeps an otherwise reluctant student on task. Copying the answer from an encyclopedia becomes a thing of the past.

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Best Practice Real life collaboration: progress in smaller bites

Article 1

Trialing change to the library program

Christine Knight has been teacher-librarian at Lake Munmorah Public School, on the Central Coast for eight years. In that time the school population has doubled in size, and the demountable school has been replaced by a new brick core 21 classroom construction. In this article Christine writes about trialing an alternative approach to teaching information literacy at her school.

After attending a Central Coast teacher-librarian inservice at Wyong Public School on 'Restructuring the Library Program', many teacher-librarians went back to their schools fired up with renewed enthusiasm and with ideas for how changes could be made to their unique library situations.

At Lake Munmorah Public School we had the challenge of a tightly structured Relief from face-to-face (R.F.F.) program over a five day operation with K-1 classes receiving half hour R.F.F. library time, and Yrs. 2-6 allocated one hour R.F.F. from the library. Within the R.F.F. program there was a co-operative approach with planning and teaching links, and with grades/classrooms so that themes and skills were not in isolation. However, as our school has grown rapidly in recent years, it has been increasingly difficult to always find the 'planning' time, and so restructuring Beverley Sampford's approach to our needs seemed to offer some options.

I arranged to visit Wyong School with my principal and deputy to actually view an afternoon session. During this session three Year 5 classes were working at various stations around the library with three staff members and parent helpers.

Although our organisation varies greatly from the Wyong model, seeing an alternative approach to teaching information literacy was the catalyst to trialing a change for us.

From this day we then planned how to restructure at Lake Munmorah without too much modification to our successful R.F.F. timetable. We have been able to free-up Tuesday as a flexible 'book-in' day in the library resource centre by using some 'part time' hours and our co-operative non-

teaching deputy. Our computer co-ordinator is also available to organise 'technology corner' which has had great benefits for all involved. It has allowed small intensive groups of children to access the Internet sites appropriate to their current class topic. They can also use CD-ROM software for locating information and word processing skills when they are up to the presenting stage. Class teachers have also increased their skills by being involved in these groups. Finally the teacher-librarian has been able to improve her Internet confidence as well.

Our deputy principal has been a key player in implementing the Department's Literacy Strategy. Tuesday has been a great opportunity for some inservicing of staff, with the deputy modelling specific strategies with shared reading and joint construction of Information Report writing. These has been followed up in classrooms and in the library program with independent construction of some wonderful reports that appear proudly in student portfolios.

My role as teacher-librarian has been to reinforce the information skills process and to improve OASIS enquiry skills with smaller groups of children. The latter has made a huge difference to their independent use of resources.

The research chain of events is displayed clearly in both the classroom and the library so that the continuity link is maintained, an example of the Yr 6 Environment plan is shown below:

INDIVIDUAL RESEARCH CHAIN

1. Choose aspect of Environment from Semantic Map that individuals want to research and present as Report.
2. Draw up a quick Concept Web on what you know about this aspect of Environment.
3. Locate CD ROM/Library hard copy resources on concept and add further information to concept web.
4. Decide on aspects of subject to be researched — prepare a retrieval chart with these headings.

5. Undertake a detailed search — locate information on retrieval chart aspects through hard copy library resources or CD-ROM/ Internet searches. Add points from searches to relevant aspects of retrieval chart.
6. Transfer information from retrieval chart to report format. **NB:** Make a list of resources used as you search to form your bibliography.
7. Draft > Edit > Publish > Proofread.
8. Present written or oral report on your Environmental issue.

After modelling Semantic Maps ('defining' the topic or narrowing the research) in the library, they are now completed in the classroom prior to the 'locating' session. A block of Tuesday research time is then booked for three to four weeks by the whole grade to complete the assignment. During these sessions the following processes are modelled: concept webs, retrieval charts, skimming techniques and Information Report formats. An oral presentation of reports was a culmination of the research, acting as a talking and listening activity.

The computer coordinator plays a key role in the locating stage, integrating the technology with literacy skills in all curriculum units. Techniques of skimming still apply when surfing the 'Net' and the CD-ROM text. Although our organisation varies greatly from the Wyong model, seeing an alternative approach to teaching information literacy was the catalyst to trialing a change for us. The benefits of our flexible Tuesdays are flowing on to all grades eager to participate.



Chris Knight and students at the publishing stage of their information report.

Two to three classes in each of our grades using the library at the same time, tested the noise tolerance levels. We have found rotating the classes between classroom, library and technology corner a most productive solution.

In experimenting with any change there have been days when I've longed for my quiet, ordered library but at the end of a unit of work there have been real gains. The cooperative team approach has encouraged staff in facilitating learning outcomes for students, zzz at the same time increasing their own competency with technology and information literacy.

As we develop our 'Flexible Tuesdays' who knows, demand may see its expansion into other days? ■



Children from different classes working together in the library.



Peer tutoring is encouraged in the computer area.

that the library now had a team at work, in a similar manner to the grade teams, and the feeling of isolation was diminishing.

However there was still a general feeling among staff that computers and library skills were the domain of the library, and even if they wanted to share in this part of education, there was no provision available in the timetable. Despite the library team's efforts to develop cooperative units of work throughout the school to follow across curriculum school themes, there was still little overlap with specific classroom units.

At the end of last year a school survey was conducted on how best to use the library or Information Centre and what other ways we could develop RFF allocations. As a result, it was decided to employ a teacher for one and three quarter days per week from school funds. This now meant that the teacher-librarian was employed full time in the school and there was a second full-time teacher to provide RFF.

The present

The situation now is that each class has one hour of RFF for music, dance and drama. The other hour of RFF is spent in the Information Centre. During that time, both classes from the grade team are present with the teacher-librarian and the RFF teacher. Computer and information skills are taught and children work in cooperative groups or on an individual contract on whole school themes related to the term school focus. This seems to be working well, as there is opportunity for explicit teaching as well as promoting the idea of independent learning. Children

enjoy the chance to work with their peers from the other class. The library is rarely a quiet place as up to ten activities can take place at any one time.

It is now possible for each class (except Kindergarten at this stage) to be timetabled into the library with the classroom teacher and the teacher-librarian. It was decided not to move straight to a flexible timetable until all staff saw the need.

Activities completed during this time are an extension of the classroom program and involve planning by both the teacher-librarian and the classroom teacher. This is perhaps our biggest problem because all planning sessions have to be completed in stolen moments. A planning day was allocated at the beginning of the year but subsequent ones have not happened for various reasons. It is our goal to allocate some time for planning each term but we are still looking for the best way to make that possible.

The future

There is no doubt that cooperative learning strategies combined with the expertise and desire of all staff members to make the library a vibrant and essential part of the school have moved us towards a collaborative culture. All staff members have increased their use of technology, and the use of RFF for creative pursuits has broadened the outlook of the school. Visits to other schools to share ideas increased acceptance of the merits of CPT by more teachers; and the development of Information Literacy across the school, bode well for the education of the Lavington East Public School community. ■

Article 2

Moving towards a collaborative culture

Ann Walker is teacher librarian at Lavington East Public School which has an enrolment of approximately 300. Recently she completed a Master of Applied Science (Teacher Librarianship) and is working with the school community to make some of the ideas from the course a reality. In this article Ann writes about confronting difficulties in developing a collaborative culture in her school.

The past

The biggest obstacle to Cooperative Planning and Teaching (CPT) at Lavington East Public School has been the provision of release from face-to-face (RFF).

Traditionally, the three days per week teacher-librarian has been responsible for providing at least half of the RFF time for each classroom teacher. The other half of the RFF component was provided by the part-time teacher and was used for craft or computer education. More recently, RFF was provided by the teacher-librarian and the computer teacher, both of whom worked from the library where there were enough computers for a class group to share.

At around the same time, the school became involved in cooperative learning strategies which opened many eyes to the benefits of working together rather than in isolated classrooms. While it was generally decided to adapt only those strategies which suited our school community, many of the ideas were retained and teachers formed grade teams for planning and programming.

Two years ago the principal combined all the school's part-time allocations so that the teacher-librarian could be employed full-time. All RFF was still to be provided from the library which was now staffed by the full time teacher-librarian (who also provided some STLD and release for the Reading Recovery teacher) and a three days per week permanent part-time teacher. This meant

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 Scan Editor, Curriculum Directorate, DSE, Private bag 3, Ryde 2112.
 Deadline is 28 November 1997.**

Search engines: making them work for you



Dr Ross Todd explores some of the dilemmas of Internet search engines, and provides a number of practical strategies for helping students and teachers make more effective use of them to productively navigate the Internet. Ross is currently a senior lecturer at the University of Technology, Sydney and the regular editor of the research column of Scan.

In the intense media hype of the Internet being a one-stop-shop-for-information, I have yet to find anyone able to effectively and efficiently deal with the 47,328 hits that come up on a search for 'greenhouse effect' on Alta Vista. Let alone construct a meaningful information product from that volume.

It is clearly evident from a number of recent research studies that a key factor in effectively utilising the information available on the Internet is the ability to navigate the net using one of many available search engines.

In a recent issue of *IMPACT*, the journal of the Association for Teacher-Librarianship in Canada, I came across a report of some market research questioning the educational value of the Internet. The report had been published in *USA Today* on March 11, 1997, and was based on a survey of 6,000 teachers. The study uncovered some interesting findings:

- The majority of teachers said classroom access to the Internet will not necessarily help students overall. 86% believed it did not improve classroom performance in grades 3-12.
- While many teachers said that the Internet provides students with a serious research tool, they noted that the information on the Internet is unorganised and does not directly relate to curriculum or textbooks.
- Only 13.4% of teachers said that the Internet helps students achieve better scores on standardised tests.
- Those teaching library and research subjects are the most frequent users of the Internet in schools.
- 65% said students typically use the Internet in the library while supervised by a librarian.

- Students' three primary Internet activities are Web browsing, downloading information and searching databases. (Austrom, 1997)

In commenting on these findings, the Editor of *IMPACT*, Liz Austrom, claimed that kids are eager to use the Internet but a lot of the browsing leads to nothing of value, or only to fragmented detail which is difficult for students to place in a larger framework of personal understanding. She acknowledges that a key factor in this, is the crude nature of the search tools made available to access the Internet.

These comments are supported by the findings of preliminary research undertaken by Celeste McNicholas and myself as reported in 15/4 *Scan*, 'Research Column'. In this study we identified a number of learning dilemmas faced by students when using the Internet as a source of information for research-based assignments. These centred around: interrogating a research assignment so as to construct an appropriate and efficient search process; understanding and using search engines effectively (ie. understanding the implications of using 'Alta Vista' rather than 'Magellan' or 'Dogpile'); structuring and refining a search string to produce a relevant and manageable listing of potential sites; recognising a quality site and being able to make judgements about the quality and appropriateness of the information available at that site; being able to analyse and synthesise the information in a way that demonstrates personal understanding, rather than merely 'cutting and pasting'; and being able to manage the whole information gathering process in productive, cost-effective ways.

Does it matter which search engine?

The fact that there are dozens of search engines available to search the Net should send a clear message to all. Why would the Internet have numerous search engines supposedly doing the same thing? It doesn't. They're not all the same.

Does it really matter if I search the Net using 'Alta Vista' or 'Magellan' or 'Wombat' or 'Dogpile'? Simply put—yes, it does matter!

Choice of search engine has an impact on the type of search that can be undertaken, how a search string can be constructed, on the number of relevant sites retrieved, on limiting the number of irrelevant sites, on the ability to make a selection of a quality site from the list of choices made available by the search engine, and obviously on overall productivity and efficiency of students' work, as well as system costs to the school.

Developing students' critical literacies with search engines is an important part of their overall Net literacy. It is a matter of using the right tool for the right job. And this leads to an important first point. Helping students choose the right search engine is an essential component of selecting information. The Oasis catalogue, the contents page of a book, the menu of a multimedia CD-Rom, the classroom teacher, the teacher-librarian, and the journal index are all search engines as well, and all work differently to retrieve relevant information. These are all important tools to support learners as knowledge con-

structors. Also knowing which is the best one at the point of need has important implications for search effectiveness and productivity. Thus any comparative discussion of Net search engines needs to be situated in a broader discussion of types of information required for the task, and the best search engine that will interface with the information.

The commercial company behind each Net search engine wants a captive audience of loyal users—those exposed to the Net advertising that keep the companies afloat. Each search engine is targeting a particular audience, and a particular type of searcher (for example, 'conceptual' searches as opposed to 'keyword' searches). Take time to read the hype each company puts out about the power of its search engine. Alta Vista markets itself as having the largest WWW database of all the Internet search engines, with reports varying from 16 million to 30 million WWW pages and 3 million Newsgroups. It's interest is quantity before quality. Excite's marketing hook is its conceptual searches—its ability to find keywords and concept related to it. Infoseek Guide highlights its capacity to search the WWW, Newsgroups, as well as FAQs, email addresses,

...Walster asserts "knowing the rules your search engine uses increases your probability of finding items that closely match your needs" (Walster, 1997: 23).

current news and company listings. Likewise, Lycos touts its capacity to search the Web, FTP and Gopher sites. These are different types of information, and if not required in a learning task, place a larger, and unnecessary cognitive load on the learner in trying to get a manageable hit list.

The search engine Dogpile sells itself on its functioning as a metasearch engine, enabling users to search up to 23 search engines in order of user preference. The output is listed in order of the search engines chosen. This results in one search engine identifying what another search engine misses; and to the unsuspecting user, this can result in even larger hit lists. Making a metasearch engine like Dogpile work effectively means understanding the power, capacity and focus of each individual engine. On the other hand MetaCrawler, as a metasearch engine, queries only six search engines and organises the results so that they can be displayed in a number of different ways such as locality, region, or organisation.

Different rules for search engine

The point is that all search engines vary according to how they collect sites to add to their databases, how the sites are evaluated, how the sites are indexed, how the sites are abstracted, and how often the sites are updated. That is just the beginning. Each search engine uses a different set of rules in responding to your string of search terms and searches different databases to send your information

back to your screen: for example, different Boolean operators, how it handles punctuation, truncation, symbols, and capital letters. Seemingly insignificant detail, but they have a huge impact on the search output. What's more these rules change, often regularly as the commercial organisations behind the search engines developed supposedly more sophisticated technical search mechanisms to capture the marketing edge. These rules are often quite complex, and sometimes difficult to find. And these rule changes happen without warning, with the explanations often hidden in the FAQ section or in the Helps menu. Such changes can have a major impact on the output, for example, a short time ago Web Crawler changed its default when Boolean operators were not specified by the searcher. Originally when a searcher put in a multiple word terms such as 'French Revolution', the search engine would automatically look for information containing both words 'French' and 'Revolution', defaulting to the AND Boolean operator, thereby producing a hit list that contained both words. However in recent months, the Boolean default was changed to OR, meaning that the search engine searched for everything contain 'French' and everything containing 'Revolution', resulting in much larger hit rates.

Understanding these aspects, and matching the importance of these aspects to the task at hand, its complexity, its deadlines, can save valuable time, energy and reduce search anxiety. It is important not to overwhelm students with this complexity all at once. The development of this understanding must be planned, staged and built on simple examples, and using a limited number of search engines. Learning a few basic differences between Alta Vista and Magellan can make a world of difference. Walster asserts "knowing the rules your search engine uses increases your probability of finding items that closely match your needs" (Walster, 1997: 23).

Site Ranking

Another intriguing feature of the search engines is the ranking it often give to a site. I have seen students very frustrated when doing a search at a seemingly highly appropriate site, as established by the search engine, but has turned out to be really quite useless. These rankings are done in different ways by the search engines. In some search engines, the ranking is determined by the number of occurrences of the search word occurring in the document. Have you noticed how frequently certain words occur in some of the intense advocacy sites on the net—sites intent on pushing a particular bandwagon, viewpoint, bias. It is a deliberate authoring strategy to ensure that the site is ranked highly by some of the search engines that use automatic indexing based on frequency of word count, such as Alta Vista.

Then there are the search engines that use human reviewers. Even so, human reviewers, depending on the search engine, compile quite different reviews as presented in the abstracts of the Web documents. Some reviews provide a factual account of the document, summing up its contents in as an objective way as possible. Other reviews are evaluative, and often reflect a clear bias in the evaluation, depending on the intent of the search engine.

The Net is a complex and ambiguous world, and not necessarily a safe world. Learners who develop some understanding of this complexity will become effective net seekers, rather than net surfers who are content to ride the crest of the wave of volumes of information without effectively digging in deep. I believe it is important that students tap into this complexity, staged according to their level, needs and existing information skills.

Student learning activities

Here are a range of learning activities that might be adapted to suit a particular curriculum context and grade. They are presented in random order. You may want to start off with a mini-intranet, a limited document set in order to begin to develop the search skills. The focus of these activities is for students to develop their critical and evaluative skills in relation to making effective choices about search engines. The activities are in the main comparative, and thus they are a part of classroom conversation, questioning, negotiating and feedback. Teacher-librarians will quickly recognise that these activities centre around one or more of the skills of defining, locating, selecting, organising, presenting and assessing information.

(1) Read the online handbooks, search tips, help screens and background notes of several search engines to establish broad content areas they specialise in. Identify the similarities and differences. On this basis, establish which search engine might be the best to search for a particular topic.

(2) Develop a comparative chart for displaying in the classroom that presents a matrix of the different types of information accessed by a particular search engine eg. full text web pages, newsgroups, listservs, directories, bibliographic citations, indexes, gopher sites, newspapers, magazines.

(3) Search for a particular topic, like 'volcanoes', using four or five different search engines. Graph to compare and discuss the number of hits, and why the output is different.

(4) Compare the first ten hits of the output from (3). Discuss the extent of getting the same hits, and why there might be differences.

(5) Have groups search for the same topic, each group using a different search engine. Select the first ten sites. Each group are to read the abstracts of the sites, and discuss how helpful the abstract is in telling about the site. Why do some sites have better abstracts than others? Why do some abstracts appear to stop mid sentence? This can lead to a meaningful discussion about misinformation.

(6) Make a judgement about the text type from the abstract—discussion, explanation, exposition, narrative, procedure, recount, report, response, review—and confirm by opening and scanning the document.

(7) Check out the online thesaurus of two search engines. Evaluate if Net English is the same as classroom English. Talk about what this means for designing the search—keywords, broad terms, narrow terms, related terms.

(8) Test the search output of a search engine to illustrate what happens when two terms are combined by Boolean

operators. Draw some simple Venn diagrams to illustrate the combinations.

For example: volcanoes AND Australia; volcanoes NOT Australia; volcanoes OR Australia; volcanoes NEAR Australia; volcanoes ADJ Australia. An even more dramatic comparison is achieved by using the terms 'American' and 'Indians'.

(9) Select a topic, brainstorm a list of synonyms and search for that topic using the synonyms. Compare the output.

(10) Select a topic and search it using two different metasearch engines (ones that use multiple search engines to complete the inquiry). Compare the output, how the ideas are organised, and the extent to which the rankings agree.

(11) Use Dogpile to undertake a search. Compare the quality of the abstracts put out by each of the search engines to evaluate which search engine gives the most helpful and clear information.

The Net is a complex and ambiguous world, and not necessarily safe. Learners who develop some understanding of this complexity will become effective net seekers, rather than net surfers who are content to ride the crest of the wave of volumes of information without effectively digging in deep.

(12) Find one site on a topic. Gather the abstracts for that site as it is written up by five or six different search engines. Evaluate which search engine produces the most meaningful abstract to make an appropriate judgment about the site.

(13) Compare which search engines organise and present their search lists more effectively and efficiently.

(14) Have the class develop an hypothesis about Internet search engines, search features or engine outputs. Discuss a process/procedure for testing the hypothesis, carry it out and present a summary report on the findings.

(15) Have a classroom debate where the pros and cons of the various search engines are researched and debated, and where the evidence involves data from a range of searches to support the arguments.

(16) Try some timed activities, like comparing the speed and ease of access of undertaking a search using the WWW, Oasis catalogue, CD-ROM index or database, and discussing the factors that impacted on the search process.

(17) Undertake a phrase search, compare outputs, and examine how each of the search engines break down the phrase to generate the results.

In summary

Nicholson (1996) provides a useful summary of the kinds of understandings that shape effective searching, and consequently more relevant outputs. These should form a useful information gathering exercise for teacher-librarians so that they are informed, and able to design appropriate learning strategies. These are:

collection methods

- How are sites selected (human/automation)?
- What selection criteria are used?
- What type of Internet resources are analysed?
- What is the scope of searching the Internet for sites?
- How long does it take for a site to be included?
- How often are the entries updated?
- How large is the database, and how fast is it growing?

indexing

What parts of the site are indexed? Are these parts appropriate surrogates for the work?

Is a controlled vocabulary used? Is it available to end-users?

How is the keyword indexing accomplished?

How can users search the indexed terms?

abstracting

What information is included in a displayed citation?

Can the user discern from where the citation came?

How valuable is the displayed citation in assisting a user to predict usefulness?

Are there descriptions, abstracts or reviews presented for the site? How are they created?

summary

What type of searching is this database suited?

What type of searcher is the search engine created?

How could the database/search engine be improved?

Conclusion

Screening out irrelevant documents and targeting relevant ones is a critical element of net seeking. The starting point for this is careful analysis of the topic and choice of search engines, built on an understanding of their relative power, limitations and strengths. Teacher-librarians have an unprecedented opportunity to develop these critical literacies and to participate in transforming the pedagogy of their classrooms.

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REVIEWS OF INTERNET SITES

Our series of Internet reviews continues with sites for Creative Arts, and Technology and Applied Studies, including Science and Technology sites, and Agriculture sites. Many sites will have relevance across a range of KLAs. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. 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. These and other Internet site reviews appear on the DSE site (<http://www.dse.nsw.edu.au>). Site reviews for Agriculture, Computing Studies, Drama, Design & Technology, and Music, along with other HSC syllabuses are also available on HSC On-Line in the Hot News/Node News for each subject.

CREATIVE ARTS

AMC represented composers. (Australian Music Centre)

<http://203.13.160.191/~amc/amccomp.htm>

A comprehensive listing of Australian composers with works held in the AMC library is linked to further information about each composer—often including a photograph, short biography, email contact address, and access to further information. Some composers have very interesting and informative home pages which can be easily accessed. **Publications** allows users to research and download journal articles. Links are provided to retail products, including compact discs. **Databases** of the library's holdings may also be downloaded. This site is a valuable starting point for teachers and students to research the mandatory topic of Australian music. A. Wisdom

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: 2U Music (Course 1); 2U Music; 3U Music
SCIS SUBJECTS: Australian composers

INFORMATION TECHNOLOGY

KEYWORDS: Australian Composers; Australian Music; AMC
PUBLISHER: Spider Web Designs
REVIEW DATE: 30/6/97
EVAL: Highly recommended

The Andy Warhol Museum home page.

<http://www.clpgh.org/warhol>
The official Web site of the Andy Warhol Museum provides valuable understanding of this most influential American artist from the second half of the 20th century. It is also a primary resource for anyone who wishes to gain insights into contemporary art and popular culture. Visitors to the site can tour through the seven floors of the museum. Each floor focuses on a different aspect of Warhol's career. Examples of his self portraits, commissioned portraits, and pop art paintings; as well as lesser known work, such as the Shadows, Oxidation, and Torso paintings of 1978, are shown with accompanying text. There are links to Warhol-related sites but time is required to explore these for curriculum relevance. M. Beare

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; 2/3U Visual Arts; 3U Visual Arts
SCIS SUBJECTS: Art, Modern-20th century; Warhol, Andy
KEYWORDS: Andy Warhol; pop art; twentieth century art
PUBLISHER: The Andy Warhol Museum, USA
REVIEW DATE: 30/5/97
EVAL: Highly recommended

The Art Gallery of South Australia—1996 Adelaide Biennial.

<http://www.gallery.sa.on.net>
An online catalogue of the exhibition held at the Art Gallery of South Australia, this covers 70 artworks and 20 Australian contemporary artists with the coherence of a curated exhibition. The Artists index page is slow to load as each name is accompanied by an image of the artist's work, but the entry for each artist includes hypertext linking artists in the exhibition with similar styles or concerns, allowing comparisons and conclusions to be made and drawn. The biographies are written in artspeak, as academic analyses of lives and works. R. Buchanan

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: 2U Visual Arts
SCIS SUBJECTS: Art, Australian; Artists, Australian
KEYWORDS: Art Gallery of South Australia; biennial
PUBLISHER: The Art Gallery of South Australia
REVIEW DATE: 25/4/97

The Art Institute of Chicago WWW site.

<http://www.artic.edu/>
There are two main sections available on this site: **The school** and **The museum**. The school provides course information and displays student projects. In **The museum**, the collections are arranged by categories, including: **African and Amerindian art; Asian art; Classical art; European decorative arts and sculpture; European painting; Photography; Prints and drawings; Textiles; and**

Twentieth-Century painting and sculpture. Each category contains an overview of the holdings in the collection, with one key work reproduced and accompanied by a detailed commentary. The activities for **Kids and families** are also of interest. **Programs** has links to Web events and sites with experimental digital art; these require exploration time to locate relevant information. M. Beare

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; 2U Visual Arts; 3U Visual Arts
SCIS SUBJECTS: Art; Art—Galleries and museums
KEYWORDS: Art Institute of Chicago; art galleries; art museums
PUBLISHER: Art Institute of Chicago, USA
REVIEW DATE: 4/8/97
EVAL: Highly recommended

Christo and Jeanne-Claude home page.

<http://pomo.nbn.com/youcan/christo>
Featuring photographs, information, and history authored by the artists Christo and Jeanne-Claude, the site is divided into two parts. The first displays images from Christo and Jean-Claude's own photo collection, as well as statements by the artists themselves. Of particular interest is the **Wrapped coast** project which took place at Little Bay, Sydney, in 1969. The second part contains images documenting the artists' more recent projects, including the **Running fence**, **The umbrellas**, and the **Wrapped Reichstag**. Statements in this section are personal reflections by those who worked with the artists on the installations. The excellent photographs shown will give students a clear appreciation of the artists' achievement. M. Beare

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; 2/3U Visual Arts; 3U Visual Arts
SCIS SUBJECTS: Art, Modern—20th century
KEYWORDS: Christo; conceptual art
PUBLISHER: North Bay Network, USA
AUTHOR: CHURCH, Jok, CIESIELSKI, Adam & WALL, Von
REVIEW DATE: 30/5/97
EVAL: Highly recommended

Craft Australia home page.

<http://www.craftaus.com.au/>
While sections are still under construction, this site has potential for those studying contemporary Australian craft. It contains biographical data about many professional Australian craftspeople, with examples of their work covering a range of media, such as: metal, ceramics, wood, and mixed media. These can be accessed via **Works**, **People** or the **Image library**. Information is presented in a series of frames which makes it difficult to view an image as a whole. This could be improved if the images were sized to fit the frames, though whole images can be printed. News about the craft world and craft organisations are available, with further developments to include journals and exhibitions. J. Eade

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts
SCIS SUBJECTS: Handicrafts

KEYWORDS: Craft
PUBLISHER: Craft Australia
REVIEW DATE: 12/2/97

Eric's treasure trove of music.

<http://www.astro.virginia.edu/~eww6n/music/>
The main page contains an alphabetical listing of music theory terms and concepts. These include intervals, chords, scales, modes, and harmonic terms such as 'wolf fifth'; each is explained in simple language. Whilst the information for each is quite brief, it is cross-referenced as applicable with links to other components of the concept. This will enable students to research and place the musical concept into the correct context within the chord, scale or harmonic progression. There are also links to pages which contain annotated bibliographies for: **Music history; Music theory; and Musical instruments.** A. Wisdom
USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: 2U Music (Course 1); 2U Music; 3U Music
SCIS SUBJECTS: Music
KEYWORDS: Eric's treasure trove; musical instruments; theory
PUBLISHER: University of Virginia Dept of Astronomy, USA
AUTHOR: WEISSTEIN, Eric W.
REVIEW DATE: 22/6/97

Fire-works gallery.

<http://www.pegasus.oz.au/~firehorse/art/firework.html>
Established to form a bridge between indigenous artists and the art industry, this gallery has a database of 3000 images on print and slides, some of which is available on this site. As a digital art and cultural exchange, keen to use accessible technology, it presents exhibitions from a number of artists and promotes their work on available CD-ROMs. There are links to several northern Australian artists. Some are custodians of Dreaming stories; all are using art as a path back to their culture, concerned about the regeneration of traditions eroded by colonisation. Good biographical data is provided. The **Index** and back and forward buttons in the top frame provide the best access. The directory is constantly uploading new art works. G. Krestensen

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7-10; History 7-10; Society & its Environment K-6; Visual Arts K-6; Visual Arts 7-10; 2U Visual Arts
SCIS SUBJECTS: Aborigines—Art
KEYWORDS: Computer-generated art; Dreamtime; Indigenous art
PUBLISHER: Fireworks Gallery, Brisbane, QLD
DATE REVIEWED: 28/11/96

Global show-n-tell museum wings.

<http://www.telenaut.com/gst/>
In the form of a virtual visit through a gallery to showcase children's art, this site accepts scanned or computer-generated art and presents it with some biographical details of

INFORMATION TECHNOLOGY

the artist. The exhibition directory uses icons based on endangered birds for each of the age groupings and links directly to files on these species and works of art by children in that age group, some of which link to a home page of the young artist. Many mediums of art are encouraged, and offerings are posted from global sources. Navigability is straightforward though a home page button and consistent updating would improve the site. Links to other related sites are given but time is required to explore these for relevant information. G. Krestensen

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA: CA; TAS
SYLLABUS: Science & Technology K-6; Visual Arts K-6; Visual Arts 7-10
SCIS HEADINGS: Children as artists; Computer art; Endangered species
KEYWORDS: Children's art; endangered birds
PUBLISHER: Telenaut Communications, USA
DATE REVIEWED: 24/01/97

Idea box—crafts for little hands.

<http://www.worldvillage.com/ideabox/crafts.html>
A series of basic exercises devoted to simple art and craft activities, allowing children to use their imagination and creativity, are available on this attractive site. The sixteen exercises are set out with a list of required equipment—mainly everyday, household, readily available items. The instructions are short and simple, but may need adapting to Australian conditions as does some of the language. The home site also contains hypertext links to other related and useful sites and information including: **Printable pages; Music and songs; and Recipes**, but time is required to explore these for relevant information. A. Whyte
USER LEVEL: Early Stage 1 Stage 1
KLA: CA; TAS
SYLLABUS: Science & Technology K-6; Visual Arts K-6
SCIS SUBJECTS: Handicrafts
KEYWORDS: Collage; craft; design; painting
PUBLISHER: WorldVillage, USA
REVIEW DATE: 13/5/97

The improv page.

<http://sunee.uwaterloo.ca/~broehl/improv/index.html>
Self-styled as "a clearinghouse for information about improvisational theatre", this site has links under seventeen categories to diverse information related to improvisation, drama and theatre. While it has a distinctly North American flavour, there are links to improvisation and theatresports organisations and activities in Australia (**Other improv-related goodies**), including numerous audio samples of "song" and "opera" (two theatresports performance games) from Queensland Theatresports. **List of improv games** accesses extensive lists of games and exercises. Many of these will be familiar to drama teachers, but there are variations on existing games, some new ones, warmup activities, and hints on how to use games as a teaching tool and in performance. A glossary and a comprehensive list of books are also available. C. O'Rourke
USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Drama 7-10; 2U Drama
SCIS SUBJECTS: Improvisation (Acting)

INFORMATION TECHNOLOGY

KEYWORDS: Drama; improvisation
PUBLISHER: University of Waterloo, Canada
AUTHOR: ROEHL, Bernie
REVIEW DATE: 7/7/97

Maningrida Arts and Crafts, Maningrida, Arnhem Land, Australia.

<http://www.peg.apc.org/~bawinanga/mac.html>
Information about the Aboriginal artists and artisans living in Maningrida and its surrounding outstations in the Central Arnhem Land region forms the content of this site. Artworks and artefacts shown range from utilitarian items such as fish traps, mats and containers, through musical instruments such as didgeridoos, to highly decorative woven creations, and fine bark paintings. A sculpture catalogue contains a representative selection of the sculptural works available, such as hollow log coffins and figurative sculpture, sometimes with photographs of the artists. Other pages give details about **outstations, rock art, languages and ceremonies**. The text is relevant and informative, and well illustrated by photographs. M. Beare
USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; Visual Arts 7-10; 2/3U Visual Arts; 3U Visual Arts
SCIS SUBJECTS: Aborigines—Art
KEYWORDS: Aboriginal art; Aboriginal culture; Arnhem Land; Maningrida
PUBLISHER: Bawinanga Aboriginal Corporation, NT, Australia
REVIEW DATE: 30/5/97
EVAL: Highly recommended

Meryl Tankard Australian Dance Theatre.

<http://www.ozemail.com.au/~mtadt/>
Presented as an attractive montage of text and the graphic images of Regis Lansac, this Website is easily navigated. Teachers of 7-10 and 2 Unit Dance, and students in these courses, will find many points of interest, including: a brief history of the Australian Dance Theatre, a comprehensive biography of Tankard and evocative images of performances with accompanying radio and newspaper reviews. Sections of the site are still under construction, and as yet there are no video clips, but an opportunity to download a sample of music from *Songs of Mara* is a nice touch. D. Wauchop
USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Dance 7-10; 2U Dance (Preliminary course)
SCIS SUBJECTS: Dancing—Study and teaching
KEYWORDS: Australian choreography; Australian Dance Theatre; Meryl Tankard
PUBLISHER: Meryl Tankard Australian Dance Theatre
REVIEW DATE: 18/5/97
EVAL: Highly recommended

MusicNet interactive.

<http://library.advanced.org/3306/interactive/index.html>
Students will love this site where they can try out a collection of enjoyable, educational interactive contests and

games, such as **MusicNet trivia**, or **Name that tune**. Other interactive features include the facility to read or post a message on the music education **Message board**, or talk to others in real time at **Music chat line**. **Midi composer showcase** provides a forum for listening to midi compositions, and for students to add original compositions and discuss them with other composers. Users can also search for music terms covering all aspects of education, or add to the encyclopedia with the interactive entry system. Additional resources available include **MusicNet encyclopedia**. A. Wisdom
USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7-10; 2U Music (Course 1)
SCIS SUBJECTS: Music
KEYWORDS: Music; music library; MusicNet
PUBLISHER: ThinkQuest, Advanced Network & Services Inc. NY
AUTHOR: The MusicNet Team
REVIEW DATE: 22/6/97

Netherlands Dance Theater home page.

<http://www.euronet.nl/users/cadi/index.html>
The work of Jiri Kylian is prescribed for study in 2 Unit Dance (1997). This site is invaluable in providing contextual material for this study. A comprehensive index appears on each page to facilitate easy navigation. Biographical and historical material is extensive, as is the repertoire list, which also provides some links to choreographers' notes, reviews and aural accompaniment. Other interesting features include a schedule of performance dates and venues, an itinerary for the company's tour of Melbourne, and dancer biographies for all three company groups. Each page is presented in both text and image versions; the text version loads faster, while the picture version provides dance images. D. Wauchop
USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Dance 7-10; 2U Dance
SCIS SUBJECTS: Dancing—Study and teaching
KEYWORDS: Dance; Jiri Kylian
PUBLISHER: Nederlands Dans Theater, The Hague
REVIEW DATE: 11/5/97
EVAL: Highly recommended

NZ curriculum framework—drama.

<http://vif4.iac.org.nz/arts/drama/drama.htm>
Addressing several HSC drama topics, this logically structured site has access to information from various sources. Navigation is straightforward though multilayered. Links on the front pages and within text articles lead to numerous articles and/or sites. For example, in Ancient Greece clicking on SOPHOCLES results in over 200 articles; entering Euripides in the search box provided after clicking SOPHOCLES offers over 300 items. Similar searches locate scripts for *Antigone* and *The Bacchae*, contextual material for these plays and others, and extensive bibliographies. Shakespeare and Boal are also featured. The history of costume provides good graphics that trace costume design from ancient to modern times. Selective use of this site yields some gems but further exploration can be time consuming. D. Wauchop
USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: 2U Drama

SCIS SUBJECTS: Drama—History and criticism; Script writing; Theatre
KEYWORDS: Boal; costume design; Drama; Greek tragedy; Shakespeare
PUBLISHER: Helios Communications Limited, NZ
REVIEW DATE: 2/6/97
EVAL: Highly recommended

Table of contents. (Storytelling and puppetry home page)

<http://members.aol.com/storypage/contents.htm>
Dedicated to the oral tradition of storytelling, there is information about storytelling and related organisations (mainly American), festivals and events. Educators can enhance their storytelling skills and expand their repertoire of tales eg traditional, Celtic lore, and ghost stories. There are Newsletter and listserv links to online storytelling communities, and information about storytelling and sharing stories live on the Net using Internet Relay Chat (IRC) software. Many storytelling Web links, including storytellers and an alphabetical list of stories are given, but exploration time is required to locate those which are relevant. The puppetry pages provide images and information about puppets around the world, constructing puppets, using puppetry, and puppet festivals and organisations, including some Australian sites. A. Howard
USER LEVEL: Stage 3 Stage 4 Community Professional
KLA: CA; English
SYLLABUS: English K-6; English 7-10; Visual Arts K-6; Visual Arts 7-10
SCIS SUBJECTS: Puppets and puppet shows; Storytelling
KEYWORDS: Fables; performance; puppetry; storytelling; tales
PUBLISHER: Tejas Storytelling Association, Texas, USA
AUTHOR: MAROON, Jim
REVIEW DATE: 6/6/97

Tandanya Aboriginal art.

<http://www.webmedia.com.au/tandanya>
Superb Aboriginal art work fronts this site. The aim of the Institute is to "foster the understanding, preservation and development of the culture of the innumerable Aboriginal groups of Australia". The site is only part the Institute's work, and covers mostly artwork in the form of an online art exhibition. Individual's works are featured, and information about the artist and occasionally the art work is provided, often based on the Dreamings of each artist's country or ancestry. Paintings can be enlarged. Links are provided to other art exhibitions, with dates and brief descriptions of artists, and contemporary and traditional artworks. Exploration time is required to locate linked sites which are relevant to curriculum needs. K. Bennett
USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; English; HSIE
SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; English K-6; History 7-10; Human Society & its Environment K-6; Visual Arts K-6; Visual Arts 7-10; 2U Visual Arts
SCIS SUBJECTS: Aborigines—Art
KEYWORDS: Aboriginal art; exhibitions; Tandanya

INFORMATION TECHNOLOGY

PUBLISHER: National Aboriginal Cultural Institute, SA
REVIEW DATE: 26/5/97
EVAL: Highly recommended

Welcome to the Metropolitan Museum of Art.

<http://www.metmuseum.org>
An overview of the collections on display in the Museum's galleries, and strategies to assist the visitor in appreciating art, are contained on this site. In **Collections** floor plans of the gallery provide entry to sections of interest. For example, the second floor links to categories such as: **Asian art; Drawings, prints and photographs; European paintings; sculpture and decorative arts; Greek and Roman art; and Islamic art**. **Education** offers a variety of interactive educational experiences with images of works of art. There are games in which the visitor is challenged to guess the texture of details of paintings and sculptures. Guides, which are electronic adaptations of the guides used in the gallery, are also available. M. Beare
USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; 2/3U Visual Arts; 3U Visual Arts
SCIS SUBJECTS: Art—Galleries and museums
KEYWORDS: Art galleries; museums
PUBLISHER: The Metropolitan Museum of Art, New York
REVIEW DATE: 30/5/97

Wyland kid's Web home page.

<http://www.wylandkids.com/>
Designed by an artist who describes himself as an environmental artist, this is well suited to younger students. It includes information about the artist's environmental mission, with images of his **Whaling walls**, intended to encourage children to care about the ocean environment. Other features of the site are: a **Colouring book** containing information about various ocean creatures, such as whales, penguins and seals; **Fun art humour**; and **Wyland's kids news**. Art competitions available, and schools and classes are encouraged to register at the site. This site has potential in supporting interactive learning using technology. J. Eade
USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA; HSIE; ST
SYLLABUS: Human Society & its Environment K-6; Science & Technology K-6; Visual Arts K-6
SCIS SUBJECT: Animals in art; Environmental protection; Oceanography
KEYWORDS: Art; ocean
PUBLISHER: Wyland Studios, USA
REVIEW DATE: 16/5/96

TECHNOLOGY AND APPLIED STUDIES

Ask an astronaut.

<http://www.nss.org/askastro/>
How exciting for students to have the opportunity to submit their own questions to an astronaut and be answered! Each month a different astronaut is featured, along with aspects of their space missions, biographical data, interests, related hypertext links, and selected quality multime-

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dia. Included on the website are the archives of previously chosen astronauts, including the most frequently asked questions (and the answers). This wonderful resource would certainly add a personal dimension to units of work being undertaken on space and space exploration. N. Paull

USER LEVEL: Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science 7-10

SCIS SUBJECTS: Astronauts; Space
KEYWORDS: Astronauts; space
PUBLISHER: National Space Society, USA
REVIEW DATE: 15/07/97

Australian meat and livestock industry.

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

Students can have hours of fun finding out about meat, and answers to questions such as How can I be sure this food is safe? Navigation is easy. Select a recipe by entering meat type and cuisine. Play **Recipe roulette** and call up cooking advice for meat cuts. Advice and information is available for practising food safety wherever you eat. Students may be interested in the nutrient composition of meat cuts, the importance of iron in the diet, and how to achieve low fat eating. For those interested in agriculture, information about quality assurance programs, meat consumption, domestic and export marketing is available. The new, developing **For schools** offers easy access to various information and activities under useful headings: **Find out; Analyse; Design; Prepare; and Evaluate and discuss.** J. Robinson

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agriculture 7-10; 2U Agriculture; Food Technology 7-10; 2U Food Technology
SCIS SUBJECTS: Agriculture; Food industry; Livestock; Meat industry;
KEYWORDS: Beef; lamb; livestock; meat
PUBLISHER: Australian Meat and Live-stock Corporation
REVIEW DATE: 30/7/97
EVAL: Highly recommended

BC Min. of Ed.—Instructional strategies.

http://www.est.gov.bc.ca/curriculum/irps/tech_ed/insstr.htm

Design and problem solving models are shown here in text and graphical forms, including troubleshooting and social impact evaluation strategies. They move from a simple linear model through to a totally interactive model, which could well be seen as design processes applicable to junior and senior Design and Technology classes. The introductory section on strategies clearly outlines some of the values which technology education teaches, including the development of: individual and group skills; applied skills; research and critical thinking skills appropriate to the information process; and the ability to problem solve and use technology in many forms. This is part of an excellent Canadian site. P. Thompson, R. Thompson

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10; 2U Design & Technology
SCIS SUBJECTS: Design—Study and teaching; Technology—Social aspects

KEYWORDS: Technology education strategies
PUBLISHER: Ministry of Education, Canada
REVIEW DATE: 22/06/97

A brochure about design education at MIT.

<http://alberti.mit.edu/publications/signedmit.html>

An excellent explanation of a design process as it is understood at MIT is given here. The site profiles the design process and strategies used to implement it, including case studies. Some of the aspects covered comprehensively are: **Understanding the customer; Design for human use; Brainstorming for ideas; and Can you build it?** Presentation is in magazine format with quality graphics support and a sense of humour. It is valuable for beginning work in Design and Technology, especially the Preliminary course. Some high level articles from *PLAN*, the faculty newsletter (accessed from **Articles**), are especially useful to teachers and 3 Unit students wishing to broaden their understanding. It is a location which will have you visiting again and again. P. Thompson, R. Thompson

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: 2U Design & Technology; 3U Design & Technology

SCIS SUBJECTS: Design; Design—Study and teaching
KEYWORDS: Design education; design process
PUBLISHER: Massachusetts Institute of Technology, USA
REVIEW DATE: 22/06/97

Comet introduction.

<http://bang.lanl.gov/solarsys/comet.htm>

Characterised by concise information devoid of jargon, this comprehensive site allows students to find up to date information and images of comets gathered from a variety of sources, including the Hubble telescope. The captions attached to each high quality image are brief yet informative. The site is an authoritative discourse on comets, is well set out, begins with a table of contents and ends with a link to its author. It covers an overview of comets, comet animation, various images, tutorials, a **Chronology of comet space exploration**, and an image index. It is useful in modelling for students the use of the Internet in publishing recent scientific data that would be difficult to obtain elsewhere. N. Paull

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science 7-10

SCIS SUBJECTS: Comets
KEYWORDS: Comets
PUBLISHER: Los Alamos National Laboratory, University of California/US Dept. of Energy
AUTHOR: HAMILTON, Calvin J.
REVIEW DATE: 19/12/96

Computing dictionary. (Free on-line dictionary of computing)

<http://wombat.doc.ic.ac.uk/foldoc/index.html>

Constant and very frequent updating make this online dictionary superior to many of the printed varieties in this dynamic field. Containing over 10,000 definitions, entries

are cross-referenced to each other and related resources elsewhere on the Net (exploration time required). Searches can be made for acronyms, jargon, programming languages, tools, networking, theory, conventions, standards, mathematics, communication, electronics, institutions, companies, products and more. It could be a little stronger on the history of computing but that is well covered in print resources. Users are asked to contribute definitions of missing terms but contributions are rigorously edited before inclusion. A high level of contribution makes for almost daily updating. A. Glasscock

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Computing studies 7-10; 2U Computing Studies

SCIS SUBJECTS: Computers—Dictionaries
KEYWORDS: Computers; communication; Internet; programming
PUBLISHER: Imperial College, London
AUTHOR: HOWE, Dennis
REVIEW DATE: 12/07/97

The dinosauria.

<http://www.ucmp.berkeley.edu/diapsids/dinosaur.html>

Typified by clear, concise language, this site covering dinosaurs differs from many others on the Web because it is authoritative and well credentialled. Originating from The University of California, Museum of Paleontology (UCMP), it has a **Glossary**, lists sources and suggests further reading. Online searching of the UCMP vertebrate catalogue is a commendable feature, as are the hypertext links to a variety of specific UCMP dinosaur exhibits. Coupled with the option to move to other dinosaur Websites (exploration time required), this is a valuable resource for students undertaking paleontological investigation of dinosaurs. N. Paull

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science 7-10

SCIS SUBJECTS: Dinosaurs
KEYWORDS: Dinosaurs; palaeontology
PUBLISHER: The University of California, USA
REVIEW DATE: 15/07/97

Donald Firsching's chicken page.

<http://ccwf.cc.utexas.edu/~ifza664/index.html>

For those students researching chickens, this site contains a variety of information. Whilst it is primarily a text based site, it does contain some pictures to illustrate points, and is clearly and attractively presented. The topics covered include chicken health, chicken morphology, hatching and rearing of chickens, and breeds of chickens. There is also a section on terms used in chicken production. **FAQ** (frequently asked questions) provides answers to questions without having to search for them. Links within the documents lead to definitions of unknown words. Links to other sites about chickens are available but exploration time is required to locate relevant information. K. Heap

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: ST; TAS
SYLLABUS: Agriculture 7-10; 2/3U Common Agriculture; Science & Technology K-6

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SCIS SUBJECTS: Poultry
KEYWORDS: Breeding; chicken; hatching; health
PUBLISHER: University of Texas, USA
AUTHOR: FIRSCHING, Donald
REVIEW DATE: 5/7/97

Explore the Fantastic Forest @ nationalgeographic.com.

<http://www.nationalgeographic.com/features/96/forest/index.html>

With the appropriate plugins (*Shockwave* or *QuickTime VR*) this site takes users on a tour of a virtual forest. It is slow to load due to the graphics, but the sound effects are very realistic. Adventurers can work their way through the forest, working out clues to discover hidden creatures and wonders of nature. Every time one is discovered, relevant facts are displayed on the screen. A panoramic shot of the forest is a video clip (downloading *QuickTime VR* is essential to view it). At the end of the forest explorers can create and print a certificate which shows how many features they discovered on their trip. K. Heap

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; ST; TAS
SYLLABUS: Agriculture 7-10; Geography 7-10; Human Society & its Environment K-6; Science & Technology K-6

SCIS SUBJECTS: Forests and forestry; Forest ecology
KEYWORDS: Forest; National Geographic
PUBLISHER: National Geographic Society, USA
REVIEW DATE: 5/7/97

The Half and full adders.

<http://web.cs.mun.ca/cs1700/node38.html>

Half adder and full adder circuits are covered in the computing technologies option of the 2/3 Unit Common Computing Studies course. This site provides a truth table and circuit diagram for both of these circuits. The half adder circuit is derived directly from its truth table. Two derivations for the full adder circuit are given, one from a combination of half adders and the other directly from its truth table. The site is part of an on-line text for a Computer Science course. The wider site contains information on a number of other computing topics including artificial intelligence, algorithms and the binary number system. Highly recommended. M. Watson

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: 2U Computing Studies
SCIS SUBJECTS: Computer circuits
KEYWORDS: Half and full adders; hardware
PUBLISHER: Memorial University, Newfoundland
AUTHOR: HEWITT, Robert George
REVIEW DATE: 15/12/96
EVAL: Highly recommended

Hidden Valley Plantations.

<http://www.home.aone.net.au/hvp/welcome.htm>

What are macadamia nuts and what can one do with them? These are only some of the aspects on offer to students accessing this site. Recipes and nutritional information will be of interest to consumers of this delicious nut. A short historical and scientific background rounds out the nut information. Those who have tried to crack a macadamia shell at home will appreciate the practical

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advice given. Students interested in the agricultural aspects of macadamias can access information about growing, processing and breeding macadamias. It is user friendly and will be appealing to students. J. Robinson

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Agriculture 7-10; 2U Agriculture; 2U Biology; Food Technology 7-10; 2U Food Technology; Science 7-10; 2U Science
SCIS HEADINGS: Macadamias; Plant breeding; Plantations
KEYWORDS: Macadamia; nut; plantations
PUBLISHER: Hidden Valley Plantations, QLD
AUTHOR: BELL, David JD
REVIEW DATE: 22/7/97

Index: Tornado project online.

<http://www.tornadoproject.com/>
The publishers of this site have been gathering information on tornadoes since 1970 and their foray onto the WWW has produced a significant amount of material. Pages include: **Recent tornadoes**; **The Fujita scale** of tornado intensity; **tornado Oddities**; **Tornado safety**; **Tornado stories**; and the students' favourite, **Storm chasing**. This information, though often sensational and anecdotal, will add a human element to the study of tornadoes and weather patterns, and offer opportunities for critical analysis and the development of critical literacy skills. There is a commercial slant to the site with videos, books and posters available for sale. N. Paull

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; ST
SYLLABUS: Geography 7-10; Human Society & its environment K-6; Science & Technology K-6; Science 7-10
SCIS SUBJECTS: Tornadoes
KEYWORDS: Tornadoes
PUBLISHER: The Tornado Project, USA
REVIEW DATE: 15/07/97

Kidz korner.

<http://www.mda.state.mi.us/kids/index.html>
An entertaining and interesting way of investigating agricultural topics is provided by this site. Students can access **Stories**, **Pictures** and the **Fair**. **Stories** allows users to view work by other students about food. In **Pictures** students can get an overview of a selected topic eg **Dairy farm** allows them to view pictures of a number of dairy farms in the USA. The images are clear and the accompanying information simple. The **Fair** offers the most variety. It gives information on: **Animals**, **Crops** and **Food safety**. It also supplies some simple **Games**. Every season the topics change within each category. K. Heap

USER LEVEL: Stage 3 Stage 4
KLA: ST; TAS
SYLLABUS: Agriculture 7-10; Science & Technology K-6
SCIS SUBJECTS: Agriculture; Agricultural shows; Country life; Farm life
KEYWORDS: Animals; country fair; crops; food; safety
PUBLISHER: Michigan Department of Agriculture, USA
REVIEW DATE: 5/7/97

Newton's apple index.

<http://eric.syr.edu/Projects/Newton/>
Initially developed by the (US) National Science Teachers Association to accompany the US science television show, *Newton's apple*, this Website is also a stand-alone resource of considerable value. Much of the material consists of readily understood and practical experiments using everyday articles that could easily be attempted in a primary classroom with little special equipment. The coverage of subject matter is broad; unfortunately, the programs are not listed by topic and users have to browse through each page to locate material applicable to their needs. N. Paull
USER LEVEL: Stage 2 Stage 3 Stage 4 Professional
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science 7-10
SCIS SUBJECTS: Science—Experiments
KEYWORDS: Experiments; science
PUBLISHER: KTCA-TV, USA/AskERIC, Syracuse University, USA
REVIEW DATE: 15/07/97

On the moove—facts.

<http://www.moomilk.com/moove/facts.htm>
Students interested in milk will find a variety of interesting facts about dairy cows on this site. It is primarily a text based site, so is very quick to load. It is produced by an American equivalent to our NSW Dairy Corporation, so facts and figures relate to America and measurements are not metric, but simple worthwhile information is provided in an attractive format. The points raised are interesting and brief, suited to the younger student. This site could provide an interesting exercise in converting gallons to litres and then comparing the American figures with our Australian standards. K. Heap
USER LEVEL: Stage 3 Stage 4
KLA: ST; TAS
SYLLABUS: Agriculture 7-10; Science & Technology K-6
SCIS SUBJECTS: Dairy industry; Milk
KEYWORDS: Cow; dairy; milk
PUBLISHER: MooMilk, USA
REVIEW DATE: 5/7/97

PCLT exit ramp.

<http://pclt.cis.yale.edu/pclt/default.htm>
The *Welcome to PC lube and tune* page attempts to demystify computer hardware, software and the uses to which they are put. Articles include: **An introduction to PC hardware**, **Distributed applications and the Web**, **Learning Java**, **Ethernet**, and operating systems. Difficult concepts are easily explained using simple analogies and clear diagrams where appropriate. The site is independent of the major retailers in the computing industry and therefore bias free. It is an excellent site for the professional development of Computing Studies teachers and their students. M. Watson
USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; 2/3U Common Computing Studies
SCIS SUBJECTS: Computers
KEYWORDS: Java; PC
PUBLISHER: PC Lube and Tune, Yale University

AUTHOR: GILBERT, Howard
REVIEW DATE: 27/11/96

The problem-solving cycle.

<http://www.cit.state.vt.us/educ/vtea/problem.htm>
Part of the Vermont Technology Education Association site, this page describes the problem-solving cycle in the context of technology education—people using “tools, knowledge, and other resources to extend human capability in order to solve problems related to their environment”. The problem-solving cycle is modelled step by step, using the example of an ecologically concerned client wanting to change a home heating system from electricity to gas to reduce heating costs. It is an informative text site, with some poor quality scanned images of problem-solving matrixes. A. Howard
USER LEVEL: Stage 4 Professional
KLA: TAS
SYLLABUS: Design & Technology 7-10
SCIS SUBJECTS: Problem solving
KEYWORDS: Problem solving; technology
PUBLISHER: Vermont Technology Education Association, USA
AUTHOR: Thayer School of Engineering, Dartmouth College
REVIEW DATE: 6/6/97

Section 4. Critical thinking.

<http://www.yorku.ca/admin/cdc/lsp/read/read4.htm>
An easy to read paper on techniques for critical thinking, this offers a short introduction on the importance of good questioning technique in the development of critical thinking skills. Emphasis is placed on the notion that critical thinking is a learned skill, and once the correct framework of questions has been set up then critical thinking becomes easier and, ultimately, simply a matter of practice. The author defines some questions that need to be posed and categorises them as: summary/definition, analysis, hypothesis, or evaluation. In conclusion, an example—a rather difficult passage to read—is used to show how the question frames can be applied. P. Thompson, R. Thompson
USER LEVEL: Stage 6 Professional
KLA: CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; ST; TAS
SYLLABUS: 2U Design & Technology
SCIS SUBJECTS: Information skills; Skill development
KEYWORDS: Critical thinking
PUBLISHER: York University, Canada
REVIEW DATE: 22/06/97
EVAL: Highly recommended

The Sorting algorithm demo.

<http://www.ludat.lth.se/~dat93tka/javaindex.html>
Simple animated demonstrations of sorts are available at this site. The demonstrations include the three sorts (bubble sort, insertion, and selection) that 2/3 Unit Common Computing Studies students are required to know. The demonstrations operate under Java; a browser capable of running Java applications is required to use the site. It is possible to down-load the Java scripts for the sorts. Students using the site need to be familiar with the algorithms to understand the demonstrations as no explana-

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tions of how the algorithms operate are given. Students can use the demonstrations to compare the time taken for each method to sort the available data. Highly recommended. M. Watson

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: 2/3U Common Computing Studies
SCIS SUBJECTS: Computer education
KEYWORDS: Algorithm
PUBLISHER: Sweden
REVIEW DATE: 15/12/96
EVAL: Highly recommended

Tours—#1 the story of milk.

<http://www.moomilk.com/tours/tour1-0.htm>
For students studying milk production, this attractive site gives valuable insight into the process of producing and collecting milk with a virtual tour of a dairy farm. After starting the tour, clicking on the forward arrows moves the user through it. The site's basis is a group of dairy farms that have been operating 85 years. It is American, which means measurements used are not metric, but the information is relevant and contains good detail. It takes users step by step through the milking process, with all text supported by pictures. Junior students will find it of particular interest as the explanations start with basic information and give definitions for some of the harder words. K. Heap
USER LEVEL: Stage 3 Stage 4
KLA: ST; TAS
SYLLABUS: Agriculture 7-10; Science & Technology K-6
SCIS SUBJECTS: Dairy industry; Milk
KEYWORDS: Cow; homogenised; milk; ruminant
PUBLISHER: MooMilk, USA
REVIEW DATE: 5/7/97

Internet reviewers for this issue were:

Michael Beare, Shoalhaven High
Kerrie Bennett, Bulli High
Ruth Buchanan, Jamison High
Jan Eade, Primary
Alison Glasscock, Turrumurra High
Karen Heap, Muirfield Technology High
Anne Howard, Primary
Geoff Krestensen, Sandy Beach Primary
Nigel Paull, Grafton South Primary
Julie Robinson, Learning Materials Production Centre
Chris O'Rourke, Bathurst High
Peter Thompson, Bossley Park High
Ruth Thompson, Bossley Park High
Mark Watson, Cherrybrook Technology High
Deidhre Wauchop, Cromer High
Anthony Whyte, Westport Technology High
Anne Wisdom, Performing Arts Unit ■

Information networking

Did you know that Aboriginal and Torres Strait Islander cultures are the oldest surviving cultures in the world?

Nancia Guioarra from the ATSIC public affairs unit tells us about some of the educational resources available for Aboriginal and Torres Strait Islander issues.

Are you murky on Mabo? Wary of Wik? Or just lost when it comes to the Stolen Generations? Enlighten yourself with a little self help: the Internet, and the Aboriginal and Torres Strait Islander Commission (ATSIC).

ATSIC is Australia's peak indigenous agency and the statutory authority responsible for administering Commonwealth programs for Indigenous people. Although ATSIC does not have a research or information resource function, its high public profile ensures that it is often the first point of contact for people wanting to know more about Indigenous Australians. With this in mind, ATSIC produce some resources to point people in the right direction.

The Internet is becoming an increasingly popular source of up-to-date information for a huge range of people. ATSIC has its own comprehensive Internet site providing information internationally. You can find out about ATSIC programs, Regional Councils, the latest media releases and get statistical information about Aboriginal and Torres Strait Islander communities from anywhere in Australia. Even ATSIC's annual report and budget information is available on the site.

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

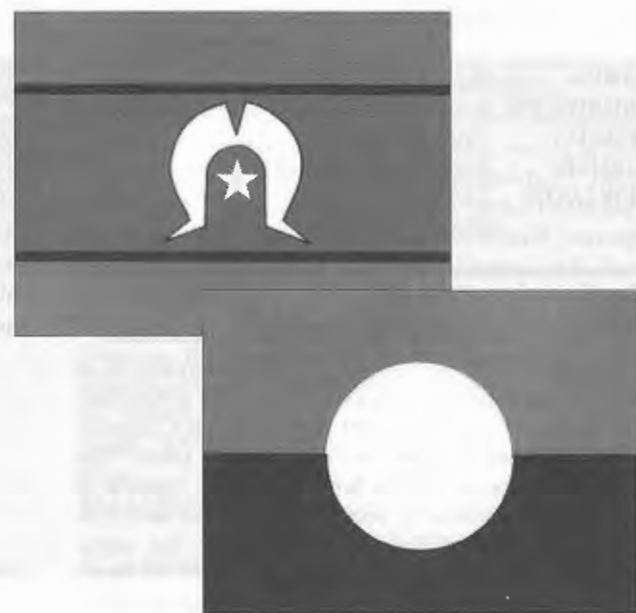
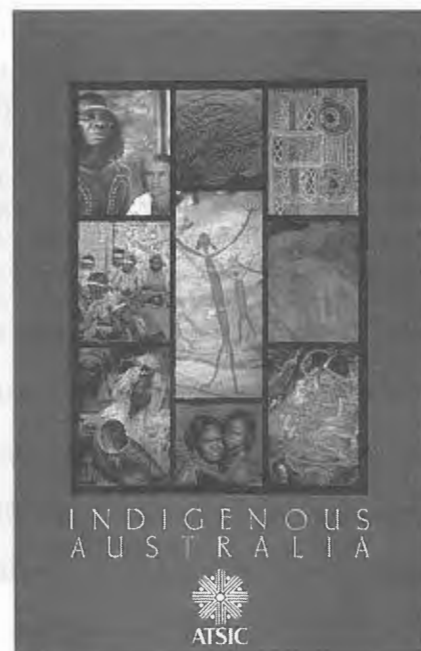
References to other World Wide Web sites are listed on ATSIC's guide to *Indigenous Internet Addresses* which is available from the ATSIC NSW State Office. The guide lists specialist sources of information on indigenous issues; and related topics like native title, education, human rights, arts and cultural centres, tourism, health, historical information or language groups. The addresses listed on the ATSIC Indigenous Internet guide contain many links to complex databases, journal bibliography sources and full text articles.

Do you want to know what the Aboriginal and Torres Strait Islander flags symbolise? ATSIC provides a pamphlet explaining the history of the flags and their symbolism. The pamphlet is also available with flag stickers, on request from ATSIC's NSW State Office in Sydney.

Maybe you want some general information to get you started on that research project? ATSIC's Indigenous Australia information kit contains comprehensive background material including photographs and maps.

The kit is available at major Australia Post stores throughout NSW for \$9.95. Or, you can send a money order/bank cheque for \$9.95 to the ATSIC NSW State Office, GPO Box 4193, SYDNEY NSW 2001.

For enquiries/ requests contact ATSIC's Information Officer in Sydney on (02) 9256 6100 ■



'One-stop-shop' for information about your rights

Mandy Newman, Publications Officer at the Anti-Discrimination Board of NSW, tells us about the new Web site on human rights in Australia.

Staff from the Anti Discrimination Board of NSW and the Attorney General's Department have created a comprehensive Web site on human rights in Australia. The site provides students and teachers all over NSW with up-to-date and accessible information on the NSW anti-discrimination law, the work of the Board and on other relevant web sites and laws.

What's on the site ?

- Explanations and examples of the grounds and areas of discrimination that are unlawful in NSW.
- Explanations of direct and indirect discrimination.
- The role of the Board in eliminating discrimination in NSW.
- The process conciliators take to resolve formal complaints of discrimination.
- What happens when a person makes a formal complaint of discrimination.
- How to make a complaint of discrimination.
- A guide for people who have alleged to discriminate against someone and what they can expect if a formal complaint is investigated.

- Strategies that people can take to try and resolve discrimination complaints, themselves.
- Employers and service providers responsibilities under the law.
- Training services and publications offered by the Board.
- Information about anti-discrimination law in languages other than English.

The site also has links to other anti-discrimination law sites on the Web. For example, it is linked with the Web site from the Equal Opportunity Tribunal so students and staff can have access to the very latest decisions on anti-discrimination law.

There are also links to every human rights agency in Australia with a Web site, as well as a list of all the human rights agencies around the world.

What's the address ?

<http://attgendept.nsw.gov.au/adb>

If you have any feedback about the site or additions that you would like made, please contact Mandy Newman on (02) 9318 5411. ■

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Collection development in the electronic age

According to Elizabeth Maxwell, teacher-librarian from Cherrybrook Technology High School, teacher-librarians, having succeeded in establishing the information skills process within programs in the school curriculum, must now consider extending the information literacy agenda within a technology framework. In this article Elizabeth writes about the current developments and issues in acquiring resources in this technological age. She emphasises the need to consider low tech as well as high tech strategies in this area.



There is a real challenge to maintaining control over resources acquired electronically in our libraries and in our schools. It is not simply because there is so much material available; or that teacher-librarians seem to have less and less management time available to perform the resource selection process, or the opportunities to evaluate continuity and currency of Internet sites. The perceived uncertainty that surrounded copyright material on the Internet has been replaced by the necessary time-consuming factor required to gain approval from individual sites before being able to replicate material.

At Cherrybrook Technology High School it has become increasingly apparent that having one or two online Internet access points is insufficient for a class of 30. Students still need to apply the information skills process in searching online information, however it is not essential that each skill be a part of every search the student conducts.

To accommodate these changing needs we are initiating the development of Internet resources on the school's Intranet. The learning centre has its own home page with subject and topic headings to facilitate immediate access. By developing sites within the Intranet, available through the learning centre attached to the library, the teacher-librarians are extending their role in the development of resources for classroom as well as library use - the electronic equivalent of the resource box.

It is also important that teacher-librarians are not overawed by the sophisticated electronic media and lose sight of other simpler but effective means of acquiring resources.

A recent informal survey of a class indicated that all thirty students had a computer at home but only half of these had Internet access. This highlights the ongoing responsibility of schools to continue to develop and resource material in this format, we cannot assume that students are able to replicate the processes at home.

Schools, most particularly high schools, are also resourcing electronic indexing publications to expand their journal collections. This kind of service is costly and beyond the budget restrictions of many schools, but some of the larger schools are finding that they are able to replace previously held hard copies of journals with these electronic services.

Simpler means of acquiring resources

It is also important that teacher-librarians are not overawed by the sophisticated electronic media and lose sight of other simpler but effective means of acquiring resources.

For years the local high schools in our old 'cluster' have operated on an agreement established within the group and with the local public library. Individual students or teachers seeking particular journal articles which are located using Guidelines/Ausguide, but are not available in their own library, may have a copy faxed to them from one of the participating libraries. There are a number of important research skills involved in this operation. Not only are students becoming more aware of the value of time spent searching an index such as Guidelines, but with the replacement of our old external phone at the circulation desk with a second-hand phone-fax machine, students are sending the request faxes themselves, thus developing useful workplace skills.

We also use the phone so that students can make research calls themselves. It never ceases to amaze parents of teenagers how long, frequent and enthusiastic their personal phone calls can be, but ask them to contact a business organisation, and they are exceedingly reluctant to do so. We ask students to do this research themselves. When a call is made, there is a short introduction by library staff to formalise the connection. The students then take on the responsibility of defining their needs and research strategies. Not only are students developing their own oral communication skills, they are recognising how easily useful resources may be located.

One student recently needed information regarding guide dogs and was unable to locate exactly what was needed from current resources or on the Internet. A call was made to the Guide Dog Association by the student. Prompt action by the society followed and the information was faxed directly to the library before the student went home

that afternoon. An assignment ready on time and some very useful material for the library's pamphlet file were most satisfactory outcomes.

A Stage 5 major study of a contemporary artist proved fruitful and exciting for another student. Little information was available on the selected individual, so a contact phone number from an earlier P&C Art Show was located. This led to a phone conversation with the artist herself and an invitation for the student and her parent to visit the artist's studio where a follow-up interview was conducted. The enrichment and value of this exercise were enormous. The material returned to the library was also useful for later studies. No Internet search could have contributed more in this scenario. One of the oldest communication tools had once again justified its role in the high tech 90s.

The enormous range of CD-ROMs available and in constant demand by the KLAs are making it increasingly difficult to finance multi-user site licences. For the cost of one multi-user site licence it is often good development policy to acquire a number of different CD-ROM titles within a topic area. Relevant titles are increasingly being discovered by staff attending many of the weekend computer fairs held around the city! It has also become inappropriate to install too many CD-ROMs in the one topic on single stand alone machines, as access is still restricted by classmates using a different CD-ROM. For this reason, many of our CD-ROMs are being installed on different machines in the learning centre. This means that in addition to accessing the same programs or information on the intranet, students in the centre can also be actively searching on a range of CD-ROMs.

Implications for library management

Collection development of electronic resources has many implications for management in the library. At the moment our students are reasonably circumspect in their use of the printers attached to the computers in the library as we do allow them to copy most material to a floppy disk. For this reason they have not been required to pay for their printing. However the non-availability of HSC past papers in hardcopy now means that students who do not have access to a printer at home are printing copious amounts from the CD-ROM at school. Some redress will need to be made, and this needs to be discussed by the library committee.

There are many other issues involved in the development of an electronic resource collection. An excellent forum for discussion on electronic collection development was available this year at the Itec on-line conference. Many teachers are coming to the library asking us to trace sources where they suspect students of plagiarism—a mammoth task given the size of the Internet and the number of CD-ROMs available. Our task as teacher-librarians is therefore set to help teachers in designing assignments that are not easy to plagiarise, and to develop the student's own research and information literacy skills.

BIBLIOGRAPHY

ITEC Virtual Conference TL Strand
<http://www.itec.com.au/virtualConference/papers/> ■

Using books to support child protection education

Recent events have heightened our awareness that child abuse is a more complex and widespread problem in our community than many of us would like to believe. Schools have a charter to protect the young people in their care from sexual, physical and emotional abuse and neglect, and from improper conduct of a sexual nature. Wendy Alford, Senior Education Officer, Student Welfare and Child Protection, Student Welfare Directorate discusses *Child Protection Education: new and additional support material for schools geared at kindergarten to Year 10.*

The role of schools

Schools, through their principals, have an ongoing responsibility to ensure that staff:

- develop a greater awareness of child protection issues
- are aware of their child protection responsibilities
- promote the effective implementation of child protection education.

Many primary and secondary schools have developed child protection curriculum initiatives as part of Personal Development, Health and Physical Education (PDHPE) and are using *Child Protection: Preventing Child Sexual Assault Curriculum Statement K-12 and Support Materials.*

Child Protection Education

Children are particularly vulnerable to abuse. In the past, many children and young people have received little or no information about what constitutes abuse or when, how and where it occurs. Child abuse usually involves a person abusing the power or authority he or she has over the child. Most abuse of children is perpetrated by someone who is known and trusted by them. Bribes or threats may be used to discourage the child from telling about it.

This year, as part of the government's focus on renewing efforts in child protection, the Department of School Education has developed additional support materials for introduction in schools. *Child Protection Education* comprises a series of thematic units of teaching and learning activities for stages 1 to 5 (Kindergarten to Year 10).

Child protection education aims to assist children to develop skills in identifying and responding to unsafe or potentially abusive situations and seeking assistance effectively. They can be 'enlightened' without being 'frightened'. Protective skills cannot be used unless children recognise potential situations of abuse.

From the early stages in *Child Protection Education* students learn that they have a right to be safe. When discussing relationships, students examine sources of power in relationships and identify when power is abused and coercion occurs. They also learn that all people, including themselves, have a responsibility to act towards others in a fair and OK way.

Child protection education aims to assist children to develop skills in identifying and responding to unsafe or potentially abusive situations.

Particular attention is given to building confidence in relationships which are positive and caring. Child protection education aims to assist students to develop skills in establishing and maintaining non-coercive relationships and to develop attitudes of equality, respect and responsibility.

Using books to enhance child protection education

Child Protection Education incorporates literature into many teaching and learning activities in Stages 1 to 3. Sharing an enjoyable story is an effective way of engaging most students in the learning process. Picture books have the potential to provide all students in the classroom with equal access to learning. Sharing of stories invites personal involvement and expressive responses from students. Examples of texts which enhance child protection activities are referred to throughout the curriculum materials. References to these, and suggestions about additional texts are provided in *Booklists* for each Stage.

Literature can provide opportunities for students to increase their understandings about positive and caring relationships between people. Stories which focus on friendship and nurturing relationships between people, and the feelings and behaviours associated with these, provide a foundation for learning about positive and non abusive relationships. Students need to understand the concept of being safe and recognise safe situations before they can fully understand the concept of being unsafe.

Students become more aware of a range of life experiences through participation in stories. They can examine the actions of others in challenging or unsafe situations, from a 'one-step removed' position. Students can seek and consider solutions to real-life problems within a safe environment.

Where stories illustrate how problems can be resolved, skills and strategies presented frequently enhance the protective strategies of child protection - saying NO, leaving an unsafe situation and seeking help from an adult.

Stories can promote for children the value of having trusted adults in whom to confide.

Stories can effectively introduce concepts about challenges in relationships. These include problems and conflicts associated with bullying, changes in family, school and neighbourhood situations. Sharing the feelings of characters in stories of being unsafe or unhappy, of keeping unhappy secrets or being threatened by others, can reinforce understandings about abuse of power in relationships.

To effectively seek help when faced with a situation of sexual abuse, children need to be able to use correct terminology for the private parts of the body and be confident in using these terms. Research shows that a number of young children have not reported abuse because they have been unable to explain what has happened to them. Children's non fiction books which deal appropriately with naming body parts can greatly enhance child protection education. Non fiction books about people and services in the community which have a role in protecting and helping children can provide examples of additional ways of networking and seeking help. Examples of these books are provided in the curriculum materials.

Suitable themes in books

Themes in children's books which can enhance child protection activities include:

- Babies, children and growing up • Bullying • Bribes and threats
- Caring for others • Comfortable and uncomfortable feelings
- Feeling safe and unsafe (Adventure) • Feelings
- Happy and unhappy secrets • Networks • Persistence
- Private parts of the body • Protection • Relationships
- Rights and responsibilities • Safe places • Senses
- Strategies for safety • Surprises and secrets • Touching
- Trust • Unsafe situations • Warning signals (Dangerous situations)

Caution is needed when using literature which deals directly and specifically with child abuse situations, including sexual abuse. 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 which include specific reference to child sexual abuse.

Schools play a key role in preventing child abuse. Parents and teachers report that children and young people who have taken part in child protection activities show increased confidence and are better able to communicate any concerns about personal safety to appropriate adults who can help them. ■

School technology support

This technology support column has been prepared by the School Technology Support Unit staff and is a regular feature of Scan. The 16/4 column is devoted to issues and hints pertaining to stocktake. The following caused users concern and were reported to the 132348 number over the past eighteen months.

Issues

Stocktake scheduling

Stocktake does not have to be done as an end of year process. OASIS Library allows partial stocktakes to be completed during the two year period in which a stocktake should be performed. Use this flexibility to ensure that the task is not too onerous.

Stocktake initialisation

Once a stocktake has been initialised it should be finalised as soon as possible after the process has been completed. Do not leave any part of the library collection as initialised but not finalised for undue lengths of time.

Loans during stocktake

The OASIS Library Manual (pp4-95) states:

"During stocktake, normal operations of the library can continue—there is no need to restrict services, sort resources into strict shelf order or limit circulation. Once the group of resources has been nominated for the stocktake, resources scanned in the borrowing process are automatically accounted for in the stocktake".

Strictly speaking this is true but there are practical limitations in a school library situation. For example, you would not in practice have students borrowing from the section you are currently scanning. Also another operator would have to be available to do the checking out process. Moreover, if the same barcode reader is to be used, the operator would have to remember to download the barcode reader memory before the loan is processed. The reader memory would then have to be cleared before the stocktake continues.

Of course the loans can be processed if a workstation is available and the details entered manually. The operator would have to remember to run **Weekly Housekeeping** before the stocktake continued on the Dewey range that the loan was taken from.

Loans then may have to be restricted during the stocktake to enable the process to proceed quickly and efficiently.

Urgent loan details could be recorded on paper and then processed with any returns at the end of a particular stocktake session.

Stocktake documentation

Create a stocktake record to outline both your stocktake plan and log the steps in the process. This will help avoid problems, like forgetting whether or not you initialised a sequence for stocktake or whether the stocktake has been finalised.

Keeping a record also helps keep track of the dates initialisation and finalisation occurred. These dates will be essential when you run a **Stocktake Report**.

Planning and recording the sequence of events is even more critical if you decide to run partial stocktakes over a two year period.

Processing new materials

Fully process any items that have skeleton or partial entries. Make a decision when to stop processing new materials. You cannot continue to add new resources to the section(s) that you have initialised for stocktaking. Once the stocktake is finalised for that section(s) you can recommence adding new resources.

Returning items to the appropriate shelf location

Although it is not necessary to have all items in their appropriate place on the shelves, it certainly makes stocktake easier if as many items as possible are in their correct shelf position. Check all those places where items may be temporarily located eg. the repair shelves, new book display, resource boxes, closed reserve. Otherwise the tendency is to forget them until these items are listed in a missing report.

Check the ASP portable barcode reader

- (a) Make sure the battery is fully charged. Leave it connected to the home base with the power supply on for at least 24 hours. Make sure the switch on the reader itself is set to the "off" position.
- (b) Check to see that the reader can read OASIS barcodes correctly. **Function 08** will return the factory default setting by selecting "Yes".
- (c) Select **Function 05** (15 for fairly old readers) Set the **Char Delay to 005**, the **CR delay to 005** and the **Comma delay to 000**. All other settings offered should be set to 000. This will ensure that the output from the barcode reader can be satisfactorily read by the computer and the OASIS software once you are ready to download the barcode read file.
- (d) Before commencing scanning disconnect the barcode reader from the home base. Select **Function 19** to clear the reader memory. Then select **Function 23** to check on how many barcode reads are still in memory. If it displays 0 scans, you can be sure the memory is clear.

Backup and rebuilds in stocktake mode

It is essential that a **B4 N4 Weekly Housekeeping**, a **B4 N1 Rebuild**, and a **K1 Data Backup** is completed prior to initialisation of stocktake. If an error occurs you can always recover back to this starting point. You could

backup more frequently during stocktake. This could help if you have to recover because of a major error. However, do not use up the complete set of backup disks or tapes during the process. Ensure that the original backup done before stocktake was initialised, remains available.

In schools that share a fileserver with Administration, recovering back when a major error occurs is not always possible without causing a lot of inconvenience to the school office staff. Discuss the backup strategy with them before you commence stocktake. Try to avoid doing stocktake while the office staff are completing their important end of year procedures such as Finance rollover.

Hints

Ensuring consistency in the library data prior to initialising stocktake

Accuracy in stocktake is dependent on consistent and error free data in the shelf list and barcode fields. Initialising a stocktake without checking data is akin to doing a manual stocktake with the shelf list cards misfiled and the library shelves in a state of disarray. To ensure an expeditious stocktake, undertake the preliminary steps that follow in place of the preparations you would have done in the past for a manual stocktake.

• **Location, classification and Dewey suffix fields**

The initialisation of a stocktake is dependent on these fields. Check library data to ensure the consistency of data entry in these fields. A shelf list report can be produced using the option **B4 G4**. The beginning and end of each Location and Classification sequence can then be checked for inconsistencies.

An alternative to producing a large report is to use the Enquiry module. To do this :

At the **Enter Searchwords** prompt type in 001 and press <Enter>

This should take you to the classification field. (Note: if it does not then use the <Page Down> key until it does) Use the **Right Hand Arrow** key to open up the classification window.

Use the <Page Up> key to get to the beginning of the file.

Any items without locations and classifications and Dewey Suffixes will appear here. They could in some schools be followed by items with Dewey Suffixes but no classification number. All items should have a classification and a Dewey Suffix.

Use the <Print Screen> option or note down the details of items that need correction.

Go into **B1 D1 General Resources** to make necessary corrections

Use <F4> to go back into **Enquiry mode**. Then start to scan through the location and classification sequences. Check for inconsistencies, blanks and lower case suffixes. Where appropriate print or note the errors. Use <F2> to return to **General Resources** to make corrections. (Note: If there are a large number of lower case suffixes or it is difficult to identify them, request a Head Office Floppy

from School Technology Support that will correct them automatically)

The inconsistencies in the fields pertaining to the shelf list will generally misfile. This makes them fairly easy to identify when scanning the shelf list via the classification field through **Enquiry**, ie. they will not be in the appropriate place in the sequence. You will generally find them between sequences. For example, the A800's will file at the end of the non-fiction sequence after 999, not in the 800's. In this case of course the filing sequence is correct. An example of a true misfile might be where an item appears with the call number EF BYA rather than F BYA. This would appear between the number 999 but before the classification F AAA.

Numbers always come first in the filing sequence followed by letters. In effect by identifying and correcting these inconsistencies, you are organising the filing sequences in the same way that previously you would check the filing sequences for shelf list cards in a manual system.

Once errors are corrected in the shelf list, do a **B4 N1 Rebuild**. This would also be a good point to do a full data backup prior to initialising stocktake.

If there are changes to be made globally to the location field refer to the School Technology Support page in the last issue of SCAN for details.

• **Barcode field**

It is important to also ensure that there are no errors in the barcode field. To check for errors a **B4 G2 Barcode/Accession Cross Reference Report** can be produced. Alternatively use the Enquiry module as previously outlined.

At the **Enter Searchwords** prompt type in the first barcode number e.g., R00001 and press <Enter>.

Use the **Right Hand Arrow** key to open up the barcode file window.

Use the <Page Up> key to get to the top of the file. Any incorrect barcodes will appear here. Note them or use the <Print Screen> key to produce a list of numbers that need correction. (Note: If there are blanks when you go to the top of the barcode file contact School Technology Support.)

Items identified as having an incorrect barcode can be fixed using **B4 P2 Change Barcode Utility**. It is best to actually have the items affected on hand so that the correct barcode number can be scanned using the barcode reader during this process.

(Refer to Columns, p82 for Frequently asked questions) ■

RESEARCH COLUMN



Ross Todd is Senior Lecturer in the Department of Information Studies at the University of Technology, Sydney. The current research column and abstracts feature papers presented in July at the International Association of School Librarianship (IASL) in Vancouver. The theme of this research column is teacher librarian nomenclature.

What's in a name so to speak. What should the information specialist in the school be named? Is the name 'teacher-librarian' past its use by date? Do teachers and principals have positive images of the title 'teacher-librarian', and what images do they have of two alternatives that have been suggested.

The research was conducted by James Henri and Lyn Hay of the Centre for Studies in Teacher Librarianship at Charles Sturt University. The study provides an Australian background to questions about the name that should be given to those who work as information professionals in schools. The authors review metaphorical analysis as a research tool; and outline a qualitative research project employing the metaphor technique and designed to discover the conceptions (and prejudice) that stakeholders (teacher-librarians, principals and class teachers) hold about three alternative titles that could be employed by the teacher-librarian profession. This research was undertaken with a number of groups in New South Wales. ■

librarian' beyond its 'use-by-date', and who should decide that?

The role of teacher-librarian has always been a topic of conversation among teacher-librarians. In Australia there has been an ongoing struggle to define what teacher-librarians should be and what they should do.

Given that everyone seems to have an opinion on the 'teacher-librarian or not teacher-librarian' debate, the researchers decided to find out what teachers actually thought about three names that might be used by the person who we currently call teacher-librarian.

The aim of the study was therefore to gain an awareness of peoples perceptions about possible nomenclatures and to ascertain the positive and negative about these alternatives.

Review of literature: Nomenclature

The debate about nomenclature has an international history. In recent time the debate in Australia has become more complex (Hay and Kallenberger 1996, Henri 1996, Rowan 1996, Todd 1996, Hanson 1997). One might suggest a number of possible reasons for this. The advent of new technologies has radically altered the work that teacher-librarians actually do. The complexity of the work undertaken by teacher-librarians in larger schools might suggest that the appointment ought to be at a senior level and therefore deserve a more elevated title. Some suggest that the name teacher-librarian has a 'bookish' flavour

James Henri and Lyn Hay are from the Centre for Studies in Teacher Librarianship at Charles Sturt University. Following is a summary of their research study.

Introduction and aims of the study

The teacher-librarian world is diverse with a significant variation in practice and a growing variation in nomenclature across Australian schools. It can be readily accepted that in 1997 a teacher-librarian's day looks different from what it did in 1987, 1977 or 1967; and among schools there may be little consistency in practice. But does this mean that the teacher-librarian's role should change (or has changed) for the better? And who should make this judgement? If the role has changed is the title 'teacher-

and is therefore no longer appropriate in an IT world. Some argue against the appropriateness of 'librarian', some against 'teacher'.

As an aside one should note that strictly speaking there is even debate about the correct form for 'teacher-librarian'. Is it teacher librarian, teacher-librarian, or teacher/librarian? The authors prefer teacher librarian.

Given the thoughts above it was interesting to observe the debates that unfolded on the teacher-librarianship listservs, LM_NET and OZTL_NET, during 1995/6 with respect to the role and appropriate nomenclature, as well as at an Australian national conference (Hay and Kallenberger, 1996). This discussion later emerged on OZTL_NET and was expanded in the August 1996 issue of *Orana*.

At the time of these debates there was a sense of who cares? After all it was one opinion against another. However the researchers took more interest in the substance of the matter after reading a research report by Poston-Anderson in this column (*Scan* 15/2, 1992). Poston-Anderson articulated the use of metaphor as a simple but robust technique to uncover what those involved with school libraries saw as the purpose of the school library (Poston-Anderson, 1996). The question triggered by Poston-Anderson's research was: Could the metaphor technique be used appropriately to identify what stakeholders thought of competing nomenclature and would perceptions differ between stakeholder groups?

Review of literature: Research methodology

There is a growing literature base demonstrating the impact of metaphor on the way we think, on our language, and on systems of scientific and everyday knowledge. Aristotle was the first significant writer to identify the role of metaphor in the production of knowledge. Metaphor is a figure of speech used to make a distinction in one's meaning "on the basis of a comparison and substitution of 'real' meaning for the counterfeit meaning" (Krug, 1991).

The use of metaphor as a way of seeking meaning was pioneered by Pepper (1942) and Kuhn (1970) and has been popularised by Morgan (1983, 1986) whose concern is to show how researchers can use the creative insights generated by metaphor to create new ways of understanding organisations. Other influential writers such as Schon (1979) have suggested that researchers ought to pay more attention to the role of metaphor. Lakoff and Johnson (1980) argue that most of our ordinary conceptual system is metaphorical in nature. The essence of metaphor is understanding and experiencing one kind of thing in terms of another, and embraces the general process of image crossing whereby A is seen as B. Since metaphorical expressions in language are tied to metaphorical concepts in a systematic way, it is possible to employ metaphorical linguistic expressions to study the nature of metaphorical concepts and to gain an understanding of the metaphorical nature of roles and nomenclature.

Poston-Anderson (1996, : 43) argues that teachers develop a culture using symbolic forms such as story, myth, ritual

and language. She argues that these elements become the social glue that provides meaning and sense making within organisations. Metaphors provide windows of understanding presented in ways that are often not confronting and thereby provide meaning. Metaphor also draws our attention to distinctive but partial aspects, sometimes from keeping us from focusing on other aspects of the concept that are inconsistent with that metaphor.

This is the nature of metaphor. If the metaphor could provide more than a partial picture it would be the real thing, not a representation of that. To the extent that teacher-librarians are a complex, multifaceted, contradictory member of the school staff, the metaphor provides a rich possibility as a tool to better understand the way people perceive teacher-librarians.

A search of the ERIC and Australian Education Index databases identified 25 recent applications of the metaphor technique. The technique has been employed considerably in the areas of education, organisational administration and communication. These studies gave the researchers confidence that the metaphor technique was an appropriate data gathering technique for this study. The weakness of the technique (the underplay of certain factors) would be balanced by the use of a range of stakeholders and the size of the convenience samples.

The methodology

This study employed three convenience samples. The first consisted of teacher-librarians, principals, and support staff representing all the schools in one non-government school district in New South Wales. The second consisted of a group of government and non-government teacher-librarians attending a professional development day in Sydney. The third consisted of a mix of teachers and teacher-librarians from the non-government sector who were attending a two day inservice course in Parramatta. In total some 160 teachers were involved although not all chose to participate in the research task.

The researchers were interested in identifying the types of metaphor that would be used to identify the positions of Teacher-Librarian, Information Specialist and Director of Information Services. The instruction to respondents was that they should:

Think of a teacher-librarian that you know and fill in the blank below with a metaphor that best describes your view.

A teacher-librarian is like a _____

[On the reverse side of the paper the respondent was asked to provide an explanation of their metaphor.]

In the case of Information Specialist and Director of Information Services respondents were asked to fill in the blank with a metaphor. It was not assumed that they would necessarily know a person holding a position as Director of Information Services or Information Specialist. It was expected that the metaphors representing teacher-librarians would reflect the history of personal encounter and might therefore be more colourful.

It should be noted that the form of the question, strictly speaking requests a simile. And as you might expect our audience was quick to point out the difference between simile and metaphor. In fact the use of simile is regarded as a metaphorical form (Morgan, 1986) and is therefore appropriate.

Data collection and analysis

Data were collected as follows:

- teacher-librarian metaphors consisting of 128 from teacher-librarians, 26 from principals, and three incomplete
- information specialist metaphors consisting of 92 from teacher-librarians, 29 from principals, and eight incomplete
- Director of information services metaphors consisting of 78 from teacher-librarians, 24 from principals, and twelve incomplete.

The respondents metaphors and descriptions were entered into an Excel spreadsheet by participant type, and nomenclature type. Tables 1 and 2 provide examples of this raw data.

Bobbing Cork On Wavy Sea	Describes the teacher-librarian who works in three schools
Bower Bird	Collector & hoarder
Bower Bird	Immediate relevance not always clear but can always meet every need
Breath Of Fresh Air	Not always there /Essential part of school life/See things in different light
Butterfly	Brings joy & colour to learning
Calming Bird	Humility with informative/Helpful disposition
Caterpillar	Segmented & flexible with an ability to methodically complete a thousand tasks
Chain Link	Links children to world of work
Collaborative Colleague	Someone with whom teachers can plan & teach with
Comforting Mother	A friend to students
Dragon	Very protective of resources & roars at library users
Dynamo	Full of energy, motivating others through her enthusiasm
Enthusiastic Advertising Agent	Has to sell herself
Fountain	A constant source of ideas & resources to develop life long learning
Geni	Of great assistance
Grasshopper	Able to jump in any direction as required
Helicopter	Buzzing, hovering, finding the best route
Honey Bee	Busy, Provides sustenance, Great sense of direction
Idea	Something that goes in & out of people's consciousness
Intelligent Piranah	Always snappy, Knows everything
Intelligent Sponge	Able to absorb a wealth of information & use it appropriately
Isp	Providing access
Jack Of All Trades	Multi skilled
Owl	Wise observer & reactor
Rock	Always there as planned
Rock Of Gibraltar	Must be there to support others
Shelter In A Storm	Offers a place of refuge for the Mis-Fits in the playground
Sponge	The info that the teacher-librarian holds is not always obvious
Soaking Up All Available Resources & Knowledge	
Sunray	Light up the love of discovery
Terrier	Snaps at people continually
Tree	Has many branches, Is living/dynamic/, Associated with growth, Needs to be nourished
Trendy Dinosaur	Tries to keep up with trends but feels threatened by the technology creep.

Bower Bird	Resourceful, Scrounge, Covers much territory
Bower Bird	Always seeking to fill the nest
Bower Bird	Territorial/possessive/isolated/low profile
(Creative) Bower Bird	Collects everything with flair
Broken Record	Always repeats "I want...I want...I want"
Computer	Supposed to have information on every subject on demand
Encyclopaedia	Source of all information
'Fairy Godmother'	Waves her wand of magic dust to create conducive atmosphere for investigation
Fountain	Wisdom ours forth enriching school
Fountain	Refreshing life giver
Guard To A Room With A 1000 Doors	Can open many doors to knowledge/determines the best for each child
Holey Piece Of Plastic	Some demands bounce, others go straight through
Horse With Blinkers	Thinks that the library is the centre of school's learning/ forgets that teachers teach information skills
Knitting Needle	Takes the threads from the classroom & knits them to a whole
Miracle Worker	The impossible is done now, Miracles take a bit longer
One-Eyed Monster	Needs of library greater than needs of students-priorities all wrong
Right Hand	Wonderful resource for teachers/ indispensable
Satellite Dish	Receives info from cosmos, meaningfully packages & disseminates it
Service For All	Attends to all classes 7 all info needs
Signal Person	She shows children the best way to find where they want to go
Teachers Aide	
Time Warped Building	All things must be in place/an unused place
Volcano	Bursting forth with information
Washing Machine Agitator	Always busy going back & forth
Water Reservoir	Sustaining power of school
Wave	

Through content analysis, the metaphors with like characteristics were grouped and regrouped, eventually residing under an appropriate umbrella term thereby creating 'root metaphors' (Steinhoff and Owens 1989). While many of the metaphors are understandable on their own, it is the explanations of the metaphors offered by respondents that provides additional, helpful cues concerning the perceptions and experiences of subjects—both teacher-librarians and principals. Because of this, metaphors that did not have descriptions were not used. An example from above would be 'Teacher's Aide'.

The first grouping of metaphors was completed by function. The functions that were identified were:

- people
- information
- system
- synergy
- dysfunctional.

Table 3 is the synergy function from the analysis of the teacher-librarian metaphors of the responses of one group of teacher-librarians. Table 4 is the dysfunctional grouping of teacher librarian metaphors by a principal group.

Caterpillar	segmented and flexible with an ability to methodically complete a 1000 tasks
Grasshopper	able to jump in any direction as required
Jack of all trades	multi-skilled

Holey piece of plastic	some demands bounce, others go straight through
One-eyed monster	needs of library greater than needs of students. Priorities all wrong
Time warped building	all things must be in place, an unused place
Washing machine	always busy going back and forth
Horse with blinkers	thinks that library is the centre of schools learning-forgets that teachers teach information skills

These functions clearly indicated the major orientation suggested by the metaphor. Was it a people orientation, an information orientation or a system wide orientation. Did the metaphor suggest a synergy or did it suggest a dysfunctional orientation. The metaphors provide an excellent opportunity to see inside the mind. The clarity of the metaphors and the distinctions among them provides much food for thought.

A second round of analysis was conducted in terms of role attributes which were revealed within the functions. In this case the researchers invented a term that typified the role attribute. For example, 'Yapping dog' was used to describe the attribute of broken record and continually complaining. Not surprisingly a number of attributes emerged across more than one 'function orientation'. Tables 5 and 6 provide examples of this coding:

Agent (AG)	flexible, can relate to people, good PR
Colleague (CO)	always helpful, a friend and collaborator with teachers and students in learning
Explorer (EX)	goes out and finds new ideas and strategies to support/improve teaching and learning, breaking new ground
Organiser/Manager (OM)	people manager, often by delegation
Mentor/Motivator (MT)	professional support and counselling, has energy to motivate others (teachers and students)
Yapping Dog (YD)	broken record, continually whingeing
Yo-Yo (YO)	teacher-librarians and clients have differing expectations about teacher-librarian role/functions

Jack of all Trades (JT)	variety of responsibilities and expertise across the school
Mad Scientist (MS)	good in theory but not in practice, people find them hard to understand
Recluse (RE)	tends to avoid human contact, hides from active involvement, not wanting to move with the times
Robot (RO)	dependable, always there when needed and delivers, mechanical
Rubber Band (RB)	being stretched in a number of directions at one time and ready to snap
Speed Hump (SH)	gets in the road of people's progress, slows people down, a 'blocker'
Vapour (VP)	it exists but cannot be seen

The researchers were surprised by the richness and range of metaphors that were offered by the respondents. The researchers analysed the data in terms of a response matrix which provided an indication of the orientations that respondents had in terms of the functional groupings. This matrix is given in Table 7.

	TL	IS	DIS
SYSTEM			
TL	8%	2%	35%
P	0%	0%	33%
Total:	6%	2%	35%
PEOPLE			
TL	18%	7%	17%
P	12%	10%	13%
Total:	16%	8%	15%
INFORMATION			
TL	39%	71%	39%
P	35%	55%	46%
Total:	38%	67%	41%
SYNERGY			
TL	21%	14%	11%
P	27%	7%	0%
Total:	22%	12%	8%
DYSFUNCTIONAL			
TL	17%	10%	3%
P	19%	17%	1%
Total:	18%	12%	3%

Table 7 shows the difference between the principal and teacher-librarian response for each of the three names 'teacher-librarian', 'information specialist', and 'Director of information services' as these were allocated to the five functional groups.

This project like most qualitative investigations has provided the researchers with a rich array of data. The analysis at this stage suggests that there is something in a name.

It was very interesting to note that principals and teacher-librarians had a very similar view of the three names. This might suggest that principals are more aware of issues to do with information services than might be presumed.

The title 'teacher-librarian' is the best known of the offerings and respondents were most able to provide a metaphor for that. Respondents were comfortable with this choice even if for some, the name carried with it an amount of baggage which is demonstrated by the number of respondents who saw the teacher-librarian as dysfunctional. It is perhaps surprising to note that 'information specialist' carries as much baggage as 'teacher-librarian'. This can be seen by the spread of responses between the synergy and dysfunctional categories.

The respondents were clear in their minds that the information specialist is information oriented. This provides both a strength and a weakness depending upon your point of view. It is often

argued that strong teacher-librarians are people orientated and this view is supported by the respondents. At the same time a lack of attention to information management by teacher-librarians is highlighted as a deficit. This data shows that attention to information may come at a cost! Respondents identified the strong system orientation of the 'Director of information services'. This was to be expected perhaps because of the connotation associated with 'director'. The metaphor analysis provides the shadow of this in terms of the allocation of the position. One could suggest that the Director of information services brings with it the notion of passivity. Respondents clearly did not equate this name with teaching and learning. The number of responses for each name dropped away. While this may simply indicate a disinterest in the 'game', it is likely that it indicates a lack of familiarity with the two alternative names. This is highlighted by the trend in incomplete responses; three for teacher librarian, eight for information specialist, and twelve for Director of information services.

The data shows clearly that teacher-librarians are misunderstood. This may be because the role is not clearly articulated or it may be because some teacher librarians are particularly bad role models. The familiarity of the name brings with it good and bad. On the other hand any change in name would require a large scale marketing exercise to sell the change. Whether such a campaign would have success is a moot point.

Implications for practice

This study provides useful workplace implications. The metaphor technique itself has again shown itself to provide very rich data. The technique provides the researcher with spontaneous thoughts which are therefore likely to be accurate and honest reflections of perception. The technique is non-threatening and technically simple to use. It is a method that lends itself to practitioner research because of its short time line for implementation. This application of the method and that used by Panton-Anderson were across schools, but the method has potentially great possibility within schools. A teacher-librarian requesting honest feedback on her role may find a 'dry well' if formal data gathering methods were used. We believe that the metaphor approach would allow for honesty when honesty might be difficult to deliver.

The data collected for this project tells us much about the perceptions that teachers and principals hold about teacher-librarians as well as telling us much about choice of name. The hard reality is that the profession is in need of a good publicist. At the same time the profession has much to celebrate. At the individual school level it is important, whatever you choose to call yourself, that you demonstrate a professional attitude and expertise. The name is important because it has meaning but more important is the fact that reaction to the name is a reflection of response to practice - good, bad or indifferent. Seeking to get the practice right might be more productive than changing the name.

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ABSTRACTS OF RECENT RESEARCH

The abstracts featured in this column were papers presented at the First International Forum on Research in School Librarianship, and published in the proceedings of the joint IASL / ATLC Conference.

Loertscher, D. & Woolls, B. 'The information literacy movement of the school library media field: a preliminary summary of the research'. In: L. Lighthall and K. Haycock (eds), *Information rich but knowledge poor? Emerging issues for schools and libraries worldwide*. Seattle: International Association of School Librarianship, 1977, 343-373.

This analytical study is an important contribution to our cumulative understanding of information literacy, and I recommend it as important professional reading. Through a content analysis process, the paper reviews the history of information literacy, bringing together literature since the 1960s on theory development, research and practice in information literacy. It also presents information literacy in the context of key ideas in education, cognitive psychology and educational technology. The paper explores a range of definitions and perspectives of information literacy and presents a relational model of information literacy as a subset of the concept of critical thinking.

The study explores current models of information literacy and their historical antecedents, and identifies related models from cognition, computer literacy, media literacy, critical thinking and workplace competencies. A particularly useful section of this analysis focuses on strategies for monitoring student behaviour during the information research process, as well as assessing the effects of integrating information literacy into classroom practices. A key benefit of this paper is its helpfulness for teacher-librarians in working within a wide range of teaching and learning styles to achieve their goals in implementing information literacy and enhancing learning through information technology.

Fitzgerald, M. A. 'Critical thinking: tools for Internet information evaluation.' In: L. Lighthall and K. Haycock (eds), *Information rich but knowledge poor? Emerging issues for schools and libraries worldwide*. Seattle: International Association of School Librarianship, 1977, 39-51.

This research explores the question, are children equipped to deal with misinformation on the net? It is an important question all classroom teachers and teacher-librarians should be asking. The literature review establishes that misinformation - information flawed by bias, mistakes, lies, misrepresentation, and scholarly misconduct - is a key problem for all Internet users. It highlights

evidence suggesting that people tend to believe most information is true, that people for efficiency and expediency reasons do not tend to evaluate information, and that despite the vulnerability to misinformation, there tends to be a passive acceptance of misinformation. It also posits that while censorship and technical screening of inappropriate information are possible solutions, the real solution is for Internet users to have the critical literacies to evaluate information available on the Internet.

Against this backdrop, this research sought to examine a range of Internet documents to identify clues or triggers that signify the presence of misinformation; to identify the characteristics of 'reputable' or 'reliable' Web documents and how these differ to traditional communication; and to establish strategies for helping young people effectively deal with misinformation.

The project identified and examined a sample of 23 Web documents that contained one or more misinformation devices. Participants were observed and interviewed as they interacted with two of these documents through a pre-interview, interactive evaluative task session, and a post-interview. The study presents a detailed description of a range of misinformation devices, and strategies to detect them. These include: artificial inflation, commercialism, application to tradition, inconsistency, stereotyping, reverse disclaimers, and misleading experts.

The study provides a basis for developing a checklist to help students face the challenging problem of evaluating Web documents, and offers suggestions for adapting, applying and teaching these strategies in K-12 contexts. ■

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The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Information about reviewers for this issue can be found at the end of the review section. Classification given in Scan for non-fiction material is the 12th Abridged Dewey, although when ordering SCIS cataloguing records, the 12th or 20th may be specified. Many more reviews than we publish in Scan go onto the DSE Web site (<http://www.dse.nsw.edu.au>).

USER LEVELS are now given in stages as follows:

Early Stage 1 (for Preschool/Early Childhood)

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Stage 2 (for Middle primary)

Stage 3 (for Upper primary)

Stage 4 (for Lower secondary)

Stage 5 (for Middle secondary)

Stage 6 (for Upper secondary)

Community (for Community/Parent/Adult)

Professional

Picture books

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

AHLBERG, Allan & McNAUGHTON, Colin
What's in the shop?

Walker, 1997

ISBN 0744549809

[428.1]

Originally published in several small volumes, the contents of this rollicking picture book comprise a potentially exhilarating experience for beginning readers. Although the element of surprise offered in the originals is somewhat lost by the condensation of some, this larger volume enables the nonsense to be shared between groups of children, as well as between teacher and class or parents and children. It would also be useful for basic mathematics concepts, including time and addition. Colourful, slightly dotted illustrations extend and develop the ideas suggested by the deceptively simple text. The consistently successful collaboration between Ahlberg and McNaughton works again, in a unique and exemplary fashion. W. Smith

USER LEVEL: Stage 1

AVAIL: \$19.95

KLA: English; Mathematics

EVAL: Highly recommended SCIS 901929

BRUCE, Jill B.

Mixed up monsters.

Kangaroo, 1997

ISBN 0864178344

[A821]

In the genre of "kiddie horror" which promises to tingle, not terrorise, this split page poetry picture book has appeal for readers who enjoy visual stimulation and gruesome verse. Each page is divided in two, with verse on the left hand side and the subject illustrated on the right. The name of each creature, mythical or real, is also split, thus enabling a nonsense word to be created by jumbling the pages. The text would suit an able reader, but the style of the book would appeal to those more interested in gimmicks and

gags. The language may frighten very young children, however the image of half witch /half skeleton may bring on gales of laughter. S. Rasaiah

USER LEVEL: Stage 2 Stage 3

AVAIL: \$14.95

KLA: English

SCIS 903743

CLEMENT, Rod
Grandad's teeth.

Angus & Robertson/HarperCollins 1997

ISBN 0207191395

Rod Clement continues to delight with another off-beat picture book with broad appeal. Grandad awakens to discover his false teeth missing from his bedside table. The family rush to help and soon the hunt is on to find the perpetrator. Unlike the large, bold illustrations of some earlier works, in this book Clement has reduced the scale and increased the detail, making the various in-jokes harder to find but no less amusing.

Grandpa's lisp, unwanted side effect of his lost teeth, is cleverly presented so as not to confuse young readers. The book would be useful to complement a unit on local community cooperation. I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3

AVAIL: \$22.95

EVAL: Highly recommended SCIS 900974



COLE, Babette
Drop dead.

Cape, 1996

ISBN 0224045512

Death is a topic full of wonderful possibilities for the ironic humour of Babette Cole. This picture book explores the enthusiastic progress through life of Gran and Grandad, who although now bald, old, and wrinkled, have never lacked fun and excitement. Beginning as bald, wrinkly babies, their wonderful lives are described in simple text which accompanies a range of detailed and exuberant colour illustrations. The book's impact builds on the reader as its circular form reaches a bold conclusion. This is a masterful work, visually stimulating, entertaining and satisfying. Its sophisticated humour will appeal to a wide audience. J. Buckley

USER LEVEL: Stage 2 Stage 3 Stage 4

AVAIL: \$19.95

EVAL: Highly recommended SCIS 889842

DAVIES, Nicola & MALAND Nick
Big blue whale.

Walker, 1997.

ISBN 0744528453

[599.5]

What better way for a young child to gather information than by reading and/or sharing a beautiful picture book such as this. The well written text is simple, direct and engaging, while the finely cross-hatched, softly colour-washed illustrations capture the imagination. Different print type and size is used to good effect to reinforce and facilitate understanding and appreciation of the comprehensive information provided on the great blue whale: information such as the size and scale of the great mammal, its extraordinary features and special characteristics, its habitat, source of food, lifestyle and life cycle. Here is a visually stunning, beautifully designed and produced book with appeal to young and old alike. B. Richardson

USER LEVEL: Stage 1 Stage 2

AVAIL: \$19.95

KLA: HSIE; ST

EVAL: Highly recommended SCIS 902682

DODDS, Dayle Ann & LITZINGER, Rosanne
Sing, Sophie!

Walker, 1997

ISBN 0744540097

Sophie is a small girl with a guitar, a big hat and even bigger voice, who just looooooves to sing! Dismissed by each of her family in turn for disturbing their activities, Sophie is at last vindicated during a storm, during which only she can console her frightened baby brother. Bold watercolour illustrations enhance and illuminate the text, reflecting and expanding the underlying emotional message. This exuberant picture book begs to be read aloud (preferably with an American accent!), and for Sophie's songs to be sung with gusto! It would make an excellent vehicle for reader's theatre, as well as providing an amusing model for student writing. W. Smith

USER LEVEL: Stage 1 Stage 2

AVAIL: \$19.95

KLA: CA; English

EVAL: Highly recommended SCIS 900008

EAST, Jacqueline

I won't eat that.

Ragged Bears, 1997 (Ed the pup)

ISBN 1857141253

Ed the pup is learning about life's ups and downs, and taking his parents along for the ride. They deal with the disasters with love and patience, inspiring hope in all parents of toddlers. Clear, full-page illustrations and bold simple text make this an ideal picture book to share with children. The language is appropriate and stimulating and would be suitable for emergent readers to tackle. Beginning readers would find much of the text predictable with good picture support. The surprises (where is the little mouse now?) included in many of the illustrations are an added delight for the very young reader. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1

AVAIL: \$16.95

EVAL: Highly recommended SCIS 906833

ELLIOT, David

Dragon tangle.

Scholastic, 1997

ISBN 1869432401

[821]

Rhyming text and intricate sketches of medieval scenes with a comic relief complement each other in this well balanced book. The verse describes a pair of dragons enjoying a clumsy visit to the fair. The one page poem is repeated line by line throughout the book as all is revealed via the illustrations. This is definitely a case of letting your imagination run riot! Delicious anticipation of the dragons' next catastrophe adds to the readers' enjoyment. The rich vocabulary invites discussion of the literary style of the period and the terminology used in medieval times. S. Rasaiah

USER LEVEL: Stage 2

AVAIL: Paper \$7.95

KLA: English; HSIE

SCIS 904058

GRAHAM, Bob

Queenie the bantam.

Walker, 1997

ISBN 0744555191

Here is a wonderful tale of an adventurous little chicken's entanglement with a thoroughly modern, at times quirky family. The author has used simple, direct text with dialogue to produce a picture book which will prove enjoyable for young readers, and for individual and small group work. The mixed layout of large and many quite small illustrations may make it less accessible for whole class work. The full colour illustrations are typical of Bob Graham's style, and entertaining in themselves. The suggested limitation of the layout for larger groups should not detract from the diverse overall possibilities of this polished work. R. Dobson



USER LEVEL: Stage 1 Stage 2

AVAIL: \$21.95

KLA: English; HSIE; ST SCIS 903915

GREGORY, Nan & LIGHTBURN, Ron

How Smudge came.

Hodder Children's, 1997

ISBN 0733601316

The deserved recipient of a swag of awards, this is a very special picture book, sensitively told and emotionally engaging. Cindy shares a group home for people with disabilities. When the small puppy that she has adopted is discovered, it is removed and taken to the RSPCA. Cindy, however, is determined to retrieve it. Softly coloured, evocative pencil drawings are in perfect harmony with the theme and tone of the story which, although heart-touching, is not overly sentimental. Facial expression, body language, space, angle and perspective are used most effectively to ensure reader empathy, so that Cindy's excitement, joy and sorrow are shared experiences. This is a must on every bookshelf. B. Richardson

USER LEVEL: Stage 1 Stage 2

AVAIL: Paper \$11.95

KLA: HSIE; PDHPE

EVAL: Highly recommended SCIS 901879

McCULLY, Emily Arnold
Starring Mirette and Bellini.

Ashton Scholastic, 1997

ISBN 1863887350

In this sequel to the Caldecott Medal winner, *Mirette on the high wire*, Mirette again captivates those she meets, the reader included. She is concerned for the ordeals of others, this time the plight of peasants in Tsarist Russia, and she demonstrates tenacity, courage and loyalty. Set around the turn of the century, the illustrations evoke and reflect European society of the time by employing an impressionistic style. The changing moods and themes of the story are depicted through skilful use of colour. This picture book will prove to be useful stimulus material for visual arts or as a discussion starter. N. Chaffey

USER LEVEL: Stage 1 Stage 2 Stage 3

AVAIL: \$19.95

KLA: CA; English; HSIE; PDHPE

EVAL: Highly recommended SCIS 901100

MCDONNELL, Flora
Flora MacDonnell's ABC.
Walker, 1997.

ISBN 0744544130 [421]

Bright colour, large simple illustrations, a blend of familiar and exotic objects: this is an appealing picture book for very young readers. The colour combinations are most effective. There is sufficient detail to reward close observation and re-reading. Both a large and small object illustrate each letter, so a mouse gazes wistfully at the moon; a ladybird rests on a lemon; cats cruise in a Cadillac; and an elephant carefully balances an egg. Letters are presented in upper and lower case. One label is entirely lower case, the other entirely upper case, which may confuse beginning readers and is the only discordant note in this otherwise polished and attractive work. J. Buckley

USER LEVEL: Early Stage 1 Stage 1

AVAIL: \$19.95 SCIS 900134

MORRIS, Jill & DYE, Sharon
The wombat who talked to the stars: the journal of a northern hairy-nosed wombat.

Greater Glider, 1997
ISBN 0947304282 [599.2]

The northern hairy nosed wombat is one of Australia's most critically endangered species. There is thought to be only one colony of sixty five animals left. The authors have targeted one of these, number 104, and cleverly let him tell his story in this well designed, beautifully illustrated and produced picture book. Also provided is comprehensive and fascinating information on the species in general, using a variety of text and visual approaches to ensure easy access and assimilation by young investigators. Topics covered include special characteristics, prehistoric ancestors, location and habitat and the current captive breeding program. A photocopyable activities sheet is included. B. Richardson

USER LEVEL: Stage 1 Stage 2 Stage 3

AVAIL: \$16.95

KLA: ST

EVAL: Highly recommended SCIS 897166

RIDDLE, Tohby

The great escape from City Zoo.

Angus & Robertson/HarperCollins, 1997
ISBN 0207189544

Sophisticated and enigmatic, this picture book presents a witty satire on the city and notions of identity, heroism and freedom. On the surface the story is simple: an anteater, elephant, turtle and flamingo break out of the City Zoo and, disguised, manage to blend in for a time and enjoy their freedom in the city. Inevitably, however, they are captured and returned to the zoo where they are acclaimed as heroes. All except Flamingo who, remaining at large, becomes a legendary figure. Simple? Not really. Dig deeper: read closely. The understated text is enriched and extended by a wealth of clever visual jokes and allusions in illustrations resembling black and white film stills. B. Richardson

USER LEVEL: Stage 1 Stage 2 Stage 3 Community

AVAIL: \$22.95

EVAL: Highly recommended SCIS 903562

WADDELL, Martin & FIRTH, Barbara
Con va cha, gau con =You and me, Little Bear.

Walker, 1996
ISBN 1854305239

The satisfaction of togetherness is the message of this picture book, where the endearing Big Bear and Little Bear spend a day at work and play. Little Bear's behaviour and interests are very like that of young children. The bears are brought to life in Barbara Firth's charming illustrations, which exactly capture their close relationship. The universal themes of the work, and its essential simplicity make it an appropriate dual language text. The Vietnamese translation by My Tang is well placed on the pages. This edition could be used as a model for written and spoken activities for background speakers of Vietnamese. J. Buckley

USER LEVEL: Stage 1 Stage 2 Stage 3

AVAIL: \$24.95

KLA: LOTE SCIS 880198

WHEATLEY, Nadia & KLEIN, Deborah
The greatest treasure of Charlemagne the king.

Scholastic, 1997
ISBN 1863886990

Anyone who values reading, and cares about passing that value on to others, will cherish this picture book. It is an affirmation of the power of books to open access to other worlds. Charlemagne can have whatever he desires, but nothing interests him. His observation of an engrossed reader, in contrast to the cavalcade of treasures presented for his interest, is followed by his experience of learning to read. Emerging readers will empathise with Charlemagne's initial struggles; those reading fluently will enjoy his new found passion. The coloured pastel and pencil illustrations are exactly right—atmospheric, stylised, well designed and detailed. A strong strand of scholarship underpins this humorous and beautifully crafted work. J. Buckley

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5

AVAIL: \$19.95

KLA: English

EVAL: Highly recommended SCIS 905173

Winners: The very best of friends and other stories. [sound recording]

ABC, 1996. (51 min.) (ABC audio)
ISBN 0642176698

Seven texts on this recording are read from well loved, award winning Australian picture books: *The very best of friends*; *Murgatroyd's garden*; *The journey home*; *Hector and Maggie*, *Edward the emu*; and *The paw*. Complementing and extending the fine, dramatic readings are appropriate sound effects and music which provide an extra sensual dimension for those listening with picture book in hand. Each of the five readers/performers brings his/her own interpretation to a reading, and listeners will have their own favourites. Ideal for children who are not yet independent readers, those with impaired vision, or those who are sick, it is a different and enjoyable way of experiencing some great stories. B. Richardson

USER LEVEL: Stage 1

AVAIL: \$16.95

KLA: English SCIS 899379



Fiction for younger readers

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

ALLEN, Eleanor & PARKER, Harvey

Ghost on the landing.

Macdonald Young, 1997 (Tremors)

ISBN 0750022183

Although this short, illustrated novel for newly independent readers contains a number of clichés (both characters and situation), it has enough style and originality to develop into an interesting and satisfactory story. The tall house, with its long drop through the central staircase, the mysterious cleaning woman, the vengeful spirits imagined by the young heroine in her desire for revenge against her bullying brother, the seeming effectiveness of her calling upon ghostly spirits for help, all combine to make a suitably atmospheric tale. Motivations of the child protagonists are realistic, and clues are well-placed (but not too obvious) in this taut, direct narrative with a nicely ambiguous ending. W. Smith

USER LEVEL: Stage 2

AVAIL: \$22.95 SCIS 903702

BRENNAN, Herbie

Letters from a mouse.

Walker, 1997

ISBN 0744541328

Pedants beware, capital letters and apostrophes are notable for their absence: s. mouse of hayes bros (sic) can't reach the shift button with his short legs. Nonetheless, he does a mean job of writing letters. Young readers should enjoy the fun as this amazing little rodent foils the escape plans of robbers of half-a-million pounds. Told in small, readable chunks—a series of letters written by our hero to an unknown customer on the office computer late at night—the story features mystery and mayhem, goodies and baddies. It is all enlivened with wit, humour and whimsical line drawings. Try this one with computer buffs, newly independent and/or reluctant readers. B. Richardson

USER LEVEL: Stage 1 Stage 2

AVAIL: \$16.95 SCIS 901533

CAREY, Peter

American dreams.

Angus & Robertson, 1997 (Masterpiece)

ISBN 02071913X

Marshall McLuhan declared that the medium is the message, and this series exemplifies that maxim dramatically. Here a short story (taken from *The fat man in history*) is presented as a complete work, copiously illustrated by Gregory Rogers, and presented in a variety of typefaces and layouts, which echo and amplify the literal meaning of the text. As a literary work the story is subtle and ironic, but in this format it becomes a much more straightforward and accessible account of how one man's obsession transforms a small Australian country town, making tourist attractions of the town and everyone in it. M. Lobban

USER LEVEL: Stage 3 Stage 4 Stage 5

AVAIL: Paper \$12.95 SCIS 898439

CLARK, Sherryl

The too-tight tutu.

Penguin, 1997 (Aussie Bites)

ISBN 0140384456

The trials and tribulations which lead to Merry's first ballet solo make a delightful story about believing in yourself and working for your dreams. This quest will strike a familiar note with many readers, both young and old! By the end of her performance, Merry has achieved some very special and worthwhile things: the respect of all, including her pest of a brother; and most importantly, she has satisfied herself. Wonderfully sympathetic and expressive line drawings by Cathy Wilcox enhance the characters and complement the script. This book could stimulate discussion about healthy competition and self esteem. N. Chaffey

USER LEVEL: Stage 2

AVAIL: Paper \$6.95

KLA: English; PDHPE

EVAL: Highly recommended SCIS 906988

COLLINS, Paul

Old bones.

Angus & Robertson, 1997 (Shivers)

ISBN 0207191417

Lurid covers, strong series identification and short, cheerfully gory texts are the distinguishing features of these not too scary junior horror stories. Each book contains two stories, each inverted from the other, giving two colourful covers and tantalising introductions. The writing is brisk and direct, reserving figurative language to describe pulsing brains or blood-spurting wounds. The young protagonists of the stories have little faith that the adults around them will believe or help them, so they must take on crazed school teachers, vengeful misfits and savage dinosaurs alone. Although some lingering menace may remain at the end, there is also a sense of order restored. M. Lobban

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$9.95 SCIS 901047

Titles in this series include:

Promise not to laugh SCIS 901042

CONDON, Matthew

The tunnel.

Lothian, 1997 (After dark 15)

ISBN 0850918308

From a derelict railway tunnel deep in the rainforest, mysterious children's voices ring out, inviting Jack to come and play. Terrified, he leaves, but is intrigued when the townsfolk deny the existence of both the children, and the tunnel. His subsequent search for the truth abounds in tension and compels the reader to continue. A dramatic story which would capture an audience if read aloud or used in storytelling, this would be equally successful for individual reading by those keen on a scary experience. This unusual tale is cleverly told, easy to read and supported by interesting other worldly illustrations which add to the overall air of mystery. L. Monticone

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$8.95 SCIS 900048



DURANT, Alan
Return to Creepe Hall.
Walker, 1997
ISBN 0744541476

Readers with a yen for vampires, body-snatchers, mad scientists and gloriously awful puns will find this book right up their alley. Oliver returns to Creepe Hall for the holidays and finds a host of crazy adventures awaiting him. Mummy is on hand to guide him on his way, while the newly created Cleopatra is demonstrating some design faults, acting like a B-grade movie character. Perhaps a vampire's fang problems can be solved by creative dentistry. Maybe Uncle Franklin can create snow for Christmas. Solutions to these problems and many more will be found in this rollicking yarn, which would be ideal for reading aloud in class. M. Steinberger

USER LEVEL: Stage 2 Stage 3
AVAIL: \$16.95 SCIS 901529

ELDRIDGE, Jim
Captain Hawk and the stone of destiny.
A & C Black, 1997 (Graffix)
ISBN 0713645571

An adventurous tale, this features Captain James Hawk, the captain of an intergalactic space-craft, and his robotic partner Xan-X. They undertake a danger-filled quest to recover the stone of destiny in just 48 hours for the evil Warlord Pinn. Presented in comic strip format with a great deal of humour, this is an extremely readable book which would be ideal for reluctant readers who enjoy humorous adventures. The text is relatively simple and is used in both speech bubbles and small, descriptive paragraphs, whilst the black and white sketch illustrations are very effective. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: \$19.95 SCIS 901966

GLEESON, Libby & COX, David
Queen of the universe.
Omnibus, 1997 (Solo)
ISBN 1862913145

Everyone in the family gets into the act helping Gina—with lines, costume and props—for Gina, in her role of Queen of the Universe in the school play, is set to be a star. Her sibling would like to be in the play too, but unfortunately is considered too little. Fate steps in, Gina gets chickenpox. Who knows the part? Who will get the starring role? Repetition and natural dialogue are used to good effect in the simple text, which combines with quirky, shaded line drawings to tell this child-centred little story. It is a book for beginning readers which many older readers (child and adult) will also enjoy. B. Richardson

USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$7.95 SCIS 898213

HOLLAND, Julia
Through the doorway.
University of Queensland Press, 1997 (UQP story-bridge series)
ISBN 0702229210

Issues are gently handled in this sweet and mysterious story of Tansy's twelfth summer. Set on and around Tambourine Mountain in Queensland, the landscape is lavishly described, deliciously evoking the colours and fragrances of the rainforest. Tansy is experiencing the restless boredom

of early adolescence when an excursion into the bush becomes a confusing experience of time travel. In her subsequent search for the truth about the sad Elise and her mysterious house, Tansy finds some other important truths about friendship and responsibility, love and death. This is a pleasant and well-written novel for the middle years age group. J. Donovan

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$12.95
KLA: English; HSIE SCIS 899182

HOOK, Brendan
Harry the honkerzoid.
Penguin, 1997 (Puffin Books)
ISBN 0140386793

When Chris first met Harry the honkerzoid he suddenly found that he could play his clarinet piece perfectly. After a series of disasters on the night of the concert, Chris and Harry are able to save the day with Harry's very special magic. The text contains many onomatopoeic sounds to enhance the story and help create a musical atmosphere. Black and white sketch illustrations appear on every page complementing the simple text, whilst a musical piece entitled *March of the honkerzoids* is found at the end of the book. This music, it notes, is ideal for clarinet, piano, strings and trombone. J. Eade

USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$9.95
KLA: CA SCIS 902396

LARDNER, Kim
McMuscles and other stories for giggling. [sound recording]
ABC, 1996. (40 min.)
ISBN 0642176531

Kim Lardner shares with a group of children three very child-centred stories (including his popular *The sad little monster and the jelly bean queen*) with irresistible warmth, humour and spontaneity. Even adults find it easy to get caught up in the fun and nonsense, and soon find themselves joining in with the infectious giggling of the recorded, interacting child audience. This sharing/listening story experience should win Lardner many child fans, and send them searching for his picture books. Adults wanting to organise a visiting author for young children will find themselves tempted to contact this personable author/performer to enjoy his storytelling live. B. Richardson

USER LEVEL: Stage 1 Stage 2
AVAIL: \$16.95 ABC
KLA: English SCIS 899398

LINDQUIST, R. C.
The intruder.
Lothian, 1997 (After dark 14)
ISBN 0850918332

Another chilling tale in the series, this one recounts a disturbing babysitting experience. Although very competent with young children, Taryn is not prepared for the terrifying events that take place during her evening with the timid four year old, Serendipity. A very readable story, it moves rapidly from secure comfort to terror. Powerful black and white illustrations intensify the sense of menace as it increases in the narrative. Brief and simply written, this book is sure to hold the interest of young readers who enjoy horror stories, including reluctant readers. C. Sly

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$8.95 SCIS 900049

LONG, John.
Mystery of Devil's Roost.
Fremantle Arts Centre, 1997
ISBN 1863681647

Peter and Sarah have travelled to their aunt and uncle's farm near Cairns for a holiday. They become fascinated by stories of fossil finds and Aboriginal rock paintings in the caves of nearby Devil's Roost. When they investigate the area, an encounter with a strange crystal during a solar eclipse propels the children backwards in time to the Palaeozoic Era. While not the roller coaster plot of a Jurassic Park, the author succeeds brilliantly in convincing his readers to suspend their disbelief and enjoy the ride. The time line on the last page is a useful reference tool while reading. I. McLean

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$9.95 SCIS 900254

MACDONALD, Caroline
Through the witch's window.
Penguin, 1997 (Puffin books)
ISBN 0140380558

Rose Tattoo is a sculptor who works with junk, but the four children living in the caravan park near the tip think her odd, and are convinced that she is a witch. When their dog disappears, they are certain that Rose is responsible. This short chapter book is well written, fast paced, and very child oriented. It is made even more appealing by Mark Wilson's atmospheric pen and ink drawings, which capture mood, tone and feeling, and intensify the drama in the story. Ideal for sharing, it offers much to discuss, such as the attitudes and behaviour of the children towards someone they perceive as different. B. Richardson

USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$9.95 SCIS 894683

MARTIN, S. R.
Chair.
Scholastic, 1997 (Insomniacs 7)
ISBN 1863888187

If instant gratification, non-threatening vocabulary, and quick resolution of the plot are the keys to sustaining the interest of young reluctant readers, then this is the perfect chapter book for this group. The characters are briefly defined, as the merits of the story rely on the supernatural elements around which the plot loosely hangs. The gang (all boys) has its hang out at the local rubbish tip. It is there that they find an old armchair which begins to devour the gang members one by one. The climax involves heroism, rescue, destruction, and a fatalistic acceptance that one of the gang has gone into the armchair abyss. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$6.95 SCIS 907161

Other recent titles in this series include:

Cold SCIS 896883

The tunnel, the dark SCIS 896884

MATTHEWS, Penny
Potato baby.
ABC, 1997
ISBN 0733305679

Katie is not in the least interested in babies. This causes problems with her friend, Rebecca (who is besotted with her new



baby brother), and to make matters worse now her step-mother Jenny is pregnant. Katie preferred life when it was just herself and her Dad. How Katie adjusts to her new family situation and learns that change doesn't have to make things worse, is sensitively told in a heartwarming illustrated story that evidences a real understanding of children and families. The narrative style is natural, easy, with a happy balance maintained between dialogue and prose—just right for newly independent readers. The story also lends itself to reading aloud. B. Richardson

USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$9.95
KLA: PDHPE SCIS 903515

PURCELL, Fran
Jack in trouble.
Steele Wilson, 1997 (Even break)
ISBN 187626201X

Simply presented, this work is an honest approach to the issue of attention deficit disorder (ADD). Everyone knows Jack, but no one likes him. Jack can't do much right. He lacks physical and social skills, he loses things and he angers easily. The effect he has on others is described well. Teaching through fiction in this manner is didactic in parts, however, the story is pitched at youngsters involved with ADD, so style and presentation (lots of large sketches), are appropriate. Jack's aunt and cousin Casey empathise with him and help everyone find a release. Their discussion following the diagnosis is an excellent presentation of issues surrounding ADD. C. Thomas

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: Paper \$9.95
KLA: PDHPE SCIS 899895

RYAN, Margaret
Queen Lizzie rules OK!
Black, 1997 (Jumbo jets)
ISBN 0713646896

A school history pageant is the focus of Lizzie's efforts in this lively, short novel. Lizzie seems to attract trouble at home and at school. She is not content with a backstage role in the pageant, and sets out to prove that women had a significant and poorly acknowledged role in history. The big night turns out to be full of surprises. Numerous black and white illustrations by Wendy Smith extend and reinforce the text. They provide good support for newly independent readers, as well as underscore the humour. Speech bubbles within the illustrations add an extra dimension to the text in this well integrated work. J. Buckley

USER LEVEL: Stage 2
AVAIL: \$16.95 SCIS 903432

SEFTON, Catherine
The Skeleton Club.
Penguin, 1995 (Young Puffin)
ISBN 0140374825

Strength in unity—little kids stand up to the school bully and win in this version of an old but cleverly wrought theme. Told conversationally in the first person, it has a pleasantly distinct Irish tone in vocabulary, names and phrasing. Conor, somewhat reluctant member of the Skeleton Club, is the link between the gang and the other kids in the school. His cousin, Big Annie, has had enough of the bully Jerome. She defends the new kid by rallying all victims and stomping on Jerome's opinion that boys act, girls talk. The realistic conflict is developed slowly and smoothly through dialogue. Playground politics is nicely illustrated by detailed drawings. C. Thomas.

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$7.95
EVAL: Highly recommended SCIS 903726

SHELDON, Dylan
Harry and Chicken.

Walker, 1997 (Racers)
 ISBN 0744552907

Harry is no ordinary cat, not only can he talk, but he also knows that Sara's special nickname within the family is Chicken. In fact, Harry is not really a cat at all, but an alien from outer space, and he has chosen Sara and her family to live with whilst he is stuck on earth, which could be for centuries. This delightful, humorous story is written in short chapters interspersed with black and white illustrations. It is an ideal book for the young emerging reader, as each chapter is introduced with an amusing heading and illustration. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: Paper \$7.95 SCIS 903931

Other recent titles in this series include:

Harry the explorer SCIS 903929
Harry's holiday SCIS 903930

SYMONS, Moya
Hatty's hotline.

Penguin, 1997 (Puffin books)
 ISBN 0140384723

Somehow readers just can't help liking Hatty. Her enthusiasms are misplaced and her perceptions naive, but her energy for everything makes her endearing. Hatty's sense of humour and self esteem are assets when she is commissioned to write the teen advice column in the local newspaper. This she tackles with wit and verve, but fails to perceive or prevent the corresponding alienation of friends and family—that solid base which gave her the self-confidence to become the teen guru in the first place. This is a funny, easily read novel full of recognisable characters: warm, suburban, slightly vulgar. J. Donovan

USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: Paper \$9.95
KLA: English SCIS 900817

WALLACE, Karen

Grumblerug's gang and the great-hairy-thing.
 Collins Children's, 1996 (Collins yellow storybook)
 ISBN 0006751407

A prehistoric setting creates an interesting background for this story. Five little cave children set out to solve the mystery of the disappearing mammoth burgers, with the assistance of their rug, Grumblerug. The adventurers solve the mystery after discovering a few new inventions and a big friend. The large text is accessible to the targeted group, and each page includes black and white line drawings which stimulate the reader's interest in the ancient setting. Long chapters may make this short story seem insurmountable. It is suitable for reading aloud. R. Murray.

USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$8.95 SCIS 896247

WOJCIECHOWSKI, Susan

Beany (not Beanhead) and the magic crystal.
 Candlewick, 1997
 ISBN 0763600520

What would you wish for if you had a magic wishing crystal, but only one wish? This is the dilemma facing Bernice

Lorraine Sherwin-Hendricks, otherwise known as Beany. Readers will surely empathise with her as she relates in short self-contained chapters how she is tempted to use her wish to win the coveted loving cup, find the missing school hamsters, achieve a decent school portrait and have the best party ever, but finally gives it up to bring happiness to someone else. This is a very satisfying, entertaining story which should prove a real winner with young independent readers who will surely seek more tales about this delightful character. It reads aloud well. B. Richardson

USER LEVEL: Stage 1 Stage 2
AVAIL: \$16.95
EVAL: Highly recommended SCIS 902686

Fiction for older readers

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

ALCOTT, Monique

Le journal de Delphine.
 Cambridge University Press, 1994 (Serie rouge)
 ISBN 0521449790

What a delight is this enjoyable read! Delphine betrays all the hallmarks of an emerging butterfly—an embarrassing younger brother, pimples, large feet, a friend who tries to pinch her first love, her first kiss, and the security of family life. Presented as a diary with humorous illustrations, the language (in French) is real, if not always grammatically correct. The integrity of the style is enhanced with a liberal use of colloquialisms that may send students rushing for their dictionaries, but the usage is excellent reinforcement for the real thing. Themes also integrate the concepts of living in the European community allowing for great cultural discussions. E. Maxwell

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$8.95
KLA: LOTE SCIS 805246

Other titles in this series include:

Aventure et passion: contes et recits d'aujourd'hui SCIS 835379

Chere Lambert!: un exchange de lettres SCIS 805255

Des roses blanches pour Danielle: et autres histoires passionnantes SCIS 835399

Menestel: le tout-puissant SCIS 805251

BERNARD, Patricia

The outcast.
 HarperCollins, 1997 (The outcast trilogy 1)
 ISBN 0732257689

Packed with daring exploits and adventure, this futuristic novel centres on a very different world. Four distinct civilisations exist to serve the powerful Mega rulers, who dwell within a metal-walled city. Generations have had set rituals and rites, until the Rule Changer comes. Fish, as he is called, is a Mega throwback and has no accepted identity with any group. Graphic descriptions with a unique cinematographic quality present some nightmarish characters and settings which readily grasp a reader's imagination. Being the first book in a trilogy, it concludes with promise of a lot more excitement to come. C. Sly

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$11.95 SCIS 897043

BRODERICK, Damien & BARNES, Rory
Zones.

HarperCollins, 1997 (Moonstone)
 ISBN 0732257603

A mysterious telephone caller from another time zone finds fourteen year old Jenny Kane an appropriate contact. Her high aptitude for, and love of science help her understand how a progressive physicist working in 1960 has managed to defy the constraints of time. His call links with Jenny, 35 years in the future. A rare blend of wit, humour and quantum theory makes this an absorbing tale in which the bizarre seems highly plausible. Its lively style and amusing events make it very readable, especially for young adults with an interest in weird angles on science. C. Sly

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$12.95 SCIS 900664

CATRAN, Ken

Doomfire on Venus.
 Hodder Children's Australia, 1997 (The solar colonies 1)
 ISBN 073360286X

Competent characterisation of good and bad females in conflict binds this science fiction adventure together. Servants of the all powerful and impersonal Corp, Earth's ruler, three teenagers are left alone on Venus by the nicely unpleasant pilot, Nel. Below the searing surface they mine ice, doomfire, an energy source that Corp and rebellious Mars colonists desperately want. There's a little science and a lot of virtual reality. Attacked by androids and rampant greenery, commanded by all-seeing holograms, then escaping into dream worlds, the trio war with each other before realising the truth and unifying to combat aliens and Corp. This is an interesting read for science fiction fans, and those who might be converted. C. Thomas.

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$10.95 SCIS 897241

Other recent titles in this series include:

The ghosts of Triton SCIS 897240

CORBET-SINGLETON, Paul

The face.
 Scholastic, 1997
 ISBN 1863888063

Gibson Carver has been haunted by a nightmare all his life, a dream in which he hurtles to his death from a runaway big dipper ride. Coincidentally, his new home with his grandmother is near a fun park fronted by a large grinning face, and his new school is dominated by a manipulative bully who seems mystically connected with the fun park face. The events of the novel move inexorably towards a real life re-enactment of Gibson's dream. Dramatic moments abound, as Gibson is portrayed as the helpless dupe of the malevolent Carl, but the device of the face is overused and genuine terror is lacking. M. Lobban

USER LEVEL: Stage 4
AVAIL: Paper \$12.95 SCIS 901037

DARLING, Kate

Nothing to write home about.
 Omnibus, 1997 (Shorts)
 ISBN 1862913285

The sad irony of this title is its self-description: pointing out the *mot juste* is an obvious but salient observation. The novel describes the first week of a new term in Year 12 at a boarding school, as seen through the dreary eyes of prickly and

self-absorbed Lola. Touching with astonishing superficiality on the issue of bulimia, and dwelling at length on the bitchiness of teenaged girls, there is very little else to report. This slender novel was written from the inside, by a sixteen year old boarder, as a fictionalised depiction of a typical week at school. J. Donovan

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$8.95
KLA: English SCIS 901057

DISHER, Gary
The half dead.

Lothian, 1997 (After dark 12)
 ISBN 0850918480

A sophisticated approach to the horror genre, this series features dark shadowy covers and brooding black and white illustrations. Renny lives in a unhappy land where physical disfigurement and amputated limbs are the norm. Alienated from her family and classmates, Renny seeks shelter in the Black Hall, where she discovers its awful secret. The building is haunted by the workmen who died horribly during its construction, and whose restless bodies remain forever trapped in its concrete floor. The large type, short chapters and frequent illustrations make this accessible reading, however the easily frightened may be disturbed by its rather gothic flavour. M. Lobban

USER LEVEL: Stage 4
AVAIL: Paper \$8.95 SCIS 898617

Other recent titles in this series include:

The intruder SCIS 900049

The red shoes SCIS 891472

The tunnel SCIS 900048

The wombat king SCIS 898622

Fears and fantasies: stories.

/ compiled by Andy Griffiths. Heinemann, 1997 (Blasters)
 ISBN 0858599139

Quirky, eerie, sometimes funny stories, these have teenagers as main characters and victims. Combining supernatural and strange events with genuine adolescent emotions, the stories are easy to read and most are told conversationally in the first person. The familiar: homework; camping out; a temper tantrum; the beach; are cleverly manipulated to explore an odd aspect. Each story has several illustrations and highlighted quotes. The stories aim for impact, and succeed. They are short and gripping enough for reluctant readers, and better readers will pick up the more literary details. This is a fine collection with wide appeal. C. Thomas.

USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: Paper \$12.95
EVAL: Highly recommended SCIS 901818

FISK, Pauline

Tyger pool.
 Red Fox, 1996
 ISBN 0099264110

Rosemary, bereft at the loss of her mother, is living with her father and grandpa when two momentous events occur which catapult her into turmoil. The first is the inhabiting of the derelict Guildhall next door by a family to whom she is inexplicably drawn, and the second the arrival of a paying guest, intrusive and sinister. It is not childish angst which



makes her dislike the intruder, but an instinctive warning, for this is a diabolical creature whose malevolence will wreak havoc throughout the neighbourhood. The well developed characters are a highlight, as are the sensitively portrayed interpersonal relationships, including the touching one between Rosemary and her grandpa. L. Monticone

USER LEVEL: Stage 4 Stage 5

AVAIL: Paper \$8.95 SCIS 884785

FLYNN, Warren

Gaz takes off.

Fremantle Arts Centre, 1997

ISBN 1863681809

Gary Green is portrayed as an every-teenager, this time an innocent abroad on a Rotary-sponsored exhibition tour of creative works by West Australian students. Gaz has adventures and makes friends in Paris, New York and Toronto, sampling new food, ogling new girls, and managing to be both a sensitive and a resourceful bloke. The Mona Lisa means nothing to him, but he is in his element when attacked by a bear or stranded in a Canadian blizzard. This is lightweight, pleasant fare, with Gary a decent and affable hero and exotic locations evoked vividly through adolescent eyes. M. Lobban

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$12.95 SCIS 900264



FRENCH, Jackie

The book of unicorns.

Angus & Robertson, 1997 (Bluegum)

ISBN 0207191158

Magical, mystical creatures, unicorns, and they provide the fantasy element in each of the five stories in this collection. The magic, however, is so cleverly interwoven with reality that the reader is never quite sure if and where the line is drawn. The stories vary considerably in length, three very short and one quite long. In each, French's facility with language and power of evocative description is evident, as is her ability to produce stories with a difference: an element of surprise, a novel twist. These are stories which will appeal mainly to those who enjoy quiet, thoughtful, reads which demand suspension of disbelief and imaginative response. B. Richardson

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$10.95 SCIS 896515

GREENWOOD, Kerry

Cave rats.

Hodder Headline, 1997

ISBN 0733604757

Ten years after a cataclysmic technological disaster, a city is divided. Some people have fortified themselves against external dangers, while hoards of orphaned, feral children live in the sewers. Tehan, a young lad with telepathic powers, is rescued from the sewers and, under the guidance of Prophet Sarah and her followers, he is engaged to find the child of the Voice and save the city. Perhaps overly ambitious, this story seeks to combine such elements as Christianity, anarchy, science and pseudo-science. Its rather complex style, array of incidental characters, and grim atmosphere are likely to hold the interest only of the most tenacious readers. C. Sly

USER LEVEL: Stage 5

AVAIL: Paper \$11.95 SCIS 900818



GRIFFITHS, Andy

Just tricking.

Reed, 1997 (Mammoth)

ISBN 1863307680

Anyone from eight to 108 will laugh at the extraordinarily imaginative and weird situations in which Andy, the practical joker, finds himself. Although every story shows the folly of practical jokes, the reader's sympathy is with him every time, and the author's gift for comedy should encourage the most reluctant student to persist to the end. The opening yarn, in which Andy's parents actually bury him in the back yard when he feigns death to avoid school, could seem bizarre. Terry Denton's quixotic drawings and captions make a delightful accompaniment, worthy of a separate reading when the pain of too much laughter has subsided. H. Gordon

USER LEVEL: Stage 3 Stage 4 Stage 5

AVAIL: Paper \$8.95 SCIS 902258

HAMILTON, Maggie

Mister Eternity.

Scholastic, 1997

ISBN 1863887989

Kings Cross teenagers, Seb and Josie, play amateur detective through a series of sinister and contrived twists, to track down the attacker of their elderly friend, Lil. Drugs are oddly absent, but death, corruption and street violence are recurring themes. The plot follows Seb as he deals with his fear and love of the streets, his peer and family conflicts, spirituality, and growing awareness of self, culminating in a near death experience. Readers' empathy with the characters will be challenged by a dearth of concurrent ideas and subplots. In the end, there are many threads left untied. C. Thomas

USER LEVEL: Stage 5 Stage 6

AVAIL: Paper \$12.95 SCIS 901906

HARCOMBE, Dale

Chasing after the wind.

Scholastic, 1997

ISBN 1863887512

Being reared by a domineering, inflexible grandmother holds little joy for twelve year old Chelsea Seymour. However, things begin to change when she meets her voluntary reading tutor, Mrs Davidson. She encourages Chelsea's reading skills and also discovers that the girl has a passion and innate talent for painting. This learning process leads to strange, inexplicable connections with her family's history. An absorbing tale, it delicately weaves bygone days of the Great Depression with the present, shedding light on existing family conflicts. Avid readers will find this an absorbing story of a young girl's search for her own identity. C. Sly

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$12.95 SCIS 901031

HARDING, Lee

Heartsease.

Angus & Robertson, 1997

ISBN 0207190968

As his familiar life and his parent's marriage crumble around him, Mathew tries to make sense of what is happening, both for his own sake and for his bewildered little sister. A sombre tale, this novel chronicles the widening gulf between a couple as one partner suffers a mid-life crisis and goes in a new and disturbing direction. Despite the bleak nature of the book there is hope, for throughout we see Mathew's burgeoning career as a photographer flourish, providing an optimistic outlook for the future. This is an interesting and

thoughtfully written work in which the author has successfully incorporated many contemporary issues. L. Monticone

USER LEVEL: Stage 4 Stage 5

AVAIL: Paper \$14.95 SCIS 897044

HARTNETT, Sonya

Princes.

Penguin, 1997

ISBN 0670874876

Again Hartnett provides the reader with an unusual, most uncomfortable, but strangely compelling reading experience. Again her pre-occupation is with the darker aspects of the human psyche and experience. The spotlight is turned on the life shared by, and almost incestuous bond between, 23 year old twin brothers. Their parents have mysteriously disappeared, and one of the twins, it is gradually revealed, has an evil, seemingly psychopathic personality. Adding extra dimension to the main narrative, which sits within the Gothic mode, are grisly little stories drawn from a variety of sources both fact and fiction. This is for those with a taste for the sinister and macabre. B. Richardson

USER LEVEL: Stage 6 Community

AVAIL: Paper \$14.95 SCIS 902438

HAYES, Rosemary

The silver fox.

Penguin, 1997

ISBN 0140380272

Emily, a young girl who has just lost her mother, is haunted by her recurring premonition of impending disaster. She knows it is tied in with both a mystic silver fox and her namesake from a century ago, who seeks to warn and guide her. However, to avert the disaster she must overcome the scepticism of those around her. The setting for this gripping adventure is Port Campbell, which brings the added dimensions of a sense of Australian history and the mystique of shipwrecks. This is an exciting, complex adventure in which grief, mystery, revenge, and romance are woven together to provide a great read. L. Monticone.

USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$11.95 SCIS 902400

HILTON, Nette

Clouded edges: five teenagers, five stories, five lives take shape.

Angus & Robertson, 1997

ISBN 0207191239

The focus is on five teenagers, each grappling with an intensely personal problem. Bill needs to redefine his feelings following the shock revelation of his father's homosexuality; for Derri, a victim of incest, pregnancy is not a cause for celebration; Jase has troubling feelings for his teacher; Josie misreads lust for love; and Aimee grapples with guilt about masturbating. Despite limitations on character development imposed by the short story form, the easy, accessible style and forthright targeting of too often hidden concerns will attract many teen readers. There will be detractors, of course, who find the topics too confronting, the style and language too strong, for their personal comfort. B. Richardson

USER LEVEL: Stage 5 Stage 6

AVAIL: Paper \$12.95

KLA: HSIE; PDHPE SCIS 901041

MARTIN, S R

Swampland.

Scholastic, 1997

ISBN 1863887997

Marvin and his wheel-chair-confined brother, Zac, become friendly with Edie, the eldest daughter of their new neighbours, the Tuckers. But horrible things begin to happen in the neighbourhood; the boys discover a dreadful secret about the girls; and the district swamp becomes a sinister, deadly place. Those trying to find well written horror stories for the adolescent reader should pounce on this title. Firmly rooted in the horror genre (odd new neighbours, gruesome mutilations, brooding swamp) it offers readers a pacy, well sustained, suspenseful read with an intriguing science fiction twist. As a bonus, characters are engaging and relationships are well defined. The ending suggests a sequel. B. Richardson

USER LEVEL: Stage 3 Stage 4 Stage 5

AVAIL: Paper \$12.95 SCIS 899186

MEASDAY, Stephen

The news on aliens.

University of Queensland Press,

1997 (Young adult fiction)

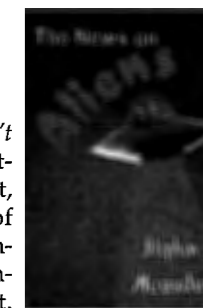
ISBN 0702228877

Rick Street, hero of *The news they didn't use*, is currently covering a UFO sighting at World's End Creek. Roger Priest, the megalomaniac entrepreneur of Rick's last adventure, now shares a mining enterprise there with titanium-hungry Drogans from the planet Bluntt.

The goodies are represented by a contingent of journalists from the planet Mul, where inter-planetary pirating of television programs appears to be the main industry underpinning a culture based on cricket and bagpipe appreciation. Style and vocabulary are lively, the ideas plain crazy, subliminally leading the reader to consider the ethics of earthlings' space exploration, between laughs. H. Gordon

USER LEVEL: Stage 4 Stage 5

AVAIL: Paper \$12.95 SCIS 899179



METZENTHEN, David

Finn and the Big Guy.

Penguin, 1997 (Puffin books)

ISBN 0140382674

Finn is a dreamer, drifting through life in an Australian country town. Then a stranger helps him obtain a longed-for job as a strapper in a Melbourne horse racing stables, and Finn has to grow up quickly. His naivety and decency lead him to undertake a daring rescue of his favourite horse when he finds out the horse is to be deliberately injured for insurance. Many themes enrich the story: Finn's transition from country to city; his friendship with his landlady's wheelchair bound daughter; questions of loyalty and responsibility. Although contemporary, the book has a pleasantly old-fashioned feel, and is a leisurely and satisfying read from an accomplished storyteller. M. Lobban

USER LEVEL: Stage 4 Stage 5

AVAIL: Paper \$12.95 SCIS 900865

OLDHAM, June

Escape.

Hodder Children's, 1996 (H signature)

ISBN 034068724X

The maladjustment resulting from a father's sexual abuse of his own child is surely among the most difficult for any

social intervention agency to treat. This skilfully crafted novel meets the challenge with restraint, sensitivity and directness, as the victim confronts her situation and her need to escape. Magdalen sees her excellent university entrance results as the means of achieving independence and personal security in a student residence. Her father plans to find her a flat instead. The pain of her struggle to disclose her situation to outsiders is moving, and real enough to help those in similar circumstances. H. Gordon

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$9.95
KLA: PDHPE SCIS 902201

STEWART, Alison
The year the Star fell.
Hodder Children's, 1997
(Best friends)
ISBN 0733604129



Turning twelve, starting high school, and the changes which accompany this life stage are the background to this remarkably detailed and perceptive study of childhood friendship, which counsellors may wish to add to their fiction recommendation list. Cassie has been Lou's best friend for years, and because of their shared interests has unthinkingly made allowances for her selfishness and mean-spiritedness. Now Lou's wilfulness has led to a riding accident and injury, she rejects Cassie and makes her life a misery until Cassie realises she might manage without her. The teenager's inexperience with emotions and reluctance to seek help are convincingly handled. H. Gordon

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$10.95
EVAL: Highly recommended SCIS 902307

SUTHERLAND, Robert
If two are dead.
Scholastic, 1997 (Sandy and David mysteries)
ISBN 0590249762

An exciting and readable mystery, this story uses its Canadian wilderness setting well. David and Sandy, relationship and ages undetermined, set out to photograph a decrepit, inherited lodge at Lost Lake. In the remote Ontario lake region they are run off the road into a ravine before stumbling onto a multi-million dollar bear poaching operation. Tension is built by nature, a powerful tornado, and an unknown, sinister human element. The locals warn them off with supernatural tales, but the truth is worse. Older readers will notice the lack of character development, but the action is fast and plausible enough to carry the story. C. Thomas

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$8.95 SCIS 903457

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] appears.

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

DEARY, Terry
True UFO stories.
Scholastic Children's, 1997
ISBN 0590134485 [001.9]

A collection of seven stories on the inexplicable field of UFOs, these are based on reported sightings and encounters. Each narrative looks at a different aspect of the subject. A follow up chapter to each story provides a summary of facts from similar cases, presented in point form. The language is accessible to competent readers and the brevity of the stories, together with the fascination of the topic, will ensure their popularity with reluctant readers. Full page black and white illustrations begin each story, thus creating the atmosphere. An interesting blend of story and factual information, this will have strong appeal to a wide range of readers. J. Anderson

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper \$8.95
KLA: HSIE; English SCIS 901055

Kids on the internet. [videorecording]
Martin & Rosenthal Educational, 1996 (30 min.)
ISBN none [004.6]

Presented by children whose expertise is used to enthuse the novice audience, this video is a very basic introduction to what is available on the Internet. Despite the cover advertising the resource's ability to inform on how to utilise electronic communication (email, news groups) or the World Wide Web, the video does little more than outline the available services and possible routes to explore. Examples are varied and focus on the interests and needs of students, illustrating the diversity of applications. The emphasis given by the children is that the Internet is fun, regardless of whether it is used in leisure time or for research. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
AVAIL: \$59.00
KLA: CA; HSIE; Science; TAS SCIS 900386

NEELY, Mark
Internet guide for teachers, students and parents.
MaxiBooks, 1996
ISBN 1875666222 [004.6]

Although this resource joins the enormous range of material currently available to teachers to introduce them to the Internet, it is nonetheless a useful acquisition. There is a brief history of the Internet, gopher, the World Wide Web, accessing email, and the operations and advantages of particular search engines. Explanations and definitions are basic, clear and well substantiated by graphics. Examples of searches are demonstrated step-by-step with accompanying commentary that outlines reasons for preferences selected. Applications for classroom usage, building your own home page and useful addresses to explore are also included in this Australian-focused publication. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
Professional
AVAIL: Paper \$9.95
KLA: TAS SCIS 878692

Ma première encyclopédie. [computer software]
Edusoft, France, 1996
ISBN none [030]

Good quality speakers are critical for the satisfactory use of this CD-ROM. Designed for five to eight year old background speakers, most of the information is provided aurally, which is ideal for oral/aural activities in our primary classrooms. Difficulty was experienced with synchronising the speech with the images of the children speaking. Access to information in this encyclopaedia is via objects which surround the world of a tree, its physical characteristics and inhabitants. Children located in the tree house open doors to the ten principal worlds beyond: astronomy; the arts; geography; anatomy and medicine; buildings and cities; work and play; transport; food; the animal world; and geology. Outside and inside each room, definitions of basic vocabulary are available, plus activities which vary from room to room. Examples of activities include puzzles, colouring in, recipes, memory matches and quizzes. All instructions, including the user's manual, are in French, so students will initially require assistance, thereafter this is a terrific, enjoyable and easily accessible tool. E. Maxwell

Minimum requirements
Macintosh: System 7.1; 8MB RAM; 256 colours
Windows 3.1: 4MB RAM; double speed CD-ROM drive; 256 colours
USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: \$165.00 Intext
KLA: LOTE SCIS 899921

MOSES Brian
Your feelings. [series]
Wayland, 1997

Child-centred, lively and humorous, these hand-sized picture books are sure to appeal to their targeted early childhood audience, and to somewhat older readers. Each title focuses on a particular emotion or feeling, exploring its range and intensity and offering strong, positive and reassuring messages and strategies for dealing with and/or overcoming negative aspects commonly experienced. Simple, pared text combines with colourful, amusing illustrations featuring fetching, cartoon style characters. Included in each book are notes for parents and teachers and a book list for further reading. These are useful and



worthwhile resources for home, school and community. B. Richardson
USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$24.95 each
KLA: PDHPE
Titles in this series include:
I'm bored SCIS 901861
I'm lonely SCIS 901862

MARK, Jan & MERRIMAN, Rachel
The tale of Tobias.
Walker, 1996
ISBN 0744547695 [229]

A fast-moving retelling of a Biblical story, this is told through the eyes of Tobias's dog. The story is refreshingly simple, as the dog is obviously much more aware of the implications of some events than is Tobias. The illustrations are colourful and cartoon like, and do much to add to the overall tale. Text and illustrations are surrounded by interesting border designs which enhance the appearance of this delightful picture book. The tale itself reaches a satisfying conclusion in which everything turns out all right and is one which students are bound to appreciate. J. Eade

USER LEVEL: Early Stage 1 Stage 1
AVAIL: Paper \$9.95 SCIS 899323

Aboriginal Dreamtime: stories and paintings of the Pitjantjatjara tribe. [videorecording]
Video Classroom, 1995 (c. 30 min.)
ISBN none [298]

Through different oral stories and one complex painting, the Pitjantjatjara people show their connections to their Land. The stories are told in language with subtitles. The use of video to capture and preserve these Dreaming stories is important, as the medium demonstrates the changes brought about by colonialism, and how Aboriginal people are using them as a teaching tool for their own education needs and in the broader context of educating non-Aboriginal Australians. The video gives a small amount of information and if used in the classroom can be a starting point for, or part of, an in-depth study of Dreaming stories. C. Dorbis

USER LEVEL: Stage 4, Stage 5 & Professional
AVAIL: \$89.00
KLA: HSIE
EVAL: Highly recommended SCIS 903461

Aboriginal women: Dreamtime stories and other activities of the Walpiri tribe. [videorecording]
Video Classroom, 1995 (c. 50 min.)
ISBN none [298]

An eclectic set of women's cultural expressions is explored through different segments of this video. It gives the Dreamtime story of goanna and the blue tongue lizard (which belongs to the Walpiri people), bushtucker lessons and the impact of Europeans. Each segment relates to women's business and should be used in this broader context. Told in language and songs, one can feel the depth of a timeless land and ageless culture, both of which are constantly adapting to changes. This is a useful video which provides information which needs to be explored in depth in the context of differences and similarities throughout Aboriginal Australia. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Professional
AVAIL: \$89.00
KLA: HSIE
EVAL: Highly recommended SCIS 903454

Aboriginal crafts: The Walpiri tribe.

[videorecording]
Video Classroom, 1995
ISBN none [305.89]

Set in the desert country of central Australia, this video of the Walpiri people focuses on the processes of traditional tar production. How traditional methods are being maintained or preserved is a complex issue. The video demonstrates traditional tar making from Spinifex, but modern technology is used to make the work easier. It shows the adaptability of the people, but highlights an inherent problem for the preservation or maintenance of Aboriginal culture—the impact of Europeans. This video raises issues which need to be explored in the context of different historical and contemporary experiences throughout Aboriginal Australia. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Professional
AVAIL: \$89.00
KLA: HSIE
EVAL: Highly recommended SCIS 903458

Aboriginal experience: recollections of the Walpiri old timers. [videorecording]

Video Classroom, 1995
ISBN none [305.89]

In language with subtitles, two Walpiri elders tell their story of themselves and their country. Through memories of the first whitefellas arriving in the desert country in the early part of this century, personal and community wide issues are raised and explored. The stories are enriched with historical and modern footage of Walpiri country. The age of the two men telling their stories gives importance to their recollections, as they span much of the twentieth century. The issues they raise would benefit from exploration in the context of different historical and contemporary experiences throughout Aboriginal Australia. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Professional
AVAIL: \$89.00
KLA: HSIE
EVAL: Highly recommended SCIS 903456

FRANKS, Christine

Keeping company: an intercultural conversation: irlkwatherre, yatyarre, tantye-rtantye, ngapartji-ngapartji, kepenhe, janku-janku.

University of Wollongong, 1996
ISBN 0864183747 [305.89]

Designed with social justice and reconciliation in mind, this book reflects ordinary people's efforts towards these. It shows how modern Aboriginal writing should be conducted as a collaboration with Aboriginal peoples. Through language, painting, kinship structures and reminiscences, the complexities and maintenance of central Australian Aboriginal people's well-being is explored. Each section has its own emphasis on the theme of well-being. For example, the annotated painting section reveals present and future needs, whilst the kinship structure shows the complex needs for well-being of Aboriginal peoples. This text is not a starting point, it would be used after the basics of Aboriginal cultural well-being are grasped. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
AVAIL: \$49.50
KLA: HSIE; PDHPE; Science
EVAL: Highly recommended SCIS 897415

GIESE, Diana

Astronauts, lost souls and dragons: voices of today's Chinese Australians in conversation with Diana Giese.

University of Queensland, 1997 (UQP paperbacks)
ISBN 0702227862 [305.895]

Working from many extended interviews, Giese compiles a rich thematic and personal account of the diversity of Chinese Australian experience. Most interviewees are "dragons"—successes; some well known, such as Annette Shun Wah, Clara Law or Bill O'Chee. Some are recent arrivals, others Australians of several generations. Their enrichment of Australian society through business, arts or community activity is not at the expense of interest and pride in Chinese heritage. Most speak with honesty and insight, reflecting a mixed but generally positive experience of multicultural Australia. There is little emphasis on racism. G. Spindler

USER LEVEL: Stage 5 Stage 6 Professional
AVAIL: Paper \$39.95
KLA: HSIE; LOTE SCIS 897953

Wayland atlas of threatened cultures.

Wayland, 1996 (Wayland thematic atlases)
ISBN 0750215194 [306.08]

Brief information, accompanied by maps and coloured photographs, encapsulate one culture in each double page spread. This approach is applied effectively to the seven major world divisions (Europe, Asia, North America etc), with one threatened group, typical of each area, chosen to represent it. Other peoples threatened in the same way are referred to in that section. The book, with its simple layout, is designed for junior students and is very good as a basis for comparisons, explanations of the factors endangering a culture, and studies of indigenous peoples at this level. Quite comprehensive lists of further reading and organisations to contact are included. M. Hamlyn



USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: \$45.00
KLA: HSIE SCIS 898269

New perspectives in social education. 4

/ edited by Ilze Getlins and Yvonne Goudie.
Cambridge University Press, 1996
ISBN 0521458153 [306.0994]

Fourth in a series initiated by the Victorian Association of Social Studies Teachers as a resource for the interdisciplinary Social Studies 7-10 course, this colourful text would be a useful teacher's resource in several NSW HSIE areas, particularly civics and citizenship. It deals with Australia and Asia, political ideas and structures, law, indigenous peoples, poverty and wealth, and sustainable development, through issues, documents, questions or activities. Despite a few oversimplifications or obscurities, the approach and the wealth of ideas offer a great platform for lively, enquiry-based learning. G. Spindler

USER LEVEL: Stage 4 Stage 5
AVAIL: Paper \$27.95
KLA: HSIE SCIS 891729

Aboriginal peoples. [series]

Heinemann Library, 1997
The diversity of Aboriginal cultures and the differing ways colonialism has impacted on contemporary Aboriginal societies are highlighted by this series. Through different timeframes of visual and written sources, snapshots of change are captured. The diversity of environments is explored through the different titles, emphasising the unity between Aboriginality and the Land, their different colonial experiences, and their contemporary societies. Well set out with clear, informative sections, maps, glossary and bibliography, it is a good starting point in the understanding of Aboriginal Australia. C. Dorbis



USER LEVEL: Stage 3, Stage 4, Stage 5 Stage 6
AVAIL: \$24.95 each
KLA: HSIE
EVAL: Highly recommended

Titles in this series are:
Kombumerri: saltwater people SCIS 90220
Wangkangurru of the desert SCIS 902196
Wiradjuri of the rivers and plains SCIS 902191
Yolngu of the island Galiwin'ku SCIS 902221

Green issues. [series]

Reed Library, 1997
Titles in this series examine the consequences of humans exploiting the physical environment. Each title identifies the components of the environment under study, effects of human use, the threats, and conservation action at community and personal levels. The strengths of these resources lie in their clear setting out; emphasis on the Australian situation; and discussion of personal action to help rectify the problem. However, the information is very densely packed and varies from simple and explanatory, to complex technical terminology. More use of colour photographs, diagrams and graphs could have made the information more accessible. The series is an excellent concept in an area of resource need, but is lacking in its execution. L Monticone

USER LEVEL: Stage 5 Stage 6
AVAIL: \$21.95 each
KLA: HSIE; Science

Titles in this series include:
Crystal clear: water pollution in Australia SCIS 900064
Turning the tide: marine conservation in Australia SCIS 900058
Water way: wetlands conservation in Australia SCIS 900060

HEALY, Kaye

Mining.

Spinney, 1997 (Issues for the nineties; v.72)
ISBN 1875682805 [338.20994]
Mining as a study topic for students of geography 7-10 needs to be put in a relevant context. Presenting a balanced view of the problems faced by industry, community and holders of native title, this book places students in the position of being able to come to valid conclusions as to how mining fits into the broad context of the Australian environment. Although fairly heavily text based, sections are included which would be quite manageable for students in Years 9 and 10. Addressing interaction between Australians and

their environments, and providing a perspective on contemporary environmental issues, this book is an excellent addition to teacher's resources. D. Low.

USER LEVEL: Stage 5 Professional
AVAIL: Paper \$14.50
KLA: HSIE
EVAL: Highly recommended SCIS 895652

Also included in this series:
Alcohol SCIS 895647
Censorship SCIS 903893
Child care SCIS 895648
Euthanasia SCIS 903919
Gambling SCIS 903891
Gene technology SCIS 903890
Homelessness SCIS 895649
The immigration debate SCIS 903920
Our place in Asia SCIS 895656
Poverty in Australia SCIS 903892

Our land is our life: land rights, past present and future.

/ edited by Galarrwuy Yunupingu. University of Queensland Press, 1997
ISBN 070222958X [346.9404]

This is an important collection of essays from leading Aboriginal voices about land rights in contemporary Australia. The essayists give an Aboriginal perspective on many issues in the contemporary land rights debate, including social justice, reconciliation, legal issues, historical construction and land rights at work. There are primary documents, including eight appendices from the 1963 Bark Petition, through to discussions on the 1993 Native Title Act, and historical photographs. This resource may be used in Aboriginal studies, modern history and legal studies. The issue of Aboriginal land rights is fundamental to the processes of healing and reconciliation. C. Dorbis



USER LEVEL: Stage 5 Stage 6 Professional
AVAIL: Paper \$29.95
KLA: HSIE
EVAL: Highly recommended SCIS 898188

Industrial inferno: the story of the Thai toy factory fire.

Labour Press, 1997
ISBN 1875639160 [363.11]

This is a graphic case study of worker exploitation and government, business and union collusion. A fire in a flimsy, overcrowded and locked factory kills 188 people—just some of the 5000 who die annually in Thai industrial accidents. The families receive little compensation and even less justice; the company relocates to even cheaper environments and prospers. This is an admittedly partisan picture of the cost of the economic miracle, as manufacturers rush to set up in cheap, unregulated labour markets. It argues that workplace safety is being jettisoned worldwide as globalisation and competition undermine the government will to maintain or enforce regulations. G. Spindler

USER LEVEL: Stage 6 Community Professional
AVAIL: Paper, \$24.95
KLA: HSIE; PDHPE; VOC ED SCIS 900151

Australian library. [series]

Heinemann Library, 1997

A welcome new series on social and historical aspects of Australian culture, these works are clearly set out using large sub-headings and information which is simple enough for younger students. The series has also been updated to reflect current historical thinking on such questions as the discovery or invasion of Aboriginal land which occurred with the arrival of Captain Cook in 1770. Although a series, each book has its own unique feel, with *Bushrangers* written and illustrated in a soft sepia colour, while *First settlement and exploration* uses blue for text and illustrations. Refreshingly, *Famous Australians* contains an equal number of both men and women. This is an up-to-date historical series. J. Eade

USER LEVEL: Stage 2 Stage 3 Stage 4

AVAIL: \$19.95 each

KLA: CA; HSIE;

Titles in this series include:

- Bushrangers* SCIS 902304
- Famous Australians* SCIS 902325
- The first Australians* SCIS 902314
- First settlement and exploration* SCIS 902310

SCOTT, Margaret

Port Arthur: a story of strength and courage.

Random, 1997

ISBN 0091835216 [364.1]

Events at Port Arthur on April 28, 1996, profoundly shocked all Australians, but changed the lives of the people of the Tasman Peninsula forever. The author is a resident of the peninsula and she has sought to record events and to chart their impact, frequently using the words of those most closely involved. The book is divided into four sections: the site; the day; fallout; recovery. The author is admirably objective in her reporting and makes no attempt to understand or explain Bryant's actions. This is in no way a sensational or prurient book; rather, it is compassionate, thought provoking and affirming. M. Lobban

USER LEVEL: Stage 5 Stage 6 Community

Professional

AVAIL: Paper \$17.95

KLA: HSIE; PDHPE SCIS 901944

Strategies for dealing with bullies.

[videorecording]

Media Australia, 1997 (22 min.)

ISBN none [371.5]

A useful blend of expert opinion and practical suggestions is provided in this Australian videotape. Definitions are offered, with a stress on the difference in power involved. Types of bullying are identified: verbal; physical; gesture; exclusion; extortion; and sexual harassment. Attention is given to the outcomes of unchecked bullying. The video looks at why some people bully and why others choose not to. A program in a secondary college is examined. Techniques of no-blame interviews, sanctions, improved staff monitoring of hot spots, peer mediation and re-enactments are all illustrated, with the value and limitations of each outlined. This is a great resource and discussion stimulus. M. Steinberger



USER LEVEL: Stage 5 Stage 6 Community

Professional

AVAIL: \$89.00

KLA: PDHPE SCIS 900970

TriplePlayPlus French! [computer software]

Syracuse Language Systems, 1994

ISBN 051770143X [448.1076]

Vocabulary and sentence structure reinforcement are the strengths of this CD-ROM, based on aural comprehension, reading, and speech recognition activities. There are three different levels of games, which revolve around such key subject areas as food, numbers, home, transport and places. There is a good variety of games, with the selection available appearing in colour, compared with black and white images on the main menu screen. The graded level of difficulty begins with basic number or word recognition, through standard question formats, (eg. what is it? and where is it?), to asking for information that provides a range of response structures. Printed translations and a dictionary are included, although it would have been better to provide transcripts of these conversations. The speech recognition feature is pleasingly sensitive to accuracy of pronunciation, and allows progression to the next item once mastered. The program creates a lot of fun with graphics and activities which are well suited to the younger learner. E. Maxwell

Minimum requirements

Windows 3.1: 386SX; 4MB RAM; 25MHz; 256 colours

USER LEVEL: Stage 3 Stage 4 Stage 5

AVAIL: \$99.95 IBS Info Tech

KLA: LOTE SCIS 899908

Who is Oscar Lake? An interactive French learning adventure. [computer software]

Language Publications Interactive, 1996

ISBN none [448.3]

Students familiar with adventure games will recognise this CD-ROM format. Users are presented with a buttonless screen requiring exploration for a hot-spot, and can then proceed by mouse search. For others, supervision and careful handbook reading are necessary as starting can be frustrating. Conversations occur as rewards for logical thinking and are spoken in reasonably rapid, functional French. They offer listening, reading and enunciation experiences with on-screen, mother tongue translation available. Reinforcing activities for each adventure location are a menu item, scored separately from the game. Extensive vocabulary is stored as a separate menu item and is also accessible by clicking on objects for their names. A record function offers speech practice and self correction. The game is enjoyable, but time-consuming (games should be saved as there is only one starting point) and therefore probably best used as a supplementary or motivational activity. Operating on the recommended (not minimum) requirements, the program still proceeds slowly because of its repetitive structure, which is educationally beneficial. H. Gordon

Minimum requirements

Macintosh: System 7.0; 8MB RAM; 6MB hard disk space; 256 colours; double speed CD-ROM drive

Windows 3.1: 486SX 4MB RAM; 256 colours; double speed CD-ROM drive

USER LEVEL: Stage 5 Stage 6

AVAIL: \$96.95 Intext

KLA: LOTE SCIS 899925

Preserving the Arrente language.

[videorecording]

Video Classroom, 1995 (30 min.)

ISBN none [499]

The symbiotic relationships between Land, people, and language are introduced by the Arrente peoples in this video. Change is shown through the use of historical footage and recollections of the older generations. Told in the Arrente language, issues such as European missions, Aboriginal content and teaching methods are raised. The preservation, revival or maintenance of Aboriginal languages throughout Australia should be placed in the context of different historical experiences. This video gives a small amount of information, and if used in the classroom can be a starting point for, or part of, an in depth study of languages which should be carried out with Aboriginal people. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Professional

AVAIL: \$89.00

KLA: HSIE

EVAL: Highly recommended SCIS 903459

Working mathematically: Space.

[computer software]

Curriculum Corporation, 1996

ISBN 1863663495 [512]

The investigation in this CD-ROM supports space, number and algebra strands of the mathematics curriculum. The 134 investigations cover patterns, 2D-3D and transformations, with three difficulty levels within each area. Investigations are well supported, with students being able to access 40 short movies outlining mathematical concepts related to the set tasks. While completing an investigation students are able to use three computer based work environments (3D constructor, 2D builder and journal) which allow creativity as well as providing a record of each project. Teachers are able to monitor each student's progress by viewing journal entries, animations and models with the in built viewer. Planning and evaluation is further enhanced by the ability to record student progress and to include outcomes from national profile statements. This is a quality investigative package in terms of content and presentation. Primary and secondary teachers looking to include technology in the teaching/learning cycle will find it invaluable as a classroom tool. R. Greaves

Minimum requirements

Macintosh: System 7.0.1; 8MB RAM; 10MB hard disk space

Windows 3.1: 486; 33 MHz; 8MB RAM; 20MB hard disk space; 256 colours

USER LEVEL: Stage 2 Stage 3 Stage 4

AVAIL: \$120.00 Curriculum Corporation

KLA: Mathematics

EVAL: Highly recommended SCIS 895615

Having fun with numbers. [sound recording]

ABC, 1996. (41min.) (ABC for kids)

ISBN none [513.2]

Upbeat, body jiggling rhythm and catchy melodies make this a real winner with the small set. And, as children dance and sing along, they learn to count backwards and forwards, by ones, twos, and tens, to tell the time and recite the days of the week and months of the year. This is rote learning at its most enjoyable, and children love it. Twenty five songs are ordered in conceptual difficulty, and all sung pleasantly with clarity and good diction. Appropriately, after all the frenetic activity, a child can be lulled to sleep with the final track,

which gets progressively softer, fading away to silence. B. Richardson

USER LEVEL: Early Stage 1 Stage 1 Stage 2

AVAIL: \$14.95

KLA: Mathematics SCIS 899372

COUPER, Heather & HENBEST, Nigel

Big bang.

HarperCollins, 1997 (A Dorling Kindersley book)

ISBN 0732260515 [523.1]

A comprehensive overview of the evolution of human thought concerning the universe is provided by this resource, which moves from the creation myths of the past to the futures imposed by the currently favoured big bang theory. Filled with colourful diagrams to illustrate each spread, the universe is described in terms of its most minute particles and their implications on the big picture. Biographical vignettes accompany each development and insight into the nature of the evolving universe, giving each step a human face. This is not light reading, yet it is presented in such a way as to allow both the lay person and the scientific buff to dip and dabble. N. Chaffey

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

Community Professional

AVAIL: \$27.95

KLA: Science

EVAL: Highly recommended SCIS 905954

The Universe beyond. [computer software]

Mindscape, 1996

ISBN 0791123871 [523.1]

Information about the solar system is presented in this CD-ROM in manageable amounts, with excellent cross referencing. Divisions between the various science disciplines are broken down, thought provoking questions are posed, and there are animated demonstrations of scientific concepts and comparisons of scale. The video animation about the planets and space is excellent. The tool bar allows the user to control the trivia offered about the Universe, random quizzes and sound, etc. The level of language and information presented is determined by the user's choice of five possible tour guides. Legends about how the solar system came to exist are a very small part of this program. The user may view the stars in the night sky in their particular area, but instructions need to be carefully followed. Direct access to selected NASA sites on the Internet is possible through the **Browse** button. The teacher's activity booklet contains a list of possible Internet sites and activities to use with students. E. Petlevanny

Minimum requirements

Windows 3.1: 486SX; 8MB RAM; 5MB hard disk space;

double speed CD-ROM drive; 256 colours

USER LEVEL: Stages 4 Stage 5

AVAIL: \$49.95 Scholastic

KLA: Science SCIS 901169

YATES, Irene

Colour.

Belitha, 1997 (All about)

ISBN 1855615630 [535.6]

An activity based book, this resource introduces very young students to colours in an interactive way. Set out in simple terms with minimal text and colourful, easily recognised illustrations, it is ideal for first learners. Questions in the text make it a useful learning tool for motivating discussion. A double page is devoted to each colour, with a further page of activities at the end. The presentation is neat and uncluttered, and the simple language appropriate for the target

ed group. It is a useful resource for HSIE, English and science. J. Anderson

USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$19.95
KLA: ST SCIS 902458

ARNOLD, Nick
Chemical chaos.
 Scholastic Children's, 1997
 ISBN 059019125X [540.2]

An entertaining collection of science information and activities, this work focuses on chemistry. Beginning with an overview of the history of chemistry, the text examines famous scientists and the discovery of everyday items such as tissues, dyes, and teflon. Narrative rather than factual in style, it provides a wealth of fascinating information which demystifies the subject, together with quizzes and a range of activities. Much of the information is somewhat bizarre, and this is matched by a varied presentation, illustrated profusely with cartoon style line drawings. An imaginative and appealing resource packed with information, this has strong appeal for the casual browser. J. Anderson

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$8.95
KLA: ST SCIS 901094

MORRIS, Neil
The world's top ten. [series]
 Belitha, 1996

A wonderful series which introduces the natural and manufactured wonders of the world, these books supply in each double page spread, the facts and figures, beautifully photographed highlights and whimsical illustrations by Vanessa Card. The world map at the front pinpoints each of these sites with a countdown of the biggest, longest and most wondrous. Illustrated maps are decorated with wildlife and activities and facts corners give statistics. The short text gives origins, explanations and descriptions and the illustrated glossary is linked to key words in the text. This is a most useful set for use in the primary social studies classroom and secondary libraries. J. Watts

USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: \$19.95 each
KLA: HSIE

Titles in this series include:

<i>The world's top ten caves</i>	SCIS 902204
<i>The world's top ten cities</i>	SCIS 899745
<i>The world's top ten deserts</i>	SCIS 873284
<i>The world's top ten lakes</i>	SCIS 902206
<i>The world's top ten mountain ranges</i>	SCIS 873295
<i>The world's top ten oceans and seas</i>	SCIS 899742

CLARK, William
Creepy, crawly creatures in your backyard.
 [videorecording]
 National Geographic Educational, 1996 (16min.)
 ISBN none [574.5]

American emphasis aside, this video is well packaged and highly entertaining. The aim of the work is to show that no matter how unlovable we find these creatures, they all provide essential services in our lives. The video has been carefully designed for its targeted audience, and achieves its aims in an entertaining yet informative manner, delivering

each creature in close up detail, accompanied by amusing voices and catchy music. A teacher's guide is enclosed in a small pamphlet, giving a brief synopsis, objectives, vocabulary and suggested activities. R. Dobson.

USER LEVEL: Stage 1 Stage 2
AVAIL: \$55.00
KLA: ST SCIS 903606

MACINNIS, Peter & BOWRING, Jane
The desert.
 Penguin, 1997 (Puffin books)
 ISBN 0140561323 [574.5]

Readers can spend a fascinating day in the Australian desert, arriving before dawn and observing as the desert, seemingly empty, begins to waken. Interest is instantly caught by Kim Gamble's superb illustrations which richly evoke the unique desert landscape, capturing well its harsh beauty, stark colour contrasts, changing nature and the extraordinary, very active wildlife it sustains. Once aroused, interest is maintained with readers keen to seek and gain answers to questions from the lyrical text. Close ups of the wildlife are provided in framed inserts, and an instant identity chart of the wildlife featured is included. This is a valuable introduction to the desert environment for young investigators. B. Richardson



USER LEVEL: Stage 1 Stage 2
AVAIL: Paper \$12.95
KLA: ST SCIS 894774

OKTOBER, Tricia
Drought.
 Hodder Children's, 1997
 ISBN 0733604471 [574.5]

The impact of the drought cycle on the huge mallee region of Australia is here effectively depicted through picture book format. The build up of drought and the mechanisms various animals exhibit for meeting its inevitable challenge constitute the first section of the book. Each double-page spread illustrates some of those behaviours, from hibernating burrowing frogs to foraging flocks of budgerigars, shadowed by hungry eagles. There are no scenes of death, and the second half of the book shows the regeneration of the land and the frantic breeding that follows the breaking of the drought. The colourful illustrations depict the animals and landscape with accuracy and dignity. M. Lobban



USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: \$22.95
KLA: CA; HSIE; ST SCIS 900133

Worlds of the reef. [computer software]
 Ransom, 1996
 ISBN 1900127121 [574.5]

Focusing on the biodiversity of coral reefs, but with only a brief reference to areas outside the Carribean, such as Australia, this CD-ROM allows students to complete five virtual dives. The dives may be in any order, with or without a briefing at the marine research centre. This field research is considerably enhanced by the provision of a notepad (for word processing), checklists, glossary, camera, and photo

clippings album, and a trail marker for a report that can be completed without leaving the computer terminal. The excellent and vast array of video sequences, and photographs and illustrations, make this program a visual delight. Narrated dives and tours, together with a printed commentary and close up of hot spots, reveal the wonder of coral reefs in an exciting and interactive way. E. Petlevanny

Minimum requirements
 Windows 3.1: 486; 4MB RAM
USER LEVEL: Stage 4
AVAIL: \$69.95 Good Thinking Australia
KLA: HSIE; Science SCIS 901159

How it works. [series]
 Scholastic, 1997
 ISBN 1863887121 [591.1]

The major feature of this series is its bold artwork. Each double page spread contains a large full colour illustration, and numerous small ones. In one book, the illustrations depict aspects of the body features of a range of animals. The other presents a varied approach to the systems of the human body, with human bodies being likened to machines. In the madcap, yet highly informative, volume *Creature features*, beaks become tweezers, lashes feather dusters, tails flyswats and legs coiled springs. The text of these works is spare, yet high in quality, combining facts and relevant anecdotes. These are thoroughly worthwhile resources. R. Dobson

USER LEVEL: Stage 2 Stage 3
AVAIL: \$19.95 each
KLA: ST
EVAL: Highly recommended SCIS 901134

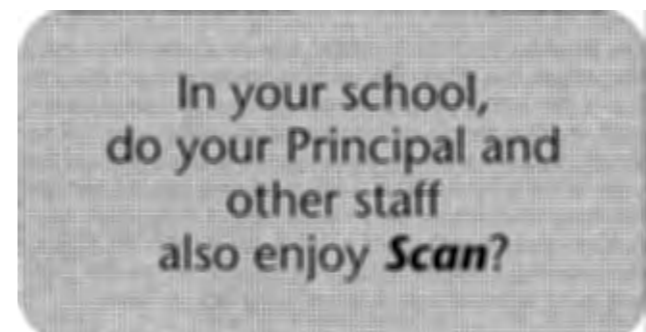
Titles in this series include:

<i>Creature features</i>	SCIS 901134
<i>Funny bones</i>	SCIS 901133

FITZSIMMONS, Cecilia
Dangerous animals.
 Walker, 1997 (Fact book)
 ISBN 074455165X [591.6]

Presented in chapters under headings covering **Big cats, Pack hunters, Dangerous sealife, Crocodiles and other reptiles and Insects that sting**, this is not only an attractive, but also an extremely informative book. Each chapter contains a double page spread, complete with a small amount of large general text and colourful illustrations, accompanied by detailed smaller text. Fact boxes also provide additional snippets of information. Two fascinating sections at the end of the book present facts about the most dangerous animals of all, people, and those dangerous animals which are at risk. This is a useful resource for any primary unit on animals, providing many unusual and interesting additional facts. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
AVAIL: Paper \$9.95
KLA: HSIE; ST SCIS 903911



NILAND, Kilmeny
Feathers, fur and frills.
 Hodder Children's, 1997
 ISBN 073360191X [591.994]

This is a very exciting, updated edition of a perennial library favourite. When first published in 1980, it was a beautiful children's pictorial book about Australian fauna which achieved critical and popular acclaim. It had some text, but the emphasis was upon the exquisite painted illustrations. The current edition makes effective use of new understanding about presenting factual texts to young children, and now the words and layout of information are just as important. Fifteen of Australia's quaintest native creatures, from quokka to barking gecko, are featured. Habitat regions are indicated by icon maps, although there is no contents or index page. I. McLean



USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$10.95
EVAL: Highly recommended SCIS 900291

BALKWILL, Fran
The egg and sperm race: discover the human body.
 Collins, 1997
 ISBN 0001965166 [612]

The playful illustrations and personalised language make this book on the complexities of the human body, from cell structure and DNA to the ethics of being human, suitable for use with younger students. The body is simply explained, sometimes in comic strip form. An example is the final section, which outlines 59 things that the average body has processed in one minute as a series of cartoons. The humorous approach will make the details more memorable for many students. This book can easily be used to develop class discussion, as well as intrigue the individual reader. The comprehensive information can readily be accessed for research through the useful combined index and glossary. M. Hamlyn

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$16.95
KLA: Science; PDHPE SCIS 898441

CALVERT, Samantha
We're talking about vegetarianism.
 Wayland, 1997 (We're talking about)
 ISBN 0750220317 [613.2]

A balanced view of the various reasons why people become vegetarians is presented in this informative book for young readers. Political, religious and economic reasons are cited, and case studies are presented of children who decided to become vegetarians, and how they went about it. Some easy to understand nutritional information is provided, and the structure of a vegetarian meal explained. There are coloured photographs on each page. While only contact organisations in England are provided, a Web site is identified for further information. This book would be a useful resource when studying either lifestyle choices or nutrition. L. Bowring

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
AVAIL: \$26.95
KLA: PDHPE SCIS 900009

Drugs: your choice. [videorecording]

Media Australia, 1996 (21min.)

ISBN none

[613.8]

An informed, rational perspective on drug-taking is provided by this program, which is a suitable resource for health education and discussion starting in other curriculum areas. It defines drugs in general and mind-altering drugs in particular. The extent and reasons for adolescent drug use are compared with the justification for parental drug use. The effects—accidents, trouble with the law, and health risks—are described and put in perspective. Government strategies for dealing with the drug problem are outlined as controlling supply, reducing demand through education campaigns, and harm reduction programs. Sources of further information are offered, and teacher's notes provide both content overview and segment timing. H. Gordon

USER LEVEL: Stage 5 Stage 6 Community

Professional

AVAIL: \$85.00**KLA:** PDHPE

SCIS 892858

NOTTRIDGE, Rhoda**We're talking about eating disorders.**

Wayland, 1997 (We're talking about)

ISBN 0750220309

[616.85]

A clear and simple presentation of eating disorders, this resource has major emphases on anorexia, bulimia and compulsive eating. While the concepts and causes of eating disorders are simplified, the book provides an excellent introduction for younger students and offers useful advice. It examines the feelings associated with growing up and the effect on our perception of body image from magazines, television and advertising. Each disorder is highlighted through the case study of a young teenager. The written information is accompanied by realistic colour photographs. Language is simple and accessible to most newly competent readers. J. Anderson

**USER LEVEL:** Stage 3 Stage 4**AVAIL:** \$26.95**KLA:** English; PDHPE

SCIS 900007

Bright sparks. [series]

Walker, 1997

Covering a wide range of non-fiction topics at an introductory level, this new series with a chunky, slightly busy layout will appeal to visually literate readers. Each volume covers several topics within a subject. Each double page opening deals with a separate topic in clear, simple language. Most of the information is conveyed visually: the text is broken into short numbered paragraphs, illustrated with a single large picture, and further expanded by a fact box explaining historical, scientific or technical aspects. A suggestion for further research is offered by a true or false statement for each topic, printed at right angles to the text. (Answers are provided at the back.). W. Smith

USER LEVEL: Stage 2 Stage 3**AVAIL:** \$17.95 each**KLA:** HSIE; ST

Titles in the series include:

High in the sky SCIS 903971*Making tracks* SCIS 902488*Rocking and rolling* SCIS 903909*Wild, wet and windy* SCIS 903908**OXLADE, Chris****Take it apart.** [series]

Belitha Press, 1966

This series opens up the world of mechanical monsters in a very easy to follow manner. Going from the ordinary car and plane, the author develops the theme for large earth-moving diggers and helicopters, both of which are outside the experience of most students. The consistently high standard of illustrations will enable teachers and students alike to tackle research for units of work in such areas as "getting about" and "making it easy". Each book follows the same format from main parts, through construction, to a useful word list and an index. These books are an essential upper primary resource. D. Low

USER LEVEL: Stage 3 Professional**AVAIL:** \$19.95 each**KLA:** ST**EVAL:** Highly recommended

Titles in this series are:

Car SCIS 895444*Digger* SCIS 901811*Helicopter* SCIS 901815*Plane* SCIS 895445**POWELL, Jillian****Milk.**

Wayland, 1996 (Food)

ISBN 0750217987

[641.3]

Simple, clear text and pertinent illustrations lay the foundation for this excellent resource, which aims to give an overview of this staple food. It demonstrates the information in a variety of easy to access formats. The layout is attractive and logical, resulting in successful information searching. The fact boxes, captions, glossary, and index make this an ideal resource for teaching information skills. The theme, whilst being most relevant to Science and Technology, has cross curricular links and the large print and short sentences will appeal to reluctant readers. S. Rasaiah

**USER LEVEL:** Stage 2 Stage 3**AVAIL:** \$26.95**KLA:** ST**EVAL:** Highly recommended SCIS 895325

Other recent titles in this series include:

Poultry SCIS 901833*Vegetables* SCIS 901834**LENG, Vikki****The vibrant vegetarian.**

HarperCollins, 1997

ISBN 0732258316

[641.5]

The bright colours of the cover, and its glossy pages with blue edges will attract the cooking reader and the curious. Inside, the writer reveals her enormous enthusiasm for her craft, creating simple vegetarian recipes with a twist. All are simple to make, with readily accessible ingredients and are guaranteed to be delicious. Little tips break into the text like conversational asides, as the book hurtles through its alliterative contents with great passion and familiarity, tossing out amazingly simple recipes for vegetables, pastas, nuts and every other conceivable non meat dish. J. Watts

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

Community

AVAIL: Paper \$19.95**KLA:** TAS

SCIS 899165

MALONEY, Noel**Introduction to the front office and reception.**

[videorecording]

Video Education Australasia, 1996 (The hospitality stories) (20 min.)

ISBN none

[647.94]

The work and responsibilities of reception and front office staff are examined in three levels of Melbourne accommodation: a five star international hotel; a youth hostel; and a three and a half star motel. Workers describe and demonstrate what they do and how their jobs fit into the overall operation of their organisation. The employees are all enthusiastic about their work, and give a taste of what hospitality employment is like. Such an approach is necessarily superficial, but has the advantage of showing real people in real jobs. The production is clear and the content contemporary. M. Lobban

USER LEVEL: Stage 5 Stage 6**AVAIL:** \$89.95**KLA:** VOC ED

SCIS 893724

AUSTONI, Beryl**Textiles.**

Cambridge University Press, 1996 (Design and technology)

ISBN 0521483891

[677.00941]

The textiles context is one which many teachers of design and technology for the HSC would like to cover, and this text uses footwear, socks, textiles and high performance clothes as the core of its industry study. The case studies are particularly relevant to students seeking to have a proforma for their own comparative case study. The glossary is a useful addition, and although produced to meet the needs of schools in Great Britain, the text has relevance to NSW courses. The introductory sections on marketing and mail order give students an insight into different aspects of the real world of sales. D. Low

USER LEVEL: Stage 6 Professional**AVAIL:** Paper \$17.95**KLA:** TAS**EVAL:** Highly recommended SCIS 882035**McAULIFFE, Chris****Art and suburbia: a world art book.**

Craftsman, 1996

ISBN 9766410291

[704.9]

A fascinating glimpse of Australian life, which we all live but seldom think about, this insightful book covers images and issues of Australian suburban life. A broad selection of images from early Western settlement through to contemporary works helps to define Australian culture using a cultural and social perspective on suburbia. This is an excellent text for senior students studying the focus areas Art and Australia, and Art and culture. The text defines the public realm and the private life. Some images are in colour, but the bulk are produced in black and white. The text also lists further reading which could be a good starting point for student's own research. L. Heath

USER LEVEL: Stage 6**AVAIL:** \$49.95**KLA:** CA; HSIE**EVAL:** Highly recommended SCIS 892850**STARZECKA, D.C.****Maori art and culture.**

British Museum Press, 1996

ISBN 0714125245

[709.01]

A good general introduction to Maori culture is provided by this resource. Through a time journey from pre-European contact to contemporary society, a complex society is revealed. Maori cultural identity is explored through different art media. Using text, photographs, etchings, a glossary of Maori words, maps and an extensive bibliography, a clear picture of an ever changing Maori culture is revealed. The book concentrates on two key aspects of cultural expression—wood carving and fibre arts—as an integral part of Maori identity in the past and in the present. This collaborative book between Maori people and the British Museum can be used for the comparative node of Aboriginal studies or in creative arts generally. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional**AVAIL:** \$39.95**KLA:** CA; HSIE**EVAL:** Highly recommended SCIS 898209**STOKES, Deirdre****Desert dreamings.**

Heinemann Library, 1997 (Australian Library)

ISBN 1863918558

[709.94]

Designed for the middle years of schooling, this is a focused art book. Its design allows for an understanding of the principles of Aboriginal art of the Central Desert. Through maps, photographs, artworks and text, the resource shows complexities of Aboriginal cultural expression. The book explores historic and contemporary expressions of Aboriginal desert culture. However, it uses a Eurocentric approach to the topic, thereby not fully explaining the similarities and differences in the eight language groups it covers. Teachers will require background knowledge or adequate resources to ensure this good book is most effectively used. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5**AVAIL:** \$19.95**KLA:** CA; English; HSIE

SCIS 900084

CATO, Ken**First choice. Leading international designers select the best of their own work.**

Craftsman House, 1996

ISBN 9766410550

[741.6]

Excellent presentation of a wide variety of graphic art illustrations using large colour plates is a feature of this book. Cato has selected a cross section of graphic art media styles from many countries. The book has a small amount of factual information from each contributing artist, discussing why the work was their first choice. This gives insight into the thinking process of each artist and the purpose of each graphic work. Some works are hand produced and other works are computer generated. This is an excellent resource for a design class or a unit of work on mass media images and the role of visual arts in advertising. L. Heath

USER LEVEL: Stage 5 Stage 6**AVAIL:** \$85.00**KLA:** CA; TAS**EVAL:** Highly recommended SCIS 903499

WILLIAMS, John
Design and make. [series]
Wayland, 1997

Whether researching the world of toys, or the built environment, students and teachers will find the colourful and well ordered steps for these projects easy to follow, and a high level of success should result. When seeking solutions to design problems it is useful to have other working models to use as a stimulus, and these books serve that purpose very well. The format is similar for each book, with an introduction, series of projects, glossary, references, teacher's notes and an index. D. Low



USER LEVEL: Stage 2 Stage 3 Professional
AVAIL: \$26.95 each
KLA: ST
EVAL: Highly recommended

Titles in this series include:

Houses and homes SCIS 901836
Toys and games SCIS 901838

Down on the farm. [sound recording]
ABC, 1996 (ABC for kids) (47 min.)
ISBN none [782.42083]

Featuring nineteen musical tracks interspersed with solos of violin, flute, trumpet and xylophone, this compact disc provides some enjoyable musical tunes and an excellent introduction to instruments. Most of the songs have full orchestral accompaniment and are not well known. Good humoured patter is used to tie the songs together. There is a short description of the instruments from each musical family. Younger students are sure to enjoy this compact disc and would be keen to participate in the songs requiring actions. For a kindergarten class studying the farm, it would be a very useful resource. J. Eade

USER LEVEL: Early Stage 1 Stage 1
AVAIL: \$14.95 ABC
KLA: CA; PDHPE SCIS 899375

WILSON, Pat
The singing voice.
Currency, 1997 [783]
ISBN 0868194948

Packed with invaluable advice for potential performing artists, this book should find a ready readership in schools. Intensely practical in approach, it moves on from the learning of one's craft to making a career as a performer. The book is Australian to its bootstraps, down to the numerous pertinent selections from Australian novels which open most chapters. All the practical aspects of performance are here: choosing and learning a song; acting and dancing; auditions; accompanists; touring; recording; and dealing with fear. There is welcome attention given to care of the working tools, with chapters on vocal exercises, health tips, singing for asthmatics, the common cold and body building exercises. M. Steinberger

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$21.95
KLA: CA SCIS 898646

The drama skills workbook.
[videorecording] [series]
Filmday, Australia, 1996 (31 min.)
ISBN none

Skills, ideas for creativity and an enjoyment of drama are presented in this stimulating video series. Areas of focus include warm ups and creative movement, building characters and developing a role. Experienced tutors and their enthusiastic students exhibit a range of exercises and activities in workshop situations. Each well produced video displays a drama lesson which progresses from relatively simple to more challenging improvisations. An accompanying booklet offers many more ideas including concise guidelines for putting on a play. Both teachers and students will find this a highly motivating kit for extending their drama skills. C. Sly

USER LEVEL: Stage 5 Stage 6
AVAIL: \$39.95 each. \$99.95 set of 3.
KLA: CA

Titles in this series are:

Movement SCIS 899328
Characterisation SCIS 899341
Acting the part SCIS 899325

ROLAND, David
The confident performer.
Currency, 1997 [792]
ISBN 086819493X

The psychological side of performance is the focus of this practical guide to developing a career in the performance arts. Performance psychologist David Roland presents the thesis that mental preparation is as important as technical and artistic training. The book cogently supports the thesis. Separate chapters deal with anxiety (good and bad), preparing a direction for performance, relaxation, mental rehearsal, health and lifestyle, setting and reaching goals. Currency Press, such a landmark performer in publishing Australian scripts, history and analysis of the creative arts, is to be congratulated for widening its interests to include such practical guides. M. Steinberger

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$21.95
KLA: CA SCIS 898641

Dance magic: introducing dance into the curriculum. [videorecording] [series]
Primary Arts, 1996 [792.807]
ISBN none

A solid foundation for a skills based approach to drama for young students is provided by these videorecordings. There is a satisfying emphasis on the success gained through positive reinforcement, recognising that the skills learned are applicable throughout life, regardless of future involvement in actual dance. Workshops demonstrate movement, time, space, shape and dynamics. These elements are combined to create improvised dance, leading to a more structured performance. Teachers of drama and dance will find great value in these videos, supported by useful professional notes. M. Steinberger

USER LEVEL: Community Professional
AVAIL: \$110.00
KLA: CA

Titles in this series are:
Dance magic. Video 1 SCIS 896559
Dance magic. Video 2 SCIS 898677
Dance magic. Teachers' manual SCIS 901121

Line dancing especially for the family.
[sound recording]
Australian Broadcasting Corp., 1996.(ABC for kids) [793.3]

The dance craze, boot scooting, now has an album for the whole family. Each song featured has its own instructional version, plus an experienced dance version. The instructional version is slowed down with the dance steps called by Julie Talbot. It gradually speeds up to the proper tempo. Included are a few extra songs for variety. Simple instructions with clear illustrations assist the beginner line dancer in understanding the sometimes complex steps of the seven dances. This album is an excellent introduction to line dancing which encourages social interaction, physical activity and best of all great family fun. R. Murray

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
Stage 4 Stage 5 Stage 6 Community
AVAIL: \$14.95
KLA: CA; PDHPE SCIS 899767

OWEN, June Duncan
Writing and selling articles.
Hale & Ironmonger, Sydney, 1997 [808]
ISBN 0868066214

Those who have always wanted to write, or who toy with the idea, will obtain practical help, encouragement, and the incentive to persist, from this expert guide. Aimed mainly at the would be non fiction writer, it covers what to write about, how to construct an article, suiting an audience or a market, researching for accuracy, selling the work, polishing language, managing yourself as a business, and setting productivity targets. Useful addenda are a list of writer's organisations, legal information about defamation, libel and obscenity, and a recommended further reading list. As a resource it's well planned, readable and positive, making it appropriate for use as a text for reference or self help. H. Gordon

USER LEVEL: Stage 5 Stage 6 Professional
AVAIL: Paper \$19.95
KLA: English
EVAL: Highly recommended SCIS 901128

HOOKE, James
The debating video. [videorecording] [series]
Pascal, 1995 (3 cassettes 61 min.) [808.53]
ISBN none

A lively and informative audiovisual series, this encourages the development of skills in debating and public speaking. Three clearly presented programs outline the process from basic skills to competitive debating. Vibrant world series debaters instil enthusiasm and confidence. Their carefully outlined, logical approach deals with the matter, method and manner of debating in a racy and inspiring style. It is useful for beginners and students wishing to improve their skills. An accompanying workbook offers a concise overview of debating technique along with many further suggestions for workshop activities to cultivate the art of public speaking. C. Sly

USER LEVEL: Stage 5 Stage 6
AVAIL: \$99.95 set of 3.
KLA: English SCIS 849123

Noisy poems: a collection of noisy verse.
/ illustrated by Debi Gliroi. Walker, 1997 [821]
ISBN 0744551706

A small but handy collection of poems for younger children, this anthology with it's noisy theme lends itself well to fun listening or choral speaking. There are a number of poems to which a teacher could easily add effective body and/or instrumental percussion, for those inclusive class activities associated with eisteddfods, assemblies and open days. There is an interesting mix of tempo, subject and point of view, with a playful dash of nonsense are to be found. Illustrations are visually pleasing, and along with the poems reflect the sensuous nature of the real and imaginary worlds of young children. It is a book to enjoy: aloud! N. Chaffey

USER LEVEL: Early Stage 1 Stage 1 Stage 2
Community Professional
AVAIL: Paper \$9.95
KLA: CA; English SCIS 904415

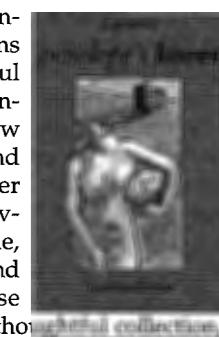
BOYLE, Peter
The blue cloud of crying.
Hale & Ironmonger, 1997 (Contemporary Australian poets) [A821]
ISBN 0868066184

Uncompromising yet unabrasive, this collection plumbs the depths of humanity and society, exposing the guilt and anguish of the human condition, as reflected in attitudes toward the holocaust, the arts, crime, morality and the fragility and solitude of the individual. Past historical figures loom large in the poetry, which rises and falls like the steady breathing of the poet, who then turns to write with equal sensitivity of a teenage girl's embarrassment before her peers. The strength of his imagery is in its understated rhythm, moving imperceptibly between the theme and his personal reflections. J. Watts

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$16.95
KLA: English
EVAL: Highly recommended SCIS 898354

BURNS, Joanne
Penelope's knees.
University of Queensland Press, 1996 (UQP paperbacks) [A821]
ISBN 0702227803

Approachable poems these: entertaining, well wrought and gutsy reflections on modern urban life. Burns is a skilful wordsmith whose playful use of language, form and ideas gives us new interpretations of real places, things and people. Burns is a people's poet; her images illuminate with a keen observer's eye. Aided by a prose/poetic style, she avoids poetic self-consciousness, and with humour and irony we recognise our own life and icons. A clever and thoughtful this is well worth re-reading. C Thomas



USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$18.95
EVAL: Highly recommended SCIS 858936

DAY, Sarah
Quickening.
Penguin, 1997 (A Penguin original)
ISBN 014026700X [A821]

What a penetrating observer Sarah Day is, and what a translator of prosaic ideas into powerful new poetic themes! Forty gems of disparate appeal form this collection, appealing to each according to his/her educationally gathered moss: historians and travellers may recognise their own thoughts of modern Europe in *Imperium Romanum*, while *Mandelbrot's cabbage* renews the faith of mathematicians in the beauty of their subject matter. Most of us will read with pain the universal message behind the personal emotion in such poems as *The wallaby*, *the Leopard at the zoo*, and *Natural law*. There is challenging new ground here for students and teachers of senior English to break. H. Gordon

USER LEVEL: Stage 6 Professional
AVAIL: Paper \$17.95
KLA: English
EVAL: Highly recommended SCIS 898089

PORTER, Dorothy
Crete.

Hyland, 1996
ISBN 1875657681 [A821]

The poetry of Dorothy Porter in this collection is highly sensitive and sensual. Through the images it is possible to taste, smell, feel and imagine the "parched weave of my shirt" from the *Drought sonnet*. This is risk taking and provocative poetry: "every altar in Crete must have reeked of the fluids of terror". The poems are short, with descriptive titles and vivid prose, where skills in drawing and connecting images can be practised. Dorothy Porter has a distinctive and creative style which challenges the ordinary to appear extraordinary, the lifeless to appear real, and the usual to be unusual. F. Plummer

USER LEVEL: Stage 5 Stage 6 Community Professional
AVAIL: Paper \$19.95
KLA: English; HSIE SCIS 869808

RUSH, Philip R.
More than 9 lives: forty-nine cats in verse.

ABC Books, 1996
ISBN 073330527X [A821]

An unabashed cat enthusiast who believes that defining cats by their breed is a mistaken endeavour, the author prefers instead a behavioural model for capturing the essence of cat types. So he has written poems about acrobatic cats, watch cats, feral cats, gourmet cats and many more readily identifiable incarnations of cathood. There are also some narrative poems which recount tales of the poet's own long history with cats and cat lore. The humour is greatly enhanced by Helen Semmler's spidery drawings, and while the subject matter is constant the verse is variable, ranging from the

delightful breathlessness of *Acrocat*, to some rather forced doggerel. M. Lobban

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: Paper \$9.95
KLA: CA; English SCIS 899391

FRENCH, Jackie
Dancing with Ben Hall: and other yarns.

Angus & Robertson, 1997 (Bluegum)
ISBN 0207187479 [A828]

The author's passion for both Australian history and the Australian bush is evident in this wonderful collection of short stories, drawn from her own family's past and from her simple life lived close to nature in the NSW southern tablelands. She tells of the family's pride in an unscheduled visit to a birthday party by bushranger Ben, her grandfather's encounter with Henry Lawson and a remarkable story of survival on a voyage up the coast. Intertwined with these memories are stories of wombats, drought and subsistence farming. French calls her stories yarns, but they are yarns spun in beautifully crafted prose, rich with imagery and detail. M. Lobban

USER LEVEL: Stage 2 Stage 3 Stage 4
AVAIL: Paper \$9.95
KLA: CA; English; HSIE
EVAL: Highly recommended SCIS 901119

MACDONALD, Fiona
The world in the time of Marco Polo.

Belitha, 1997
ISBN 1855615576 [909]

A concise and colourful reference, this work provides a fascinating perspective on the world in the time of Marco Polo. Beginning with the life story of Marco Polo, the resource then provides an overview of seven regions of the world. Famous leaders, how people lived, discoveries, beliefs and ideas are covered. Included is a time line and world map. The language is accessible to competent readers, and complemented by clear modern design. Topics are clearly set out with subheadings, and interspersed with numerous coloured photos and illustrations. This is a stimulating resource for introducing younger students to history. J. Anderson

USER LEVEL: Stage 3 Stage 4
AVAIL: \$24.95
KLA: HSIE; English SCIS 898082

ADAMS, Simon
20th century: a visual history.

HarperCollins, 1996 (A Dorling Kindersley book)
ISBN 0732260248 [909.82]

It is a daunting task to consider capturing the history and significant events of our century in a mere 48 pages, but this is a worthy attempt. The century is broken into natural sections such as 1900 to 1917, 1918 to 1941, each of which is described in a double page spread. A chronology follows, taking each year of the period and commenting on the broad areas of: world events; everyday life; science and discovery; and arts and entertainment. Events are thus presented in a social, technological and cultural context. The layout is admirably clear and lavishly illustrated, making this an excellent reference, plus a fascinating book to dip into. M. Lobban

USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: \$24.95
KLA: CA; HSIE; Science; ST; TAS
EVAL: Highly recommended SCIS 896257

DAVIDSON, Robyn
Desert places.

Penguin, 1997
ISBN 014015762X [915.4]

Camels, hardship, rural poverty, disease and deserts feature in a woman's odyssey in the wilds of north west India, with, and in search of the Rabari nomads on their ancient migratory cycles. An honest, intelligent account reveals a love-hate relationship with India: its corruption, poverty and beauty of the human spirit in the face of outward chaos. Characters spring to life in a well spun tale, which is often stunningly poetic. Banks of glossy plates add to their colour. Third world ugliness is bared along with the writer's own Western discomfort, as she struggles with language, culture, inhumanity and confusion about Indian philosophy. J. Watts

USER LEVEL: Stage 5 Stage 6 Community
AVAIL: Paper \$16.95
KLA: English; HSIE
EVAL: Highly recommended SCIS 899181

GUIGUIN, Marc

Marco raconte: 13 histoires vraies.

Cambridge University Press, 1994 (Serie rouge)
ISBN 0521449839 [920.02]

Whilst there is a twist or element of individuality to each of these short stories in French, which provides a degree of interest for the student, this compilation dwells on adventures and themes predominantly related to wartime settings, and is rather dated. There is a good variety of atmosphere and tone to each of the anecdotes. The range of language structures, vocabulary and story length is not difficult, and would generate a sound basis for class instruction, however the traditional themes would have limited use or appeal in most senior programs. Fiction titles are also available in this series. E. Maxwell

USER LEVEL: Stage 5 Stage 6
AVAIL: Paper \$10.95
KLA: LOTE SCIS 835599

CHRISTIE, Barbara

The road to ancient Rome. [computer software]

Klise Waterford, 1996
ISBN none [937]

Students of all ages will find this CD-ROM an enjoyable way to absorb information about Ancient Rome. Overview facilities are provided by the **Timeline** and **Glossary**, both broad in scope and basic in language level and the assumption of pre-knowledge. Aspects of early Rome, the height of power and the decline and destruction of the Empire all receive in depth treatment, with further investigation of several topics possible. Each area is supported by activities, such as anagrams, map games, creative writing and true and false questions. Students will find them fun and easy to use, especially those that reward correct answers with generous applause and incorrect with hysterical laughter. Any danger that users may head straight for the games is averted, as each is firmly based on the information and visuals in the body of the resource. Sections on entertainment, literature and Augustus Caesar are particularly well treated. A testing program completes the value of this fine resource. M. Steinberger

Minimum requirements

Macintosh: System 7.0; 4MB RAM; 256 colours
Windows 3.1: 386SX; 4MB RAM; 256 colours
USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
AVAIL: \$125.00 Maxwell's Multimedia
KLA: HSIE SCIS 886301

ASTON, Margaret
The panorama of the Renaissance.

Thames and Hudson, 1996
ISBN 0500017271 [940.2]

An interesting scholarly text accompanies this rich harvest of brilliant colour plates, drawings and details of the great historical period of awakening. All conceivable aspects of the time have been cross-referenced in this volume, which is a thought-provoking exploration through the arts, philosophy and religion, and other areas including women, eroticism, banking and fashion. A pleasing feature can be found in a most comprehensive biographical dictionary which, with timelines, a gazetteer of museums and galleries, glossary, bibliography and impeccable index, make up the reference section of the book. Unstinting in its illustrations and reference space, this is an impressive publication. J. Watts

USER LEVEL: Stage 5 Stage 6 Professional
AVAIL: \$59.95
KLA: HSIE
EVAL: Highly recommended SCIS 891495

The unknown war. [videorecording] [series]

SBS Australia, 1995 (60 min)
ISBN none

A remarkable compilation of amateur movie film from families, this series gives penetrating insight into the lives of ordinary people all over Hitler's Europe, 1936-1945. It is apparent how this experience differs from that officially reported by newsagencies and propaganda machines. While in the Spanish Civil War children carry the wounded and are active in the trenches; in still peaceful neighbouring countries their peers ride tricycles and carry the bread for their mothers. Two weddings, one Christian, one Jewish, stress the prevailing feeling of disbelief. This is a powerful, unique resource for the study of World War II. H. Gordon

USER LEVEL: Stage 6
AVAIL: \$175.00 for set of 5
KLA: HSIE

Titles in this series are:

Heading for war 1936-1939 SCIS 892937
Far from the battlefields SCIS 892941
Eastern Front 1940-1943 SCIS 892944
Camera in the scout car 1941-1944 SCIS 892945
Boogie woogie victory 1943-1945 SCIS 892949

CLARK, Sylvia
The Kokoda track.

Kangaroo, 1997
ISBN 0864178417 [940.54]

There is a place in every school for this excellent, brief account of the military campaign on and around the Kokoda Track, from July to September, 1942. Told simply and clearly, and enriched by the recollections of soldiers, the text is suitable for young students of the Second World War in the Pacific to senior students studying a unit on war and peace for HSC English. Coloured illustrations and photographs bring the story to life. While the glossary is particularly outstanding, the absence of an index or table of contents may restrict some users of this otherwise well produced resource. L. Bowring

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
AVAIL: Paper \$12.95
KLA: HSIE

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.
NCE

EVAL: Highly recommended SCIS 901856

SCHOLES, David
Air war diary.
Kangaroo, 1997
ISBN 0864178379 [940.54]

War diaries are hardly rarities, but this one, with its short-hand forms, slang and acronyms (a glossary is provided!) speaks authentically. After years of training, and half a world's journey, there are 30 missions. The total time of action is measured in days or hours, the account of them graphic in its restraint. But it is in the mounting background toll of lost crews, idyllic Scottish leaves, accidents, love-hate relationships with England, London under a rain of rockets, anxieties about home and girlfriend, crawling train journeys, and his unreconstructed prejudices, that Scholes recreates a special sense of being there. G. Spindler

USER LEVEL: Stage 4 Stage 5 Stage 6
AVAIL: Paper \$17.95
KLA: HSIE SCIS 901082

POTOK, Chaim
The gates of November: chronicles of the Slepak family.

Penguin, 1997
ISBN 0140265759 [947]

Since the Bolshevik revolution the lives of Russian Jews have been no easier than those of Jews elsewhere, but the survival of the Slepak family is almost miraculous. Solomon Slepak, ardent Bolshevik, rigid unreasoning party adherent, survived each party purge despite being Jewish. His son, Volodya, an electronics engineer at the top level of Soviet defence networks, also survived despite loathing his father's party, and being dismissed for attempting to emigrate. Potok threads the warp of their family stories through the weft of the Soviet Union's history, producing a work of horror and disillusionment superseding the textbook and equalling a primary source in value. Lack of indexing limits its versatility. H. Gordon

USER LEVEL: Stage 5 Stage 6 Professional
AVAIL: Paper \$16.95
KLA: English; HSIE SCIS 894780

Country insights. [series]
Wayland, 1997

Each title in this new series, whose authors are deeply familiar with their material, presents a single modern nation in words, pictures, maps, statistics and quotations. Each volume offers an introduction briefly covering history and politics, followed by a section on each of landscape and climate, home life, work, schooling, leisure and the future. General information on each topic is followed by more detailed information for one city and one village, with recent, relevant and readily-understandable statistics, as well as quotations from local people, boxed on each page. Clear and attractive layout, with well selected, well-captioned illustrations enhance the appeal of the series. W. Smith

USER LEVEL: Stage 3 Stage 4
AVAIL: \$26.95 each
KLA: HSIE
EVAL: Highly recommended



Titles in the series include:

China SCIS 903744
Kenya SCIS 903696
Mexico SCIS 903695

Preservation of land and culture: portrait of the Adnyamathanha tribe. [videorecording]
Video Classroom, 1995 (30 min.)

ISBN none [994]
The relationships between language, culture and Land are the focus of this video, in the context of the Adnyamathanha people's voice being heard on the subject of Land rights. A map locates the people in the centre and the images move between European and Aboriginal occupation. The story of past and present injustices is told in the Adnyamathanha language—and it is a common story of Aboriginal people having to prove their connection to their Land and being ignored in the name of economics. Through the people we learn of how their historical dispossession has led to their struggle for land rights. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Professional
AVAIL: \$89.00
KLA: HSIE
EVAL: Highly recommended SCIS 89587

Preserving the old traditions: portrait of the Yanuwa and Gurrwa peoples. [videorecording]
Video Classroom, 1995 (30 min.)

ISBN none [994]
A visually pleasing video, this explores many issues confronting the Aboriginal peoples of the centre. The colonial experiences, as recalled by older people, highlight the damage caused by European people, and what is currently being done to preserve an ageless set of traditions. Through Dreaming stories the connections between the Land and people are established. Through oral histories personal tales of colonial experiences are related, and through video-journalism the current impact of whitefellas is stated from the point of view of traditional owners. This useful video provides snippets of information which need to be explored in depth from the different contexts of the different Aboriginal nations throughout Australia. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Professional
AVAIL: \$89.00
KLA: HSIE
EVAL: Highly recommended SCIS 895490

CURL, David
The call of Kakadu. [videorecording]
D. Curl, 1996 (49 min.)

ISBN none [994.29]
The call is that of the blue-winged kookaburra, whose life cycle forms the narrative structure of this beautifully crafted documentary. The kookaburra's billabong territory is the area of Kakadu, in which the interaction of species is featured against the seasonal extremes of drought and fire in the dry to the floods of the wet. The photography beautifully captures the wilderness, and details the unique adaptations of each species. Both the music and the quiet narrator enhance the lyrical photography in a low key way. The storyline and detailed information make this video suitable for a wide age and ability range in science and social science. M. Hamlyn

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
AVAIL: \$29.95
KLA: HSIE; Science; ST.
EVAL: Highly recommended SCIS 900766

HOOPER, Meredith
Journey to Antarctica.
Scholastic, 1997
ISBN 1863884904 [998]

Alternating between travelogue and background information, this easy to read introduction explains from an Australian perspective what it is like to travel to Antarctica and to spend the winter there. The focus is on the journey of the Aurora Australis, and the visits to the three Australian bases, Casey, Davis and Mawson. Emphasis is placed on the special adaptations for human survival in the severe weather conditions and how their environmental impact is minimised. Layouts are attractive with clear subheadings and plentiful, stunning photographs. This is a fascinating and valuable resource for any school. L. Bowring

USER LEVEL: Stage 3 Stage 4 Stage 5
AVAIL: \$24.95
KLA: HSIE; Science; ST SCIS 899193

Professional reading

Resources are in Dewey order.

GLOVER, Anne
Computers and your kids: how to choose the best computer and software for your family.

ABC, 1997
ISBN 0733305806 [004.16]
Designed to answer many of the questions parents ask about the role of computers in their children's lives and education, this user friendly presentation is a practical and informative guide. Written by a Sydney Morning Herald columnist, it provides a wealth of information on purchasing and getting the most from a computer, assisting with school work, catering for different abilities, and making use of the Internet. Over 200 reviews of software available in Australia are included, and are organised under age and topic with each piece of software being given an educational and entertainment rating. This is a highly informative and practical reference for home and school, from a journalist's perspective. J. Anderson

USER LEVEL: Community Professional
AVAIL: Paper \$19.95 SCIS 902447

MCCARTHY, Bernice
About learning.
Excel, 1996

ISBN 096089926X [153.1]
The diversity of learning styles is evocatively exposed in this presentation and explanation of Bernice McCarthy's 4MAT approach to learning. Each left page is a reflective illustration and/or quotation that reinforces the expository right hand page, thus imaginatively imitating and uniting the four quadrants of learning into the format of the book. The description is simply, but coherently, and poetically written, thus avoiding any direct pedagogical stance (although there is much information here for the teacher). The resource highlights the premise that our own and other's learning styles need to go beyond school boundaries. This is an excellent resource to expand self-knowledge and life long learning for all. E. Maxwell

USER LEVEL: Professional
AVAIL: \$49.95
KLA: CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; TAS SCIS 901850

KILLICK, Sandra
The driving experience: a 'young driver' education resource for years 10-12. [kit]
Roads and Traffic Authority of NSW, 1996
ISBN 0731054466 [363.12]

A professionally produced resource, this kit consists of a video cassette and teacher's guide. The video is divided into three segments: Attitudes, Brooke's story, and Coast alone. The accompanying activities focus on young and learner drivers, and examine issues related to alcohol, driver inexperience, fatigue, peer group pressure, risk taking, and speeding. The reality of interviews with Brooke's friends after her death is thought provoking. The 7-10 PDHPE syllabus objectives and outcomes are linked to activities which appear in the teacher's guide. The activities provide a range of student centred approaches which require students to examine their attitudes and values while providing input in an interesting form. F. Plummer

USER LEVEL: Stage 5 Stage 6 Professional
KLA: PDHPE
EVAL: Highly recommended SCIS 868185

CUMMING, Jim
Reforming schools through workplace learning.
National Schools Network, 1997

ISBN 0731302850 [370.11]
The report documents case studies of six schools whose students undertook structured workplace learning through innovative programs. Key issues of the projects were: building stronger links between schools and community; devising structured school-industry programs; and providing contextual vocational learning. Schools considering establishing productive school and community partnerships may find the framework for methodology, outcomes, analysis of enabling factors and emerging issues useful. The report could stimulate debate related to issues about school reform on how industry based workplace learning programs allow students to learn outside the school. F. Plummer

USER LEVEL: Community Professional
AVAIL: Paper \$15.00 SCIS 899752

LEWIS, Ramon
The discipline dilemma: control, management, influence.
ACER, 1997

ISBN 0864312032 [371.11]
Anecdotes and case studies are provided in this resource as a forum for teachers to reflect on their classroom management. Views about the cause of inappropriate classroom behaviour are placed along a continuum. Three chapters are devoted to exploring discipline styles: student centred; teacher centred; and group orientated approaches. The theories underpinning the models offer teachers an opportunity to consider their beliefs about personal styles of discipline, punishment and rewards. It is unlikely that any single approach is sufficient for day to day teaching. However, the resource raises issues for beginning and experienced teachers about how and why a particular approach may be appropriate for an individual student. F. Plummer

USER LEVEL: Professional
AVAIL: Paper \$29.95 SCIS 899590

NATIONAL SCHOOLS NETWORK: Innovative Links Project
Teachers write: a handbook for teachers writing about changing classrooms for a changing world.

National Schools Network, 1997
 ISBN 0731097327

[371.1]

As part of this organisation's ongoing program for self-directed change in schools, action research has been undertaken through the Innovative Links Project. This publication comprises sixteen case reports by teachers, with collegial commentaries. Cases are grouped as: **Learning about learning**, **Students' voices** (democracy); **Reorganising for learning**, and **Relationships**. The content is remarkable, relevant to professional development, and encouraging for other practitioners, since it consists of the teacher's acknowledgment of a problem in practice, the strategies chosen to solve it, and assessment of the process. The commentaries by other professionals are profound, generous and encouraging, and the introductory and appended documents informative. H. Gordon

USER LEVEL: Professional
AVAIL: Paper \$20.00 schools \$25.00 others
EVAL: Highly recommended SCIS 900307



COOPER, Carole
Learner-centred assessment.
 Global Learning Communities, 1997
 ISBN 1876153075

[371.2]

Much clear, practical advice on aspects of assessment is provided in this resource. Ways of creating and using assessment practices to develop meaningful learning are described, using simple text and numerous boxed summaries of key ideas. The guiding principles of assessment are listed, and followed by chapters covering specific techniques, for example portfolios and standardised tests. Advice on communicating about learning and parent involvement is included. The work's focus is on student learning. This is a valuable resource both for individual teachers, and as a starting point for school communities developing assessment policies. J. Buckley

USER LEVEL: Professional
AVAIL: Paper \$24.00 SCIS 900087.

English curriculum and teaching program.
 Curriculum Corporation, 1996

An excellent series, this exemplifies the explicit and systematic teaching message of the current literacy strategy. Aimed at English teachers Stages 1 to 5, these books represent a national project. They are designed to support the implementation of the various state approved curriculum documents. Each unit of work focuses on a language skill rather than on a single text or theme, and uses a variety of texts to demonstrate specific features. The series is rigorous in content and approach, and includes a welcome emphasis on assessment strategies. The reading list represents the array of interest groups in the current literacy arena. J. Donovan

USER LEVEL: Professional
AVAIL: Paper \$29.95 each
KLA: English
EVAL: Highly recommended

Titles in this series are:

Teaching language: primary SCIS 894146
Teaching language: secondary SCIS 897430

FATOUROS, Cherryll
Using software in English.
 Primary English Teaching Assoc., 1997
 ISBN 1875622225

[428.007]

A degree of computer expertise, or the enthusiasm to experiment is advisable when utilising this resource. This book is not simply an explanation of software, it is a far more valuable avenue to creative ways of implementing various software programs into the primary English syllabus. The capabilities of pertinent software are recognised and outlined, accompanied by tables that correlate activities with outcomes. Software is graded and categorised in terms of: word processing; publishing; drawing and painting; databases; and adventure or talking software. There is an excellent range of practical applications suggested to enhance student literacy and learning for Stages 1 to 4. E. Maxwell

USER LEVEL: Professional
AVAIL: Paper \$16.00 (Members) \$22.00 (Non-members)
KLA: English SCIS 899443



YATES, Irene
How to be a wizard at. [series]
 Wizard, 1997

Although originally a British publication, this series has been linked to Australian frameworks in English, giving it a legitimacy in Australian schools. The books are a series of photocopiable blackline master worksheets, each including exercises and extension activities. The worksheets are all written to address the student, an approach which should not be understood to imply that exercises such as these should replace teacher-modelled and guided approaches to teaching such important skills. However, as practice exercises for skills which have already been explicitly taught, these would be a useful resource for primary teachers of Stages 1 and 2. J. Donovan

USER LEVEL: Professional
AVAIL: Paper \$24.95 each
KLA: English

Titles in this series include:

How to be a wizard at spelling SCIS 903660
How to be a wizard at reading SCIS 903665

COOPER, Kerry
ATEK: appropriate technology education kit: teacher resource K-6. [kit]
 Futureworld, 1997
 ISBN 0646311212

[600]

Appropriate technologies are products and processes which solve problems in particular situations. This folder of activities and worksheets provides information about environmentally friendly products and processes in the urban situation. It aims at developing skills and positive attitudes about using appropriate technology. Although the contents, including energy and water conservation, waste management and telecommunications support the built environments Science and Technology content strand, the content

presentation lacks organisation and falls short of being either an effective teaching or learning resource. The text and illustrations are sometimes difficult to interpret, and some difficult concepts such as 'centrifugal gross pollutant trap' limit the use of the kit to at least upper primary. A. Howard

USER LEVEL: Professional
AVAIL: \$35.00
KLA: HSIE; ST SCIS 902725

Mining: technology of the future. [kit]
 NSW Minerals Council, 1997?

ISBN none [622.076]

Produced by a team of practising teachers, experienced educators, and industry specialists with topic expertise, this is a valuable teaching resource. This kit, covering three of the Design and Technology contexts, presents a very easy point for beginning teachers and teachers in TAS making first steps into the area. The kit greatly assists in shortening the preparation time of teachers. The units have been tied directly to curriculum outcomes, which can be reached by completing a number of design briefs. The briefs are supplemented with case studies, student activities and a small list of back-up resources. It is suited to Stages 3 and 4. D. Low

USER LEVEL: Professional
AVAIL: Free to schools on request.
KLA: TAS
EVAL: Highly recommended SCIS 902730

ASH Eve & QUARRY Peter
Going for a job interview. [videorecording]
 Ash Quarry, 1997 (19min.)

ISBN none [658.3]

Useful for prospective interviewees, approaching and attending job interviews is well presented by this resource. Discussion between the two psychologists Ash and Quarry is structured into phases, from application to interview. The phase dealing with anxiety facing the applicant is particularly succinct in terms of strategies to reduce both actual and visible nervousness and stress. Strategies for making the maximum impact on the selection panel, initiatives for projecting positive interpersonal skills, and advice on asking clarifying questions are valuable and easily transferable to individual candidates. The final well formulated advice is to be honest! F. Plummer

USER LEVEL: Professional
AVAIL: \$150.00
KLA: VOC ED SCIS 899094

Design and technology: valuing our work. [kit]
 New South Wales Independent Commission

Against Corruption, 1996
 ISBN 0731072421 [745.207]

Combining a comprehensive set of strategies to keep teachers and students interested and active in the topics of attitudes, values and ethics, this resource will find a place in every Design and Technology 7-10 classroom. The kit was created with the active assistance of practising teachers, representatives of the syllabus committee and curriculum staff, so that it would have a high level of direct application in class work. The kit is especially useful because it ranges from drama to video-stimulated discussion, and the material provides challenges for students in the way they think about the issues and in the way in which they would complete the activities. D. Low

USER LEVEL: Professional
AVAIL: Free to schools on request.
KLA: TAS

EVAL: Highly recommended SCIS 902715

Ethics in design and technology.
 [computer software]
 New South Wales Commission Against Corruption.
 Showads Interactive, 1997
 ISBN none [745.207]

As a resource meeting the needs of teachers and students of Design and Technology for the HSC, this CD-ROM and handbook provide a much needed resource for the ethics areas within the syllabus. Student confidence to act ethically in decision making will be greatly enhanced by incorporation of the activities and case studies provided in this resource. Practising teachers, especially of 3 Unit students, will be empowered to relate to, and consider ethical issues in classroom discussions. Some of the activities have been designed especially for students who could access the material as self-guided lessons. D. Low

Minimum requirements
 Macintosh System 7; 8MB RAM; double speed CD-ROM drive; 16 bit monitor.
 Windows 3.1: 25 MHz 386; 8MB RAM; double speed CD-ROM drive; SVGA monitor.

USER LEVEL: Stage 6 Professional
AVAIL: Free to schools on request.
KLA: TAS
EVAL: Highly recommended SCIS 902723

RUMP, Nan
Puppets and masks.
 Davis, 1996
 ISBN 0871922983 [745.592]

A range of creative arts is brought to bear in this approach to storytelling. Step by step instructions are given for the creation of the puppets and masks described, from teacher or parent preparation, to the utilisation of everyday materials in the creation process. A variety of projects is provided, from hand held puppets to outsized puppets and masks. Comprehensive tips are given on performance, including creating a stage, choice of story and use of music. A selection of stories is offered, as are hints on building an original story. This is a detailed, practical guide, of particular value for the teacher lacking confidence in this area. M. Steinberger

USER LEVEL: Professional
AVAIL: Paper \$29.95
KLA: CA SCIS 903889

DIXON, Neill
Learning with readers theatre.
 Pegius, 1996

ISBN 1895411807 [808.5]

This Canadian text is a most detailed and practical exploration of the teaching of readers theatre. The three authors are experienced teachers who clearly understand the value of a structured, varied and comprehensive approach. The practicalities of oral interpretation, guidance on storytelling, teaching students to write scripts and ideas for staging are given due weight. Emphasis is given to relating readers theatre to the broad spectrum of the curriculum. Teachers will find the discussion on evaluation, especially self evaluation, of great value. Reproducible masters and sample scripts add to the practicality of the volume. M. Steinberger

USER LEVEL: Professional
AVAIL: Paper \$29.95
KLA: English SCIS 871711

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
Liz Bowring, secondary teacher-librarian
Jill Buckley, ex *Scan* editor
Nell Chaffey, Tamworth Primary
Rodney Dobson, Long Flat Primary
Jenny Donovan, SEO1, Literacy Assessment
Chris Dorbis, SEO1, Aboriginal Studies
Jan Eade, primary teacher-librarian
Helen Gordon, secondary teacher-librarian
Richard Greaves, SEO1, Mathematics
Marion Hamlyn, Wollongong High
Elizabeth Heath, Granville South High
Anne Howard, primary teacher
Suzanne Leslie, Lindfield Primary
Marjorie Lobban, Peter Board High
Daniel Low, TAS teacher, Epping Boys' High
Elizabeth Maxwell, Cherrybrook Technology High
Ian McLean, Punchbowl Primary
Lea Monticone, secondary teacher-librarian
Rebecca Murray, Blacktown South Primary
Nigel Paull, Grafton South Primary
Eve Petlevanny, Kuring-gai Creative Arts High
Frances Plummer, Social Science teacher/Training & Development
Sally Rasiaah, Waitara Primary
Beverley Richardson, primary teacher-librarian
Margaret Sim, Cheltenham Girls' High
Cathy Sly, English/Drama teacher, Barrenjoey High
Wendy Smith, Tamworth Primary
Graham Spindler, Parliamentary Education Liaison Officer
Margaret Steinberger, secondary teacher-librarian
Carol Thomas, Literacy Consultant
Jenny Watts, Canowindra High

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

Specific purpose resource suppliers

Scan has had a number of enquiries about where to purchase resources to support specific areas such as Child Protection and other difficult to resource areas, such as dual language books. The following is a list of suppliers where these resources can be purchased:

Child Protection:

The Feminist Bookshop

Ph. (02) 9830 2666

Fax (02) 9838 5745

Shawcross Children's Bookshop

Ph. (02) 9498 3433

Dual Languages and other LOTE:

Global Language Books

Ph. (02) 9896 5811

Fax (02) 9688 3640

Frequently Asked Questions—School Technology Support

How do I deal with an item that stocktake has not identified as missing but where the student has actually left the school without returning the item?

Stocktake will not identify items that are currently loaned as missing. This will have to be done manually.

When the borrower has left the school you will get a report as part of the Refresh Students procedure. This will list the borrower and give details of the item(s) that have not been returned. While an attempt is made to retrieve the item(s) (e.g. contacting the school to which the student has transferred) the item(s) will have to be returned in **B2 E2 Returns** by manually typing in the barcode number(s).

When it is reasonably definite that the item will not be returned it will need to have its status changed. In the copies area for the item in General Resources in edit mode, change the status to "M" for missing, complete the date field, and make a notation about the reason the item is missing in the comment field.

This item will be 'written off' after it has been at a missing status for two years as part of a future stocktake.

Why do I get a message during the loan of an item "Note: item marked as missing on //... <Continue" ?

The item has been identified by the stocktake as missing or has been manually changed to a missing status.

If <Continue is selected this will enable the loan to proceed. After you next run **B4 N4 Weekly Housekeeping** the status of the item will change from "M" for missing to "F" for found. It will remain at this found status until after the next stocktake.

It will count towards the total number of items recovered for that stocktake. Once that stocktake is complete the item will revert to the "C" for catalogued status when **B4 N4 Weekly Housekeeping** is run.

District network news

Hunter District

The Hunter Districts teacher-librarians associations are holding a combined Christmas meeting and dinner on

November 11 at West Wallsend High School. Contact Jennifer Hamilton on (02) 4953 2111 for details.

The HSC English Bibliography, a service available to all secondary schools in the Hunter area, will continue in 1998. Please contact Wendy Muskin at Newcastle High School, (02) 4969 3177, for more information.

Central Coast District

Congratulations to Anthea Scholes for being nominated as the Anna Stewart Officer at the Teacher's Federation for term four. Her tasks include researching the role of the teacher-librarian, their working conditions and qualifications.

ALIA NSW group

Next committee meeting

Date: Wednesday 5th November at 7.00 pm

Venue: Joint Council Meeting Rooms, Leichhardt PS cnr Marion and Norton St, Leichhardt
Visitors welcome.

Christmas Party- ALIA Schools section

Date: Monday 1st December, 6.00 pm

Venue: to be announced

Contact: Andrew Barber

Ph: 9519 1544

On the Web

The ALIA Schools Section is on the web. For information about meetings and professional development, broader ALIA activity, and the ALIAS newsletter, see <http://www.alia.org.au/sections/school/nsw/home.html>

ASLA

Professional development and launch

Keynote activity: Curriculum mapping

Speakers: Liz Maxwell and Sherida Zavanovic, John Lee, Averil Llewellyn, Lyn Shields, Sue Craig, Deryll Hopkins and Terry Bruce

Launch of *Libraries on the move* (4th ed) and NSW launch of CD-ROM: *Teaching Information Skills*

Date: Saturday 1 November, 1997

Venue: Commencing St Paul's Grammar, Cranbrook, near Penrith

Contact: Terry Bruce on 02 9639 7007

Annual general meeting and professional development day

Keynote address: Virtual reality - Virtual legality

Speaker: Ian McDonald, Legal Officer, Australian Copyright Council

Date: Saturday 21 February 1998

Venue: State Library, Macquarie St, Sydney

Contact: Beverley Hysnett on 02 9652 1831

The Children's Book Council of Australia

The CBCA Awards Foundation is holding a special gala performance of *Alibi*, a musical tale written by Barbara Poston-Anderson and starring Wayne Scott Kermond. It will be held on Thursday 27 November, 8pm at

Farramatta's Riverside Theatre. All proceeds will be given to the Awards Foundation. Ring the theatre for reservations on (02) 9683 6246.

Darwin Conference

Hot sunny days set the scene for the 1997 ASLA conference held in Darwin during July. The four day conference provided a merging of the Schools library agenda with the Literacy agenda.

The theme of day one was Society and Culture. Mandawuy Yunupingu, lead singer of Yothu Yindi, gave a memorable opening address which reflected the 'double power' of language- his own and western- and literacy, incorporated into a changing, technologically driven society.

In the concurrent session that followed, Julie Faulkner and her paper *Teaching the post-print child: texts and technology in the classrooms of the 90's*, shared research findings on the range of criteria that students use to choose, read and evaluate texts from a multimedia world. The SCIS *Online via Hubay and the Internet* Exhibitor's workshop by Lance Deveson, presented the technologically-driven changes of this service to schools. *Courses and Learning: monitoring information skills development*, presented by Cathy Scott and Gay Tierney focused on a Western Australian approach of gathering data to monitor the development of information skills in students so that learning outcomes can be achieved.

Language was the theme of day two. David Crystal delivered the SCIS Oration, and challenged us to consider the richness of vocabulary. Karen Bonanno presented the process and findings of a leadership program undertaken by the School Library Association of Queensland (SLAQ) called *Enhanced information for planning self-managed professional development*.

The theme of Day 3 was Literature. Peter Goldsworthy's Plenary address challenged us to question what was 'hardwired to our brains'. He espoused that poetry was the closest connection with our brain and provided the intersection between biology and literature.

The Concurrent Session on *Designing an IT plan for your school* addressed the various IT planning documents that are available at the systems level within each state.

Technology and the Future was an appropriate theme for the last day of the conference. Mal Lee's address, *Teaching in a digital world: taking control or going with the flow?*, raised some controversial issues regarding equity of access to IT across schools and the role teachers and teacher-librarians will need to play in this scene.
Information supplied by Karen Bonanno ■

CORRECTION

The following are corrections to the Teaching and Learning On-line article in 16/3 *Scan*

<http://tlc.csu.edu.au/tlo/>

For the article to be discussed:

<http://tlc.csu.edu.au/tlo/journal/discuss>

To join the discussion group:

<http://www.csu.edu.au/forums/TESC-TeachLearn/>

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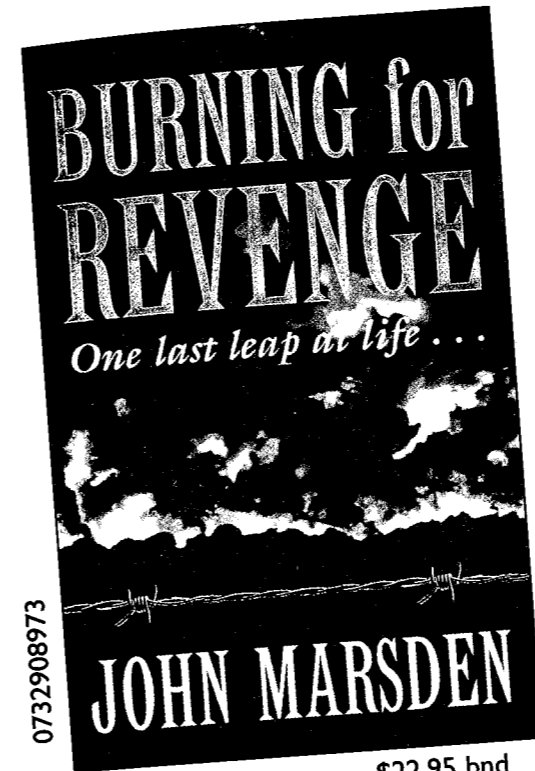
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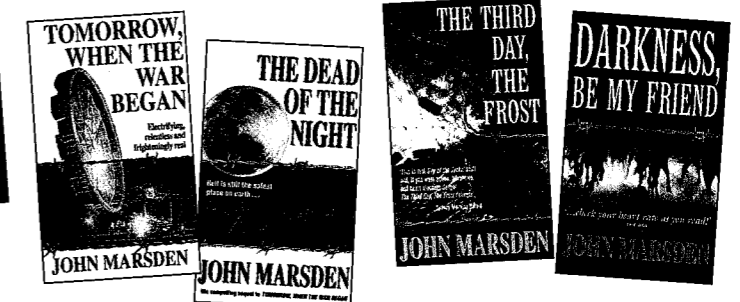
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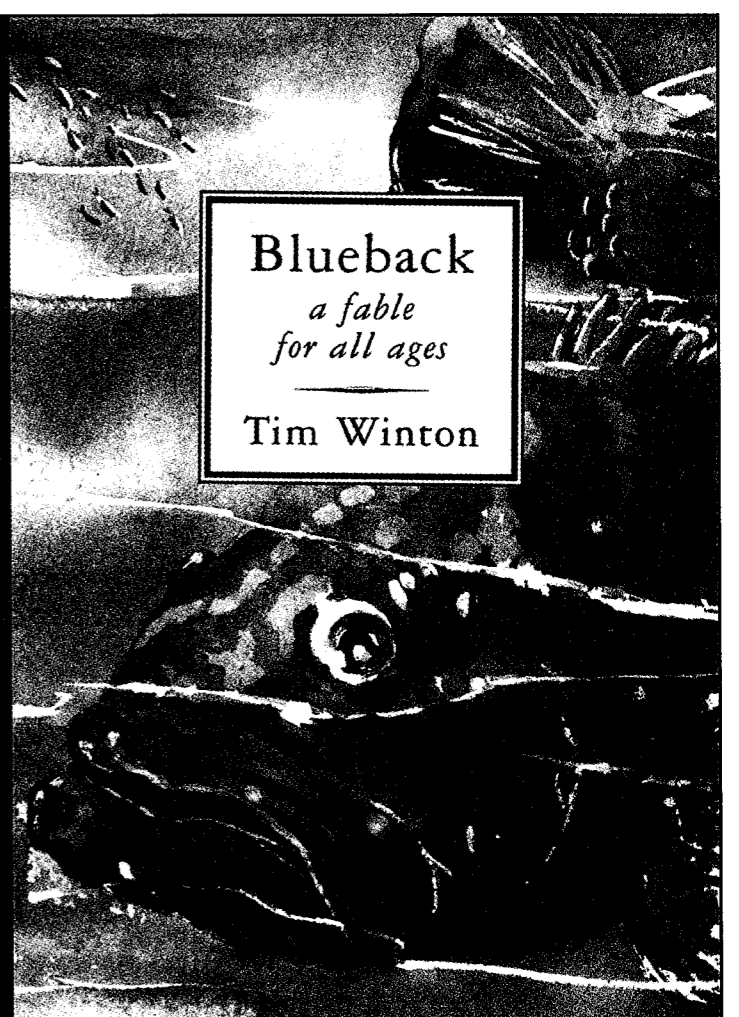
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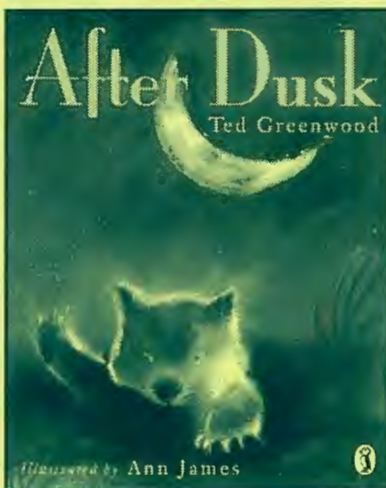
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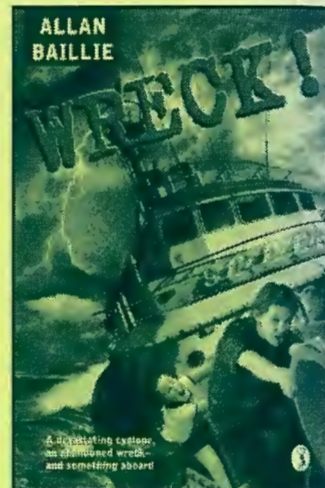
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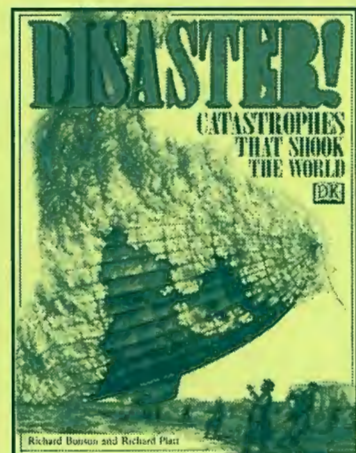
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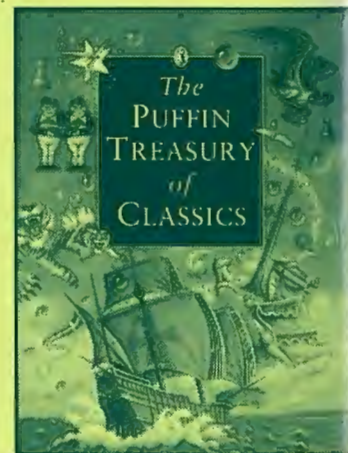
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