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- Keylink
- NSCU software database
- Children's book awards



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The *scan* editor,

At the meeting of the Manly-Warringah Teacher-Librarians' Group at Mackellar Girls' High School on Wednesday, February 10, it was moved and unanimously carried that we should write to you as a group and congratulate you all on the 'new look' *scan*. Group members enthusiastically applauded your publication as *exciting, dynamic, and up-to-date*. We welcome its broader scope, and the increased emphasis on the teacher-librarian's role as educator and curriculum developer. As always, the resources review section is invaluable, the Crackerjacks selection being particularly appreciated.

We warmly congratulate and compliment our *scan* editors and contributors.

Yours sincerely,
Jenny Oesterlin
for the Manly-Warringah Teacher-librarians' group

The *scan* editor,

Astonished, disgusted and extremely angry. These are my reactions to the following statements included in the covering letter sent to all Principals with the Parliament Pack that was produced and distributed by the Parliament of Australia.

'The education kit is a collection of curriculum materials designed for teacher and student use. After you have examined the kit, we would urge you to pass it on to the relevant teachers in your school for their consideration. The curriculum designers who have been involved in preparing the kit advise us that it is not intended to be a library resource, and that much of its value would be lost were it to be just placed on the shelves of your library.'

How encouraged I am to know that the talents, expertise and role of the teacher-librarian in the educative process are so highly regarded and understood by 'Curriculum designers'.

Yours faithfully,
Don Reid
Teacher-librarian, East Hills Boys' High School

The School Library Section of the Library Association of Australia wrote to Joan Child, Speaker of the House of Representatives in response

to the Parliament pack letter. In her reply Ms Child noted the concern expressed over the letter and indicated that it was not the intention of the parliament to direct schools in any way regarding the use or location of the material and assured teacher-librarians that a new letter will accompany Parliament pack 2 when it is distributed.



Acknowledgements

For permission to reproduce book covers, the Editors are indebted to: Angus and Robertson for *Longtime dreaming* (A & R); Australasian Publishing Company for *John Patrick Norman McHennessy : the boy who was always late* (Cape) and *Rose Blanche* (Creative Education Inc.); Collins for *Izzy willy-nilly* (Collins) and *My place* (Collins Dove); Dent for *Memory* (Dent) and *The private world of Leroy Brown* (Dent); Omnibus for *The long red scarf* (Omnibus); Penguin for *Children of the Blitz* (Penguin) and *The makers* (Viking Kestrel).



CONTRIBUTIONS TO *scan*

scan offers you an opportunity to share your opinions, ideas, experiences, position on major and minor issues.

We welcome your contribution typewritten, double-spaced, with your name, school and a contact number. There are approximately 1200 words per page of text and a suggested maximum size for articles is four pages. The Editors maintain the right to edit for space and style.

Please also express your opinions through the forum of the letters page, *Viewpoints*.

Address all correspondence and contributions to:
The Editors, *scan*
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Janet Hansen is Principal Education Officer, Library Services

Office Automation and School Information System (OASIS)

OASIS Library is the Department of Education's contract library management software. Library Services is working closely with the School Administration Unit of the Management Information Services Directorate with a view to producing materials to assist teacher-librarians in the planning of school library automation. For further information see the Management section of this issue.

The primary purpose (ASCIS 412701)

Just released by the Director-General is a new document which provides an overview of what the Department expects of all primary schools. It is a very useful summary of the essential requirements of the syllabus and curriculum statements relevant to the primary curricula.

In eye-catching yellow, *The primary purpose* refers to a number of documents which are in primary schools. If you have difficulty in locating any of the references I suggest you use NCIN to acquire a copy.

The values we teach (ASCIS 412562)

At the request of the previous Minister for Education, Mr Rodney Cavalier, this Departmental document was written to identify some of the values which the community holds in common and which it can reasonably expect public schools to foster and promote. The statement was issued to all schools in February 1988. It identifies a list of desirable values which schools should promote, under three headings,

- * values relating to education
- * values relating to staff and others
- * values relating to civic responsibilities.

As with all programs in the school, the library program should reflect the values of the school. Interpersonal relationships and school procedures reinforce values, and the document requests that all schools discuss the values listed and evaluate their school's performance. For example, how well do library procedures facilitate equal access to information for all students? How can information skills promote curiosity and a 'questioning mind'?

and 'logical and critical thinking', both of which are values listed in the document.

State information policy

The State Librarian, Alison Crook, has convened a working party to draft a state information policy. The aim of such a policy is to provide a statement on the role and responsibilities of the New South Wales Government in the provision of information. Alison recognises the importance of Departmental schools and libraries in this provision. Bernard Henry, Director of Management Information Services Directorate, is the Departmental representative on the working party. Seven areas have been identified and subcommittees established to consider issues and make recommendations for Government action. The subcommittees, which will include Departmental representation in the first, are:

- *Government Department libraries and records management
- *Information services in the education sector
- *Government information
- *Community information services
- *Public library services
- *Information services to business, industry, research, and the professions
- *Preservation of resources.

Scan

The new look *scan* has resulted in much positive comment. I welcome feedback from schools, and urge you to share your ideas with others. Letters may be published in the Viewpoints section of *scan*.

Implementation of the Library Policy

Early in Term 1 Library Services discussed with regional representatives, plans for assisting regions to implement the Policy. The country participants were connected via teleconferencing and the metropolitan representatives met at Library Services. A report of the teleconference appears in the Teaching Learning section.

Computer Education Unit

On behalf of the editors and Library Services, I would like to thank the Computer Education Unit for their cooperation and assistance in the production of this issue.

ELECTRONIC MAIL: ITS BENEFITS FOR STUDENTS AND TEACHERS



Martha Heeren is a Senior Education Officer with the Computer Education Unit, NSW Department of Education.

Electronic mail trials have inspired much interest and enthusiasm among teachers

and students. In NSW schools, *Keylink*, formerly called *Telememo*, has been the main system used. It now has over 700 registered users.

ADVANTAGES OF ELECTRONIC MAIL IN EDUCATION

Electronic mail offers many possible ways of enhancing the curriculum for students and giving support to teachers by expanding the communication network and reducing geographic, environmental and professional isolation.

Setting up the hardware to run electronic mail is usually relatively inexpensive in that all schools in NSW now have at least one microcomputer, to which they need to add a modem, communication software and access to a telephone line. The computer can, of course, be used for a variety of other types of educational activities as well.

Electronic mail is much more than a substitute for a traditional mail system. Unlike the normal post or Fax which transfers set messages on paper, electronic mail offers the opportunity to receive text files and manipulate that information. For example a school could receive a file of articles which could be compiled into an inter-school newspaper. The articles received could be added to or edited without keying the data into a word processor a second time.

Another difference between electronic mail and traditional methods, important to education, is the Bulletin Board facility. Bulletin Boards on *Keylink* have proved to be one of the most important features. With traditional mail delivery or Fax it is necessary to know to whom you wish to send your message. The contact needs to already have been made previously, unless a large and expensive mailing or advertising campaign was initiated. If a school wants to find another school interested in participating in a particular project, they can put a message up on the system's Bulletin Board and ask for expressions of interest. The Bulletin Board allows schools to communicate with a large number of schools very quickly, easily and economically. Because of the immediacy of sending and receiving, they may have responses within hours.

Without electronic mail, schools have the option of communicating by post, or if immediate response is needed, by telephone. Response time when using the postal system has a normal delay of several days or even weeks when sending overseas. However, in many schools the use of the telephone also presents difficulties. Even very large high schools usually only have two or three telephone lines. If teachers need to make contact on the telephone they have to wait for a break in their day, between periods or recess, and then move to another part of the school to make a call. Special permission often has to be granted to make a call outside the local area. When they ring and the person they need to speak to is unavailable, it may be several hours before the teachers have the opportunity to try again, with no guarantee of success.

Electronic mail allows the user to prepare a message on a word processor, save as a text file and upload the message electronically or to prepare the message online. Message transfer from a text file is done quickly and easily. As soon as the message is sent it is available to the receiver, who can log onto his or her mailbox at a time which is convenient. Lists can also be established so that a message can be sent easily to a specified group with a single entry. This facility is particularly useful when a teacher needs to communicate with an educational curriculum consultant. As consultants, especially in country regions, travelling frequently, they may not be in their office to receive calls or messages for several days. Electronic mail allows them to log on wherever they may be and read the messages left in

their mailbox. The response time to the teacher can then be greatly improved in a manner which, in this case, is more efficient than a telephone call.

Many teachers communicate using electronic mail from home. *Keylink* shows the date and time at which the message was sent. It is interesting to see how many teachers are still communicating at midnight and even 2 am! Users of *Keylink* have all telephone charges for its use billed to the registered account.

ELECTRONIC MAIL AND CURRICULUM SUPPORT

The most exciting developments related to the use of electronic mail relate to ways in which the technology has acted as a catalyst for the development of many different activities which are enhancing the curriculum for students and giving professional and administrative support to teachers.

STUDENT CURRICULUM USE

Language and Writing Development

Electronic mail has been of particular importance in the language and writing process. Having a reason to write and a specific audience to publish for can provide a much greater motivation for students. This audience may even be from a different culture. Reading material which has been written by a peer group also provides a greater motivation to read. Communication exchanges with overseas schools or with schools in different environments within the same state, can help students broaden their view of the world and at the same time help them to think more about their own local environment and life-style by explaining it to others. The need for clarity of expression becomes more obvious to the student when the audience is in a different environment. The speed and efficiency of the message exchange helps to maintain the student interest and enthusiasm, particularly important in overcoming delays in overseas communication.

Language-based activities can include penpals, 'add an episode' and multiple ending stories, letter and poetry writing, and reviews of books and software. The whole process involves reading and interpreting as well as writing.

Data Gathering

The ability to exchange data between schools for a range of different curriculum projects is another

important advantage of electronic mail. This could be done by traditional mail methods, but the speed and the ability to determine a specific audience to be involved in the project by asking for feedback on a Bulletin Board adds another dimension to the information exchange. If schools want to develop their own databases based on particular themes they are researching, data can be exchanged between schools. When the data comes to the school in a machine readable form it allows them to process it to fit their purpose. This ability to change and build on information without lengthy retyping is a major advantage of electronic mail.

Schools have exchanged data related to weather statistics, consumer prices, student height, hair and eye colour, media viewing habits, farm census, and science experiment results. In one school Year 10 history students interviewed people who had lived through the Great Depression. The students recognised that their survey was biased to their area of the state so a notice was put up on the Bulletin Board requesting other schools to participate.

Fostering Communication Networks

Networks can be established to encourage communication between a wide range of different groups in schools. This can be particularly satisfying between children with special educational needs and those in normal stream classes. Language development can be enhanced greatly for deaf children because electronic mail gives them access to a visual form of natural language with their peers. Students learning English as a second language can also benefit greatly. Students in normal stream classes benefit by gaining more tolerance and understanding of those with disabilities. General ideas exchange on many levels can benefit school extra-curricular activities, research projects or student councils. Leisure interests can be pursued with 'electronic clubs' on many themes, and friendships develop.

Computer Awareness and Computing Studies

Using electronic mail is a 'hands on' way of teaching computer awareness. Keyboard skills develop as use and familiarity with word processing software in the preparation of messages adds to computer skills. Knowledge of communication technology is an important aspect of the study of computing.

Bicentennial Projects

Three Bicentennial projects, under the banner of *Network 88, (Schoolmates, Schools Across Australia and TimesNet)* provide a vehicle for linking similar schools with each other in Australia, the United Kingdom and the United States. Electronic mail is one of the activities of the linking schemes.

Student Outcomes

Teachers often cite improvement in self esteem and motivation as important outcomes related to the use of electronic mail in the classroom. This, of course, is not due only to electronic mail, but the involvement in the technology acts as a catalyst for many activities which can help children to communicate successfully and feel a sense of achievement. It provides an opportunity for active, rather than passive learning and puts the students in control of their learning. Cooperative learning is also encouraged, often because of a limited number of computers available for the children to use. The negotiation that takes place as part of that cooperative learning supports the development of problem solving and discussion skills.

TEACHER USE

Professional Development

The information needs of teachers include being able to find new ideas and approaches to keep their lessons fresh and interesting. The Bulletin Board has provided an ideal mode for this type of exchange of ideas, fulfilling an important goal of continuing education, which helps, in part, to fill the gap left by inadequate inservice opportunities.

Many teachers are geographically isolated from their colleagues and others are professionally isolated from others teaching in the same subject or area. Mail deliveries to isolated country schools are often slow. *Keylink* has provided an opportunity for teachers to work towards overcoming those problems. Schools without specialist teachers for particular educational disabilities can use electronic mail to receive support in dealing with the needs of those students.

Ideas exchange on a wide range of curriculum themes has been a feature of the Bulletin Board facility. It is interesting to note that one teacher requesting information on strategies for using the computer in the teaching of year 11 Ancient History received an excellent response from a primary teacher. Solutions may come from unexpected sources!

Electronic mail can also make joint report writing and programming between schools easier. This facility is important for teachers in communicating schools so that there can be cooperative programming for lessons to support the mutual activities. Whole programs, lesson sheets or surveys can be uploaded by one school and downloaded and printed by another which can eliminate the need to add an additional step of writing away for more information. In fact almost anything in text format, including public domain software, can be sent electronically.

Teachers can also use electronic mail to share information or have online conferences to support external courses being attended.

Technical Support

The *Keylink* Bulletin Board has provided vital technical support for teachers using computers. The Bulletin Board provides access to many other users who may have experienced the same difficulty with hardware or software. The suppliers of the microcomputer hardware on contract to government schools also read the Bulletin Boards and can offer assistance.

Announcements

Announcements about professional association conferences, new resources and developments, and educational news can also be made on the Bulletin Boards.

Other Organisational Communication

Communications have also been facilitated for administrative purposes. School magazine text can be easily sent to printers distant from the school. This can also reduce the quote as the printer does not need to retype the text. Articles about school activities can be sent to the local newspaper in the same way.

Sporting visit organisation has been made easier, including the arrangements for billeting students from other schools. The organisation of inservice courses for teachers across the state is also facilitated.

Schools have used *Keylink* to gather information on alternative school structures and to get ideas and support when developing school policies. Teachers in very small schools have appreciated being able to extend the ideas base available to them.

Resources can be requested from the Inservice Education Library and online search results can be sent to schools. Teaching resources can be advertised and they can also be ordered. Arrangements can also be made to share resources between schools using electronic mail.

Communication with consultants, head office, and other schools can be both more time and cost efficient. Meeting minutes and agendas can be quickly and easily distributed.

Teacher Outcomes

Teachers have commented that they have felt reduced professional isolation, been stimulated by new ideas and have found that the time needed to communicate with other schools, consultants and head office has been greatly reduced. The ability to contact many schools at one time efficiently has been very useful and economical.

CONCLUSIONS

The *Keylink* trials have demonstrated a wide range of curriculum applications for students and a strong developing support network for the professional development of teachers. The technology has acted as a catalyst for a number of valuable activities which could not be done as efficiently by using other means of communication. Electronic mail is opening windows to a broader educational environment.

This article is reprinted, with permission, from *Information online 88: The key to our future*. Information science section, LAA, 1987. ISBN 0-86804-433-4 pp242-246



AUSTRALIAN CHILDREN'S BOOK OF THE YEAR AWARDS 1988 SHORT LIST

Marjorie Lobban is a Senior Education Officer at Library Services and was a judge for the 1988 Australian Children's Book of the Year Award.

The selection of titles for this short list is an Australia-wide process and the culmination of 6 months of reading and deliberation.

There are 7 judges, one from each state and each judge is appointed for a 2 year term, with half the judges being new each year. The materials are centrally handled by a judges' secretary who was this year based in Perth. When publishers wish to enter a book for the awards they supply 8 copies of the book plus pay an entry fee to the judges' secretary. S/he then organises books into consignments of about 10, each judge receiving the same consignment, accompanied by a set of report forms for the judges' comments.

Each judge reads the books, nominates for which award they consider each most suited and writes a brief evaluation. When evaluating books the prime consideration is literary merit encompassing such things as cohesiveness, plot, theme and style, but child appeal is also an important consideration. For picture books, artistic and literary unity or for wordless books, story, theme or concept unified through the illustrations are the considerations. Book design and production also become factors when final decisions are made.

Eight copies of the reports for each consignment are returned by judges to the judges' secretary who collates them into consignment bundles which are then sent to each judge.

Thus judges have some feedback and way of evaluating their own approach to the task. Entries close on the December 31 and when all books have been distributed and reports circulated, individual judges draw up a list of their 10 preferred titles in each category of the award ie Older Readers, Younger Readers, Picture Book and, in 1988, The Eve Pownall Award. The most frequently occurring titles on these lists form the basis for discussion at the judges' meeting, which was held this year at Clare, north of Adelaide, on March 12 and 13. This is the only time all the judges are together and at this meeting the short lists are established, winners and honour books chosen and the judges' report written.

In 1988 an unusually high number of books were judged - 140 - the reading and report writing taking place from October to February.

So although you and your students may not always agree with the judges' decision, I hope this brief account gives an insight into the amount of work and thought that lies behind the selection of the books.

The short list was announced on March 16.

The following titles were reviewed at Library Services over the past few months and are arranged alphabetically by author or illustrator. Some books on this list may be for mature readers.

OLDER READERS

CARMODY, Isobelle *Obernewtyn*. Penguin, 1987
(Puffin plus)
ISBN 0-14-032231-0

A new social order emerges after the holocaust. No opposition is tolerated by the council. Children with birth defects and children of seditioners are placed in orphanages. Elspeth, an orphan, is aware of her special powers of communication, but must hide them in order to survive, especially when she is transferred to the infamous mountain orphanage. Description of Elspeth's plight and of the characters she encounters is most effective. But so much is left untold as the plot comes to a very abrupt conclusion. Most obvious is the failure to adequately explain the destiny which Elspeth is so resolved to fulfil. K. Channells

LEV: Middle secondary Upper secondary
AVAIL: Paper \$7.95 ASCIS 400966

GLEESON, Libby *I am Susannah*. Angus and Robertson, 1987
ISBN 0-207-15634-4

Highly recommended

Susannah lives with her mother in inner Sydney. In her last year at primary school her close friend since childhood goes to live in Melbourne. Susie is shattered. Desperately lonely she withdraws into herself. Her only bond with the happy friendship is the mysterious Blue Lady, who has moved into Kim's house and frequents the church cemetery, the girl's former play retreat. The story tells how Susie comes to accept a new phase in her life, and gives insight into her mother's life as a single parent, loving Susie but also with her own concerns. The story unfolds delicately with sensitive and perceptive characterisation, and dialogue that reveals more than is said. It is a beautifully crafted piece of writing with a keen understanding of a girl's rite of passage into adolescence. P. Ward

LEV: Upper primary Lower secondary
AVAIL: \$14.95 ASCIS 406683

HALL, Penny *The paperchaser*. McVitty, 1987
ISBN 0-949183-06-7

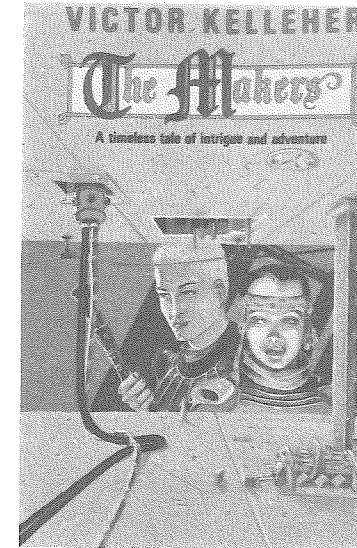
It is Sydney in the 21st century and 17-year-old Hinton Morrison has decided to paperchase, to get into university, read law and try to change the system. After being threatened by ganglads he comes into contact with the Miners, one branch of a group existing outside the system, literally underground since Town Hall Station is one of their bases (trains have stopped running years before). With his deepening relationships within the group Hinton realises there is a lot more involved than just living outside the system. While Hinton and the other young people involved are well characterised and their dialogue excellent, other characters are rather incomplete. The plot glosses over a lot: including what brought about this disintegrated society and who the group members are. Nonetheless, although occasionally patchy in language and plot, it is a gripping read. H. Sykes
LEV: Middle secondary Upper secondary
AVAIL: \$11.95 ASCIS 388617

HEYLEN, Jill *Rattling in the wind : Australian poems for children / selected by Jill Heylen and Celia Jellett* Omnibus Books, 1987
ISBN 0-949641-78-2

Highly recommended

The format of this collection is the same as its companion volume, *Someone is flying balloons*. Again the pages are uncluttered, all with clear, pastel-coloured or black-and-white illustrations by Marie Smith that cleverly add to the humour or capture the essence of the poems. The artwork ranges from photo-realism to an impressionistic style. The compilers have again presented a wide ranging collection from the simple to the more challenging by established and new poets, including children, on a variety of themes and concerns. Works by Aboriginal people are well represented. This is an attractive production that should

encourage browsing by the most reluctant poetry reader. A. Gill
LEV: Upper primary Lower secondary Middle secondary
AVAIL: \$24.95 ASCIS 392056



KELLEHER, Victor *The Makers*. Viking Kestrel, 1987
ISBN 0-670-81866-6

Highly recommended

The Makers are the unseen rulers of the Keep, where the warriors devote their lives to combat with each other, watched over by electronic eyes, tendered by the golden, metallic Trainers, but Jeth breaks the warriors' code and is cast out from The Keep: for the first time he begins to question the way the warriors live. Once again, Kelleher has set his story in the future but, in contrast to Taronga, a way has been found to contain human violence. The plot is again engrossing and different and more complex issues emerge, revolving around innate human behaviour and social control. P. Hall
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: \$16.95 ASCIS 399349

YOUNGER READERS

FATCHEN, Max *A paddock of poems*. Omnibus Books, 1987 (Omnibus Puffin poetry)
ISBN 0-14-032476-3

There is a variety of forms in this selection of poems, and a generous sprinkling of nonsense poetry. The gamut of subjects ranges from life on a farm,

MARSDEN, John *So much to tell you*. McVitty, 1987
ISBN 0-949183-12-1

Highly recommended

Fourteen-year-old Marina is an elective mute. We realise that some trauma has brought on this condition; she has spent time in a psychiatric hospital, feels rejected by her remarried mother, has some facial disfigurement, and her father is serving a gaol sentence. What has happened is slowly revealed to us by Marina herself as she writes, almost daily, in her journal. The story, presented in a diary format, is told simply and at a leisurely pace with the other characters only being developed to the extent that they impinge upon Marina's recovery. The author provides us with an unusual and sensitive insight into a young girl coming to terms with her unhappy life. A. Gill
LEV: Middle secondary Upper secondary
AVAIL: \$13.95 ASCIS 403803

SPENCE, Eleanor *Deezle boy*. Collins Dove, 1987
ISBN 0-85924-502-0

The one thing Grant did that he shouldn't have done was to get into the strange woman's car. She was a dreamy, gentle woman, not unlike Grant himself, with a bossy small daughter and Grant was almost prepared to believe them when they insisted they and he were cousins and that his mother had agreed to him going on holidays with them. The characterisation is excellent and the plot, woven round those who do not readily fit into mainstream society, engrossing. For some readers, there may be too many complex social issues just touched upon and not sufficiently developed but the book is an outstanding example of sensitive writing for younger children. P. Hall
LEV: Middle primary Upper primary
AVAIL: \$15.95 ASCIS 388545

dragons, dinosaurs, cricket, and the space age. Some poems are illustrated with black line drawings. K. Channells
LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper \$6.95 ASCIS 392051

HATHORN, Libby *Looking out for Sampson.* Oxford University Press, 1987
ISBN 0-19-554788-8

It is Sampson's pre-teen sister Bronwyn who has the taken-for-granted role and responsibility of being the toddler's minder and sometimes it irks her. This becomes an emotional issue when the unbearable stuck-up Cheryl comes to stay with her mother, and family tensions reach boiling point. The climax occurs when Bronwyn fails to keep an adequate lookout for Sampson when they are all on a beach outing. It is a good story, well written and unfolding realistically and sensitively. Drawings by Ann James catch the mood of the story, particularly the events at the beach. P. Ward
LEV: Middle primary Upper primary
AVAIL: \$15.95 ASCIS 407519

HUTCHINS, Elizabeth *Lucky.* Martin Educational in association with Ashton Scholastic, 1987 (Bookshelf Stage 4)
ISBN 0-7253-0958-X

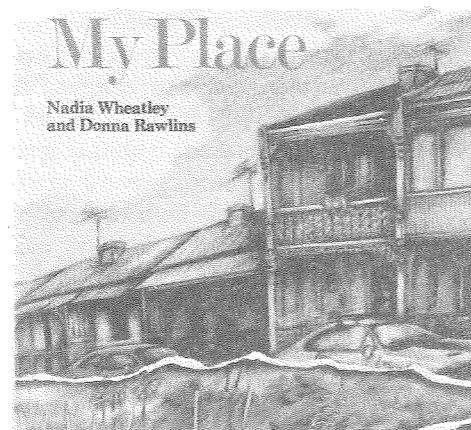
Eight-year-old Luke, an only child, is staying with his grandparents on a farm while his mother is away with a friend Rex. As everyone hoped, Luke's attentions become focused on the surviving kitten of a litter which would have died, had not the boy found its frantic mother accidentally locked in a cupboard. It is a simple, comfortable story for the intended reading age with a predictably happy ending for both Luke and the kitten, Lucky. P. Ward
LEV: Lower primary Middle primary
AVAIL: Paper \$4.95 ASCIS 415597

KLEIN, Robin *Birk the berserker.* Omnibus Books, 1987
ISBN 0-949641-67-7

Birk the Berserker belied his name. The biggest, strongest, tallest Viking in the village, he did not want to fight, go to sea and die gloriously in battle. A lazy coward, he was the despair of his family and warriors. When he was forced to go on a voyage of raiding, the results were unexpected and unconventional. Purporting to be a humorous, anti-hero take-off, it is certainly an amusingly light resource for junior secondary history. The illustrations, in black and white and colour by Alison Lester, keep up the pace. P. Ward
LEV: Middle primary Upper primary
AVAIL: \$12.95 ASCIS 404984

SCHOLLES, Katherine *The landing : a night of birds.* Hill of Content, 1987
ISBN 0-85572-165-0

The early realistic chapters tell in dense, poetic language of the plight of an aged injured albatross as it struggles against the fury of a storm at sea while on land a girl and her grandfather rescue the survivors of a flock of muttonbirds. When Annie checks the injured birds she realises she can hear and understand them talking and by means of this convincingly handled transition to fantasy she comes to confront the issue of the relationship between humans and wildlife. The story has a feeling of great authenticity which is based on careful research yet never loses the power of its interesting plot. David Wong's illustrations contribute to developing the atmosphere of the story. N. Orme
LEV: Lower secondary Middle secondary
AVAIL: \$14.95 ASCIS 407496



WHEATLEY, Nadia *My place.* Collins Dove, 1987
ISBN 0-85924-575-6

Highly recommended

Writer Nadia Wheatley and illustrator Donna Rawlins have focused on a section of an inner Sydney suburb and the residents of 1 particular house within that suburb. Each turn of the page takes the reader back 1 decade, from 1988 to 1788, and each decade has its own young narrator, a child living in the house. This is historical fiction at its best: lively, imaginative and stimulating, showing the diversity and commonality of the people of Australia and how the land use has changed in the past 200 years. P. Hall
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$16.95 ASCIS 398699

PICTURE BOOK OF THE YEAR

BAKER, Jeannie *Where the forest meets the sea.* MacRae, 1987
ISBN 0-86203-317-9

Highly recommended

The setting is the virgin rainforest near the Daintree River in North Queensland where the artist researched and collected materials. The story is about an excursion by a boy and his father to an estuary as yet unspoiled and uninhabited. The boy goes exploring up a creek into the rainforest, leaving the yellow sands and tropical green waters for the dark green and brown of the massive trees, vines and mossy undergrowth. The collage artwork sensuously and vividly conveys the feeling of the antiquity and majesty of the rainforest. The full-page illustrations reward long perusal of their detailed portrayal of the natural environment, haunted by the phantoms of long-gone animals and Aboriginal people. The book ends imagining the same beach scene transformed into a resort. P. Ward
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$14.95 ASCIS 415472

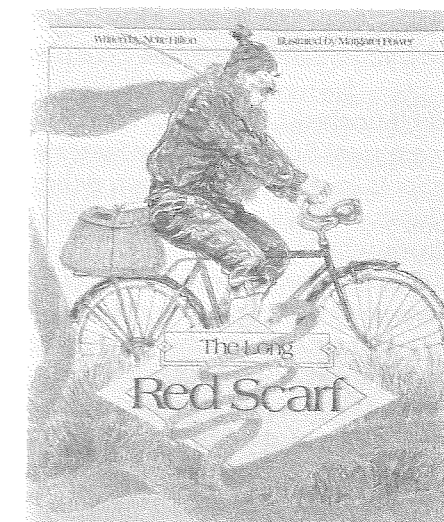
BERNDT, Catherine H. *Pheasant and kingfisher.* Martin Educational in association with Ashton Scholastic, 1987 (Bookshelf Stage 4)
ISBN 0-7253-0961-X

This is a traditional Aboriginal story recorded by the author, who is a noted anthropologist. When 2 men arrive from afar and begin to hunt and cut bamboo spears, they are warned that the local people intend to kill them as intruders. They escape by turning into birds, flying away, each with his own distinctive call, their attackers on the ground turning to stone. The presentation is exciting and dramatic. The text is white on black paper and the illustrations by Aboriginal artist, Raymond Meeks, rich in their colours of burnt red, black and white, provide landscapes of rhythmical patterns for the lithe moving figures. K. Channells
LEV: Lower primary Middle primary Upper primary
AVAIL: Paper \$4.50 ASCIS 415557

GRAHAM, Bob *Crusher is coming.* Lothian, 1987
ISBN 0-85091-272-5

Peter clears his room of stuffed animals, wants his baby sister out of his hair and doesn't want his mother to kiss him because he has to be tough when Crusher comes around. Yet 'tough' Crusher turns out

to be more of a gentle giant - in fact he is quite taken by Peter's sister, Claire and spends the entire afternoon entertaining her. This amusing family story with a subtle twist is written sparingly yet effectively; the text consists of the character's conversation, while the full-page coloured illustrations in Bob Graham's distinctive style tell the full story. Small touches such as Crusher reading Graham's book *The wild* add humour to this delightful production. J. Peasley
LEV: Lower primary Middle primary
AVAIL: \$12.95 ASCIS 392233



HILTON, Nette *The long red scarf.* Omnibus Books, 1987
ISBN 0-949641-73-1

Highly recommended

Grandpa's fishing companion, Jake, has a splendid long scarf and Grandpa wants one too. Great Aunt Maude can't knit and Cousin Izzie doesn't have time so Jake offers to teach Grandpa how to knit his own scarf. Margaret Power's illustrations are full of colour and life and humour, showing that adults, too, grow and change, sometimes as dramatically as children. P. Hall
LEV: Lower primary Middle primary
AVAIL: \$15.95 ASIC 390247

LOH, Morag *Tucking mummy in*. Ashton Scholastic, 1987
ISBN 0-86896-363-1

After bathing Jenny and Sue, and tucking them into bed, Mummy lies down with them to listen to a story. She is soon asleep, and has to be put to bed by the girls. The plot is very simple and is presented in large print. The double-page illustrations by Donna Rawlins in pastel tones are a special feature of the book. K. Channells
LEV: Lower primary
AVAIL: \$13.95

ROENNFELDT, Mary *What's that noise?* Omnibus Books, 1987
ISBN 0-949641-81-2

Middle-aged George wanders up and down his front path, searching for whatever it was that made the funny noise in the middle of the night. This is a visually cumulative tale: deep green shadows gain definition, one-by-one, against the purple night sky and in the end everyone shares in the joke, except George who is still puzzled. P. Hall
LEV: Lower primary
AVAIL: \$14.95

ASCIS 386362

ASCIS 400132



INTRODUCING CHANGE IN SCHOOLS

Robyn Laverack is a Senior Education Officer at Library Services. She is the leader of the Library Policy CIG (Curriculum Implementation Coordination Group).

The recently launched *Libraries in New South Wales Government Schools: Policy Statement* requires schools to develop their own policy and programs in accordance with it. The policy provides the basis from which each school will develop its own more detailed description of services and programs supporting the learning process. Principals, teachers and teacher-librarians will all play an important role in cooperatively developing and teaching educational programs which incorporate the use of the library and will assist students to develop information skills. For most schools this will involve some changes in their current practice and/or structure. How successful these changes are will depend greatly

- 1 on how the innovation is introduced
- 2 how it is implemented and
- 3 the extent of ongoing commitment.

The following presents some general guidelines on how to carry out these three steps.

1 INTRODUCING THE CHANGE

The goals of any change need to be defined, understood and accepted.

Identify what it is you want to change and what you expect to be achieved by the change. For example the change may be the introduction of different teaching strategies and different assessment methods.

Teachers have to see the need for and the relevance of any change.

In setting the goals for the change the need for the change has to be specific or sufficiently focused in order to assess its relevance. If it is too broad, attempting to encompass too much, then it is harder to see the relevance. However it is important not to oversimplify the change so that it loses significance and the change no longer exists. Nor should the change be clarified to such an extent that the reason for the change is forgotten. For example cooperative teaching becomes the goal to be achieved by the change when it is part of the change by which the goal of enhanced teaching and learning will take place.

Implicit is that there will be improvement.

The change must be better in some way than the idea or practice it will replace. It may be: easier to do; more interesting; more stimulating; more professional; improving skills, knowledge, learning outcomes; creating a better teaching/learning environment. In some way teachers have to see there is a positive gain to be made.

It is easy to underestimate the complexity of change.

In introducing a change it is important to examine accompanying changes that teachers and school will have to make in order to implement the change. Will teachers have to learn or revise different skills, information, teaching strategies? What new resources will be required? How will the change affect the timetabling, the structure of the classes, the arrangement of the classrooms?

The degree to which the change is seen as difficult to understand or do will affect teachers willingness to undertake the change. A change which draws upon existing skills and knowledge and appears relatively simple to implement will be easier to introduce. A change which requires great individual change as well as change to the organisation of the school will be harder to introduce.

Do not dismiss a change because it appears too difficult. A complex change which attempts to achieve many goals in a shorter space of time may achieve more than a number of smaller changes spread out over a period of time. The complex change may provide greater stimulus, provoke greater interest and capitalise upon any readiness for change. A long drawn-out change process could lose impetus and lack continuity. Once a change has been made there is a reluctance to change any further.

The suggested change has to have significance in order to gain the support of teachers.

A change which seems of minor importance will need to be implemented differently from a change which appears to be major. The minor change may only require a brief introduction and discussion in order to gain consensus and support. However a change which is perceived to be of greater importance will need greater planning, greater involvement of staff in the decision-making process and thorough preparation for implementation. The degree of importance can obviously vary as can the way in which it is measured or perceived.

Inherent in the introduction of any change is the problem of timing.

Too much time spent on planning ignores the readiness factor and not enough may result in trial-and-error learning, inefficiency and lack of commitment.

Teachers need to be involved in the decision to introduce change.

One of the difficulties of implementing change in schools is that often the stimulus for change comes from outside the school in the form of a centrally produced policy statement or direction. Although curriculum documents are often a reinforcement of widely accepted practice and beliefs there is a need for the introducers of change in schools to involve teachers in the planning decisions as well as the implementation. Managing the school emphasises the role of the whole school community which involves teachers, parents and students in the

decision-making process so that there is a commitment of all involved to the decisions.

Although I will not deal with the issues here the external influences upon a school should not be underestimated or ignored especially in the planning stage. Regulations such as the Department's staffing formulas, policy statements, memoranda, restrictions such as resource allocation and space should be considered. Similarly the larger external system which is the social, economic and political environment will have an effect upon the change process. This broad external context is generally beyond the school's control although involvement of the local community within the decision-making process will provide a bridge between the two.

2 IMPLEMENTATION

Within schools there exists a structure and assigned responsibility for ensuring that change is implemented.

The principal is responsible for the overall operation of the school and its educational programs. As the leader within the school s/he is in a position to see the school as a whole and to identify areas appropriate for change. As the highest authority within the school s/he can exercise control over issues such as allocation of resources, timetabling, scheduling of meetings. The principal also has management and interpersonal skills which can assist in the change process. The more supportive the principal the more likely that change will be effected and that the process will be positive and continue to develop.

There is a danger if the leadership role of the principal is too dominant. If a change is to be effective then commitment by all staff involved in the change is necessary. One way of achieving this commitment is through shared decision making. The leadership role can be diffused among a number of people which not only enhances their level of commitment to the change but provides communication access to teachers at a more personal level.

The implementation of change frequently requires teachers to change their attitudes or practice or relationships.

It may involve teachers in fundamental changes to their traditional roles, for example the introduction of cooperative teaching which requires the sharing of authority within the classroom. Feelings of insecurity about new roles can show themselves as resistance. If the implementation draws upon

existing skills and knowledge then it will be more successful. It will not pose too great a threat or challenge to the teacher's competency or confidence. Change may require teachers to undertake professional development to gain knowledge and/or skills which will assist them in the implementation process. This could take the form of staff workshops which focus on translating the general guidelines of a document into classroom practice.

Teachers may need to develop management and communication skills.

These skills include time management, stress management, task analysis, effective leadership, interpersonal communication, interview techniques etc.

There must be sufficient time allocated for initial discussion and for planning but also regular meetings that focus on sharing successes, problems and strategies for improvement.

The climate for these meetings should be one of trust, where criticism is acceptable and constructive. Communication between teachers must be open and be across traditional groupings so that the change belongs to everyone involved, not a particular group or person.

Time is only one resource which is a necessary part of introduction and implementation.

There must also be adequate money, materials and personnel. However in determining satisfactory levels of resources, schools need to realistically estimate what is needed and then compare this against what is available.

Schools may need to change part of the organisation in order to implement the change.

For example, a flexible approach to library timetabling will allow greater opportunities for cooperative program planning and teaching. The way in which the school is organised to implement the change is not an end in itself but rather is intended to bring about the desired goals of the change. There may need to be a maintenance of some ongoing practices and procedures during the changeover phase to assist staff in the implementation.

The more flexible the school's organisation, the more likely the implementation will be successful.

If timetabling, classroom allocation, bell times etc will influence the implementation, then adjustment of any or all of these will facilitate the change.

3 ONGOING SUPPORT

It should not be assumed that once a change is implemented then the process is complete.

The process is one of evolution in which the implementation will fluctuate between strong support to weakened support. Any initial change involves continuing change. Once a change is implemented it impacts upon other activities, people etc so that some change takes place in more than just the one original area. Continuing commitment to change is dependent upon continuing support from the principal, the external structure and change within the internal structure to accommodate any ramifications of the original change.

Evaluation must be an ongoing part of the implementation.

The change itself needs to be evaluated but so too does the management of its implementation. It must be ongoing in order to provide feedback on the change process. Some things to consider are the appropriateness of the implementation methods, attitudes toward the change, the impact on students, teachers and the organisation, and the achievement of the goals of the change.

Feedback may also come from part of the school community not involved in the change or from outside the school. If the implementation is seen as successful then such feedback can be a reward and offer encouragement. If the change can be modified in response to this evaluation and feedback then it will have a greater chance of continued commitment and success.

Further reading: The following resources are available for loan from the Inservice Education Library.

FULLAN, Michael *The meaning of educational change*. New York : Teachers College, Columbia University, 1982.

MILSTEIN, Mike (ed) *Schools conflict and change*. New York : Teachers College Press, 1980.

NICHOLLS, Audrey *Managing educational innovations*. Allen & Unwin, 1983.

teaching learning

THE NEW GEOGRAPHY 11-12 SYLLABUS

Brian Ralph is a Senior Education Officer in the Studies Directorate, NSW Department of Education.

A new 2/3 Unit Geography syllabus has been approved for implementation in Year 11 1988 and first examination at the 1989 HSC examinations. This new course replaces two existing senior geography courses, *Geography : Natural and Human Systems* and *Geography : Australia and its Neighbours*, both of which will be examined for the last time this year.

Aims

The aims of this new course are to develop within students

- (a) **knowledge and understanding of**
 - * the environment, both biophysical and human,
 - * interaction within environments at local, regional, national and global scales,
 - * change over time;
- (b) **the ability to**
 - * observe, collect, comprehend, interpret, apply, analyse, synthesis, make judgements about and act upon information from both primary and secondary sources,
 - * communicate by various means,
 - * evaluate appropriate courses of action;
- (c) **social skills**
- (d) **attitudes, values and feelings towards geographical issues, in particular about such things as**
 - * environmental change,
 - * the Australian national/cultural identity,
 - * Aboriginal Australia,
 - * multicultural Australia,
 - * the contribution of both women and men,
 - * maintenance and improvement of environmental quality,
 - * appreciation of the environment and an ability to act within it.

Methodology

One quality which makes geography different from many other school courses is its methodology. The new syllabus specifically states that Geography in Years 11 and 12 should be an *applied study*,

emphasising knowledge and skills which are practical and useful to students in their present and future lives. This type of geography requires an approach which emphasises *active inquiry* by students, the development of a wide range of *skills*, participation in *fieldwork* and the carrying out of a geographical investigation (The senior geography project) by Year 11 students.

Course Structure

The syllabus consists of a Year 11 common course based on the theme of *Australia in its world context*, and a choice of one of two lobes in Year 12. The *global environments lobe* in Year 12 investigates themes and issues on a world scale, while the *Australia's neighbours lobe* investigates themes and issues associated specifically with the nations of Southeast Asia, East Asia, South Asia and the Southwest Pacific.

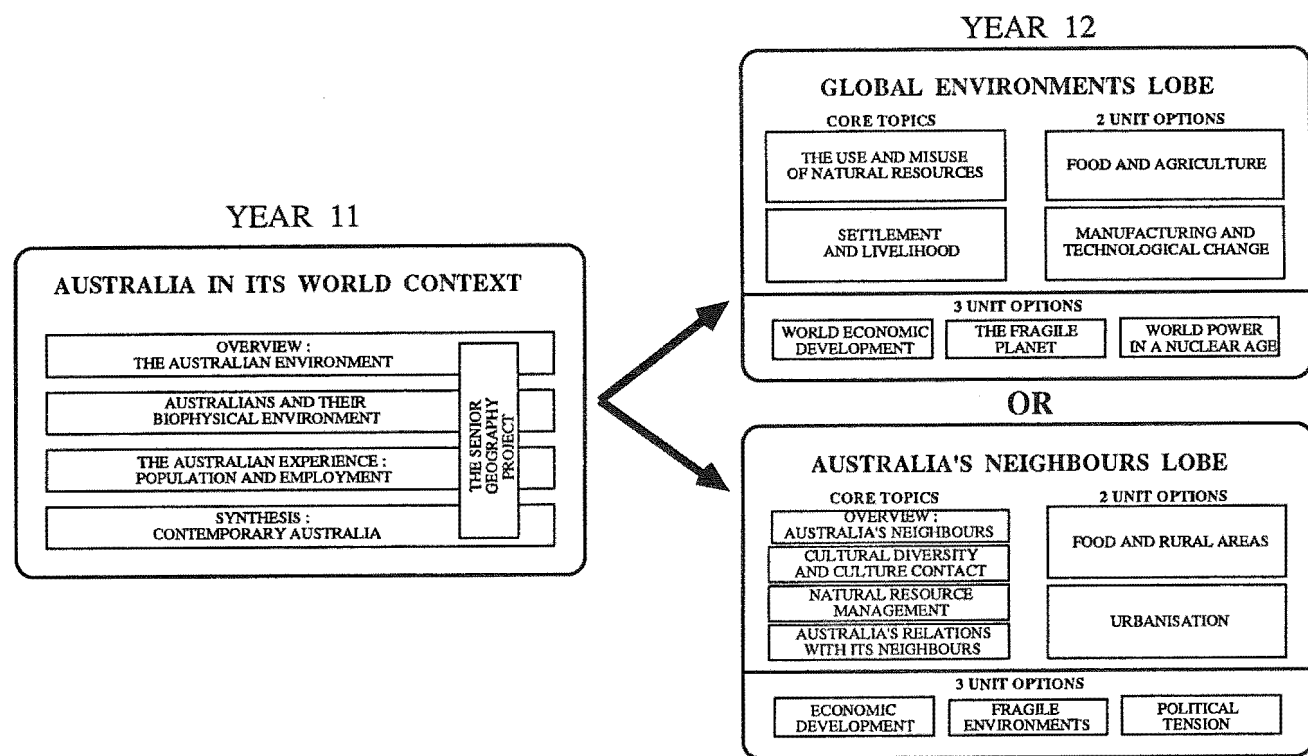
In Year 12, 2 Unit students must complete the core topics and one 2 Unit option within one lobe, while 3 Unit students must complete their 2 Unit course plus two 3 Unit options from within that same lobe. The 3 Unit course is designed for those students who wish to follow studies in geography which extend the scope of the 2 Unit course.

Resource Implications

There are a number of important resource implications of this new syllabus :

- (a) To achieve the aims of the syllabus, students should develop their skills using a wide range of information sources. The syllabus specifically identifies such things as maps, numerical and graphical data, photographs and satellite imagery, computer processed information, audiovisual material, simulation games, textbooks, pamphlets and brochures. These sources of geographic information will gradually build up within the school as teachers add to their existing collection of resources. Many government departments are contributing to this accumulation of resources by making available materials in their particular area of interest.

Course Structure: Years 11 and 12



(b) The contemporary emphasis in the new course also demands that students become aware of current geographical issues as reported in the media. Greater emphasis will be placed on the use of newspapers, magazines, journals, radio and TV as sources of valuable information.

(c) The development of the new course has led to a corresponding development of new geography textbooks. A number of these texts are now available.

(d) A major concern of teachers in the early stages of development was the need for curriculum support materials on the new syllabus. The Studies Directorate has already produced a number of Curriculum Ideas for the new syllabus (including a preliminary guide to resources) while the Professional Development Unit, Services Directorate has produced a set of do-it-yourself modules which will enable teachers to work through the new syllabus during faculty meetings. A large number of inservice activities were also conducted around the state during 1987. More inservice is planned for 1988.



ASCIS DIAL-UP DEMONSTRATIONS AND PRACTICE SESSIONS

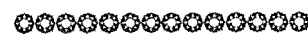
Why ? Meet ASCIS online - develop your skills - exchange ideas

When ? At 4.00 - 6.00 pm on Wednesdays
MAY 4, JUNE 1, AUG. 3, SEPT. 7, NOV. 2, DEC. 7

Where ? LIBRARY SERVICES 35 MITCHELL STREET NORTH SYDNEY 2060

How ? RSVP Murray McLachlan 925 8136

NOTE: Available to Department of Education personnel only.



BUT WHO'S GOING TO TEACH THEM LITERATURE?

Marjorie Lobban is a Senior Education Officer at Library Services. She has a special interest in children's literature.

One of the great pleasures of being a teacher-librarian is the opportunity to look at, read and share children's literature. Traditionally, literature has been a special province of the teacher-librarian and the substance of much of their contact with classes and individual children. Sharing stories and picture books with children is a delight; matching the right book with the right child at the perfect time is a uniquely rewarding experience.

However, the role of the teacher-librarian is currently being redefined in many schools in the light of documents such as *Libraries in New South Wales Government Schools: Policy Statement* and teaching approaches such as cooperative program planning and teaching (CPPT) and information skills. Organisational changes may be necessary to allow teacher-librarians to function effectively in their new role: many schools, especially primary schools are moving from timetabled library classes to flexible scheduling. This means that many teacher-librarians will not see every class in the school on a regular, timetabled basis and they may feel that students are not being exposed to literature as they used to be. It does mean however, that the teacher-librarian is able to participate more fully in curriculum development in the school and in planning and teaching with fellow teachers.

Paralleling the movement of the teacher-librarian into the curriculum and teaching life of the school is a movement of literature into classrooms and teaching programs such as:

Reading programs: Literature-based reading programs are being used by many schools and reflect current philosophy in the teaching of reading.

and

CPPT: Teacher-librarians planning with teachers have a great opportunity for suggesting ways of integrating literature into diverse areas of the curriculum. Fiction, poems and plays may be used to humanise history, to illustrate mathematical concepts, to bring to life other

countries, to form a basis for discussion in Personal Development and much much more. As well as offering curriculum support through their subject matter, children's books have much to offer language teachers in primary and secondary schools in the study of how literature works, how readers respond, literary genres and devices such as irony, tragedy, comedy, satire.

As teachers become more aware of how children's literature can contribute to their teaching programs, the teacher-librarian can do much to help keep them up to date. They can do this by: letting them know new titles; by ensuring they have access to current evaluations such as those provided by *scan* and other journals or by accessing the ASCIS database on line; by preparing bibliographies; by obtaining books from outside the collection.

Recreational reading

The teacher-librarian is also still responsible for the recreational use of the collection by students. The organisation of the collection and its promotion through displays, reviews, bibliographies and activities are still very much part of the teacher-librarian's responsibility.

Teacher-librarians will be strong advocates for literature within their schools, whether it be with students or with teachers. Hopefully their enthusiasm will be shared by an increasing number of teachers and literature will reach children through many areas of the curriculum and with the differing perspectives of many teachers.

Thus, although the teacher-librarian may be spending less time directly with children and books, literature will in fact play a more vital and central role in the school's program and the teacher-librarian will remain an important resource person for literature.



LIBRARY SERVICES AND THE LIBRARY POLICY: PROGRESS REPORT

Merran Dawson is a Senior Education Officer at Library Services

Library Services reorganisation

Since the release of the **Libraries in New South Wales Government Schools : Policy Statement** midway through 1987 Library Services has been overwhelmed with requests from teachers wanting to run staff development days, network groups requiring speakers, and regional office personnel requesting Library Services staff to run introductory sessions for consultants, inspectors and principals. The response to this new document has been very exciting, and is a pleasing indication of the value placed on libraries and their effective use by teachers at all levels.

In late 1987 Library Services staff was already heavily committed to many high priority projects. Library Services education officers were reviewing and cataloguing thousands of new resources every year; were responding to ministerial requests and Departmental initiatives; were producing labour intensive publications such as *scan* and comprehensive bibliographies; were supervising the development of the ASCIS and NCIN databases; were promoting and monitoring the wide range of ASCIS and NCIN services; were producing carefully written library management aids such as the **Handbook for School Libraries**; were developing and running inservice activities; were providing assistance in advising on the Department's new automation package; were giving advice on professional development courses in teacher-librarianship at Kuring-gai CAE and the Department's Professional Development Unit.....the list went on.

Where could something as important as the Library Policy fit in?

Policy Implementation Taskforce

A major rethink and reorganisation later, the Library Services Policy Implementation Taskforce is alive and kicking. The high priority placed on **Libraries in New South Wales Government Schools : Policy Statement** has resulted in the allocation of 2 education officers' time to support both the policy and the information skills statement which should be released later this year. The allocated time has been distributed among four Library Services personnel, who are also involved in

working on some other Library Services priorities, such as support of the new automation package. The 4 education officers are:
Merran Dawson
Robyn Laverack
Tim Knowles
Kevin Channells

As soon as it was formed, the taskforce began thinking through some of the issues that would need to be addressed in introducing and inservicing the policy. Members of the taskforce have spent some time researching key policy areas such as
Managing change
Role negotiation
Cooperative planning and teaching
Administrative strategies for implementing the Policy
eg priority setting
flexible scheduling.

In response to the overwhelming need to assist regions to introduce and implement the Library Policy the taskforce then identified potential ways of working with regions which took into account:
*Library Services' brief and role as a Head Office support to regional structures (rather than providing consultancy to individual schools - an activity which is generally seen to be a regional responsibility);
*helping regions to clarify the best ways of meeting their needs and planning to meet them using available regional resources;
*taking part in initiatives which would have an ongoing impact, rather than a 'flash in the pan' effect;
*ensuring maximum use of the Library Services expertise and time allocated;
*giving equivalent support to both country and city regions.

The taskforce calculated the amount of time that could be devoted to working with each region (4 days per region in the region, and an indefinite number of visits from regional personnel to Library Services) and formulated some suggestions for how the identified time could be used. Each region was then invited to take part in a conference with Library Services: country regions were to participate in a teleconference (conferencing by phone) and city regions were to take part in both

the teleconference (as observers) and a follow-up meeting.

Teleconference and Meeting with Regions

In preparation for the teleconference/meeting, regional delegates were asked to prepare a brief report on regional programs that are currently in operation to support **Libraries in New South Wales Government Schools : Policy Statement** and plans for future support. They were also asked to consult with colleagues and to respond to a range of strategies which the taskforce proposed - nominating a preferred option.

The teleconference and meeting, held on February 17, provided an excellent opportunity for the regions to share ideas and concerns, and for Library Services to gauge regional needs. Members of the Library Policy CIG (the Head Office group which coordinates the state-wide implementation of the Library Policy) were also in attendance.

The regional delegates who spoke included:

HUNTER	<i>Sandra Lloyd,</i> Inspector of Schools
NORTH COAST	<i>Gayle Jennings,</i> Consultant <i>Pam Wadeson,</i> Inspector of Schools (now in Met.North)
NORTH WEST	<i>John Goff,</i> Principal Education Officer, Studies/Services <i>Graham Dawson,</i> Inspector of Schools <i>Elizabeth Smart,</i> Teacher-librarian
RIVERINA	<i>Jan Webb,</i> Principal Education Officer <i>Julie Moloney,</i> Part-time Library Consultant
SOUTH COAST	<i>Brian Cowling,</i> Inspector of Schools. Brian is now Assistant Regional Director. <i>Chris Carroll</i> will continue Brian's very successful work in the support of school libraries)
WESTERN REGION	<i>Graeme Gillmer,</i> Teacher-librarian

METROP. EAST *Mandy Tunica,*
Inspector of Schools
Laraine Lucas,
Library Consultant

METROP. NORTH *Patricia Morgan,* Inspector of Schools

METROP. STH WEST *Trevor Wootten,*
District Inspector
Niki Kallenberger,
Teacher-librarian
Helen Wardega,
Teacher-librarian

METROP. WEST *Helen Cameron,*
Library Consultant

Library Services' staff is now working closely with regional personnel in carrying out the preferred strategies nominated by the regions. Further information about policy implementation plans can be obtained from the teleconference/meeting delegates.

Other Initiatives:

The Policy Implementation taskforce is planning a number of other activities to assist teachers and teacher-librarians to implement the policy, including

* INSERT radio programs which are in preparation and which feature interviews with (1) a teacher-librarian and teacher, who discuss their successful cooperative planning and teaching partnership (2) a teacher-librarian and the Deputy Principal who supervises her, discussing the support and guidance which can be given to the teacher-librarian and the way that these aspects have featured in their working relationship.

*Negotiating to produce an SBS television program based on the Library Policy, which may also be made available on videotape.

*A Network Group teleconference (July 26 - for country groups) and meeting (July 28- for city groups) for local teacher-librarians' groups. Since Library Services has had to substantially withdraw from lecturing to network groups in order to support other priorities, this will be at least one opportunity for local groups to tap into our expertise.

The agenda for the teleconference and meeting will be made up from the suggestions that the groups forward to us. (For further details, see p 20.)

Software Review abstract

The NSCU abstract informatin has a unique format in the ASCIS database. It is divided into two components

- * The NSCU Description contains descriptive information about the software package.
- * The NSCU Review contains an opinion about the worth of the software package.

Each software package contains only one NSCU Description. However, there is the opportunity for multiple reviews to be added to a software package record. Figure 1 shows that two NSCU Reviews are present - one entered by the NSW Department of Education and another entered by the Queensland Department of Education.

The inclusion of multiple reviews is seen as a unique and valuable feature of the National Software Review Database. It enables differing views to be provided. Frequently, the differing views are related to teacher perceptions and/or experiences or to different educational philosophy.

Benefits to teachers, teacher-librarians

The existence of a National Software Review Database contributed to by every education system throughout Australia means that teachers have access to a major tool for selection of appropriate software. This database will remove the tedious task of searching for appropriate software and assessing its usefulness. Small education systems benefit through access to information they cannot generate themselves. It should reduce the costs of printing and distributing software reviews within education systems.

Quality control over data entry is provided by ASCIS. The software industry is providing NSCU with accurate updates on the costs and availability of packages. It is also providing site licence and associated information so that teachers will be aware of appropriate copyright information.

A major outcome of the establishment of the database has been the effective communication between computer education personnel and cataloguing bodies within states. This communication can only result in the delivery of better information and therefore better decision making.

ACCESSING THE DATABASE

The National Software Review Database can be accessed in the same way as other ASCIS records. This is by microfiche subscription or electronic communication.

Microfiche

NSCU microfiche is available through an annual subscription of \$20.00. This provides microfiche twice a year. It includes all computer software records and other records which support computer software - eg, curriculum courseware support materials for particular software packages. See the ACIN document in Figure 2.

NSCU microfiche has been especially designed to provide teachers with the essential search indices they will need to locate software. The indices are: Title, author, publisher, hardware type and subject.

Each NSCU microfiche will include information about local suppliers of software to assist teachers to purchase their software.

Online access

The NSCU records can also be accessed through the use of electronic communication. This involves using a microcomputer, telephone, and modem to dial up the ASCIS database. Such access costs \$11.50 per hour. This is extremely cheap compared to other online databases. Note that ASCIS can be accessed through a local telephone call in the capital cities and via AUSTPAC in country areas.

The advantage of online searching is that you have access to the complete ASCIS database and you can find resources very quickly and with greater searching capability.

When searching online, it is possible to search for any term within the abstract section of records. This means that you can locate all computer software about MATHEMATICS for LOWER SECONDARY students which can be used on a BBC Model B microcomputer simply by searching for the records containing all of these terms (see Figure 1).

Of course, online searching means that you may also find associated resources such as curriculum documents and other materials which relate to your needs (see Figure 2).

CONTACTS

The success of the NSCU project is dependent upon the efforts of all education systems in Australia. The members of SCAG (Software Coordinators Advisory Group) meet twice a year to plan and discuss implementation strategies. The SCAG members coordinate the selection and entry of software review records into the ASCIS database within their education system. The NSW SCAG member is Paul Jenner from the Computer Education Unit.

NSCU Project Officers

Postal Address: NSCU Project Curriculum Development Centre PO Box 34 Woden ACT 2606

Tricia Berman is located at the Curriculum Development Centre, Canberra. Previously she worked as a Curriculum Consultant in Computing and as a Special Projects Officer with the ACT Schools Authority. (062) 89 3701

Officer this year. She is on secondment from the Queensland Department of Education where she previously was editor of SUGAR, a software evaluation publication. (07) 224 2805



Anastasia Blake joined the NSCU as a Project

Figure 1 NSCU software review record

Full information Document 410773

L, a mathemagical adventure computer software. Association of Teachers of Mathematics Derby, 1984 1 disc 1 booklet.

ISBN/ISSN: 0900095482

Names: Association of Teachers of Mathematics ()

Titles: L, a mathemagical adventure computer software

Publishers: Association of Teachers of Mathematics Derby

Subjects: Mathematics Problems, exercises, etc

Class numbers: 510 a11 L / 510 19 L

Notes: collatn: 1 disc 1 booklet. general: System requirements: BBC model B; 40 track; DFS

Abstr. 1 NSCU Description NSWED

For BBC Model B (32K). Optional colour monitor. Software type: Game, Problem solving. L is an adventure game in which most problems are mathematical. The challenge is to rescue Runia who has been captured by the Grey Drogos. Problems vary in complexity. Objectives: To allow students to be presented with mathematical problems in a novel context.

CURR AREA: Mathematics

LEV: Upper primary Lower secondary Upper secondary

AVAIL: Softtime 19 Cato St Hawthorn VIC 3130 Ph 008-335472 \$45.00. Backup supplied. Defective discs replaced without charge for up to 90 days, and after that time for a \$15.00 replacement fee. Multiple copies available. Available for 14 days approval.

Abstr. 2 NSCU Review NSWED

Content: Impressive - In a short screening it is not possible to examine all content. Problems interesting and challenging, format is motivating. Program Features: Impressive - Sound and graphics are used in problems as appropriate. Locations are viewed only by descriptions. Progress can be saved. Classroom Application: Impressive - Reports from teachers in U.K. indicate it works very well. Groups are better to allow interaction. Preparation is not described, though compass directions are a pre-requisite. Support Materials: Unsatisfactory - The notes with the package give no teaching ideas or clues. Some have been published in the journal Micromath. Comment: Program allows students to work through the adventure over a period of time, with the teacher providing input when necessary. Emphasis on record keeping and map drawing. Good package - consider purchase. B Robinson June 1987.

Abstr. 3 NSCU Review QED

This program can be highly motivating for those students who are less divergent thinkers and can also be enjoyed by groups who are less mathematically able, depending on arrangement and preparation for the program by the class teacher. It provides much opportunity for discussion as there are 2 aspects to the program, determining the problem and solving it. Children need to be prepared for the program to get maximum benefit. Mapping activities, the exploring the 'room' concept of the program, as well as problem solving strategies are important pre-program activities. Not all mathematically able students respond to the large text component of the program and thus the motivational level varies. Trialled in a Year 6 classroom, Sep - Dec 1987, by a teacher.

Figure 2 An ACIN record

Full information Document 395650

Teaching notes for *Where in the world is Carmen Sandiego* [edited by Tina Harris on]. Computer Education Unit, N.S.W. Dept. of Education Erskineville, N.S.W., 1987 [19] p. ill

ISBN/ISSN: 0730538257

Names: New South Wales Department of Education Computer Education Unit () / Harrison Tina ()

Titles: Teaching notes for *Where in the world is Carmen Sandiego* [edited by Tina Harrison] / CEU 039

Publishers: Computer Education Unit, N.S.W. Dept. of Education Erskineville, N.S.W.

Subjects: Computer games / Computers Study and teaching / *Where in the world is Carmen Sandiego* (Computer program) Study and teaching

Class numbers: 794 a11 / 794.82 19

Abstr.

ACIN 21870469 NSWED NCIN NSCU

This publication supports the philosophy that children learn best about computers by using computers. It presents primary teachers with ideas that can be incorporated into a unit of work using the adventure game, *Where in the world is Carmen Sandiego*. Use of this program assists students to develop computer awareness and skills, information skills, skills in group work and problem solving and general knowledge of countries of the world. It lends itself to being used in conjunction with a variety of non-computer activities.

LEV: Upper primary Lower secondary

AVAIL: As part of the package, Computer adventures, available from Resource Services Distribution PO Box 6 Burwood NSW 2134 \$10.00. Copies available to NSW state secondary schools from regional computer education consultants and distributed to NSW state primary schools.



THE INSERVICE EDUCATION LIBRARY

Robyn Owens is Divisional Librarian for Services Directorate, NSW Department of Education.

The Inservice Education Library is an integrated collection of books, kits, journals, music recordings (including records, cassettes and compact discs), music scores, films, videos, ERIC documents on microfiche, KRAUS curriculum collection, etc. The Library exists to support the teaching skills and professional development of all teachers in New South Wales. The Inservice Library seeks to provide support materials for the information needs of personnel of the Services Directorate and the professional development activities of the Department. In order that teachers and school administrators can best utilise the services of the Inservice Library a list of contact personnel is provided below:

Reader services unit: Contact for loans; literature searches; information and reference

services; bulk loans; catalogue checks; and renewal of loans.

Assistant to Reader Services Librarian	
Shirley Rider	925 8252
Reader Services Librarian	
Sarah Parkes	925 8251

Music unit: Music Officer	
Judith Foster	925 8261
Assistant to Music Officer	
June Walburn	925 8261

Inter library loans unit:	925 8253
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Special collections unit: HSC English ; video and film ; ERIC documents.	925 8253
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Non-sexist collection officer:	925 8105
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Small schools library officer:

Delia French	925 8105
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Teacher and regions liaison officer: PSC library materials and general teaching resources.

Katherine Smith	925 8105
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Library hours: Monday-Thursday 9am-5.30pm
Friday 9am-6pm. The library is open school vacations, but closed on public holidays.

Postal address:

Inservice Education Library
35-51 Mitchell St
North Sydney 2060

Keylink:

OWENS...RO

MUSIC COLLECTION

The Inservice Education Library's music collection is one of the largest in NSW and has been designed as a comprehensive resource to support all areas of the primary and secondary music curricula. It includes printed and recorded music, as well as resources for the non-specialist teacher.

Printed Music

Resources in the printed music section include : scores and instrumental parts for ensembles of various sizes (including orchestra, concert band, recorder and percussion groups, string, woodwind and brass ensembles, and solo instruments), vocal scores of operas and musicals, sets of Gilbert and Sullivan vocal and chorus scores, miniature scores, song books and scores for primary school cantatas and operettas.

Recordings

Recordings are available on LP, audio cassette and compact disc. They broadly represent the complete spectrum of music.

Other resources

For the non-specialist teacher, resources are available to support the K-6 music syllabus. These include kits and reference books to provide practical ideas for use in the classroom. A selection of other reference books is available - including works on music history, composers and musical instruments.

Borrowing from the Collection

Any state teacher may borrow from the collection. Resources are borrowed by calling in person or by requesting by mail, telephone or electronic mail.

CLANN

What is CLANN ?

CLANN is a network of libraries throughout NSW to which teachers have direct access as members of the IEL. In 1982, CLANN initiated a reciprocal borrowing scheme, whereby the registered users of any one member library of the network may borrow from any of the other libraries in the scheme.

What is reciprocal borrowing ?

The reciprocal borrowing scheme allows members of any network library to borrow from any of the other libraries participating in the scheme. This means that teachers can borrow directly from their local TAFE college library or CAE library, on the basis of their current membership of the IEL.

Who belongs to CLANN?

The member libraries of the network comprise the Colleges of Advanced Education, TAFE colleges, public (Bankstown public library system) and special government department libraries such as the Department of Agriculture and the Adult Migrant Education Service. There are over 2 million books and other resources held by the CLANN network libraries. Details of each of the member libraries is included in *The CLANN library*. This booklet provides information on each member - name, address, phone numbers, hours of opening, major subject areas of their collections, and conditions for reciprocal borrowing.

How to access library information ?

The reciprocal borrowing arrangements are supported by the CLANN microfiche and on-line catalogues which provide up-to-date information on the library resources in all of the 150 or so libraries of the network.

How to find out more information ?

To participate, teachers should contact the IEL on 925 8252 to obtain a letter of introduction to the CLANN network libraries. This letter supports your claim to participate in the scheme by identifying you as a member of the IEL. Take this letter to enrol in any of the CLANN libraries. To remain enrolled, you must abide by the rules of those libraries, especially by returning loans on time. Late return of resources will ensure a ban from borrowing from any CLANN library. Library staff is available to help in each library. Please do not hesitate to contact us for additional information.

RECENT FICTION K-12

This is a select list of fiction resources, suitable for K-12, from those reviewed at Library Services over the past few months. Items do not provide full cataloguing details, refer to the ASCIS database for this information. Price was current at the time of review.

ALCOCK, Vivien *The mysterious Mr. Ross.* Methuen, 1987
ISBN 0-416-01312-0

Felicity, an awkward lonely child, rescues a stranger from treacherous rocks near her seaside home. The stranger, the mysteriously named Albert Ross (albatross?), moves in with Felicity's family and appears set to stay. Gradually however they grow suspicious of him and his tales of lost belongings and foreign travel. Whilst there is no dramatic climax nor revelation of who he really is, Mr Ross's presence brings changes to the family, leaving them more united and harmonious than they have ever been, before he disappears as mysteriously as he arrived. This is a thoughtful, understated, very British novel from a writer of many original novels. M. Lobban
LEV: Lower secondary Middle secondary
AVAIL: \$24.95 ASCIS 399835

BOND, Ruskin *The eyes of the eagle.* MacRae, 1987 (Blackbird books)
ISBN 0-86203-304-7

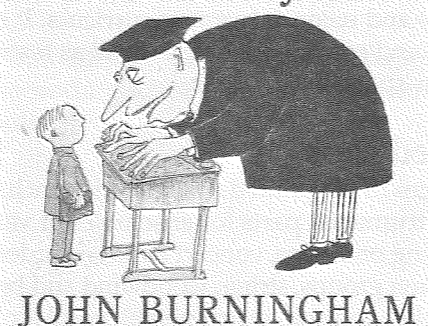
Jai's summer task is to tend a small flock of sheep high in the Himalayas but the great golden eagle also has its eyes on the lambs. The first time it strikes, it takes a lamb; the second time Jai's dog knocks it off balance but the third time Jai himself stands between the eagle and its intended prey. In the simplest of language and sentence structure Bond tells an exciting story which conveys a fine sense of place. P. Hall
LEV: Lower primary Middle primary
AVAIL: \$7.95 ASCIS 394784

BRETT, Jan *Annie and the wild animals.* Hodder and Stoughton, 1987
ISBN 0-340-40393-4

In winter when Annie's cat Taffy disappears, Annie leaves corncakes in the snow to attract new friends. Instead, a moose, a wildcat, a bear and other wild animals appear. With spring, the animals can fend for themselves, and Taffy returns with a litter of kittens. With exquisite tapestry-like watercolour paintings, Jan Brett adds a new graphic dimension

to a simple story and familiar theme. Colourful borders filled with detail provide miniature previews of the narrative action. P. Ward
LEV: Preschool Lower primary
AVAIL: \$12.95 ASCIS 391704

John Patrick Norman
McHennessy - the boy
who was always late



BURNINGHAM, John *John Patrick Norman McHennessy : the boy who was always late.* Cape, 1987
ISBN 0-224-02525-2

Highly recommended

There is always a good reason why the boy is late for school even if it sounds far-fetched. But the teacher will never believe and always punishes. Luckily, the tables are turned. There is a relentless logic to this cumulative tale told in Burningham's beautifully precise language. The illustrations are perfectly related to the text while adding their own message to this tale of adult blindness to the truths of childhood. But best of all, it's delightfully funny. N. Orme
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 407509

CALVERT, Patricia *Yesterday's daughter.* Hamilton, 1987
ISBN 0-241-12082-9

When Leenie O'Brien is 16 her mother, who abandoned her at birth, wants to see her, and Leenie is full of bitterness and resentment. Yesterday's daughter she dubs herself and she wants no part of a touching reconciliation. However when Leenie falls in love for the first time she begins to understand how her own conception may have happened and is able to accept her mother as a person with a special relationship to her. This is a subtle and sensitive portrayal of a troubled adolescent whose emotional growth both engages and convinces the reader. M. Lobban
LEV: Middle secondary Upper secondary
AVAIL: \$18.95 ASCIS 400252

CHAPOUTON, Anne-Marie *Sebastian is always late.* North-South Books, 1987
ISBN 0-8050-0487-4

Highly recommended

Artist, Chantal van den Berghe, in exciting double-page colour spreads, portrays Sebastian's excuses for being late for school. And what imaginative reasons for tardiness! On Monday, Sebastian hitches a ride on a shooting star and flying carpet, on Tuesday, on a balloon and flying fish and so on, until come Friday, he just walks to school and arrives on time with a bunch of flowers for a surprised teacher. The artwork of this publication is superb - modern, uncluttered, full of movement and childhood joy. P. Ward
LEV: Lower primary Middle primary
AVAIL: \$15.95 ASCIS 396666

COMPANY, M. *The Three Naughty Sisters meet the Pied Piper of Hamelin / by M. Company and R. Capdevila.* Methuen Children's Books, 1987
ISBN 0-416-01832-7

This is one of a new series of picture story books about 3 naughty sisters whose mischief and adventures are interwoven into the plots of popular fairy tales with ingenious and amusing twists to the original. Attracting the reader's interest are the funny cartoon-style drawings and jacket flaps. P. Ward
LEV: Middle primary
AVAIL: Paper \$9.95 ASCIS 396900

CURTIS, Philip *A gift from another galaxy.* Andersen Press, 1987 (Andersen young readers' library)
ISBN 0-86264-166-7

While Toff and James are on an owl hunt on cold, wet Isobar Island they become the recipients of a small piece of glogas - a gift from another galaxy to improve Isobar's climate. Lord Mistley's wicked butler steals the rest of the glogas and the boys enlist the help of their teacher to regain and use the gift as it was intended. This is an entertaining science fiction cum detective story with just enough left unexplained. Tor Morisse's dramatic black-and-white illustrations enhance the mix of humour and mystery. P. Hall
LEV: Middle primary Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 392780

DE BEER, Hans *Little polar bear.* North-South Books, 1987
ISBN 0-8050-0486-6

This is a fanciful story about a baby polar bear who becomes separated from his family when an icefloe breaks away. Lars survives to find himself in the tropics, is befriended by a hippopotamus and is finally swum home by a whale. Uncluttered full-colour illustrations carry the narrative and will catch the imagination of many young readers. P. Ward
LEV: Lower primary Middle primary
AVAIL: \$15.95 ASCIS 396440

DODDS, Siobhan *Charles Tiger.* Orchard, 1987
ISBN 1-85213-058-X

One morning young Charles Tiger woke up without his roar. In the search for his roar he meets various well-known animals such as a bear, elephant, crocodile and so on, but it is his startled reaction to a huge spider under a stone that restores his vocal powers. The simple, flowing text, in a playful mood, the bright watercolour illustrations and good format make an inviting and cheery picture book. P. Ward
LEV: Preschool Lower primary
AVAIL: \$13.95 ASCIS 394962

DRAGONWAGON, Crescent *Half a moon and one whole star.* Bodley Head, 1987
ISBN 0-370-31081-0

The kingdom of the night-time is described in rhyming verse. Like Susan, most people sleep at

night, but some people have to work. So it is in the animal world, with some animals at their busiest during the night. Double-page illustrations by Jerry Pinkney contrast most effectively the bright colours of the day with the subdued tones and colours of the night. K. Channells

LEV: Lower primary Middle primary
AVAIL: \$14.95 ASCIS 391702

FISK, Nicholas *Mindbenders*. Viking Kestrel, 1987
ISBN 0-670-81244-7

Vinnie and Toby couldn't mindbend by themselves but with the magnifying effect of the millions of ants in their new formicarium, they learnt to smash glasses, conjure animals and immobilise the school computers. However a queen escaped from the colony and established a nest just outside the house and started breeding super warrior ants. The book climaxes in a classic night-time battle to the death between the ferocious ants and Toby and Vinnie's family. The fantasy is credible and genuinely scary and is delivered with style and humour. M. Lobban

LEV: Lower secondary Middle secondary
AVAIL: \$16.95 ASCIS 389138

FREWER, Glyn *The call of the raven*. Lutterworth, 1987
ISBN 0-7188-2669-8

The author has obviously thoroughly researched the habits of ravens. This novel, set in Wales, is of the relationship between these birds and humans, in particular Geraint and the young raven Corax. The accurate and entertaining descriptions trace the early bonding of Corax with humans and his eventual return to the wild. The story comes full circle when Corax returns to Craig-y-Cigfran, his birth place, to pair and mate with Rega. Small black-and-white line drawings decorate the brief text. A. Gill

LEV: Upper primary Lower secondary
AVAIL: \$27.95 ASCIS 395427

GERSTEIN, Mordicai *The seal mother*. Methuen Children's Books, 1987
ISBN 0-416-00052-5

Based on a Scottish folktale, this moving story tells of a seal which, in human form, marries a fisherman. The condition of the marriage is that after 7 years the seal will return to the sea. The fisherman doesn't keep his promise, but the young son is able to help his mother regain her seal form. The text is in large, well-spaced print, with short, simple sentences. The subdued tones of the

watercolour and gouache illustrations emphasise the haunting quality of the story. K. Channells

LEV: Lower primary Middle primary Upper primary
AVAIL: \$16.95 ASCIS 386513

GRAHAM, Thomas *Mr Bear's chair*. Hamilton, 1987
ISBN 0-241-12101-9

Mr Bear has made a beautiful pancake breakfast for Mrs Bear. As she sits down, her chair breaks into pieces. So off goes Mr Bear to the forest with his kit of tools, and from an old walnut tree skilfully crafts a replacement. That evening Mrs Bear makes his favourite turkey meal, and this time Mr Bear's chair collapses! Clear cut coloured illustrations with lovely hues of country browns, greens and yellows tell an endearing story that can be followed without reference to the simple text. P. Ward

LEV: Preschool Lower primary
AVAIL: \$16.95 ASCIS 400057

GUY, Rosa *And I heard a bird sing*. Gollancz, 1987
ISBN 0-575-03768-7

Imamu Jones, hero of *The disappearance and New guys around the block*, is young, black and poor and has the knack of being around trouble. This time it's the murder of a wealthy white girl, an invalid, whose body he finds while making a delivery to the Muldoon mansion. Circumstances are incriminating and Imamu is a convenient scapegoat. The only way to clear his name is to solve the mystery himself. The odds and prejudice stacked against Imamu ensure the reader's involvement with the sleuthing and his strength and determination not to fulfil other people's negative expectations earn the reader's respect. M. Lobban

LEV: Middle secondary Upper secondary
AVAIL: \$24.00 ASCIS 390751

HINTON, Nigel *Buddy's song*. Dent, 1987
ISBN 0-460-06261-1

With his Dad in jail and his Mum increasingly caught up in her new job, Buddy finds an emotional outlet in playing the guitar and singing. Music gives him the sense of his own identity and worth which he badly needs. The music is also a world away from the confusion and divided loyalties of home and Buddy is absorbed by bands, gigs, endless practice and growing success. The real strength of the novel however lies in its characters - Terry, struggling to go straight, Carol, Buddy's mum,

growing away from Terry yet still caring, and Buddy himself, naive, inarticulate and sensitive, wanting nothing more than a complete family.

M. Lobban
LEV: Middle secondary Upper secondary
AVAIL: \$27.95 ASCIS 395426

HOSKEN, John *Meet Mr Majimpsey*. Pavilion Michael Joseph, 1987
ISBN 1-85145-095-5

Nocturnal fantasies provide respite from a cruel world for a sad old man. In his dreams, he meets characters from *The wind in the willows* and *Winnie-the-Pooh*, as well as the Spriggans. When he helps the Spriggans defeat Ogran, he is promised his heart's delight. The old man's world changes dramatically when the promise is fulfilled. This is a captivating tale of the passages between the extreme loneliness of the real world, and the excitement, humour and adventure of the dream world. The print is large and well spaced, each page is bordered and headed with the chapter title. The rather daunting appearance of the book is due to the thick paper used, rather than the length of text. K. Channells

LEV: Middle primary Upper primary
AVAIL: \$24.95 ASCIS 402784

The Private World of Leroy Brown

Rhodri Jones
Illustrated by Caroline Binch



JONES, Rhodri *The private world of Leroy Brown*. Dent, 1987
ISBN 0-460-06260-3

Leroy Brown starts high school with some trepidation, but soon finds scope for his own independent, mischievous approach to authority. Leroy and his friend Calamity aren't deliberately

naughty but do seem to have a talent for attracting trouble. This is a very British picture of an inner-city, multicultural school but many of the incidents are universal. M. Lobban

LEV: Upper primary Lower secondary
AVAIL: \$27.95 ASCIS 395439

JOY, Margaret *Hild at Allotment Lane School*. Faber, 1987
ISBN 0-571-14808-5

New girl Hild takes centre stage for tall stories and questionable incidents at Allotment Lane School, but somehow her big green eyes and indomitable personality win affection. Each chapter recounts an episode involving Hild, her classmates and their patient teacher, Miss Mee. The episodic structure lends itself to reading aloud and is suitable for a beginner reader. P. Ward

LEV: Lower primary
AVAIL: \$18.95 ASCIS 399830

KAYE, Marilyn *Max on earth*. Penguin, 1987 (Puffin plus)
ISBN 0-14-032277-9

When Randi, a typical teenager, is adopted by Max, an alien from another world, she gains a fresh perspective on her life as she explains the mysteries of American adolescence to Max. Stock situations and characters give rise to little original humour. However in the course of the novel Randi does come to see the value of independent thought and action as she defies members of her crowd to be friends with Max. Basically this is a teenage romance, enlivened by the presence of a naive, exotic outsider. M. Lobban

LEV: Middle secondary Upper secondary
AVAIL: Paper \$6.95 ASCIS 391187

KERR, M. E. *Night kites*. Pan, 1987 (Pan horizons)
ISBN 0-330-30061-X

Night kites are proudly different - they fly alone and unafraid in the night sky, glowing with tiny lights. In the course of the novel 17-year-old Erick's comfortable life is changed irrevocably by 2 night kites - the worldly, outrageous Nicki and Erick's brother Pete. Nicki is Erick's best friend's girl until she pursues and ensnares him into an exclusive, passionate affair. Then Pete, his adored older brother, becomes very ill and is diagnosed as having AIDS and Erick has to accept not only his approaching death but also his hitherto unsuspected homosexuality. The author writes perceptively of people and relationships and the

emotions and reactions of Pete and his family are honestly and movingly portrayed. M. Lobban
 LEV: Middle secondary Upper secondary
 AVAIL: Paper \$5.95 ASCIS 398094

KING-SMITH, Dick *The hodgeheg*. Hamilton, 1987 (Antelope books)
 ISBN 0-241-11980-4

Victor Maximilian St. George - Max for short - is an enterprising young hedgehog who is determined to find a way for all the hedgehogs on his side of the road to cross the highway safely to the park. His first 3 efforts are very nearly the death of him but his fourth is such a spectacular success that Max's name will live forever in hedgehog annals. The author's skill in creating heroes from unlikely characters - human and animal - and his ability to manipulate words again make for a book of humour and great appeal. P. Hall
 LEV: Lower primary Middle primary Upper primary
 AVAIL: \$9.95 ASCIS 386504

KRISTAL, Keren *The brainbox story*. Methuen Children's Books, 1987
 ISBN 0-4160-1772-X

When Kiki is given a magic ring for her birthday, she is able to make a tour of her brother's brain. Her adventure, written in first person, reveals a world of dark passages and departments for each of the senses. Since the story is written by an 11-year-old, the book could serve as a good example of creative writing. The full-colour illustrations by Korky Paul are a special feature of the book. There is a great humour in them, especially in the role they allocate to mechanics in the functioning of the brain. K. Channells
 LEV: Middle primary Upper primary
 AVAIL: \$13.95 ASCIS 398252

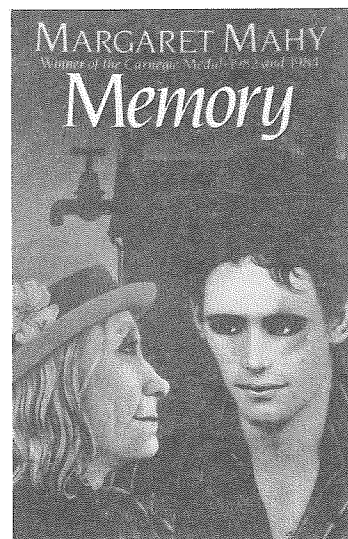
LEVIN, Betty *The ice bear*. MacRae, 1987
 ISBN 0-86203-320-9

In the king's absence the Lord of Urris has misused his powers and as a result the people of the kingdom of Thyrne are suffering. After the trial and execution of a bear and her keeper, Wat, a foundling, becomes involved in a journey with a bear cub, the keeper's daughter, Kaila, and a travelling troupe of Mirth Mongers. This journey involves not just the saving of the cub and the relaying of news to the king, but also becomes a journey of self-discovery for Wat. Betty Levin vividly recreates a medieval

atmosphere, however the drama of the opening is not maintained throughout. A. Gill
 LEV: Lower secondary Middle secondary
 AVAIL: \$18.95 ASCIS 394790

LIVELY, Penelope *A house inside out*. Deutsch, 1987
 ISBN 0-233-98167-5

In addition to the 5 human members of the Dixon family and Willie the terrier, 54 Pavilion Road is home to an assortment of small animals, including an extended family of mice, an individualistic wood louse and his spider friend. The author has written 11 short stories about these creatures: sometimes they interact with each other but mostly they just get on with the business of surviving. David Parkins has created appealing drawings to accompany these humorous and entertaining tales of the secret inhabitants of an ordinary house. P. Hall
 LEV: Middle primary Upper primary
 AVAIL: \$16.95 ASCIS 400411



MAHY, Margaret *Memory*. Dent, 1987
 ISBN 0-460-06269-7

One dark and drunken night an unlikely alliance is forged between Jonny, young unemployed drifter and Sophie, whom he meets in the street, an elderly woman living in confused squalor and suffering from Alzheimer's disease. Sophie knows nothing of Jonny and cheerfully invests him with a persona from her past. As he stays with Sophie and looks after her, Jonny has the chance to take time out from himself and his life. By the time he is ready to be himself again he has exorcised the demon from his past. The author weaves a complex story full of levels

and connections and has created in Sophie an unforgettable character. M. Lobban
 LEV: Middle secondary Upper secondary
 AVAIL: \$27.95 ASCIS 395257

MAYNE, William *Kelpie*. Cape, 1987
 ISBN 0-224-02427-2

When Lucy went with her class to Scotland they met Morag who told them of Kelpie: a mischancy monster who lives in the Loch and whom one can only see if one wants to. The next summer the class goes to Carlow Island, where Lucy, with unexpected help from Craig, discovers what it is the Kelpie wants from her. Does Kelpie really exist? It doesn't really matter for he is real to Lucy and her friends. Mayne's prose reads like poetry: his writing demands total concentration but the effort is worth it. And, for teachers, in this book he has caught the essence of a school excursion from a teacher's point of view: eyes everywhere, endlessly counting heads, guiding without dominating. P. Hall
 LEV: Upper primary Lower secondary
 AVAIL: \$19.95 ASCIS 392984

McCAUGHREAN, Geraldine *A little lower than the angels*. Oxford University Press, 1987
 ISBN 0-19-271561-5

Gabriel is apprenticed to a stonemason, a cruel master, so when the opportunity presents itself to run away and join a troupe of travelling mystery players, he seizes it. Gabriel is as naive as he is beautiful and the unscrupulous playmaster engineers a couple of miracles which establish the boy's reputation as a healer and ensure the players' fame and fortune. A fascinating insight into the Middle Ages in a delightful story of chicanery, retribution and the triumph of good, rich in historical detail and memorable characters. M. Lobban
 LEV: Upper primary Lower secondary Middle secondary
 AVAIL: \$22.95 ASCIS 399473

McCUTCHEON, Elsie *Storm bird*. Dent, 1987
 ISBN 0-460-06259-X

With as much cheerfulness as she can muster Jenny accepts that she must stay, at least for a while, with her forbidding Aunt Clara. Her unhappiness is alleviated when she becomes friends with Josh, the son of wealthy Mr Gale, but it seems everyone in the tight, 1905, English seaside community has a secret - a little bit of their lives they want to keep apart - and Jenny unwittingly and dramatically exposes many of them. Some of the twists of the plot are too

contrived but there are moments of taut drama and the characterisation and evocation of time and place are excellent. P. Hall
 LEV: Upper primary Lower secondary Middle secondary
 AVAIL: \$27.95 ASCIS 395432

ORAM, Hiawyn *Just like us*. Orchard, 1987
 ISBN 1-85213-030-X

Billy lives on one side of a high brick wall and longs to go and play on the other side, but is warned, by his rather odd family, of the very wicked people that live there. Billy is not content with this - he makes a hole under the wall and finds another boy called Billy who takes him walking, climbing trees and fishing. With its general theme of acceptance, the story is wonderfully amusing and delightfully ironical: Billy's family, who warn him of the wicked people next door, are themselves quite wicked and repulsive. The text is integrated with the full-page illustrations by Daniel Baird; these are full of amusing detail and notable for the wonderful caricatures of Billy's family. J Peasley
 LEV: Lower primary Middle primary Upper primary
 AVAIL: \$15.95 ASCIS 391132

PFISTER, Marcus *Penguin Pete*. North-South Books, 1987
 ISBN 0-8050-0492-0

The smallest, and youngest, of a colony of penguins, Pint-Sized Pete is eager to join the grown-ups in the sea. Meantime he has fun playing on the ice, finding a friend among a flock of migrating birds until the day comes when his mother takes him for his first swim. The story's setting, and the artwork capturing the watery blends of Antarctic blues, greens, greys and mauves, make this a delightful picture story book. P. Ward
 LEV: Lower primary Middle primary
 AVAIL: \$15.95 ASCIS 396328

RAYNER, Mary Reilly. Gollancz, 1987
 ISBN 0-575-04031-9

Reilly is a wily, tough, yet likeable, tomcat. He moves into Jubilee Road, a small English suburban area, decides to make his home here and so proceeds to con the people, romance the female cats and bully and beat the other toms. Reilly's plans go awry when he meets Hitachi, an old Siamese, and the young inexperienced tom, Ludo. Rayner obviously

knows cats well, she has effectively captured these events from the cat's point of view. The story is entertaining and succinct and enhanced by the author's delightful black-and-white illustrations. A. Gill

LEV: Upper primary Lower secondary
AVAIL: \$24.95 ASCIS 390612

ROSE, Gerald *The fisherman and the cormorants.*
Bodley Head, 1987
ISBN 0-370-31060-8

During a drought a kind-hearted fisherman gives his catch from the River Li to a cormorant which has some hungry chicks to feed. When the next drought comes, the fully-grown cormorants return the favour and catch fish for the fisherman and his family. The sentence structure of the plot is simple and the location of the large print text varies. The coloured illustrations, which portray the classical aspects of oriental life are a notable feature.

K. Channells.
LEV: Lower primary
AVAIL: \$14.95 ASCIS 399019

ROSEN, Michael *You're thinking about doughnuts.*
Deutsch, 1987
ISBN 0-233-98082-2

Every Friday evening, 8-year-old Frank accompanies his mother to the museum while she does the cleaning. Left alone one evening, Frank's imagination runs riot as he becomes acquainted with a plastic skeleton, the wild Man of Ashton Forest. Together they go off in search of Frank's mother. Throughout the museum they encounter various displays that come to life to reveal their often sad history. Frank learns of humanity's exploitation of animals and other people and also the truth behind the original benefactor's donations to the museum. Many line drawings by Tony Pinchuck accompany this simple, entertaining story that is at times bizarrely humorous. A. Gill

LEV: Upper primary Lower secondary
AVAIL: \$14.95 ASCIS 400257

SCHAFFER, Libor *Arthur sets sail.* North-South Books, 1987
ISBN 0-8050-0489-0

Arthur, an adventurous aardvark sails to the land of the pigs and is dismayed by their appearance and habits. The pigs prove to be too discourteous so after 2 days, Arthur departs for home taking Rudolph, an inquisitive pig, with him. The other aardvarks tease Rudolph about his appearance

until Arthur suggests that they be more tolerant. The lesson of this enjoyable story is made very plain. The print is large and sentences are short and simple. The watercolour illustrations vary from full to double page with smaller ones as well to divide any full pages of text. K. Channells
LEV: Lower primary Middle primary
AVAIL: \$15.95 ASCIS 396444

SCHOLES, Katherine *The landing : a night of birds.* Hill of Content, 1987
ISBN 0-85572-165-0

The early realistic chapters tell in dense, poetic language of the plight of an aged injured albatross as it struggles against the fury of a storm at sea while on land a girl and her grandfather rescue the survivors of a flock of muttonbirds. When Annie checks the injured birds she realises she can hear and understand them talking and by means of this convincingly handled transition to fantasy she comes to confront the issue of the relationship between humans and wildlife. The story has a feeling of great authenticity which is based on careful research yet never loses the power of its interesting plot. David Wong's illustrations contribute to developing the atmosphere of the story. N. Orme

LEV: Lower secondary Middle secondary
AVAIL: \$14.95 ASCIS 407496

SCHUBERT, Dieter *Where is Monkey?*
Hutchinson, 1987
ISBN 0-09-169990-8

Highly recommended

A small boy, out playing in the park with his mother, loses his favorite toy, Monkey, which is found by fieldmice, jumped on by hedgehogs, has an eye pecked out by a crow and is fished out of the river by an elderly toy repairer. This is a wordless picture book of different sized illustrations: the energy and imagination of the animals and human contrasts with the inertness of poor Monkey, while an extraordinary sense of space emphasises Monkey's lostness compared with the clutter and detail of the lives of the real animals and people.

P. Hall
LEV: Preschool Lower primary Middle primary
AVAIL: \$14.95 ASCIS 382071

SEFTON, Catherine *Shadows on the lake.*
Hamilton, 1987
ISBN 0-241-11997-9

Annie Orr is only thirteen but since her mother's death she feels overwhelmingly responsible for the males of her family. Her father is distant and hard to approach so it is only to her younger brother that she can confide her worries that their older brother Baxter is involved in some unknown criminal activity. A classic pattern of misunderstandings and amateur detection follows, leading to the apprehension of the real criminals and Baxter's vindication. It is however the effects of all these activities on the relationships within the family that make this adventure story so satisfying and memorable. M. Lobban

LEV: Upper primary Lower secondary
AVAIL: \$19.95 ASCIS 388359

URE, Jean *One green leaf.*
Bodley Head, 1987
ISBN 0-370-30784-4

Four friends, very different but still close, have to come to terms with the terminal illness of one of them. David is the golden boy of the group and it is he who develops cancer and first loses a leg, then faces death. Abbey, his girlfriend, is devastated but strong and loyal, while Robyn and Zoot are perhaps less understanding but also less inhibited in how they treat him. This is a moving story of friendship and love which is frank and honest in its portrayal of relationships. M. Lobban

LEV: Middle secondary Upper secondary
AVAIL: Paper \$14.95 ASCIS 391121

VELTHUIJS, Max *The bear and the piglet.*
Methuen Children's Books, 1987
ISBN 0-416-96920-8

Highly recommended

This is a fable-type story about a lazy bear who sits in the sun enjoying himself while little pig busily spends summer days collecting food for winter. When snow sets in, bear is forced to eat humble pie working for piglet in return for food. The good format, easy text and fresh, bold, expressive illustrations should be inviting to the beginner reader or for shared reading aloud. P. Ward

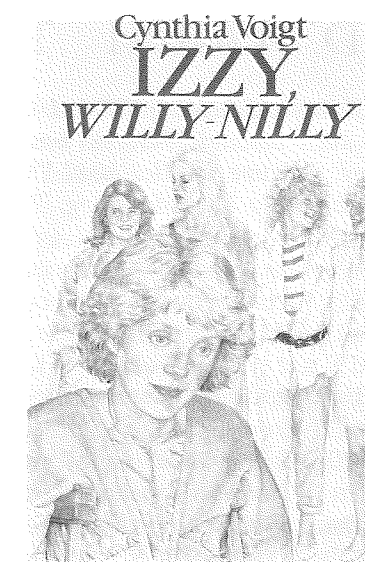
LEV: Preschool Lower primary
AVAIL: \$14.95 ASCIS 399550

VOIGT, Cynthia *Come a stranger.* Collins, 1987
ISBN 0-00-184127-0

Highly recommended

Set in Crisfield, Maryland, this is the story of Mina Smiths, Dicey Tillerman's friend. Their friendship only occurs towards the end of the book but is a significant measure of Mina's growing independence and sense of identity, for she has never wanted a white for a friend before. In a long book the author explores racism, love, families and growing up, through a cast of complex characters and in lyrical prose. The central character Mina is black, female, smart and known as t-rou-ble. Her journey from innocent 11-year-old to assured, mature 15 is an irresistible and totally involving experience for the reader. M. Lobban

LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper \$14.95 ASCIS 391128



VOIGT, Cythia *Izzy, willy-nilly.* Collins, 1987
ISBN 0-00-184422-9

Highly recommended

Isobel Lingard is a girl with everything - looks, popularity, a loving home - until a car accident on the way home from a party with a drunken date. One of Izzy's legs has to be amputated and suddenly her whole secure world falls apart. Izzy is an ordinary girl to whom something extraordinary has happened and she has to become a more complex person in order to survive. This is a perceptive novel about a tough subject, but the author's touch is so sure that it is also a highly successful and appealing story of adolescence. M. Lobban

LEV: Middle secondary Upper secondary
AVAIL: Paper \$14.95 ASCIS 395253

WEBB, David *Sparky's return*.
Andersen, 1987 (Andersen young readers' library)
ISBN 0-86264-165-9

Sparky, with his red hair and granny glasses, not only looks odd but has some peculiar habits, like finishing people's sentences for them and knowing his way round Thornley when he's never been there before. Sparky's determination to bring to justice the burglars who vandalised the school brings excitement and danger but all is satisfactorily resolved in the end except for the question: who is Sparky? The plot sustains reader involvement, and the characters are believable in this unusual ghost story. P. Hall
LEV: Upper primary Lower secondary
AVAIL: \$18.95 ASCIS 390626

WOLF, Winifried *The dream tree*. North-South,
1987
ISBN 0-8050-0488-2

Michael banishes the ghosts, witches, giants and magicians from his bedroom to an island when they refuse to let him sleep. Despite all their tricks, spells and strength they are unable to reach the wonderful flowers growing high on the tree on the island. Only Michael knows the secret of how to reach them. This simple tale is told in large print. The full-page watercolour illustrations match the mood of the story admirably. K. Channells
LEV: Lower primary Middle primary
AVAIL: \$15.95 ASCIS 396747

WORLD WAR II THEME READING

During 1981, Library Services published World War II theme reading (ISBN 0-7240-3553-3). Due to the popularity of such bibliographies, it was decided to update this title. Again, the listing includes fiction, non-fiction and wartime recollections. The format of this update reflects the ASCIS database, and items are arranged alphabetically by main entry. The only indication of price is if an item is paperback or an indent.

Fiction

ASHER, Sandy *Friends and sisters*. Fontana, [1980]
1983
ISBN 0-00-672071-4

As Ruthie's friend, Denise finds herself caught up in Ruthie's family's past. The Holocaust haunts Ruthie and her mother so they are unable to live fully in the present until they confront the horrors of their past. M. Lobban
LEV: Lower secondary Middle secondary
AVAIL: Paper ASCIS 150096

BALLARD, J. G. *Empire of the sun*. Panther, [1984]
1985
ISBN 0-586-06430-3

Highly Recommended

Alone in Japanese-invaded Shanghai in 1941, 11-year-old Jim at first eluded capture, slipping from one empty mansion to another in the British and French Concessions. Later he learnt the habits and small economies of life under internment, and the Japanese soldiers became almost his only security. The approaching end of war brought even greater

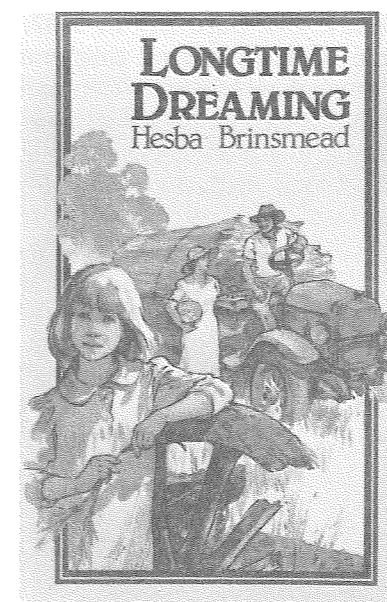
danger. Torture-crazed Europeans killed at random, Nationalist soldiers attacked foreigners, and the Japanese 'empire' collapsed. Incredibly, Jim found his parents again, but for him war's ending was more incomprehensible than all the privations of the actual conflict. T. Hobbs
LEV: Middle secondary Upper secondary
AVAIL: Paper ASCIS 235056

BARTON, Pat *The last run*. Blackie, 1980
ISBN 0-216-90884-1

This is a very satisfying World War II adventure story for younger readers. Set in a small English village, it tells of the local canal barge which is about to make its last journey before retiring when it is commandeered by an escaped German prisoner-of-war. He is such an ordinary man and so anxiously polite that the hostility and fear felt by his hostages is replaced by an acceptance and finally a desire to help him. Otto is inevitably recaptured but not before humanity has been found by them all to be more important than patriotism. M. Lobban
LEV: Upper primary Lower secondary
AVAIL: Indent ASCIS 410827

BRINSMEAD, Hesba Fay *Longtime dreaming / Hesba Fay Brinsmead with Ken Hungerford*. Angus and Robertson, 1982
ISBN 0-207-14435-4

Based on recollections of the author's own childhood, this continuation of the life of the Truelance family, introduced in *Longtime passing*, will continue to enthrall readers. An evocative picture of life in an isolated rural community in the late 1920s and 1930s is drawn. As the progress and the horror of World War II intrude on the community, the members of the family scatter, returning from time to time to their home, to their roots, for a renewal of spiritual strength. In the latter section incidents become disjointed and characterisation is less convincing. Nevertheless, this glimpse of childhood in the past, sprinkled with humour, is a delight. B. McLaren
LEV: Upper primary Lower secondary Middle secondary Upper secondary
ASCIS 138235



CARTER, Peter *Bury the dead*. Oxford University Press, 1986
ISBN 0-19-271493-7

Highly Recommended

The Nordern family lives in East Berlin, sincerely believing in the German Democratic Republic and happy in the contribution they each make to it. Into their supremely ordinary lives comes Uncle Karl from the West - wealthy, munificent, eager to reclaim the family who believed he had been killed in the war. It is a sinister resurrection

however, as Karl is cultivating the Norderns only to assist him unwittingly to smuggle out papers which incriminate him as a Nazi war criminal. This is a fine novel, politically and morally complex, but above all a totally gripping, memorable story. M. Lobban
LEV: Lower secondary Middle secondary Upper secondary
ASCIS 247878

COERR, Eleanor *Sadako and the thousand paper cranes*. Hodder and Stoughton, 1981
ISBN 0-340-26607-4

Sadako faces death from leukaemia caused by radiation she received when Hiroshima was bombed. She does not live to fold a thousand paper cranes but her death is an inspiration to those who live, and the folded paper crane becomes a powerful symbol of peace. G. Searle
LEV: Upper primary Lower secondary
AVAIL: Paper ASCIS 121707

COLLINS, Alan *The boys from Bondi*. University of Queensland Press, 1987
ISBN 0-7022-2084-1

The Depression causes a drastic change in circumstances for the Kaiser family; from a mansion in Bellevue Hill to a seedy boarding house in Bondi. After the tragic death of their father and the desertion of their stepmother, the 2 brothers, Jacob and Solly, are put into the care of the Abraham Samuelson Memorial Children's Home. Jacob tells us his story, a story of growing up, of making decisions and choices alone and of moral and social dilemmas regarding work and religion. Collins vividly recreates World War II Sydney and his entertaining writing sympathetically portrays the problems faced by Jewish refugees and residents in Australia at this time. A. Gill
LEV: Middle secondary Upper secondary
AVAIL: Paper ASCIS 392698

COLWELL, Max *Glorious days and khaki pants*. Colwell Publications, 1987
ISBN 0-9594393-7-4

A frank, wryly humorous story about a young conscript, Mike, beginning with the morning of his joining the Australian Army through to victory celebrations and his discharge. It is not a World War II front-line story. His platoon never left New South Wales. It is a down-to-earth account from the perspective of Mike and his companions, of barrack life with all its crudities and lighter moments, the

army training, the camaraderie and the inevitable mix of personalities and human foibles. P. Ward
 LEV: Middle secondary Upper secondary
 AVAIL: Max Colwell Publications
 102 Eighth Ave Joslin S.A. 5070 (08) 42 3530
 Paper ASCIS 388828

ELS, Betty Vander *The bombers' moon.* Farrar, Straus and Giroux, 1985
 ISBN 0-374-30864-0

There are many novels telling of children's extraordinary experiences in the European wars but this World War II story is of 2 children, the family of missionaries in China, who have to leave their parents to escape from Japanese bombing attacks. Told by Ruth, the big sister, in a rather detached style, their experiences - with gum chewing GIs, midnight flights in shuddering troop carriers, homesickness, censored letters - are all totally believable. The understated style however does not engage the reader's emotions, which unfortunately may lessen its appeal for children, as it is a fascinating and different view of the war. M. Lobban
 LEV: Upper primary Lower secondary
 ASCIS 246851

FATCHEN, Max *Closer to the stars.* Puffin, [1981] 1983
 ISBN 0-14-031624-8

The year is 1941 and, through the eyes of 12-year-old Paul Sims, the reader experiences the effects that trainee air force pilots - and their machines - have on the nearby, slow-paced rural community, and, in particular, on Paul's family. Much of the action is boisterously funny but when Paul's sister, Nancy, falls in love with a pilot and has his baby, Paul has to help Nancy and his widowed mother cope with the baby and the subsequent death of the baby's father - and the outrage of their neighbours. P. Hall
 LEV: Upper primary Lower secondary
 AVAIL: Paper ASCIS 142279

FORREST, David *The last blue sea.* Penguin, [1959] 1985
 ISBN: 0-14-007508-9

This novel of an Australian battalion fighting for survival in the inhospitable, Japanese-occupied, New Guinea highlands, won the first Mary Gilmore Award (1958). It is a telling account of human courage, fear and suffering, and the growing

realisation of the futility and horror of war. P. Ward
 LEV: Middle secondary Upper secondary
 AVAIL: Paper ASCIS 199797

GRIFFIN, John *The fight and other stories.* Heinemann Educational, 1985 (New Windmill series)
 ISBN: 0-435-12295-9

This collection is based on boyhood memories of school life in England in the 1940s: tyrannical teachers, corporal punishment, schoolboy humour and pranks, and encounters with the Home Guard and the village vicar all appear in these well-written, spirited and amusing stories. P. Ward
 LEV: Upper primary Lower secondary
 ASCIS 230124

HAUGAARD, Erik Christian *Chase me, catch nobody!* Granada, [1980] 1982
 ISBN: 0-246-11938-1

Set in Denmark and Germany in 1937, this novel reflects some of the growing desperation of the times. Erik, on a school trip from Denmark to Lubeck and Hamburg in Germany, becomes involved by chance in smuggling passports, and ends up on the run from the Nazis with a friend, Nicolai, and a little girl to look after, and completely unable to believe this could really be happening. Although occasionally the liveliness lags, and some of the characters are stereotypes, this is an enjoyable, sometimes humorous and educative yarn. H. Sykes
 LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Paper ASCIS 139797

HIGGINS, Jack *Luciano's luck.* Pan, [1981] 1982
 ISBN: 0-330-26723-X

The basis of this book is a daringly conceived plot which has an English intelligence officer, Lucky Luciano, a gangster on temporary reprieve from prison, and Maria, a nun, the grand-daughter of Don Antonio, the Mafia leader in Sicily, parachuting into the island to try to convince Don Antonio to direct the locals to assist the planned American attack on Sicily towards the end of World War II. Don Antonio refuses help, but changes his mind when Maria is shot by SS troops. Compulsive reading in this fine action-packed thriller by a master storyteller. B. Fathers
 LEV: Lower secondary Middle secondary Upper secondary
 AVAIL: Paper ASCIS 135109

INNOCENTI, Roberto *Rose Blanche / text by Ian McEwan.* Cape, 1985
 ISBN: 0-224-02841-3

Highly Recommended

Innocenti's fine pictures are the chief medium through which the bitter poignancy for this symbolic little tale is expressed. The child, Rose Blanche, representing human innocence and an instinctive rejection of war, is herself senselessly killed in the chaos of the German surrender after World War II as she makes one last pilgrimage to help the victims of fascism - Jews in a concentration camp in the forest near her village in Germany. The first part of the narrative is in Rose Blanche's voice, as she records with uncomprehending honesty, events as they occurred. The second part, which tells of her compassion and her death is in another voice. A significant picture book with interest on many levels. A. Beedell
 LEV: Middle primary Upper primary Lower secondary Middle secondary Upper secondary
 ASCIS 218350



KING, Clive *The sound of propellers.* Viking Kestrel, 1986
 ISBN: 0-670-81106-8

Highly Recommended

A ripping adventure story set just before World War II, this shows how good such a book can be. Murugan, an Indian orphan from Madras, gifted in mathematics, is sponsored by English Christians to go to boarding school in England. He is instrumental in the capture of a German spy, stows away on a

flying boat attempting a record flight to India, and cleverly secures the release of his older brother, an imprisoned anti-British freedom fighter. Murugan is a self-possessed and endearing hero, often bewildered by, but unfailingly courteous to, the patronising British. Whilst it is also a subtle, often funny picture of imperialist attitudes, this is first and foremost high adventure. M. Lobban
 LEV: Upper primary Lower secondary
 ASCIS 375107

KLAUSSNER, Wolf *Survive the storm.* Methuen, 1984
 ISBN: 0-416-25020-3

Despite some Jewish blood in the family, the Rosts had survived the war in their rural German village. As the war drew to an end however, they feared they may not live through the final American bombing onslaught and the maddened, destructive activities of the Nazis facing defeat and seeking scapegoats. In the chaos which followed the end of the war, physical safety is assured but the values and beliefs which had long sustained the family seem irrelevant and the defeat of fascism an illusion. Initially a story of courage and integrity, the disturbingly abrupt and bitter conclusion makes it more suited to thoughtful, mature readers. M. Lobban
 LEV: Middle secondary Upper secondary
 ASCIS 192420

KORSCHUNOW, Irina *A night in distant motion / translated by Leigh Haffrey.* Knight Books, [1984] 1986
 ISBN 0-340-38846-3

In her hiding place in the attic of the farmhouse of a sympathetic farmer's wife, Regine reflects on the events which have left her a hunted and reviled person. She is German, 17-years-old and in 1944 was a good and loyal Nazi. Then she met Jan, a Polish prisoner working for the local greengrocer and quite unexpectedly fell in love with him. After a short and intense affair with Jan she was denounced by a neighbour for fraternising with a sub-human, arrested and imprisoned. M. Lobban
 LEV: Middle secondary Upper secondary
 AVAIL: Paper ASCIS 382513

LEWITT, Maria *Come spring : an autobiographical novel.* Scribe Publications, [1980] 1983
 ISBN 0-908011-08-3

Completely without bitterness, but full of realism and suspense, this fictionalised story of a half-

Jewish girl's life in wartime Poland compels attention. The family's release after years of concealment, danger and deprivation is unexpected and almost unbearable. Afterwards, Irena, who tells the story, visited Majdanek, a place of horror where so many Jews were slaughtered; in Warsaw she saw German prisoners working among the ruins and took them at first for Jewish slave-labour. Eventually she came to terms with freedom. Her book will deepen the compassion and understanding of every reader. T. Hobbs

LEV: Lower secondary Middle secondary Upper secondary

AVAIL: Paper

ASCIS 160216

LUTZEIER, Elizabeth *No shelter*. Collins Educational, [1984] 1986 (Cascades)
ISBN 0-00-330032-3

Johannes and Kathrin are children of the war, knowing no other life. Their father is a shadowy stranger fighting for Hitler on the eastern front, and their mother a worker in a Berlin armaments factory. When their mother is killed and their house destroyed in an air raid, Johannes, at 6, feels he must assume responsibility for himself and 3-year-old Kathrin, to keep them sheltered and fed but most of all together until they can find a relative. Told in a rather objective, even distant style, this is still a very moving story of the fierce determination and dogged devotion of a young boy in brutal and uncaring times. Winner of the 1983 Kathleen Fidler Award. M.Lobban

LEV: Upper primary Lower secondary

ASCIS 380233

MAGORIAN, Michelle *Back home*. Viking Kestrel, 1985
ISBN 0-670-80670-6

Rusty, evacuated from England to America when she was 7, returns at 12 to a home she doesn't remember, a mother who seems a stranger and a brother she's never met. Independent, resourceful and outspoken, Rusty is amazed at the conservatism and restrictions of life in England and longs to return back home to her beloved American family. In the course of this over-long and rather melodramatic novel, Rusty and her mother grow to mutual love and acceptance. This is a delightfully old-fashioned read and feisty Rusty and her confused, contained mother are heroines who totally engage the reader's sympathies. M.Lobban

LEV: Lower secondary Middle secondary

ASCIS 227451

MAGORIAN, Michelle *Goodnight Mr Tom*. Puffin, [1981] 1983
ISBN 0-140-31541-1

This warm-hearted engrossing novel traces the growing affection between elderly, unsociable Tom Oatley and 9-year-old William Beech, one of the 1939 evacuees from London's East End. William is timid, undernourished, and has suffered both mental and physical cruelty from his mother. Tom's response to the boy's obvious need for care and love is both sensitive and generous. William's transformation to a happy, whole person is not without its difficulties but the reader will feel great satisfaction over the final outcome. Winner of the 1982 Guardian Children's Fiction Award.

B. McLaren

LEV: Lower secondary Middle secondary

AVAIL: Paper

ASCIS 145466

MATTINGLEY, Christobel *The angel with a mouth-organ*. Hodder and Stoughton, 1985
ISBN 0-340-38444-1

This story of war in Europe is told from the point of view of a child and portrays with great sensitivity a family which suffers but is not destroyed. A timely contribution in a still violent world. Teachers could use this book to stimulate discussions on war and hopefully, an awareness of the simple needs of all human beings. Astra Lacis's illustrations match the story well even though the horror is not portrayed. K. Norton

LEV: Lower primary Middle primary Upper primary Lower secondary

AVAIL: Paper

ASCIS 224105

MATTINGLEY, Christobel *The miracle tree*. Hodder and Stoughton, 1985
ISBN 0-340-37604-X

This is the tender story of the anguish and pain of a Japanese mother, her lovely daughter Hanako and her soldier husband Taro, whose lives were shattered by the atomic blast. For 20 years each hoped that their beloved might have survived and be found. The delicate charcoal drawings of Marianne Yamaguchi reflect the spirit of the story and the author's deep commitment to peace and human value. P. Ward

LEV: Upper primary Lower secondary

ASCIS 220156

NOONAN, Michael *McKenzie's boots*. Queensland University Press, 1987
ISBN 0-7022-2070-1

The oversized and awkward Rod Murray's life is one of hardship. He lives in working class Ultimo with his alcoholic mother, is harrassed by a homosexual teacher and exploited by girls when he attempts to gain their companionship. After several unsuccessful attempts, the underage Rod is finally taken into the army where he eventually finds acceptance and some meaning to his life. In New Guinea Rod is wounded and his boots are souvenired by the Japanese. These boots become the focus for the Australian soldiers who take a strategic Japanese position in order to retrieve this symbol of their mate's courage and uniqueness. Wartime Sydney is vividly recreated in this well-told story that presents a young and sensitive, typically Australian, hero. A. Gill

LEV: Middle secondary Upper secondary

AVAIL: Paper

ASCIS 384518

NOSTLINGER, Christine *Fly away home*. Andersen Press, 1985
ISBN 0-86264-090-3

It is the spring of 1945 in Vienna and 8-year-old Christel Goth moves with her family to the outskirts of the city and awaits the coming of the Russians. Christel is a strong fearless character whose wilful behaviour often lands her in difficult, dangerous situations. This is a personal account from a child who cannot remember a time when the war has not been on. Without political or nationalistic fervour, Christel presents a microcosm of civilian life in wartime when basic survival was a constant concern. C. Spink

LEV: Lower secondary Middle secondary

ASCIS 216384

ORLEV, Uri *The island on Bird Street*. Hutchinson, [1981] 1984
ISBN 0-09-159580-0

This is the harrowing tale of Alex, a young Jewish boy in Warsaw who is forced to cope alone during the latter part of World War II. His mother disappears and his father is selected by the German soldiers to join one of the work camps. With his only companion, Snow, his white mouse, Alex forages for clothing and food convinced that his father will eventually return. Winner of the 1981 Mordechai Bernstein Award in Israel, this novel explores the depths of despair and the incredible courage shown by children forced to live in a climate of intolerance

and oppression. J. Barry
LEV: Upper primary Lower secondary Middle secondary

ASCIS 201491

POPLE, Maureen *The other side of the family*. University of Queensland Press, 1986
ISBN 0-7022-2040-X

Because of the bombing of London, Katherine is sent to stay with her maternal grandparents. When Japanese submarines are discovered in Sydney Harbour, Katherine's stay at Kirribilli is cut short as she is sent to stay with her paternal grandmother at Parson's Creek, a lady Katherine has been led to believe is unforgiving and wealthy. The story, told by Katherine, has a sense of immediacy, and in learning of the truth about the grandmother we are presented with a believable picture of life in a small country town during World War II. An entertaining story, presenting a likeable character coming to terms with her own adolescence as well as coping with issues created by the deceit and bigotry of adults. A. Gill

LEV: Middle secondary Upper secondary

AVAIL: Paper

ASCIS 240938

PRICE, Susan *From where I stand*. Faber, 1984
ISBN 0-571-13247-2

Two alienated teenagers - a clever Indian girl and an unemployed boy of German descent - overwhelmed by the world's injustices, decide to print a newsletter which will show their fellow students at a large English comprehensive school their views of racism and fascism. They parallel the atrocities of Nazi Germany with events in contemporary society and with racism and prejudice within the school. Outraged parents, students and teachers want the 2 to recant and apologise; ultimately nothing changes. A provocative, rather savage story, played out by characters who are all too recognisable. M. Lobban

LEV: Middle secondary Upper secondary

ASCIS 205686

PRINCE, Alison *How's business*. Malin in association with Deutsch, 1987
ISBN 0-233-98038-5

During World War II young How Grainger is sent from London to live with his aunt and uncle in Lincolnshire. As expected, adapting to village life is difficult and How's friendship with Anna, a girl of German background, causes problems. When How does not hear from his mother he runs away to

London to discover his house bombed, his mother in hospital, and his father home briefly. All eventually ends happily in this well-crafted, simple novel, although wartime issues like death and prejudice are included. The plot is rich in incident but the length of the novel requires reading stamina. A. Barber

LEV: Upper primary Lower secondary
ASCIS 400443

RHUE, Morton *The wave*. Puffin, [1981] 1982
ISBN 0-14-031522-5

This story presents an interesting look at the effects of group pressure on a class of high school students. They unknowingly become guinea pigs in an experiment by their history teacher to demonstrate the processes which led to growth, success and atrocities of the Hitler Youth Movement. J. Black

LEV: Middle secondary
ASCIS 139173

SOUTHALL, Ivan *The long night watch*. Methuen Children's Books, 1985 (A Magnet book)
ISBN 0-416-51900-8

One hundred people leave Australia in 1941 for an island in the Pacific. Led by Brigadier Palmer, the founder of S.W.O.R.D. (the Society for World Order under Divine Rule) they await the end of World War II. Five adolescents accompany the group and are central to this story with their responses to the Brigadier's plans for the group's future. A. Gill

LEV: Middle secondary Upper secondary
AVAIL: Paper
ASCIS 220753

NON-FICTION AND WARTIME RECOLLECTIONS

ABELLS, Chana Byers *The children we remember*. MacRae, 1986
ISBN 0-86203-294-6 [940.53]

Dedicated to the children whose lives were ended during the Holocaust, and to the photographers responsible for recording their story, this is a moving evocation of one of history's most appalling episodes. A statement of events during the Nazi persecution of the Jews is played against sepia-toned photographs which, although not horrific individually, have a powerful cumulative effect. This response, however is alleviated by the ultimate message of the book which speaks to

today's generation to remember the past in order to safeguard the future. M. McLachlan
LEV: Lower secondary Middle secondary Upper secondary
ASCIS 384038

ATKINSON, Linda *In kindling flame : the story of Hannah Senesh 1921-1944*. Lothrop, Lee and Shepard, 1985
ISBN 0-688-02714-8 [940.53]

In tracing Hannah's short life, the author chronicles Jewish suffering and resistance during World War II. After a successful school career, Hannah's convictions override her writing ambitions and she leaves the family and country to study agriculture and work on a kibbutz in what will later become Israel. With the imminent invasion of Hungary, Hannah is then trained by the British and parachutes into Europe to assist with the resistance. Hannah is captured, tortured and later executed. She is skilfully portrayed as a strong-willed and courageous character in this moving account of one aspect of the Holocaust. This story would not only be of interest to history students, but also of general interest to the more able reader. A. Gill

LEV: Middle secondary Upper secondary
AVAIL: Indent
ASCIS 231807

BARRETT, John *We were there : Australian soldiers of World War II*. Viking, 1987
ISBN 0-670-81627-2 [940.54]

This book comprises a collection of anecdotes based on written replies to an extensive questionnaire sent to male veterans of World War II. These are linked by the author, who has organised the material into chapters on similar themes. However, the written responses often lacked the freshness and vitality of good oral history. Occasional illustrations relieve the text. There is a useful index. A. Barber

LEV: Middle secondary Upper secondary
ASCIS 394901

Children of the Blitz : memories of wartime childhood / compiled by Robert Westall. Viking, 1985
ISBN 0-670-80134-8 [940.53]

The reality behind Robert Westall's *The machine-gunners* is presented in a series of vivid childhood reminiscences and photographs which range from the mundane fundamentals of life in wartime to the occasionally harebrained exploits of the foolhardy young. The compilation gives due recognition to the

experiences of girls as well as boys, the working class as well as the middle class. Westall states that this attempts to counteract the endless poison of the war comics, that get more violent, more xenophobic, more distanced from common humanity every year, and he has been admirably successful. M. McLachlan

LEV: Lower secondary Middle secondary Upper secondary
ASCIS 237225



CLARKE, Hugh V. *Last stop Nagasaki!* Allen & Unwin, 1985
ISBN 0-86861-412-2 [940.54]

An Australian POW in Nagasaki gives his own and others' accounts of life before and after the dropping of the atomic bomb. T. Messner
LEV: Middle secondary Upper secondary
AVAIL: Paper
ASCIS 216003

CLARKE, Hugh V. *Twilight liberation : Australian prisoners of war between Hiroshima and home*. Allen & Unwin, 1985
ISBN 0-86861-518-8 [940.54]

This is a harrowing, factual account of life as a POW in Japan during 1942-1945, particularly during the time between the official end of the war and actual repatriation. Compiled from diaries kept during internment, it is the remarkable story of how Australian men and women survived against impossible odds. Photographs and brief biographies of contributors add interest to this excellent primary source. F. Worthington
LEV: Upper secondary
ASCIS 226437

DAHL, Roald *Going solo*. Penguin, [1986] 1987
ISBN 0-14-010306-6 [823]

Highly recommended
Going solo continues Dahl's autobiography from where *Boy* ended. With a bemused eye and extraordinary recall, he observes his fellow colonial East Africans and their interactions with the indigenous population until World War II is declared when, inevitably, he joins up to do his bit for King and Country. P. Hall
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper
ASCIS 401370

DUBOSCOQ, Genevieve *My longest night : an eleven year old French girl's memories of D-Day*. Cooper in association with Secker & Warburg, 1984
ISBN 0-436-13810-7 [940.54]

The Allies' landing in rural Normandy is the background to most of this book, with the child's view of the action and her encounters with American and German soldiers and the local Resistance providing an unusual perspective on D-Day and on the involvement of individuals, especially ordinary people, in war. H. Vickers
LEV: Middle secondary Upper secondary
ASCIS 196823

Fighting words : Australian war writing / selected and introduced by Carl Harrison-Ford. Lothian, 1986
ISBN 0-85091-248-2 [A820.8]

The extracts from the works of well-known and unknown Australians reflect war experiences from the Boer War through to Vietnam. A large section on World War II provides excellent primary source material on Australian experiences and attitudes. P. Farmer
LEV: Upper secondary
ASCIS 236439

HERSEY, John *Hiroshima*. Penguin, [1946] 1986
ISBN 0-14-009382-6 [940.54]

In this edition of his original unforgettable account about 6 survivors of the Hiroshima atomic bomb, the author has added a new chapter about his return 40 years later, to discover how the same 6 people had coped with the catastrophe. The horrific implications are even more dreadful considering current nuclear weaponry. P. Ward
LEV: Middle secondary Upper secondary
AVAIL: Paper
ASCIS 385773

HUNGERFORD, T. A. G. *A knockabout with a slouch hat : an autobiographical collection 1942-1951*. Fremantle Arts Centre Press, 1985
ISBN 0-909144-87-7 [A823]

Episodes from the author's youth form a realistic account of World War II army life and its aftermath for one young soldier. Humour, integrity, a good memory for Army ways and soldiers' speech, a broad and sympathetic view of the people involved in the war and a clear forceful style make it a valuable and readable record of the time and of the Australian male ethos. H. Thompson
LEV: Middle secondary Upper secondary
AVAIL: Paper ASCIS 215995

KELEN, Stephen *I remember Hiroshima*. Hale and Iremonger, 1983
ISBN 0-86806-103-4 [940.54]

Posted to Japan in 1946 as a member of the British Commonwealth Occupations Forces, the author spent much time in and around Hiroshima in the years immediately following the cataclysm of nuclear attack. His recollections, including his many photographs, have an awkward ingenuousness that is totally lacking in journalistic glibness or rhetoric. He simply describes the way the local people reacted to the devastation - their seeming fatalism and lack of vengefulness, their day-to-day management and even their practical and unselfconscious exploitation of their tragic situation. A. Beedell
LEV: Middle secondary Upper secondary
AVAIL: Paper ASCIS 150167

KENNY, Catherine *Captives : Australian army nurses in Japanese prison camps*. University of Queensland Press, 1986
ISBN 0-7022-1926-6 [940.54]

The contribution to the war effort, and the hardships endured by these women while imprisoned, has received little print space with historians. Kenny addresses this omission with her authoritative account of 2 groups of nurses, those held captive in Indonesia and those held in Japan. Based on her history thesis, this readable account is an unemotional description of the conditions endured and the friendship and support structures that developed. Included is the inspiring story of Nurse Vivian Bullwinkel and the Barko Island massacre. A noteworthy account that provides well-earned recognition to this courageous group of Australians. A. Gill
LEV: Upper secondary
AVAIL: Paper ASCIS 377698

KOHNER, Hanna *Hanna and Walter : a love story / Hanna and Walter Kohner with Frederick Kohner*. Penguin, [1984] 1986
ISBN 0-14-007672-7 [940.53]

It is the 1930s in Czechoslovakia, Hanna and Walter meet and fall in love. The outbreak of the war interferes with their plans, Walter escapes to the United States but Hanna and her family are forced to stay in a Europe under German occupation. Hanna later meets Carl, falls in love and marries. Hanna and Carl are sent to a series of concentration camps, including Auschwitz where Carl and most of Hanna's family perish. Hanna somehow survives to be later reunited with Walter in a war-devastated Europe. This moving story, retold alternatively by Walter and Hanna, vividly describes the suffering and the determination to survive, of these Jewish people. A. Gill
LEV: Middle secondary Upper secondary
AVAIL: Paper ASCIS 242936

MARUKI, Toshi *The Hiroshima story*. Black, 1983
ISBN 0-7136-2357-8 [940.54]

This International Peace Award-winning artist was emotionally affected by the true story of an Hiroshima family during and after the explosion of the bomb in 1945. She has retold their experiences simply but graphically using both words and powerful pictures of tenderness, horror and anguish. This work is suitable for use in stimulating thought about human relations and alternative solutions to conflicts on national and international levels. It won the 1983 Jane Addams Award. K. Norton
LEV: Middle primary Upper primary Lower secondary Middle secondary Upper secondary
ASCIS 190569

MILLIGAN, Spike *Where have all the bullets gone?* Penguin, [1985] 1986
ISBN 0-14-008892-X [827]

Another instalment in Spike Milligan's autobiography, focusing on his time in a rehabilitation camp in Italy, 1944-5, told with his own special brand of goonish, black humour. P. Ward
LEV: Upper secondary
AVAIL: Paper ASCIS 376166

NELSON, Hank *P.O.W., prisoners of war : Australians under Nippon*. Australian Broadcasting Corporation, 1985
ISBN 0-642-52736-9 [940.54]

Of the 20000 Australian women and men who were Japanese prisoners of war in World War II, 14000 survived. Using many personal accounts, some humorous, some horrific, representing the many camps throughout Asia, this book provides a synthesis of experience which is absorbing in its own right as well as being a significant contribution to oral history. Understandably sparse illustrations have been extended by useful maps, which, with the comprehensive index, increase its value to history students. A. Gill
LEV: Middle secondary Upper secondary
ASCIS 196635

OBERSKI, Jona *A childhood : a novella*. Hodder and Stoughton, [1983] 1984
ISBN 0-340-36373-8 [940.54]

This view of the Holocaust is based on the author's experiences as a survivor, the story being told by a child of 8 on returning to Amsterdam after the war. Neither he nor his fond and tender Jewish parents are named, and the account moves from scene to scene, each described with childish clarity and acceptance as he faces an increasingly brutal world: bullying, sudden arrest, concentration camps, starvation, watching his parents die. At the same time and in these dreadful circumstances the usual incidents of childhood occur: other children's teasing and dares, birthday presents, being taught the alphabet, learning not to be a baby. The language is very simple and deeply moving. H. Thompson
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper ASCIS 222353

ROSSEL, Seymour *The Holocaust*. Watts, 1981
ISBN 0-531-04351-7 [940.53]

Highly recommended
With admirable clarity, the author describes the rise of Hitler, anti-Semitism in the Nazi philosophy, the progress of the war and the policy of first persecution and then genocide practised against the Jews. The book is compelling and often horrifying reading; the author speculates on the effect the Holocaust may have had on the collective social conscience of the world and the sort

of lessons people must learn to prevent it ever happening again. M. Lobban
LEV: Middle secondary Upper secondary
ASCIS 125306

SCHWARZ, Zoltan *The Army-Cap Boy : story of a teenage boy's survival in Hitler's Europe / Zoltan and Edi Schwarz*. Macmillan, 1983
ISBN 0-333-35641-1 [940.5092]

Not only by his wits, but also by good luck or something more, Zoltan survived in wartime Budapest. At last his alertness failed and he found himself on a train bound for the concentration camp of Bergen-Belsen. He tells his story of these horrors dispassionately. When liberation came for Zoltan, he learnt that of his family only 1 brother survived. His eventual arrival in Australia began a new and happier existence. T. Hobbs
LEV: Middle secondary Upper secondary
ASCIS 218983

SHAW, Patricia *Brother digger : the Sullivans, 2nd AIF*. Greenhouse, 1984
ISBN 0-909104-70-0 [940.54]

Five brothers from a close-knit working-class family in Toowoomba, Queensland went to war and returned. The 4 still living recount their experiences in several war areas: Africa, New Guinea, Malaya and in Japanese and Italian prison camps. The years 1940 to 1945 are described with the narrative passing from one man to another, interspersed with background information from the compiler, a competent oral historian. Their stories and comments on people, events and places offer a vivid accompaniment to more formal history and also reveal something of Australian male behaviour and customs. H. Thompson
LEV: Middle secondary Upper secondary
ASCIS 201606

Writing in a war : stories, poems and essays of the Second World War / introduced and chosen by Ronald Blythe. Rev. ed. Penguin, 1982
ISBN 0-14-005948-2 [820.8]

A collection which includes T. S. Eliot, Stevie Smith, Dylan Thomas and George Orwell - people who maintained their individuality and integrity despite sameness that the war years and the war machine tried to impose. A fascinating collection. J. Reidy
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper ASCIS 140390

management

AN INSTANT PROFESSIONAL COLLECTION WITH A LOT OF HELP FROM NCIN/ACIN

Christine Spink has been teacher-librarian at Newtown High School since 1986. At present she is deployed to Studies Directorate, NSW Department of Education.

Background

In 1986 I was appointed to Newtown High School as teacher-librarian. The library was in a very neglected state. The collection was extremely old, tatty, and not relevant to the present curricula, or the needs of the student population. ASCIS had not been used neither had NCIN/ACIN. We spent 6 months, culling and sorting the collection before I left on maternity leave. I returned in 1987, determined to drag Newtown High Library into the 1980s. We had subscribed to ASCIS and NCIN/ACIN and bought our microfiche reader in 1986. It was easy to start using ASCIS in the library for cataloguing purposes. But how to use NCIN/ACIN? As usual there was so much to do that my plan to address the executive, and then the staff as a whole, on the potential role of NCIN/ACIN was always shelved as other library matters consumed my day.

Beginning the collection

A wonderful opportunity to demonstrate the uses of NCIN/ACIN came mid 1987. Impending amalgamation of Newtown High School (all boys) with Petersham Girls' High School caused Newtown to re-examine its non-sexist policy, to consider approaches to the coeducational learning environment and to collect relevant policies, strategies and resources. Mary Jane Griggs, a casual art teacher with considerable teaching experience at Newtown was funded by PEP to facilitate the introduction and consolidation of the non-sexist policy at Newtown High. She approached the school library to obtain a copy of the non-sexist policy and other support documents. However, no professional collection had ever been developed at Newtown library, so there was no copy to borrow.

The Non-sexist unit was her next port of call and Mary Jane returned to school laden with goodies to begin our professional collection. However, she wanted to obtain copies of practical strategies and ideas, and examples of school-based programs for non-sexist education. NCIN/ACIN was her next logical reference point.

Using the NCIN/ACIN microfiche Mary Jane and I searched for practical programs at a school-based

level. Mary Jane was impressed that such programs had been collected and were available to teachers. She became an enthusiastic user.

Funding had been allocated to her for the project, so she was able to purchase relevant publications. We knew Victoria and South Australia had developed some interesting programs in non-sexist education and using ACIN we are able to locate them on the microfiche, check their availability and price, and purchase them. A few weeks later the purchased items had been processed and were available for loan to other staff members at Newtown High School.

Mary Jane quickly recognised NCIN/ACIN's potential for her own subject area. She began to search the fiche for ideas on the teaching of art and located publications for her own professional development. All the documents we obtained, both freely and by purchase, were catalogued using ASCIS and centrally housed in the library. Our professional collection grew instantly but with a distinctly non-sexist bias.

As Newtown was a school with a very high percentage of its students from non-English speaking backgrounds, I used NCIN/ACIN to locate documents to support a multicultural school. Having taught mostly in the country, this was a learning experience for me. The addition of these multicultural documents brought another dimension to our professional collection.

Professional Development as well

NCIN/ACIN again was a useful tool when an English teacher, Helen Kyriacos, wanted to develop a unit of work on refugees. We had a number of Vietnamese students at our school, the majority of whom were refugees. Refugees is also a subject on which I knew I would have difficulty locating material. But NCIN/ACIN came up with a very interesting publication *Further guidelines for teachers of Asian refugees from the Australian Government Publishing Service*. Even better, it was available free, a factor which suited Newtown's budget admirably.

While this monograph didn't directly help the

unit of work on refugees, it is an enlightening statement of guidelines for all teachers. It explains the idiom of Vietnamese as contrasted to English, and demonstrates areas where Vietnamese students would have difficulty in understanding English idioms and syntax. I found reading it very interesting and passed it on to Helen. She remarked, after reading it, that she now understood why her Vietnamese students made particular errors in their English usage. As a direct result she planned some language lessons to help them in these areas of difficulty.

Why NCIN ?

NCIN/ACIN has been an important tool for us at Newtown, both in collection building and in contributing to our professional growth and development. The only factor that slowed the teachers consulting NCIN/ACIN was the use of subject headings. As teacher-librarian I explained their function and guided the staff to search under selected headings. The microfiche was awkward to use in that we had to record the reference number from the subject file and then change to the main

index and track down the reference number before we could read the complete entry for a particular item. But this is a small impediment, one which disappears when you search on line, when you consider the wealth of material waiting to be located on the database. NCIN/ACIN is an excellent facility which collates many items on particular subject areas. Its value is that most of the database is teacher developed, it is often free or reasonably priced, and the abstracts provided allow you to make an informed decision as to its relevance to your information needs.

For Newtown, NCIN/ACIN has enabled us to quickly develop a small professional collection, albeit with a strong non-sexist, multicultural flavour. But this is our current need and the direction of education at our school at the moment. Roll on the growth of the NCIN/ACIN database! Remember all the material we selected from NCIN/ACIN had cataloguing records on ASCIS so we were saved the tedious task of original cataloguing!

ASCIS SUBJECT HEADINGS LIST : ADDITIONS AND CHANGES

Teacher-librarians are advised that ASCIS has introduced a new subject heading, viz. AUSTRALIAN BICENTENARY, 1788-1988. Please insert the following ADDITIONS in your ASCIS Subject Headings List :

p. 84 Australia - Bicentenary
See AUSTRALIAN BICENTENARY, 1788-1988

p. 84 Australia - Bicentennial celebrations
See AUSTRALIAN BICENTENARY, 1788-1988

p. 84 Australia - Centennial celebrations
See AUSTRALIAN BICENTENARY, 1788-1988

p. 86 [under AUSTRALIA - HISTORY] See also AUSTRALIAN BICENTENARY, 1788-1988

p. 89 [top of page] AUSTRALIAN BICENTENARY, 1788-1988

X	Australia - Bicentenary
X	Australia - Bicentennial celebrations
X	Australia - Centennial celebrations
X	Bicentenary - Australia
X	Bicentennial celebrations, Australian
XX	AUSTRALIA - HISTORY

p. 110 Bicentenary - Australia
See AUSTRALIAN BICENTENARY, 1788-1988

p. 110 Bicentennial celebrations, Australian
See AUSTRALIAN BICENTENARY, 1788-1988

OASIS: OFFICE AUTOMATION AND SCHOOL INFORMATION SYSTEM

OASIS

* is being developed for the NSW Department of Education by Softlink Australia in consultation with Management Information Services (MISD)

* is now being tested in test schools which were identified by MISD some months ago

* consists of: 1 an administration module, which provides systems for the keeping of financial and student records
2 a library module - which currently can provide a catalogue, and which will in the future provide systems such as circulation, acquisitions and stocktaking
3 will consist of further modules, eg. for word processing, database developments.

Test sites * are part of the testing for the finalisation of the software contract
* were established to gain experience in implementation of the modules
* will guide Head Office regarding the provision required for support and backup to schools that purchase OASIS in the future.

After testing is completed, OASIS will be trialled in a number of schools as arranged with regions.

Equipment and software

Equipment and software will be on a closed contract which will be supervised by MISD.

Software There will be no charge for the software.

Equipment MISD will provide advice on configurations suited to specific school situations and direction on work practices in line with Public Service Board regulations and requirements. Schools would need to budget (at the minimum) for:

1 ergonomic workstation (mandatory)	approx \$ 800
2 computer and peripherals	from \$5610
3 consumables (bar codes, stationery etc.)	approx \$ 500

Most secondary schools and some large primary schools would require the 40 megabyte hard disc option. For this add an extra \$ 900.

Conversion of manual records

MISD is currently negotiating with ASCIS to use ASCIS records for converting existing card catalogues into OASIS catalogues.

When?

MISD hopes to have testing and trials finished by Term 3.

Preparing for the package

Schools should consider:

- * location of equipment in terms of security, work practice, power provisions and lighting and heating
- * furniture: ergonomic furniture is mandatory
- * library: a recent stocktake will need to have been recently carried out and the collection weeded. The shelf list must be accurate and should include ASCIS numbers to facilitate future ordering.

Library Services will provide advice as it is released about further developments and support for schools using OASIS.

columns

statewide

Resources in Aboriginal Studies : third edition

The revised edition of this publication was a joint project of Library Services and the Aboriginal Education Unit. As well as many annotated resources, it contains information to assist with resource evaluation and acquisition and how to make use of biased material. It is now available upon request. Contact your regional Aboriginal Education consultant for further information.

Curriculum Development Priorities 1988

scan vol 7 no 1 march 1988 listed the curriculum development priorities that will affect schools during 1988. Since the publication of this information some changes have been made. The editors advise teachers and teacher-librarians to make the final document their reference, not the information appearing in scan. The document is now available in all schools and available through NCIN (ASCIS 412600).

Subject Index for School Libraries

The third edition of **Subject Index for NSW School Libraries** was published in March. One copy was sent to each state school in the same despatch as the last issue of scan.

State schools may apply for additional copies by writing to:

Cataloguing Information Service
Library Services
35 Mitchell Street
NORTH SYDNEY NSW 2060

supply

Resources from the Soviet Union

New Era Books and Records, 64 Shepherd Street, Marrickville has supplied Library Services with a number of resources from the Soviet Union. They include books, both hard cover and paperback, and

a number of magazines varying from 'Sputnik' (a Russian 'Readers' Digest') to a children's magazine 'Nisha', and political papers such as 'Soviet Union' and 'New Times'. As official publications these should obviously be subject to the same circumspection afforded publications from any government.

Government Supply Department contracts: microfiche education subset

Following consultation between the Department of Education and the Government Supply Department it is proposed to release an Education subset of the Government Supply Department period contract microfiche; the subset will identify those items recommended by the Department of Education for use in schools. In 1988, subscribers will receive the fiche on a monthly basis (excepting January and December) to facilitate decision-making based on up-to-date information about contract items and prices. The annual subscription for this service will be \$20. Enquiries should be directed to Mr Allan James, Contracts Branch Government Supply Department Box 43 GPO Sydney 2001. (Education Gazette No 1 Feb 1988 p.18)

Access

Access is the quarterly journal of the Australian School Library Association and provides an open forum for teacher-librarians, teachers and librarians concerned with effective resource-based learning. It focuses on issues related to cooperative curriculum development and implementation, and resource management and usage.

Each edition contains feature articles, shorter pieces which highlight worthwhile practices, personal views and other information sections.

Subscriptions: Association members \$15, non members \$30 per year. Address for membership details and subscription cheques: School Library Association of NSW PO Box 80 Balmain 2041

NCIN/ACIN Microfiche

The 1988 microfiche is now available for purchase. ACIN \$20.00, NCIN/ACIN \$23.00. Available from ASCIS.

dates for your diary

Living together: people persuasion power

IFLA/LAA Conference

August 27 - September 3, 1988 University of NSW

Teacher-librarians may join the conference opening on Saturday evening and spend Sunday at the conference. The program is specifically designed for teacher-librarians on Sunday. The program for this day is:

- 07:30 Breakfast and AGM School Libraries Section
- 08:30 Registration
- 10:00 Plenary:
Persuasion and Power - keys to professional and organisational success
- 11:45 Concurrent Sessions
- 1.1 Games we all play - industrial relations in Australia
- 1.2 Technology - informationising society?
- 1.3 Education in the Information Age
- 1.4 Marketing and the innovative edge
- 1.5 Waltzing with Matilda - Australian libraries 1788-1988
- 12:45 Lunch
- 14:15 Hypothetical - a lively panel presentation on controversial issues
- 15:30 Coffee
- 16:15 Concurrent Sessions
- 2.1 Who calls the tune? - management, professionals, unions
- 2.2 Servicing the electronic collection
- 2.2a Electronic publishing
- 2.2b Electronic ordering
- 2.3 Information skills transfer
- 2.4a Competition for the information dollar
- 2.4b Who needs a strategic plan?
- 2.5 Poster Sessions
- 17:30 ASCIS users meeting
- 18:30 AGM Distance in Education Special Interest Group
- 19:30 School Libraries Section dinner at Taronga Park Zoo

Registration forms are available from the LAA (008) 22 1481 for free STD call, or 692 9233 for the metropolitan area.

snippets

Newbery Medal

winner: Russell Freedman *Lincoln: a photo biography* Houghton Mifflin

honour: Norman Fox Mazer *After the rain* William Morrow
Gary Paulsen *Hatchet* Bradbury

Caldecott Medal

winner: John Schoenherr (illus.)
Jane Yolen (text) *Owl moon* Putnam & Grosset

honour: John Steptoe (illus. & text)
Mufaro's beautiful daughters: an African tale Lothrop Lee & Shepard

Australian biographical dictionary database project

All schools from upper primary to secondary are invited to join this project. The project is part of the Australian history database project coordinated by Dr Robin McLachlan, lecturer in history at Mitchell CAE. It is an officially endorsed national Bicentennial activity and involves the construction of an Australia-wide biographical database by participating schools. Each school has the task of providing information on three local people to go onto the database.

The project is going to be fun, inexpensive and of lasting educational value. Although the final product will be computer based, there is no need to have access to a computer to take part in this project. For more information write to: The Australian biographical dictionary database project Mitchell CAE Bathurst 2795.

As the number of schools that can participate in the project is limited, any school wishing to be involved should contact Dr McLachlan as soon as possible.



Views expressed by contributors are not necessarily those of the Editors or the NSW Department of Education.