SCAN

- Flexible scheduling
- Supporting Music K–6
- Nadia Wheatley interview

contents

viewpoints ⬭

Dear Janet,

Congratulations on the new information style of *scan*. I thoroughly enjoyed reading it. It was a great booster (as was the Library Policy) to start the year.

I have always received a boost from Library Services' communications starting from when I began in my first job as a teacher-librarian one day a week in a small sheep/wheat growing community near Wagga Wagga, and still now at my six days a week library in a Housing Commisssion area in Campbelltown.

I was lucky to complete my Graduate Diploma in School Librarianship while in Wagga Wagga. A visit from Joan Cobb of Library Services to one of our teacher-librarian meetings, in Wagga, helped to build enthusiasm during that course.

So congratulations to Library Services you're doing a fine job reaching small and large libraries around our state.

Yours in librarianship,
(Mrs) Sue Davis
John Darby Public School.

Dear Janet,

I was very interested to receive the Policy Statement, 1987 for Libraries in New South Wales Government Schools. Not only is it a very clear statement, but a useful model for other types of libraries. My congratulations on an excellent initiative and publication.

Yours sincerely,
Dorothy G. Peake
University Librarian
University of Technology

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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*
Library Services
PO Box 439
North Sydney 2060

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Acknowledgements

For permission to reproduce book covers, the Editors are indebted to: Australasian Publishing for **Pocket dictionary** (Kingfisher); Nelson for **The fatal impact** (Hamish Hamilton); Penguin for **The blooding** (Viking Kestrel), **Fiona finds her tongue** (Puffin), **The house that was Eureka** (Puffin), **Introducing Margaret Mahy** (Viking Kestrel), **My place**(Fremantle Arts Centre Press), and**One woolly wombat** (Puffin).

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Erratum

The Humour K-6 bibliography in *scan* vol 7 no 1 contains two errors in ASCIS numbers. Please correct your copy of *scan* for the following items:

EDWARDS, Hazel **Snails on stage: picture book plays** (p.30) should read ASCIS 397654

BLAKE, Quentin **The story of the dancing frog** (p. 35) should read ASCIS 378399

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The editors and Library Services are indebted to the Computer Education Unit and the Statutory Board Directorate for the production of this issue of *scan*.

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currents ≈

Janet Hansen is the Principal Education Officer, Library Services

OASIS

Library Services staff is continuing to work closely with MISD in the development of the software for school libraries. There is a copy of the trial pre-release software at the branch and we are familiarising ourselves with the system. In the near future we should be able to advise you on how to prepare for automation and suggest alternatives for adapting existing management practices which will optimise the software capabilities

Beth McLaren (Castle Hill High School) and Paul Drayton (Merrylands High School) have been deployed to MISD to assist with the development of manuals and support for schools testing the system. For further information about OASIS see the Management section of this *scan*.

NEW FACES IN THE REGIONS

The three new inspectors who have undertaken responsibility for school libraries in regions are Chris Carroll (South Coast), John Quill (North Coast) and Brian Harrison (Metropolitan West). Each has visited Library Services and been introduced to ASCIS, NCIN, as well as finalising plans for visits by Library Services to the regions for the implementation of the library policy.

New consultants are Judith Maloney (Riverina, part-time), Kathy Schmidt (Metropolitan North), Larraine Lucas (Metropolitan East) and a part-time consultant in Western Region. Helen Cameron is continuing as consultant in Metropolitan West. Helen began1988 with a very successful introduction of the library policy to school executive and teacher-librarians at St Clair High School.

ASCIS, NCIN on TV

Have you seen the education programs on SBS Mondays at 3.30 pm? Colin Macdonald, the Departmental representative on the ASCIS Board and Leader of the Research and Policy Unit, and Alison Glasscock, teacher-librarian from Balgowlah Boys' High School, introduce ASCIS and demonstrate why schools cannot afford to ignore ASCIS services. If you did not see the program on 30 May contact Burwood Film and Video Library for a loan copy of the videocassette. Order forms for loan copies and further information about ASCIS and all

other programs are provided in a TV program guide which was distributed to all schools in May. The program would be an excellent starter for a discussion about ASCIS and NCIN at local librarian group meetings or at staff development days.

COOPERATIVE PROGRAM PLANNING AND TEACHING ON RADIO

If your television reception is limited you can switch to radio and the popular INSERT program which features educational issues. In two recent programs, Merran Dawson from Library Services discussesd with Ian Collis (Deputy Principal) and Jane Robinson (teacher-librarian) from Bradbury Public School, how cooperative planning and teaching between teacher and teacher-librarian can occur. For copies of the cassette contact: Denise Pendleton INSERT coordinator Services Directorate Private Bag 3 Smalls Road, Ryde 2112.

LIBRARY POLICY CICG ON THE MOVE

Jean Kochemachin, inspector chairing the curriculum implementation team, Robyn Laverack, leader of the team (Library Services) and Denise Pendleton, Executive Officer, will be visiting regions to coordinate the development of regional plans for the library policy. In addition to regional visits the group (it includes representatives from many sections of the Department including the Computer Education Unit) will initiate the development of resources and programs to help schools implement a total school library program. Reports of the work of this CICG will continue to be reported in *scan* .

ASCIS

The cataloguing team at Library Services is constantly looking for ways of improving the hit rates for schools, that is the success rate when you look for a specific cataloguing record. By cataloguing some materials for the new schools established in 1988, they hope to capture all the resources that schools are buying. If you find that there is no ASCIS record for a specific title, wait for the next microfiche update, as it is sure to be there (25,000 records are added each month to the database). If it is still missing call 02 9258149 and let us know.

features ☆

☆ AN INTERVIEW WITH NADIA WHEATLEY
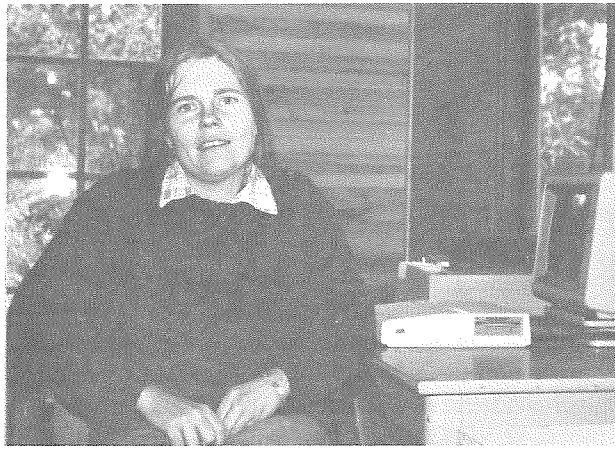
Nadia Wheatley was interviewed by Marjorie Lobban in May 1988

Q   *How do you go about writing?*

A   I don't have any rituals associated with my writing. When I was younger I tended to do my work late at night - but as I've got older I've started to work more early in the morning although I still also do work late at night too. When I am involved in working on something, I have a very long work day. I might work from 7 or 8 in the morning till 5 or so, take the dogs for a walk, have some tea and then go back to it again at about half past 7 and work on until about midnight or so.

I'm also changing my work methods a bit because 18 months ago I bought a computer. In the past I always used to write by hand and then type it out. So in the morning I tended to write the equivalent of 3 typed pages by hand and try and get it typed out that afternoon and then the next morning I'd revise yesterday's work and then go into the next bit. Now, with the word processor, that revision time is of course quicker because I don't spend so much time just retyping the good bits. With The blooding I worked straight into the word processor which is possibly something to do with that novel.

Actually I change my methods a lot with different books. The different format or style or tone of the book will suggest the different way of working. My place probably went to more drafts than anything else has. When I am writing picture books, I make the book like the kids do in process writing, or I'll write into an exercise book. In My place I had to keep compressing the amount of words - if it didn't fit on the double page of an exercise book it was too long. With My place I'd write by hand, type it out on the word processor, revise by hand, retype,

revise, retype - then as I did more research it was having to be revised and revised and revised again, so that any page in My place would have gone through 20 to 40 revisions.

Always for me writing and editing is a continual, ongoing process. Before I start work for a day, I'll probably read what I did yesterday and maybe the day before to get myself into the tone of it and so on. I plan something like The blooding very closely. I planned The blooding on index cards and I made timetables and charts and I stuck them up on my notice board. I also keep rough notes for extra things such as symbols. For instance in The blooding I wanted to use the mountain ash as a symbol and when I was three quarters of the way through I realised I hadn't used the symbolism that I wanted from it, so then I went back to wherever I'd mentioned it and rewrote in another page and a half that would connect with what I wanted. So it's a process of working backwards and forwards - like weaving, moving backwards and forwards all the time.

Q   *Your books are all so different. Where have your ideas come from for individual books?*

A   Kids always ask that. I've got to give an answer like 'life'. Of course the story of each particular book is different but I do tend to take in information over a very long period of time before it comes out in a book.

For example with The house that was Eureka, as you probably know I did an MA on unemployed workers' movements in the 1930s. It was the eviction battles that really caught my imagination of all the work I did, partly because I found some primary documents which no one else had ever worked on, which is always exciting. I am like a dog with a bone with any material, so I went back about five years after finishing the thesis and wrote an academic history article about the eviction battles. By that time a friend had moved into the house where the Newtown battle had happened and that increased my sense of the drama of it all. Also by that stage I had written Five times dizzy and I knew there was a novel I wanted to write about Eureka. The idea kind of rattled around for another four or five years until the circumstances of my own life were that I was unemployed and on the dole and I suppose you could say homeless. I couldn't live in my own house so I went and lived at my sister's house down in Melbourne. My situation wasn't nearly as bad as that of the unemployed workers of the 1930s who

got evicted but it had something in common with it. Suddenly out of the blue the first five pages of that novel just came. One day as I was sitting down at the desk thinking and doodling sort of writing and out came the sentence: 'Evie was sixteen but Mum always reckoned she was a very young sixteen'. At that stage I had no idea who Evie or Mum or anything was. But I worked into it a bit and then sat down and planned it. So that in that way any book has come out of reading, and observing and research and my own life.

Similarly, with My place. My place was actually a quick one to write but you could say that the 12 or 15 years that I have spent thinking about history and thinking about the theory of historiography and history from below and E.P. Thompson and what I believed history was, all went into it. So My place seemed to come one night with a sort of flash and zoom, I went into it. But there had been 12 or so years of thinking, and research in St Peters for another book I was going to write - so I'd already thought a lot about it and walked around and drawn maps of the area.

The blooding also comes from my own life and experience in a sense, because I'd say that the basis of part of the political conflict that Colum was having in his own family comes out of my own memories of the Vietnam days when a lot of young people found themselves in conflict with their families on the Vietnam issue. For quite a long time just in the back of my mind I had been thinking of writing a story with that kind of family conflict. It seems to me if it doesn't crystallise around politics it crystallises around music or how you've got your hair or something but there is a certain stage where conflict seems inevitable. The Vietnam issue was always in my mind, then the Franklin Dam issue erupted and I followed that with interest and passion. I started thinking that you could do a logging story the same as a Vietnam story, but make it contemporary, make it speak to today's kids. Then the Farmhouse Creek battle happened round about Easter a couple of years ago. Seeing in the news the bulldozers going in made a visual image in my head. I had to unexpectedly catch a bus from Melbourne up to Sydney as there was an airport refueller's strike so suddenly I was on a long-distance bus totally unprepared without blanket, pillows, food. I was awake all night and started to amuse myself by making up a bit of story. It seemed to me clear that the main character had to be a boy because I wanted someone who would have the issue of the forest or work absolutely crucial to his own life. As well as having his political fights with his family I wanted to bring in the class differences - of his differences from the greenies so that meant he had to be a working class boy from a small town and so on. Soon after I saw

an article interviewing some kids in a timber town in Tasmania that also caught my imagination - so all those things led to The blooding.

Q   *Aidan Chambers said that The house that was Eureka was the first Marxist Australian children's novel. Do you deliberately write political books?*

A   Yes, I hope so. Actually I'd say that all books are political. I've recently been reading Sheila Ray's book The Blyton phenomenon. In it there's a quote by Enid Blyton herself saying her books were political. She admitted that we all put our background, our beliefs and so on into our work. So on that level I think that everyone's books are political. I think the nature of society is that most writers tend to come from middle-class backgrounds because they get the education and I'd also say the self-confidence or arrogance that one tends to need to be a writer, to set yourself off and not have a job and set yourself out on a limb. So most books, including most children's books, are written by middle-class people and I am middle-class myself and they're putting a view not just of middle-class society but also putting in certain values about workers or strikes or unions or religion or order or stability or education, even when those concepts are not specifically being dealt with. I think that this is most unfortunate for the very large number of working class kids who are not finding anything particularly of their own knowledge to relate to in what they are reading. We all need to read a whole variety of things so that it's terrific for them to read about Little Lord Fauntelroy or a secure middle-class family but I think they also need to be reading about the sort of family that Robin Klein has in Hating Alison Ashley in which they might see something much more relevant to their experience.

In a way I try to work against the bias of my own middle-class childhood, to consciously try and reflect something else. I guess I'm trying to put a counter to the common views that children are getting, not just in books but in TV shows and things like that. Eureka obviously was very deliberately political. I wasn't always hopeful of getting it published but if it was I was hoping that today's unemployed kids might be able to learn something of the struggles of the past and to realise that people in the past have organised and fought against unemployment and that it is better, even if your struggle fails, to fight than to just give in. I am one of those romantics who believes that we can learn from history so it could be good for unemployed kids to learn what unemployed workers had done in the past and that they've got a proud history.

In Five times dizzy the aim was to show Anglo-Saxon Australian children that people from other

cultures exist and have their own culture. One of the reasons the book was rejected for so long was because it was seen to be 'too Greek'. It was rejected for five or six years until I guess society changed - ethnic radio started, Channel 0-28 started, there were Departments of Ethnic Affairs, multicultural prizes, Carnivales and so forth. Then it was hailed as the first multicultural book - but how many others went down by the wayside in the meantime I don't know. Part of the resistance to it at first (it was also badly written initially) was resistance to the story because, though no-one said it was too political, I think it was.
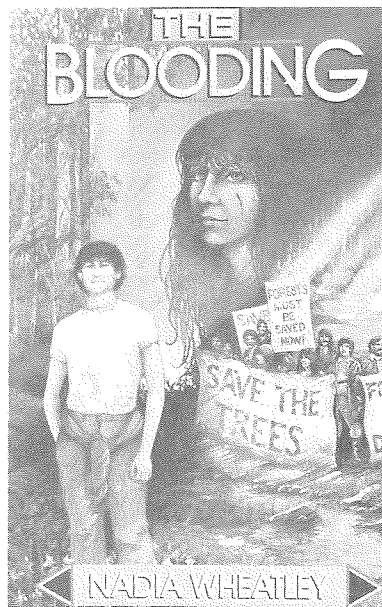
Q   *How did you come to write 'My Place'?*

A   Since 1968 when I took up history seriously, one of my favourite books in the world is E.P. Thompson's **The making of the English working class**. In it Thompson put forward the concept of history from below - that is, that history wasn't just generals and kings and princesses it was the ordinary people and that at times it was the inarticulate mass of people who were the real agents of history. We often can't know what they said or thought or did because they didn't write journals and diaries and letters and even if they did they were the very kind of people whose records have not been kept. We must somehow as historians try to look at what these people did to try and get at the mass of people. Historians like Thompson work through poems and songs and folk songs to try to learn what the people were thinking.

From 1968 till 1986 I've been thinking about that and when I was writing academic history I would try to go as below as below as I could. In looking at the eviction battles for instance I did it from the point of view of the pickets not from the point of view of the Sydney Morning Herald journalist or the Police.

In 1986 I was to take up a term of residency at Colac

West Primary School which is part of the Victorian Artists in Schools Scheme. I was to work with the kids for two days a week for ten weeks and I could make up my own project. Instead of fiction writing which I don't always find successful I thought that we'd do something specific and we'd look at the history of Colac. Then I had to think of how we'd do it because I didn't know anything about the history of the Colac area. I started to do research and obviously in doing the research I started now and went backwards - I thought what do I know about it now and started to try to go back and there wasn't much historical record of the area back into Aboriginal times. By about April '86 I had a draft syllabus which I'd planned by thinking 'If you're learning the alphabet or arithmetic you start with what you know and work to what you don't know' so that in history maybe the way to do it would be to start with us and look at our families and then our grandparents and then back to the first white settlers of Colac and then back into Aboriginal times. In thinking about what to do with the Colac children I'd also been thinking quite a bit about the Bicentenary, with dread. I was partly seeing it as an insult to Aboriginal people and also as something irrelevant and vaguely insulting to people from other ethnic cultures such as the Chinese who've been part of Australian history since the beginning, yet the Bicentenary seemed to be going to be a very Anglo-Saxon event. As a historian I'd been worried about the kind of history that would be taught to children in schools - that there'd be even more focus than usual on the concept that Captain Cook discovered Australia. It's sheer wrong history as well as being politically offensive. The whole thing had been disturbing me and worrying me and one Sunday night I was just doing what I call doodling writing in an exercise book which I often do for that sort of doodling sketching stuff and I wrote: 'My name's Laura and this is my place'. I wrote the first line, I knew I was thinking in an Aboriginal child's head in 1988 and I knew that it was set in St Peters. This was a case of a kind of light bulb going off - I got together the concept of going backwards in history, of having a page for each story and having a succession of children telling their stories back through the decades. That all came really fast and I wrote the first draft of the first half of the book back to about 1908 that night. But I hate to give this impression of the muse descending because that Sunday night was the result of fifteen years of thinking about history and also the fact of recently having had to sit down and write the syllabus for Colac. I started to draw the story. I always draw maps as I'm writing anyway so I kind of drew it from the beginning and I knew that it all had to be able to fit into the double page of an exercise book. The first night I got back to 1898 and by then my knowledge of history was getting pretty shonky because my work's always been of the twentieth century so I left all the last half of the nineteenth century and I jumped back to 1818 and already I had

some of the characters. Already there was Charles in 1818 and I knew about the Owens and I knew Sarah was in 1808 I knew Sam was 1798 and I knew that he was a convict boy. The most vital thing was 1788, I didn't know Barangaroo's name but I got to 1788 and said 'My name's ..... my people and me we belong to this place we're staying here now at the creek camp to get the oysters and the fish down in the sea and we belong to it all'. I always knew that Barangaroo's page would run over and I always knew there'd be a picture of her up the tree and I even had the colours on the last page mirroring the Aboriginal flag.

Then I typed it out on a word processor and stuck it down in a book so that I could write notes and questions to myself facing the written text. About three weeks after that version I stuck it into a school project book in the basic design of four pictures on the page with one of them being a map and I did rough maps. At that stage there were still about six decades of the nineteenth century that I hadn't done and there were still heaps of questions which I just didn't know - when did electricity come? When were roads asphalted?, when did dunnies go out, you know when did the dunny-can man stop? From the beginning of writing it I had Donna in my head as the illustrator - when I do a picture book I have to write it for a particular illustrator and I felt Donna would understand it. Although she said at first she didn't have time to illustrate it she did in the end and it was a truly collaborative effort. I don't like the concept of the writer being the boss in the hierarchy of the writer/illustrator as often seems to happen. In February '87 we started the research together and luckily there's a local history librarian in the Marrickville Library who was fantastically helpful but we had to work absolutely flat out researching and writing it. At that stage each page had already gone through a good ten drafts or so but now each page was going through thirty drafts. Donna and I were researching and working together but she actually had to start drawing before I'd finished giving her the ultimate text. Normally she would take 15 months to do that much illustration but she delivered the finished artwork about the 9th of May! Donna writes very well herself and she reads very well, she's a good editor and she was my first editor, she was always going through my text. Similarly I was kind of editing the drawings or editing her information in the drawings. Because we were so cramped for space I'd have all these things I wanted to say and I'd be able to say to Donna (after I'd revised it and revised it through twenty times) 'Look what of this can you say in the pictures that I don't have to say in the words' so she'd be able to say 'Oh I can say that but I can't say that'. Quite often I'd write elaborate notes for her for example I gave her information about what the Greek family might have on their walls and so on. For instance to me the clash of cultures comes out from the pictures of the Acropolis on the wall and the pictures of the Beatles

on the girls' walls without having to say 'Mum and Dad don't like our music' - it's all there in the drawings. For the maps I actually did the roughs of the maps in detail and around them wrote a whole heap of other information that I got from historical archives such as when sewerage came or when electricity came or how many bus stops there might be or what the population was and so on, and then Donna re-did the maps. So like I did a lot of the writing, but also I'd done a lot of the drawings or the roughs of the drawings of the maps which was terrific for me as a writer to actually be a part of the drawing process. In turn Donna did some of the original writing on the maps which is to do with development of character or whatever so for both of us the collaboration was terrific and broke down barriers.

Q   *Do you consider My place a work of fact or a work of fiction?*

A   Both. I see it as a history and I think the good
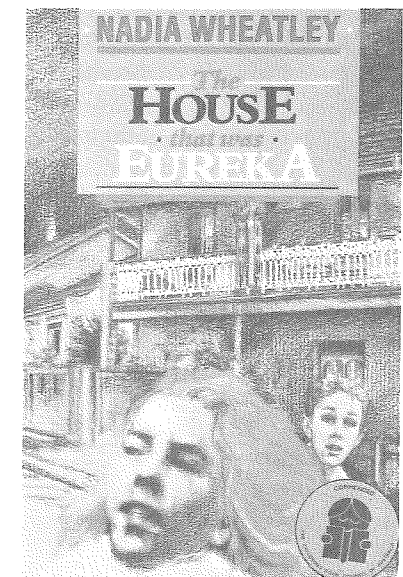
histories are both. The reason that Manning Clark has been read by people who don't normally read history is that he believes in narrative, that he believes in character, he believes in the epic. He dramatises his history, just as E.P. Thompson dramatises his history.

Q   *Your books always have happy endings - is this because of who you're writing for or is this part of your philosophy?*

A   I personally like happy endings in books which is probably a childish part of me or something. I'm often asked when I'm talking to an adult audience 'Do you have a happy ending because you're writing for children?' I guess the answer is partly because romantically or whatever, I like them, and partly I think because one of the things that most interests me in storytelling is the structure. I'm interested in playing with structure

and I tend to make a very elaborate structure almost perversely to make it hard for myself, and then one of the problems is to round it off. The problem with both **Eureka** and **The blooding** where you're running two stories, is to get both your climaxes coming at once and to round it all off. Also when you're dealing, as I tend to, with quite a large cast of characters you've got to round them all off, and so maybe the resolution seems to me structurally as though it should be rounded, it should be complete and that that often ties in with the story. I think I'm trying to make the characters happy rather than the platonic reader happy. As well I think I am really fairly truthful when I say that I write for myself so it's almost like quietening me down and sending me off to bed feeling happy.

Q   *What is your favourite of your books?*

A   Probably **Five times dizzy** in the sense that parents sometimes not so much love their first child more but have a special relationship with it. **Five times dizzy** was the hardest to get published but also it has a freshness and a spontaneity. I very rarely go back and read my own books but if I look at **Five times dizzy** now there's bits that I just blush at I think 'How could you write that' but in other ways there was something in it that I think one tends to have in first books or first paintings - a freshness, an exuberance, a naivety - that's nice.

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☆ LOOKING BACK FROM MENAI HIGH SCHOOL

Jeni Black was Metropolitan East Regional Library Consultant from 1984-1988. Previously she worked as teacher-librarian at Coolamon Central School and Macquarie Fields High School and completed the Graduate Diploma of Teacher-Librarianship at Kuring-gai College of Advanced Education. Jeni is now establishing a new library at Menai High School which opened this year.

Background

When I began my job as Metropolitan East Regional library consultant there had not been anyone in this position for several months. As I waited for the phone to ring, I began to wonder whether Library Consultants were really necessary. Teacher-librarians seemed to be organising for themselves a variety of activities such as inservice courses and cluster meetings.

Over the next four years, I realised the extent of the job, the limitless opportunities to support teacher-librarians and schools and the very important need in all regions for a library consultant.

Such a person can facilitate and coordinate the activities undertaken by teacher-librarians, assist schools in implementation of Departmental policies, provide opportunities for professional development and help disseminate information and ideas amongst teacher-librarians in the Region.

In regions where there is no library consultant, I pay tribute to the energetic and committed teacher-librarians, often assisted by supportive Inspectors or Regional personnel, who do their best to help each other and run activities to meet their needs.

In this article I would like to reflect on some of the learning experiences I have had in the last four years, some initiatives which have been implemented in the Metropolitan East Region and some current issues facing teacher-librarians which demand a new look at our role.

What is consultancy?

In essence the role of consultant can be summarised using the following diagram:
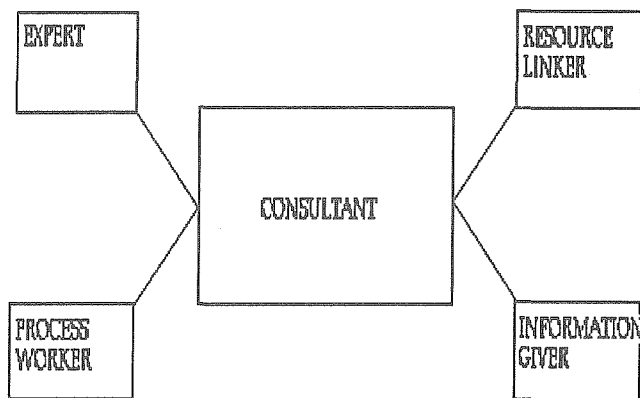
1 The expert

Often schools consider the consultant an expert. A friend of mine soon let me know what this meant and I include her definition to disabuse anyone of this notion:

Expert = XSPURT
    X an unknown quantity
    SPURT a drip under pressure

As I became less of an unknown quantity in the Region, the phone began to ring incessantly and frequent school visits left me in no doubt that I certainly did not have all the answers.

The great thing about having a consultant is that there is someone you can ring or have visit the school who can act as a sounding board for your ideas or help clarify the problem you are trying to solve.

Consultants don't come in and do all your thinking for you but they can be very helpful in giving direction to your thinking, providing options which you can work through and offering a different perspective to a situation.

At Menai High I often feel the need to clarify a decision or work through an issue by talking to the Library Consultant or another teacher-librarian.

2 The process worker

As a process worker the consultant assists schools to assess their own needs, survey all possible solutions and determine the direction and strategies needed to effect change or meet school needs.

Sometimes this involved me in an exercise at a staff or faculty meeting. In other cases my involvement was more long term and involved visits over a number of weeks, months or sometimes years.

3 The resource linker

Visiting many schools and meeting teacher-librarians in and out of the Metropolitan East Region, meant that when I was asked a question for which I had no answer, I could generally provide a contact who could be of assistance.

Some of the projects I worked on in this capacity were:
* A regional teacher-librarians' directory which gave names, addresses, phone numbers, area group and contact days for teacher-librarians. This was distributed to each school to facilitate contact between teacher-librarians. If you do not have a consultant to coordinate this task or if you live in a country area, you might like to try making a similar directory of teacher-librarians in your local area.
* A regional resource directory which listed all resource agencies available to teachers in the Region. This directory was published as a result of the need expressed by a teacher-librarian who was new to the Region. The work in compiling the directory was shared amongst volunteers who compiled a questionnaire and mailing list and collated responses.
* Linking teacher-librarians to other consultants who could provide professional development in areas such as Aboriginal education, stress and time management.
* Linking teacher-librarians who are starting work on a cooperative planning and teaching program to others already developing such programs.

4 The information giver

This role covered a variety of areas including:
* development of professional development programs
* furniture advice
* production of **Easterly**, a newsletter for teacher-librarians in the Region
* individual telephone advice
* involvement in area teacher-librarians' meetings.

The following are a few of the frequently asked questions with some ideas I found useful.

Q   How can I make the library look more attractive/bigger?

A   When asked this question I always wanted to have a magic wand. I did learn that the first place to start is the entrance. Stand at the door and assess what meets your eye. Is there too much furniture? Does high furniture break up the feeling of space?

One teacher-librarian asked Furniture Branch to take back all her tables and chairs, so that what remained were low tables and seats. This rather shocked me but the small class area the library occupied looked and functioned much better.

Another welcoming library had pictures of library staff and their names, a welcome sign in several languages at the library entrance and (a boon for lost consultants) signs to the library from the front of the school.

Q   How can I fit more shelves in the library?

A   My reaction to this question was to ask the teacher-librarian how recently and stringently a culling program had been carried out. When the library contains out-of-date resources which do not meet the needs of current policies and curricula or the school community the teacher-librarian needs to look at discarding these items. I know there is not a lot of money for resources but no-one will see a need if the library shelves are full of irrelevant material. (One of my aims was to encourage teacher-librarians to discard their 'old blue Dewey' 10th edition - do

you still have yours?)

If additional shelving was needed, a letter signed by the Principal was forwarded, with a plan of where the furniture was to be housed, to School Furniture Complex.

Q How do I start cooperative planning and teaching?

A SOME DO'S
1 Read all you can about it.
2 Talk to other teacher-librarians about what they've done.
3 Look at the people, grade teachers or faculties on your staff who you feel would be able to start working with you first. Choose teachers who are confident enough to share their teaching.
4 Look at your library timetable and work out what time is available for planning. If you are in a secondary school target certain staff and look at their timetable - try to leave yourself some time when they are not on class to see them and discuss what they are doing with their classes and how you can be involved.
5 Work with the resource teacher and the ESL teacher who are also implementing cooperative planning and teaching programs.
6 Time your approach. Start early in term before the teacher concerned has volunteered for too many other jobs.
7 Become involved in activities outside the library which will increase your profile in the school without causing overload.
8 If teachers are cautious about coming to the library meet them in their classroom - their home ground.
9 If you have a locked-in library timetable try to get some flexibility. If this isn't possible use some of the library lesson time, while students are browsing, to plan with the classroom teacher.
10 Plan staff development activities to increase teachers' understanding of information skills and cooperative planning and teaching. This might be done on an individual basis, at grade or faculty meetings or staff meetings. Make sure you have enough time at any staff meeting to get your message across effectively. If you are only allocated 15 minutes ask for this to be postponed until you can have 30-60 minutes. Hurrying will diminish the effectiveness of your message.

   SOME DON'TS
1 Don't think it will all happen tomorrow.
2 Don't think you will be able to work in the same way with everyone. Individuals have different teaching styles which need to be taken into account.
3 Don't feel bad about yourself because you don't think you're doing it right - keep

experimenting and learning.

While there are many other questions which I could outline here I think that you will have some understanding of the variety of work in which a library consultant can be involved.

Some specific projects
I'd like to outline a few projects which were introduced in the Metropolitan East Region and which may give you some ideas.

Easterly is our regional newsletter for teacher-librarians. Many other Regions have newsletters which I was fortunate enough to receive in return for copies of **Easterly**. This enabled Regions to reprint each others articles and thus spread information across NSW.

I have been grateful to Martha Heeren and Alan Wood for starting this newsletter as it has proved very valuable in my new school.

I think it is very important to share teacher-librarians' ideas in this format and make the newsletter as practical as possible. I have tried to include articles of lasting value so that the newsletter is worth keeping as a resource. I was very glad I did have each issue when I started at Menai High School and immediately needed 2 of the articles.

Computer Users Group
This group was the brainchild of a teacher-librarian with a new computer. It provides a monthly venue for teacher-librarians and clerical staff who need help with or want to learn how to use a computer or a particular program. No-one is an expert, everyone shares what they know.

Area Meetings
These play a very important role in encouraging discussion and sharing between teacher-librarians and providing opportunities for personal and professional development.

Some very successful meetings included a segment run by the Personal Development consultant on stress management. 'It changed my life' was the response from one 3 day a week teacher-librarian trying to be a full-time family member and teacher-librarian. Another meeting went through some assertiveness training exercises. Some teacher-librarians have developed these activities further in their schools, running after-school stress management and assertiveness training programs with school staff.

Area meetings are organised by a committee in each

area and are run once each term. Area meeting organisers have an initial training session with the consultant and then take on the responsibility for organising venues and agendas for each meeting.

The most interesting organisers meetings I've attended were with a committee who planned their meetings over a restaurant dinner. We all arrived with our pens, notebooks and diaries ready for work and at about 10 o'clock after a great dinner, lots of talking and fun someone would remember that we still had to organise the agenda and it would be done very quickly and efficiently.

I think what was great about this social event was that the organising committee got to know each other on a different level and really enjoyed working together (they must have because they volunteered to do it 2 years in a row).

Current Issues
Looking forward to the next few years in school libraries I think there are 4 major areas which teacher-librarians need to address in order to make our roles more effective.

1 Implementation of The Library Policy
In late 1987, in cooperation with 4 teacher-librarians from the region, I introduced the library policy at inspectorate meetings for principals and teacher-librarians. These meetings allowed them to discuss the implications of the policy for their schools. A follow-up booklet of suggestions for inservicing staff has been sent to Metropolitan East schools.

In implementing the policy at the school level it is important to discuss with the principal the most appropriate time and strategies for inservicing staff and introducing concepts such as cooperative planning and teaching and information skills. It helps to be aware of which staff are confident enough to begin cooperative program planning and teaching. If you lack confidence in your own skills in this area, identify some 'friendlies' and work with them. Don't be afraid to admit that it's a learning experience for you too. From small attempts you can build on your successes.

As teacher-librarians, we must have a clear perception of our role in the school and work towards eliminating tasks which do not reinforce and enhance that role. This may mean taking a close look at the duties we perform which can either be eliminated or done by other people.

It s important to begin implementing the policy now while it is freshly in our grasp, at the same time being realistic about what can be achieved in the short and long term. I am looking forward to the

release of the information skills document which will give further direction to the implementation of the policy.

2 Technology
Accept technology - it's here! It has an educational role for students and can cut down on management overload for us. Basically all that is needed is confidence and this is built by practice. Computers are not frightening when you approach them positively. If you can operate electrical appliances or a car you can operate a computer.
Technology doesn't have to mean computers. If you haven't got a computer, ASCIS is one technological advance you can't afford to be without. If computers aren't on your horizon yet, be open to their advantages and try to learn as much as you can so you won't be left behind when your boat comes in.

3 Professional and personal development
Although inservice funds are less available there are opportunities that schools can take advantage of - school development days, curriculum support programs, school and cluster support schemes, regional courses and area teacher-librarians' meetings. If these activities are not readily available in your region look for some interesting professional reading e.g *scan*, **Emergency librarian**.(see *scan* vol 7 no 2)

To meet the challenge of our job we need to keep on learning not only about our role but also about ourselves. A regular dose of time management, assertiveness training, stress management, conflict resolution and negotiation skill practice can build self-esteem and confidence and help us become more effective teacher-librarians.

4 Evaluation
Evaluation is something everyone talks about and rarely has time to do. Implementing the policy involves us in taking a close look at what we've been doing successfully and what needs changing. A little time spent evaluating can mean a lot of time saved by eliminating or streamlining activities. School executive, teachers, students and the teacher-librarian need to be involved in evaluating library programs and services.

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☆ KEYLINK : A CASE STUDY - FRESHWATER HIGH

Therese Clancy is teacher-librarian at Freshwater High School.

Background

I first became involved with electronic mail when the Department decided to pilot Telememo. Teachers of Computer Studies, Social Education and Resource teaching at our school wanted to participate and knew the library had access to the essential telephone and that I would be more than willing to give it a try.

Computerless, I welcomed the arrival of a microbee computer, disc drive, modem (and later a printer). I was given the prospect of more, and perhaps different, users as well as the opportunity to offer an extra service to the school and get into a function that had so far eluded me. I saw it as an ideal chance to have hands on experience, and develop my own computer skills - and at the same time to be involved in cooperative teaching. Gradually we taught ourselves and each other to use the system.

A Telememo (now Keylink) component was built into our teaching areas and we planned for individual, small group and class use of the facility. I offered to teach student and teacher users. The aims included making teachers confident and skilled so that next time around they could teach some groups themselves, and making students independent in their use of the system. Teachers also came in for an individual lesson during spare periods, and out of school hours we organised some mini inservice courses.

From there students began using it on their own as well as in class, at breaks 1 and 2, before and after school, and whenever regular teachers were away, or they had finished class work ahead of the others. They wrote letters and awaited replies, they exchanged information, jokes, lists of favourite films, books and records, requested help and generally had a lot of fun. They enjoyed the independence they had operating the system and for once we were seen to be offering something, the modem, that few of them had access to elsewhere.

The instructions had been so modified that students could actually use the system from the start with absolutely no other help. It's a great booster to get there on your very own. That many of them return time and again, and others from time to time, is evidence that they participated in something that was both enjoyable and worthwhile.

Student Use

Two particular relationships remind me of all the other hidden benefits that can emerge along with communication skills, computer awareness, fulfilling course requirements and just sheer entertainment.

One student, a good example of a Year 9 rebel, had been withdrawn from regular classes in an attempt to find her interests, boost her self-esteem and give her some individual attention; hopefully thereby modifying her behaviour and facilitating her willingness to learn.

After some initial defensive responses, she began electronically corresponding with a Vietnamese student from a school far away across the city, who had a great many language difficulties. She had taken the time and made the effort to answer Tracey, in the process telling her that her favourite pastime was homework and that she loved school. We could not have imagined a more unlikely dialogue, but the correspondence continued and developed and they even exchanged photographs by regular post.

On a couple of occasions we managed to orchestrate sessions with immediate transfer of their 'conversations' screen to screen - instead of the usual letters being stored, then retrieved later from the mailboxes.This was difficult.

A confident Tracey moved on to use Appleworks and many other programs, and became such an expert that she teaches Keylink and Apple usage to other students, as well as to adult reading partners. She gained an understanding of the joys and sorrows of her correspondent and has become both a good student and teacher.

One of the advantages of Keylink is that you do not have to address an individual. By means of the Bulletin Board you can communicate with all users, a function which is especially necessary as there are times when individual schools/users became inactive because of changes in staff and in interests, problems with equipment, exams, priorities etc.

Lucy, Year 8, learnt how to use Keylink effectively by using the Bulletin Board. In her own words ....
'I wrote a letter to all schools to see if anyone could advise me on a computer to buy. I got quite a lot of replies. One of them was from Hunton, JW. I wrote back and thanked her for the advice. She wrote back and we just continued to write. I knew her only as JW. Each morning I would come in to school early and reply. If we didn't get a reply the next day we would write an extra letter asking whether 'you have broken a finger, been swallowed by a whale' and things like that.

We wrote about a lot of things, of books we read, the news, the Premier of NSW and lots of other things. We talked about the holidays we'd been on and what we were doing in the next holidays.

For Christmas I asked for her address so I could send a card, but she suggested sending one by computer. I told her I didn't know how - and she taught me how to do a simple graphic card. So we exchanged cards electronically.

I kept asking for her real name and just before the end of the year she told me, his name was John and he worked for the Computer Education thing (sic) (I think). He was using our letters as information on how Telememo could be used. It was really fun to do, I learnt a lot from his letters and how to use a computer as well.'

Lucy really had something to look forward to at school and she encouraged and taught other users. After a year of correspondence in Year 8, her interests widened in Year 9, but even in Year 10 she occasionally makes forays back to use Keylink.

Once again the hidden agenda is most interesting. The presumption that she was writing to a female of unspecified, but young, age was shattered on the final declaration of name and marital status. This in itself opened up a whole new area of discussion between us and her friends on stereotyping and sexism.

We have used Keylink with students of varying abilities and ages, we have communicated in different languages and on all sorts of topics. We have enabled students to keep touch with students and teachers who change schools, as well as with the students they meet on holidays or a conference such as Youth Forum. At present one of the continuing correspondences is between some Year 12 students at a private country boarding school and some of our Year 7 students.

Interschool communication

We were communicating with a school in Alaska but because we did not have facilities to up - and down load our letters found the OTC tasks were beyond us. Later this year we hope to link up with our 'Schoolmate' Hadley Watts in US as part of the Bicentennial project 'Network 88' using Keylink facilities.

For normal use, with schools across the state, costs at present are only those of a local call. However if other costs are introduced, such as by a time, character and storage basis, I unfortunately see this as limiting our educational use of this facility.

On March 23 many schools across the state contributed to and participated in a Newsday. A database of articles was set up and students searched and read contributions and then selected items suitable for a class newspaper. At our school, they then cut and pasted and produced a finished item. This was done by several classes and students were enthusiastic about stories from other areas and actually seeing such a varied amount of material contributed and printed.

It is proposed that there will be a Newsday across the state each term and classes using the database, accessed via Keylink, will become a newspaper team, each student taking on a role as say researcher, reporter, editor, photographer, artists, cartoonist, layout supervisor. Interesting stories on the local area will be researched, reported and developed and inserted onto the database early on the day assigned. Some schools will be nominated to prepare special feature or lead stories. From the database, classes will compile a newspaper combining their own material and material downloaded from the news service, and will then produce a paper, for selling or distribution, by methods varying from simple word processor cut-and-paste to more sophisticated ones.

All the above language-based uses fit in well with the Writing K-12 syllabus, the Reading K-12 documents and the Writing and Computers document. The computer seems to motivate reading and writing, and the communication exchange helps broaden the students' view of the world and of themselves and their more immediate environment. It encourages them to express themselves clearly and concisely, and in a style and manner that will interest others.

Teachers' use

Teachers began to use Keylink in their spare time, as well as with their classes. Apart from anything else it brought more of them into the library and gave the library further relevance for them. They could become informed of what other teachers and schools

were doing and using, be involved in programs from other schools and regions, such as getting students to administer a questionnaire compiled by another user - school and to feed back results, or could collect weather and temperature measurements and contributing these to the requesting school for analysis.

They could also receive notices about new services and resources, send information and help to other teachers with problems or enquiries, or even just show support or interest, and of course ask for help themselves .... the uses were endless.

Head Office and Keylink

Then Services Branches like Information Services and Library Services became a part of the system, so now teachers can make enquiries, receive up-to-the-minute information bulletins and order resources (eg. from the microfiche Inservice Library catalogue or Burwood film and video catalogue, or from the HSC bibliography) via Keylink. As these are cleared daily they get a quicker response to requests, and can be quickly informed of inadequate request information or of unavailability or delays. Keylink has enabled teachers to gain confidence and expertise within a very relevant framework and given them access to a wide range of primary and secondary teachers and pupils, to commercial expertise, and to consultants and service organisations within the Department and other school systems.

Teacher-librarians and Keylink

We, as teachers, therefore have all these sorts of uses, but as librarians we have special applications for electronic mail for ourselves and for our users.

Professional and geographic isolation can become a thing of the past. I have used it to say Hello to friends, to welcome or farewell colleagues, to find extra resources on a topic where ours are lacking, to locate a specific resource, to request photocopies of torn out pages, to ask questions like, 'How do you handle this problem?', 'What did you do with?', 'Where do you locate?', 'Are there any resources available on?', 'Does anyone want?'. It is a most profitable and effective way of presenting a library perspective. When schools have the facilities to make the time to use Keylink daily or regularly it provides for immediate approaches and responses as close as our fingertips.

Just recently I have been able to order in resources from the Inservice Library microfiche catalogue, been informed of a newly available Computer Education on film list, get the short list for the Children's Book of the Year Awards, find out the availability of a publication at head office and contact the Computer Consultant.

Problems

The equipment at Freshwater, as I have said, is very basic; so far we have been unable to download or upload messages electronically. This means we can lose slabs of material and oodles of time if the computer drops out for one reason or another. We also deprive the school of the use of a telephone line for the whole of the time it takes to access, write and send messages, paragraphs and text, and we have no ultimate check on what is being sent and by whom. Having the advantages of the word processing and text storage facilities solve these problems and we are at present installing Apple communication software.

Other problems I encounter are that from time to time there are not enough active users - in fact it is a very distinct disadvantage that all schools and librarians are not active users. Technical problems also occur, such as items having to queue sometimes before being sent - not allowing the user to be sure the item has been captured and transmitted. Switchboard problems are encountered, with the modem not giving clear signals on the board that the line is in use, sometimes necessitating checking by office staff and thereby causing the computer to drop out. A dedicated line for computer use would rid us of these situations. Changes to the Keylink program itself to make it more user-friendly would also be a distinct advantage.

Advantages

However, all these are far outweighed by the advantage of reducing our isolation, opening up a world of opinion and talent and resources to each of us and our users. It enables us as librarians to involve ourselves with computer technology, to offer our facilities for use with equipment that is in most schools.

It provides the opportunity for us to teach cooperatively and to offer our users the service of Keylink contact with Service Directorate and other schools, and in theory, this must be cost-effective and time-saving.

Conclusion

The learning opportunities and experiences afforded both directly and indirectly will initiate, extend and stimulate the academic, social and recreational interests of users, in fact Keylink alone helps us fulfil many of the functions of the school library as specified in **Libraries in New South Wales Government Schools - Policy Statement 1987.**

teaching learning ⓪

⓪ Timetabling for the primary school library

Kevin Channells has been deployed to Library Services for 1988. He was formerly teacher-librarian at Rooty Hill Public School.

My intention is to illustrate the options available to primary schools when choosing a timetable format. The factors to be considered before establishing a timetable will be listed as will the advantages and disadvantages of various timetable options.

TIMETABLE, FIXED OR FLEXIBLE?

Put in the simplest terms, the difference between the two is that with a fixed timetable, every class in the school will visit the library at least once in a given length of time e.g. one week, barring such occurrences as sickness, public holidays or sports carnivals. With a flexible timetable, this is not necessarily so.

Fixed timetables

The main feature of the fixed timetable is its predictability. Despite the best efforts of the teacher and teacher-librarian, this can be professionally unfulfilling and educationally unsound.

If working to a strict routine is the preferred modus operandi, then the format will not be a problem for teacher and teacher-librarian. But it may well be a problem for the students. For example, they may understand that some really interesting activity will be interrupted every week by the visit to the library. In other words, the possibility of carrying over an interesting and highly motivating experience from the classroom to the library is reduced.

The fixed timetable may also be educationally unfulfilling by nature of the content of the lessons. Where there has been no cooperative planning between teacher and teacher-librarian, this a distinct possibility, since the teacher-librarian will have little or no idea of the content of the class programs. The educational objectives that the teacher-librarian seeks to achieve may be quite inappropriate. The library lesson itself is listed as an educational objective. In fact the lesson becomes an end in itself, rather than one method of fulfilling a recognised need.

Where there has been cooperative planning between the teacher and the teacher-librarian and certain educational objectives have been identified, a basic, but not necessarily correct premise of the fixed timetable comes into force. That is that a regular library lesson, in whatever format, is an appropriate, effective, or even necessary strategy in achieving those objectives.

Factors to be considered when drawing up a timetable: fixed and flexible

There are some common factors to be addressed whether one is drawing up a fixed or a flexible timetable. The most obvious of these is the number of days spent by the teacher-librarian in the library. A 5 day/week teacher-librarian is able to provide more services than one present for 3 or 2 days. Another factor is the release time which is part of the primary teacher-librarian's entitlement. Time is also to be set aside for administrative tasks. Other uses of the library which affect access e.g. meetings, must be taken into account as does attendance by the teacher-librarian at the weekly school assembly.

In establishing a fixed timetable in which teachers and their classes are fitted into limited time slots, there are many more factors to be considered. For example, visits of itinerant teachers have to be accounted for, as do resource teachers' timetables, scripture lessons, fixed subject times, sports periods and all other within and across grade activities.

ADVANTAGES OF FIXED TIMETABLES

* Every class visits the library
* Timetable known in advance by all
* Habits established for borrowing and returning books.

DISADVANTAGES OF FIXED TIMETABLES

* no flexibility to extend lesson spontaneously
* timetable disrupted by holidays excursions, sports carnivals
* library lessons are isolated and experiences artificially contrived
* little opportunity for work with groups or individuals
* difficult to cater for individual differences. [1]

ADVANTAGES OF FLEXIBLE TIMETABLES

* The library really will become part of resource-based learning in a school instead of an artificially enforced obligation.

* Information skills will no longer be isolated experiences but will be learned in subject context.

* Classes can be scheduled when the need arises instead of when a ' library lesson' was rigidly timetabled.

* Individuals and small groups as well as whole classes will have greater access to the library.

* Students will come to the library with needs to fulfil and thus be more highly motivated to learn and practise their information skills.

* Individual students will be able to seek immediate answers to problems which arise in class.

* Small groups from different year levels can share the same library space and time slot as long as the resource requirements are different.

* Lessons will be tailored to suit student and teacher needs rather than time restrictions. [2]

FEARS ABOUT FLEXIBLE TIMETABLES

* teacher-librarian may rarely see some children or classes

* access to some classes may be restricted because of use by others

* no-one will be responsible for the literature program

* some teachers prefer regular library lessons

* borrowing may drop because some teachers and pupils prefer a weekly routine for borrowing and returning.

COUNTERING THOSE FEARS

Rare visits
The first of the possible disadvantages can be overcome by a co-operative program planning and teaching (CPPT) between the teacher-librarian and those teachers with whom there is little contact in the library.

Possible restriction of access for some classes
Flexible timetabling ensures that the widest access is provided for teachers and students to the teacher-librarian and resources. If there is sufficient space, classes may be able to use the library at the same time. Effective cooperative planning between the teacher-librarian and all teachers should ensure that

information needs of all classes can be met without hindrance to each other. As well, individuals and small groups can use the library while the teacher-librarian is involved with another class. If, at some period of evaluation, it becomes evident that a class is not being provided with sifficient access to the library, it must be concluded that planning has not been effective.

Diminishing role as literature teacher
The feature of flexible timetabling that causes a great deal of consternation is the diminishing role of the primary teacher-librarian as a teacher of literature. What needs to be underlined is that such a role was never the sole domain or responsibility of the teacher-librarian to begin with.

A number of possible reasons could be given for the teacher-librarian having assumed the responsibility. The first is that the teacher-librarian has immediate access to, is surrounded by, all the resources necessary for storytelling, for teaching the various aspects of the literary genres and appreciation of literature. Since the teacher-librarian has been the one most liberally surrounded by such resources, it has been assumed that the teacher-librarian is also the one with most knowledge to impart in a literature program. CPPT will underline the joint role of the teacher and the teacher-librarian in the promotion of literature and its inclusion across the curriculum.

Another possible reason for the misconception of role is the feeling of professional isolation which may lead to feelings of inadequacy for many primary teacher-librarians. Given the opportunity to display an expertise in some area, they have gladly annexed literature appreciation as such an area. The inclusion of a children's literature section in the **Handbook for School Libraries** has been mistakenly taken by some as a justification for their decision. CPPT will ensure that there is no isolation of the teacher-librarian from the rest of the school's teaching program.

Drop in borrowing
The suggestion that borrowing may decrease with the introduction of a flexible timetable is not supported by Ken Haycock who states that circulation tripled in 8 years after rigidly schedule library lessons ended. [3]

OTHER OPTIONS

COMBINATION TIMETABLE
Where some teachers and pupils prefer regular library lessons or borrowing times, any of a wide

variety of combination timetables could be introduced. Since the combination timetable provides a regular though shorter set library time for each class, exactly the same factors have to be considered as when drawing up a fixed timetable. However, shorter lessons allow more time for added, flexible use by classes, individuals and small groups.

ALTERNATE WEEK'S TIMETABLE
In the first week, there is a regular set library time for each class. In the second week, a fully flexible timetable comes into effect.

CONCLUSION

The primary staff has to choose between a number of options when selecting a timetable format. The fixed timetable, while providing regularity in lessons and borrowing times, may not necessarily be the most effective educational strategy. The flexible timetable, on the other hand, can be shown to be a very effective educational strategy. Difficulties with the format can usually be overcome and where they cannot, a combination of fixed and flexible formats, or an alternate week's format can be utilised.

FOOTNOTES

1 FLAHERTY, Anne 'Some thoughts on library timetabling' **Review.** June 1982 p16

2 FISCHER, Judi **Co-operative planning and teaching some practical approaches .. or .. how to succeed with flexible library timetables without even trying.** W. H. Hooper Education Centre, 1985? p18

3 HAYCOCK, Ken "Teacher-librarians - continuing to build' **Canadian Library Journal.** February 1985 Vol. 42, No. 1 p32

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FLAHERTY, Anne 'Some thoughts on library timetabling' **Review.** June 1982 p16-17

GREEN, Georgia R 'The educational basis for flexible library use' **Education : journal of the N.S.W. Teachers Federation.** Vol. 8, No. 4, December 1980 pp8-11

HAYCOCK, Ken 'Teacher-librarians - continuing to build' **Canadian Library Journal.** February 1985, Vol. 42, No. 1, pp27-33

TOOR, Ruth '[In]flexible scheduling' **School Library Journal.** Vol. 34, No. 3, November 1987 p46

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∞ INFORMATION SKILLS

Joan Cobb is a Senior Education Officer at Library Services and was executive officer for the Information Skills Working Party.

Since the implementation of the Library Policy, there have been a number of enquiries received seeking clarification of the information skills program. Two of the most common questions have been answered here, and will continue as a regular contribution if necessary.

Q *Library skills and Information Skills are the same thing, aren't they?*

A Information skills are concerned with the ability to:

define the purpose of a task and/or the meaning of a problem;
locate the sources of data;
select useful data;
develop an answer;
present an answer;
and evaluate the task.

Library skills can be defined as skills to use in the library, taught in the library by the teacher-librarian. They have focussed on gathering sources and locating data within sources and are, therefore only a part of the information skills process as described above.

Libraries in New South Wales Government Schools. Policy Statement 1987 states (p 3): 'The services which each school library provides will reflect planning with other teaching staff and may include involvement in the planning and implementation of an information skills program which enables students to develop skills related to the retrieval, evaluation and use of data and information in the context of learning in cooperation with the classroom teacher.'

Q *Can we develop an information skills program without a skills continuum?*

A The short answer is yes. As outlined in the previous answer, an information skills program is concerned with the process of solving a problem or completing a task.

At each stage in the process, the teacher and teacher-librarian, working together identify the skills needed by students to complete each stage, and determine whether the students already possess each skill, the need to practise the skill further, or whether the skill needs to be introduced to some or all of the students.

Current thinking about information skills is that skills are identified and taught according to the task rather than according to a predetermined continuum.

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⊙ PROMOTING LITERATURE

Literature programs, as part of the total school program, are best devised and implemented cooperatively by teachers and teacher-librarians. **The handbook for school libraries** lists many suggested activities for the promotion of literature as a recreational activity. (3.2.4) One other promotional activity that teachers and teacher-librarians may consider is the writing to authors and illustrators by the children. It can often result in some unusual feedback and can have other benefits besides encouraging reading. Contact with authors is best made through their publisher.

Library Services was recently sent different examples of responses received by schools who wrote to authors.

A Year 9 English class at Dubbo High School sent several letters to Robert Cormier after reading one of his books. The response was an audio tape on which the author spoke to the class, answering their questions and encouraging their further reading and writing. This event was also reported in the local newspaper. The teacher-librarian, Zel Turrell, was astounded at the result 'We started off promoting a Robert Cormier book to a class and now I'm being pressured by the masses for his books!'

After reading **The changeover**, Josephine Sacco, a student at Colyton High School, wrote to Margaret Mahy. Margaret sent the following letter in reply. This letter was also published in the school magazine.

Dear Josephine Sacco,
Thank you very much for the card telling me that you had enjoyed reading **The changeover**. It is always very reassuring to get such a letter as, towards the end of writing anything, one's own judgement collapses to such an extent that one relies on the opinion of other people a great deal.

I got the idea for the story working in the children's room of a public library, but I had to wait for some time to write it, as I am not a fast writer and do quite a lot of revising. In 1980 I became a full-time writer and wrote a book called **The haunting** which is rather simpler. I originally thought **The changeover** would turn out to be at about the same level as **The haunting**. I thought it would be a book about a girl who took on, as it were, extra powers to save her little brother and then found that she could not give them up again. It would be a sort of a metaphor for the intractable nature of experience. I mean once you have learned something you cannot unlearn it ... you are stuck with what you know and what you remember. I originally had a girl character instead of Sorry. I had written several chapters into the book, and I decided it was rather flat, and it suddenly came to me that I should change the other girl into a boy. When I did that not only did the story take on new life, but it moved up in age level, and I was able to make use of a great variety of my own experience which I had not been able to use, writing for younger children. So it was a very interesting and exciting book to write, especially as, in the end, it came to be about so many changeovers. In some

ways I think it is my most successful book, though I have written three novels since. I feel very happy with its structure, and though some of the later books are more complex again, I like the balance in **The changeover** very well.

I have never been to Malta. I travel a bit, but always in connection with business. Apart from that, I enjoy staying at home. When you come back to New Zealand I hope to meet you. In the meantime best wishes to you and your family, and thank you so much for your encouraging letter. It really means a lot to me.
Yours faithfully,
Margaret Mahy

Fay Gardiner of Wentworth Falls Public School had a read-aloud session with a year one class. They were reading Michael Salmon's **There's a dinosaur in the garden** and the class wanted to know what type of dinosaur it was. They decided to write to the author, so a letter was sent signed by the thirty class members. They were rewarded with the following letter:

Dear Class 1S. Thank you for your letter, unfortunately I didn't receive it from my publisher until last month – by now you would have all moved up a year – however I thought I'd write and send you some stickers + Bushfire Books.
In answer to your question "the thing" under the bed at the end of the "Dinosaur in the garden" book is a "SLEEPASAURUS" – it was a dinosaur that was always sleeping ...... you could always tell where it was because it snored !!! ....
Best Wishes.
Michael.

The positive results of such feedback are obvious. As well as promoting their reading, students have the added benifits of boosts to self-esteem and practise and refinements in writing skills. You may consider this an appropriate strategy for some of your students.

⌾ GETTING THE LIBRARY POLICY UP AND RUNNING IN THE SCHOOL.

Merran Dawson is a Senior Education Officer at Library Services.

A SNIPPET OF CONVERSATION:
Nick: *Have you read the Library Policy?*
Sue: *Oh, yes, a very interesting document. I whizzed through it on the bus to school. Nice and short.*
Nick: *What did you think of the section on evaluation? Did you have any ideas for what you'd do in your school?*
Sue: *(uneasily) Oh yes, the section on evaluation....um....yes, it was very good....(suddenly unsure of herself) Was that section at the back of the policy?*
Nick: *Yes.   (thinks) Sure she's read it, but it's made no impact. I know the problem so well. I gave out copies to our school staff and even the ones who say they read it don't show any signs of doing anything about it. I thought that once we had the policy everything would be all right...people would just have to do what the policy said...but it's not happening...Hmm, I must admit I find it hard to work out where to start myself...*

NICK AND SUE'S PROBLEM
Nick and Sue may have expected the long-awaited policy statement to provide a blueprint for specific action that their schools should take. Perhaps they expected a procedures document. The fact is, they both have a procedures document to support the policy in their schools: **The handbook for school libraries,** which has been in schools for some time.

Perhaps they expected a document which was going to lay down the law about teacher-librarians' working conditions: how many hours to be spent on library administration; how many hours to be spent teaching etc. The policy is not a standards document or a memorandum.

What Nick and Sue have received in their policy document is a professional and philosophical justification for some of the things that are already happening in their school and/ or library, and a direction for some things that **should** take place in their school and/or library in the future.

The policy, like most other policy documents, is slender, but full of implications. Every paragraph raises complex issues that a school needs to face and resolve at some time. The way a school goes about approaching these issues depends very much on the particular mix of staff, students, resources, community input etc. that makes up the school. For example, the way a primary school with a one day per week teacher-librarian deals with the issues raised by the policy will be very different to the approach taken by a large primary school with a five day per week teacher-librarian, which will be different to the approach taken by a small secondary school with a full-time teacher-librarian ... And that's only taking three factors that will be operating into account (primary vs secondary schools, staffing and school size).

ANOTHER SNIPPET OF CONVERSATION:
Sue: *I really loved that book. I really sympathised with the main character, Anita, and the problems that she was encountering in her life. When I think about the difficulties that Anita was having with her child, I am reminded of my situation at home.   (thinks) Maybe I could try one or two of the solutions that Anita tried.*

Generally, when people read any piece of information they go through a complex mental process of relating the ideas presented to them to their own situation. When Sue reads a novel, or the school's daily news sheet, she looks for information that is relevant and potentially useful to her.

When Sue, Nick and their staffs were reading the policy, they were reading it in isolation. They weren't thinking about each of the ideas presented and then operating the mental process that they usually use when reading. They weren't relating each policy concept back to their own situation. So then, why didn't those mental processes come into operation?

I could suggest many reasons. Here is one reason that could provide a clue to managing policy concepts. Sue, Nick and their staffs probably went into information overload very quickly when they read the policy. There were too many concepts to manage in one reading. Unlike a novel, there is no character development, intricacy of plot, dramatic action, dialogue to surround the policy concepts, and ensure that each idea is being gradually introduced and worked through in an entertaining way and at the reader's natural thinking pace.

How can we overcome this difficulty? What Nick, Sue and their colleagues have to consider, for successful long-term implementation of the policy are:

1 What are the key concepts of the policy? Perhaps we need to spend some time coming to grips with each section or paragraph or sentence or even phrase of the document.
2 Once we have identified the key concepts, what do they mean for our school situation?
3 How can we pace the introduction of these concepts to others?

HELPING NICK, SUE AND, MOST IMPORTANTLY, YOU
Robyn Laverack and I have spent some time working through the policy statement identifying a list of key concepts which can be used as a planning tool and checklist. The list is by no means exhaustive and does not replace the important process of carefully working through the policy, however it can act as a useful summary and could be added to as necessary.(see Figure 1).

Nick and Sue could use the policy concepts checklist as:
* a guide to further professional reading or inservice that they personally require before they initiate policy activity in the school e.g. finding out about ASCIS
* a guide to the sorts of information/inservice that staff will require before policy activity is begun e.g. staff need to have some knowledge of and be given a justification for the cooperative program planning and teaching concept before they can be persuaded of its value
* a guide to workshop and meeting agendas
* a guide to planning programs and initiatives which grow out of policy concepts
* a list for creating priorities as to which programs/initiatives to introduce first, later, last.

THE CONCEPT LIST AND PLANNING
Some of the concepts which have been included on the policy list may have already been addressed by the staff in your school. Placing a tick or 'in progress' comment next to some of the items on the list is probably one of the first steps to using the list as a program planner: it's nice to know that you are already on your way.

However, chances are that some or many of the items on the list are not currently in progress or need a rethink in terms of new priorities that the policy implies. When planning any initiative or program to support the policy which requires change in the school it is a good idea to consider the impact of the change and the strategies for bringing it about at an acceptable pace. Such a change could be any alteration to procedures, roles, teaching methods, teaching programs, interactions between people - staff, parents, students. (See Robyn Laverack's article on 'Introducing change in schools' in *scan* vol 7 no 3). Some changes will require a fair amount of consultation with other people in the school community, other changes may require very little.

Taking the concept list and what we know about change, how could a school, committee, small working group, or individual plan changes to support the policy? Figure 2 gives an example of one way of planning which takes into account some of the major factors to be considered.

If Nick and Sue had decided to approach the policy in the way that I propose they would probably have followed through some or all of the following steps.

STAGE 1: PLANNING (including the knowledge and persuasion steps on the Policy Planner)
Nick and Sue would have:
1 Spent some time working on the policy, perhaps in conjunction with the concepts list, thinking about and noting implications for their school.
2 Spent some time discussing their thoughts, or better still, going again through the process described in

Step 1, with their supervisor, or school library committee or subgroup, or whole staff, or, all or some of the above (as appropriate).

3 Spent some time, hopefully in consultation with their supervisor or committee/group, making plans for some of the initiatives which the school could be ready for * now, * soon, * later. Each policy concept has the potential to provide the direction for one or more initiatives, but most schools are probably only ready for a small number of those initiatives to be taken up at a given time. An example of how the Policy Planner could be used for this stage is given in Figure 3.

4 Spent some time thinking about how workloads and resources would have to be adjusted or redirected to allow for effort to be put into chosen initiatives, and found areas, for example in library management, where current procedures/programs could be streamlined or cut to allow for new initiatives. Obviously, it would be the current programs which were not directly supporting the policy which would be under consideration here.

5 Given effort, where appropriate, to keeping all school staff aware of the preceding steps of the process, and keeping an eye on staff needs for information (knowledge) about the key concepts under consideration.

STAGE 2: DECISION MAKING
Nick,Sue and other staff would then have:
6 Spent some time consulting and negotiating to decide on priorities for what to do * now, * soon, * later in the light of considerations taken into account in Step 4. At this stage the *whole* operation of the library and the school has to be kept in mind. The Policy Planner Example shows that the school which developed the plan gave the example initiative (evaluating library management) high priority in 1988.

STAGE 3: IMPLEMENTATION
Nick , Sue and their staff would then have:
7 Embarked on * now priorities, selected in Step 5, keeping the stages of individual change (listed in the Policy Planner: knowledge, persuasion, decision, implementation and confirmation) in mind, and being prepared to renegotiate if planning has not anticipated all problems and attitudinal barriers.
8 Adjusted * now, * soon and * later priorities and initiatives depending on:
-the progress of initiatives under way - speeding up or slowing down, according to responses from staff, students and community.
-the real impact of the initiatives on workload (as opposed to the impact envisaged during planning).

STAGE 4: EVALUATION AND CONFIRMATION
Finally, Nick, Sue and their staffs would have:
9 Ensured that evaluation, taking place during and after the initiative occurred was used to improve or sponsor better initiatives.
10 Arranged for plenty of feedback to staff, students and community to ensure that successful initiatives were confirmed and continued to receive support.

LAST WORDS (SOME MONTHS LATER):
Sue: *How's it going at your school, Nick?*
Nick: *Well, we've made up a long term plan for some of the things we want to do to put the Library Policy into practice. Looks like it's going to be a long haul, but I guess we'll get there.*
Sue: *Yes, it's the same at our place. I think it's going to take a while to persuade some staff to get involved, and others will probably never change their ways.*
Nick: *Well, you can't change people overnight. Even the enthusiastic staff take time to adjust. Remember when they started using videos in schools and everyone said it was a fad or too expensive or 'educationally unsound'?*
Just look at us now!

Figure 1
LIBRARY POLICY CONCEPTS LIST

POLICY CONCEPT	PAGE

EVALUATION

1	regular evaluation of library services and management	7
2	regular evaluation of curriculum involvement	7

CURRICULUM DEVELOPMENT

3	curriculum and administrative leadership by the principal	4
4	involvement in the total school program	2,3,4

Information skills:

5	cooperative planning, teaching and evaluating of information skills in the context of the classroom program	3
6	encouraging the development of discriminating reading, viewing, listening habits	3
7	assisting students and teachers to select resources	3

PROVIDING RESOURCES

8	reflecting Government policies relating to equality	2
9	resource sharing with other schools and institutions	2
10	involvement in selecting, acquiring and organising materials to support the school's curriculum	2,6
11	formulating selection and acquisition policies which ensure that resources are relevant to the curriculum	5
12	providing Departmental publications for loan	5
13	operating relevant and efficient library systems to make resources available	6
14	streamlining library systems by using ASCIS	6

SOCIAL AND RECREATIONAL DEVELOPMENT

15	providing and promoting social and recreational resources for teachers and students	3
16	promoting enjoyment of literature and reading	3
17	adopting technological advances relevant to users	1
18	promoting print and non print materials	3

ENVIRONMENT AND ATMOSPHERE

19	creating an attractive and welcoming environment	1

Creating a teaching/learning environment:

20	that stimulates interest and enthusiasm for learning	2
21	that provides variety according to class/group/individual need	2

Figure 2

POLICY PLANNER

Priority:_____

<u>POLICY CONCEPT & REFERENCE:</u>

| PROPOSED INITIATIVE |

SCHOOL IMPACT

LIBRARY IMPACT

BUDGET AND OTHER RESOURCES

| PROPOSED INITIATIVE ACTION STEPS |

| T-L KNOWLEDGE AND SKILLS REQUIRED |

| STAFF SUPPORT | WHO/HOW?   WHO/HOW?

  knowledge

  persuasion

  decision

  implementation

  confirmation

| PRESENTATION AIDS REQUIRED |

| CHANGES TO BE MADE FROM STAFF FEEDBACK |

Figure 3

POLICY PLANNER EXAMPLE

Priority: high:1988

<u>POLICY CONCEPT & REFERENCE:</u> Evaluating library management (p7)

| PROPOSED INITIATIVE | Identify library management procedures which can be streamlined or eliminated in order to gain more time to be involved in curriculum development

SCHOOL IMPACT - No disruption to current timetable or procedures
- Gathering of information and recommendations to Library Committee

LIBRARY IMPACT - record-keeping by t-l, library clerical and volunteer staff
-feedback to library staff re nature of their work: may require change

BUDGET AND OTHER RESOURCES T-l time required to collate information, report and recommendations

| PROPOSED INITIATIVE ACTION STEPS |

1. Diary: clarify & agree on categories for recording with library staff
2. Carry out recording
3. T-l collates information

4. Library staff discuss findings; formulate recommendations
5. T-l reports findings to Library Committee

| T-L KNOWLEDGE AND SKILLS REQUIRED | Knowledge of use of diary and statistics: prof reading perhaps talk with a regional consultant re evluation

STAFF SUPPORT:	LIBRARY COMMITTEE	LIBRARY STAFF
knowledge		-Meeting & discussion* introduce idea of evaluating procedures & why; *emphasise positives for students and staff * discuss methods for doing this & preferred option * show example of preferred option, emphasising ease
persuasion	not required	
decision	Agreed that more time needed for curriculum involvement. T-l to investigate and report back	Decision to carry out evaluation as discussed. Negotiate time scale, e.g. 1 day per wk for 3 wks
implementation	On basis of t-l's report and recommendations, identify curriculum initiative to receive attention	-carry out action steps, keeping library staff informed - Diary: discuss problems as info is collected
confirmation	After 6 months - confirm that time gained from streamlining is being used effectively as planned	-after 6 months confirm recommended changes with staff

| PRESENTATION AIDS REQUIRED | 1. handout on evaluation and gathering info for library staff; example diary page
2. report/recommendations for *library staff *committee

| CHANGES TO BE MADE FROM STAFF FEEDBACK | From lib. staff: include circulation figures in info gathering

search <

< INDEXING AND ABSTRACTING SERVICES IN EDUCATION AND INFORMATION SCIENCE

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

A number of indexing and abstracting services exist to access the vast amounts of literature in the subject areas of Education and Information Science. The Inservice Education Library provides access for clients to literature searching using indexes and abstracting services whether they be in print form or online to the computerised versions of the vast national and international databases. The Library staff, particularly the Reader Services personnel, must be aware of the subject coverage and speciality of each of the services available to ensure that information retrieved from such sources exactly matches the information needs of our clients.

This article outlines some of the major indexing and abstracting services used in the Inservice Education Library. Many of the printed versions of these services are readily available in the reference sections of other major educational libraries. Teachers and teacher-librarians may wish to become more familiar with these services when pursuing their own information needs or the needs of their students.

ERIC
The Educational Resources Information Center (ERIC) is an information system operating from the United States representing the major abstracting service in the area of education. ERIC provides ready access to current research findings, project and technical reports, speeches, unpublished monographs and books, journal articles, evaluation studies, lesson plans collected by US Department of Education, descriptions of exemplary programs, research and development efforts, and related information that can be used in developing more effective educational programs.

The contributors to ERIC cover a wide range of interests in education: e.g. adult, career and vocational education; counselling; early childhood education; educational management; handicapped and gifted children; higher education; information resources; languages and linguistics; reading and communication skills; rural education and small schools; science, math and environmental education; teacher education; tests, measurement and evaluation; social studies/social science education; junior colleges; urban education; disadvantaged in education.

HOW TO ACCESS ERIC
ERIC publishes two monthly indexing and abstracting services that provide an index and synopsis to major publications:

1 RESOURCES IN EDUCATION (RIE), announces and describes recently completed research reports, project descriptions and other documents of relevance to education.

2 CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), announces journal articles appearing in more than 780 major education related periodicals and serial publications.

The ERIC database is available to search in its printed form, online to the computerised database located in the United States, and now also via CD-ROM technology. All three forms of access are available to educators, teachers, administrators, through the Inservice Education Library.

To perform a literature search, library staff use a standard authoritative guide to the subject and descriptive terms used to index the various reports, documents, and journal articles that are included in the ERIC database. **The Thesaurus of ERIC descriptors** is updated quarterly to reflect the changing terminology used in the education field.

EDUCATION INDEX
The Education Index is a cumulative index to educational publications in the English language. Subject areas indexed include administration and supervision; pre-school, elementary, secondary, higher and adult education; teacher education; vocational education; counselling and personnel service; teaching methods and curriculum. Subject fields indexed include the arts, audiovisual education, comparative and international education, computers in education, English language arts, health and physical education, languages and linguistics, library and information science, multi-cultural/ethnic education, psychology and mental health, religious education, science and mathematics, social studies, special education and rehabilitation, and educational research relative to areas and fields indexed.

THE BRITISH EDUCATION INDEX
The British Education Index aims to list and analyse the subject content of all articles of permanent educational interest appearing in a wide range of English language periodicals published in the British Isles, together with certain internationally published periodicals. Over 200 periodicals are regularly indexed.

The Author List contains full citations of articles under names of authors, or under title for those articles for which no author is given, together with a list of identifiers [usually personal, institutional or geographical names] and of descriptors [subject terms] under which each article may also be found in the subject list.

The Subject List contains full citations of articles arranged under subject headings representing the subject treated. BEI is published quarterly in print form, and also online through a database host.

THE AUSTRALIAN EDUCATION INDEX
The Australian Education Index is an Australian education information system designed and compiled by the ACER Library. This system is extensively used across a broad spectrum of the education field by researchers, teachers, administrators, education planners, curriculum developers, lecturers, librarians and students. The AEI commenced publication from 1957 and, since 1979, the service has been compiled by means of computer facilities and produces both a printed version and a machine-readable data base for information searching.

The Australian Education Index is a comprehensive index to current literature relevant to Australian education. Items for inclusion are selected from a wide range of Australian sources including monographs , research reports, conference papers, periodical articles, legislation, parliamentary debates, newspaper articles, tests, reviews of books and curriculum materials. Articles and reports by Australian authors or about Australian education published in overseas sources are also included.

Additional input to AEI is received regularly from two specialist clearing houses collecting in the areas of technical and further education, career education and vocational and occupational training, and librarianship and information science. Where possible, abstracts are included with citations and in all cases major **Australian thesaurus of education descriptors** subject descriptors are used. This Australian thesaurus is based on the **Thesaurus of ERIC descriptors** and using the Macquarie dictionary as a guide to current Australian English usage, this controlled vocabulary of educational terms has been modified to be consistent with local usage. The terminology is being constantly reviewed with changes in the language usage within the field of education literature being monitored.

Since 1979 the Australian Education Index has been included in Australian Education data base, part of the Australian Information Network (AUSINET). The records from the **Bibliography of education theses in Australia** are also included in the AEI data base, which means an online search of the data base provides comprehensive access to all materials included in both publications.

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< NEW STAFF FOR INFORMATION SERVICES BRANCH

In 1986 the Inservice Education Library and the Film and Video Library were combined to form the Information Services Branch and a Divisional Librarian, Robyn Owens, was appointed to head the Branch.

The Branch libraries' goal is to promote the professional development and teaching skills of all practising teachers in NSW.

Resources cover the areas of current educational theory, support for curriculum development, subject reference materials, classroom teaching resources and support materials for staff development courses and tertiary courses attended by teachers.

During 1987 permanent staff were appointed to both libraries. In 1988, 5 part-time teacher-librarians have been appointed to the Branch. These staff will further extend the range of services provided to teachers.

NEW TEACHING SERVICE OFFICERS

1 SMALL SCHOOLS BOX LIBRARY OFFICER
The Small Schools Box Library services some 600 Class 3 and Class 4 schools. These are mostly schools which do not have a library, or which do not have

access to a municipal library because of the remoteness of their geographical location.

The Officer-in-Charge of Small Schools Box Library this year is Delia French, who is a trained teacher-librarian. She can be contacted at the Inservice Library, 5 days per fortnight (every Thursday and Friday, and every second Wednesday.)

Schools using the service are forwarded a box of books for a loan period varying from 4 to 12 months. Boxes are despatched, freight paid, to the nearest attended railway station (or by government courier for metropolitan schools).

Any suggestions or comments are always welcome. This year a special effort will be made to accommodate the schools who may not have been entirely satisfied with the service in the past because of the special requirements of their schools.

Please direct any queries or suggestions to : Officer-in-Charge Small Schools Library Level 1 35 Mitchell Street North Sydney 2060 (02) 925 8105.

2 TEACHER AND REGIONAL LIAISON OFFICER
This officer oversees the integration of the collections of the 9 regional Professional Services Centres (PSCs) into the Inservice Education Library and liaises between teachers and regions and the IEL.

The concentration of NSW teaching resources into one central location with a freely available catalogue will increase access for all teachers to an increased range of resources.

Please direct requests for PSC materials to Shirley Rider Assistant Reference Librarian Inservice Education Library (02) 925 8252. (The library will accept reverse charge calls to help teachers from country regions.) Address queries on Keylink to OWENS...RO and our fax number is 929 3557.

As PSC resources are processed into the main collection they will appear in the library's CLANN microfiche catalogue. When requests are received for PSC items not yet processed or lost the IEL will accelerate the processing procedure or replace lost items.To also improve access to these centralised resources the library is extending its bulk loans services.

A priority of the IEL this year is to increase the contact between teachers and the library. Promotion services will be extended, and teacher-librarian officers will visit schools and regional meetings to present staff development displays of resources and services.

For further information about the library's services, requests for new resources and problems about the PSC integration please direct enquiries and suggestions to the officer responsible : Katherine Smith (02) 925 8105.

3 HSC ENGLISH SUPPORT OFFICER
The **HSC English : a select list** has been available for at least 5 years now. In that time it has grown both in volume and demand. This bibliography, prepared by Library Services, lists books, journal articles and audiovisual resources relevant to the study of texts set for the HSC English examination. These resources are made available for loan to teachers and teacher-librarians, through the IEL. A copy of the 1988 English select list has been sent to all state high schools. Anyone wishing to purchase an extra copy can do so at a cost of $10 through the Resource Services Branch 2 Railway Parade Burwood. 2134 (02) 727-2299.

For further information about this service contact: the HSC English support officer : Fran Worthington (02) 925 8254.

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ASCIS users information

ASCIS is the service established to support school library developments in two key areas:
better information services;
better school library administration.

Two information packages explaining the uses of ASCIS are available. They provide updated information from the 1987 versions for the service as it exists in 1988.

ASCIS getting started is designed for those who may have heard of ASCIS but would like more information in order to make a decision about becoming an ASCIS user.

ASCIS information management suggests ways in which a school can use ASCIS to its advantage. It may also assist you in answering questions from colleagues who are not familiar with the scope of ASCIS services.

For a copy of these packages, government schools please write to: ASCIS clerk Library Services Box 439 North Sydney 2060. For additional information contact Murray McLachlan (02) 925-8136.

resources ▪▪

▪▪ Supporting the Music K-6 Syllabus

The following resources were nominated by regional music consultants as the most useful resources available to assist schools in the implementation of the Music K-6 Syllabus. The first ten Departmental items have already been made available either directly to schools, or to regional music consultants. They all have their ACIN/NCIN number quoted and thus are available on microfiche from Library Services (state schools $3.00, others $6.00). These items are also available on loan from the Inservice Education Library. The final five items are available for purchase. Details of availability and cost are provided. All items are suitable for the Lower primary, Middle primary and Upper primary levels. The list was prepared by Joan Cobb and is listed alphabetically by title.

NCIN/ACIN RESOURCES

First time activities. Services Directorate, N.S.W. Dept. of Education, 1986 (Music K-6 modules)
ISBN 0-7305-2207-5   [780.7]

An inservice package containing leader's and participants' notes designed to be used by workshop leaders working with teachers possessing little music expertise. It introduces them to basic music activities. The booklet contains guidance for the workshop leaders followed by a series of supplementary activities intended to be used by primary teachers in the classroom.
ACIN 21860410   ASCIS 245629

Integrated teaching units - Music. Metropolitan West Region, N.S.W. Dept. of Education, [1985?]
                    [780.7]

A developmental sequence of activities based on the Music K-6 Syllabus. The activities are divided into 3 stages which integrate the 5 concept areas of duration, pitch, dynamics, tone colour and structure. These stages provide a developmental sequence allowing the teacher to begin at the correct background level of the students. A cassette tape and booklet of words can be used to accompany this document.
ACIN 21860077   ASCIS 224034

Music K-6 activities for upper primary. Studies Directorate, N.S.W. Dept. of Education, 1986 (Curriculum ideas for primary schools P.M. 2)
ISBN 0-7305-1948-1   [780.7]

Puts forward sequenced music activities and ideas for upper primary school pupils who have had little or no previous music education. The listening, performing and organising sound activities are related to the Stage 1 objectives as described in the Music K-6 Syllabus. Songs and other resource material are included as well as evaluation strategies for each objective.
ACIN 21870173   ASCIS 386305

Music K-6 implementation for school executives. Services Directorate, N.S.W. Dept. of Education, 1987
ISBN 0-7305-2657-7   [780.7]

Suggests strategies to assist principals and other executive members to facilitate the implementation of the Music K-6 Syllabus in the school. It outlines the philosophy and content of the syllabus and suggests a possible plan of action for principals. It includes sections on: needs analysis, discussion starters for executive meetings, strategies for developing school-based inservice, developing school music curriculum, a bibliography and overhead transparency masters for inservice programs.
ACIN 21870428   ASCIS 400316

Music K-6 programming units. Metropolitan South West Region, N.S.W. Dept. of Education, [1986?]
ISBN 0-7305-4817-1   [780.7]

This set of 8 booklets contains a series of units sequenced to correspond to the stages of musical development outlined in the first Music K-6 support statement. Each unit has a stated objective and evaluation activity which may be used to assess the students' understanding of the objective. The units are designed for those primary teachers who are not confident about planning and implementing a sequential music program.
ACIN 21880105   ASCIS 411938

Practical programs for classroom music K-6. Metropolitan North Region, N.S.W. Dept. of Education, [1985?]
                    [780.7]

A collection of 6 thematically based music units developed at an inservice course which aimed to develop in primary classroom teachers, with little or no prior music training, the musical skills and understanding necessary to effectively implement the Music K-6 syllabus. A significant component of the course involved the development of programming approaches and techniques. The themes of the

programs presented here include: minibeasts, the sea, animals, Halloween, cowboys and indians, friends and relations.
ACIN 21870426   ASCIS 400406

Practical programs for classroom music K-6. Series 2 / [edited by Kathy Marsh and Louie Suthers]. Metropolitan North Region, N.S.W. Dept. Of Education, [1986?]

[780.7]

A collection of 7 thematically based primary music units developed at an inservice course which aimed to develop in classroom teachers, with little or no prior music training, the musical skills and understanding necessary to effectively implement the Music K-6 Syllabus. A significant component of the course involved the development of programming approaches and techniques. The themes of the sample programs presented here include: animals, community, food, adventures in outer space, weird and wonderful characters, machines and feelings.
ACIN 21870427   ASCIS 400451

Programming music in the classroom. Services Directorate, N.S.W. Dept. of Education, 1986 (Music K-6 modules)
ISBN 0-7305-2206-7   [780.7]

This material is for use by regional music consultants, district advisory teachers and others experienced in teaching music who are running workshops to assist primary and infants teachers to program classroom music using the Music K-6 Syllabus and support statements. The package is divided into 5 parts: lesson planning; thematic programming; skills-based programming; concept-based programming; and integrating activities and concepts in programming. Each segment contains leader's notes, participant's notes and overhead transparency masters.
ACIN 21860408   ASCIS 245626

Relating support statements 1 and 2. Services Directorate, N.S.W. Dept. of Education, 1986 (Music K-6 modules)
ISBN 0-7305-2215-6   [780.7]

An inservice module designed to be used by workshop leaders working with District Music Advisory Teachers and School Music Reference Teachers. The module is intended to provide activities which depict the relationship between Support Statements 1 and 2 to the Music K-6 syllabus. The module is planned on the assumption that participants are familiar with the structure and content of Support Statement 1.
ACIN 21860407   ASCIS 245630

Rock on recorder [music]. Metropolitan South West Region, N.S.W. Dept. of Education, 1987 1 recorder score (32 p.) + 1 sound cassette.
ISBN 0-7305-4816-3
[788]

This classroom tutor book for the recorder is intended to be used by primary and lower secondary students in years 4-8. It sets out a number of tunes on rock, jazz and blues themes explaining the required fingering and notation for each piece and sequencing them in order of difficulty. Designed as a practical classroom resource for use by teachers with no specialist training in music education.
NCIN 21880104   ASCIS 412402

COMMERCIALLY AVAILABLE RESOURCES

F.T.M. machine [kit] a focus through music. Resource Services, N.S.W. Dept. of Education, 1983 1 booklet + 36 printed masters + 2 sound cassettes.
ISBN 0-72405-220-8   [780.7]

Designed for teachers without special musical expertise. Audiocassette contains 18 songs. Each is recorded in 3 ways: for listening, for learning and for performing (instrumental only). Teacher's Book contains music and words for all songs together with a variety of classroom activities and a glossary of musical terms. Blackline masters contain all songs and illustrations of musical instruments used in the recordings. There are also diagrams and instructions for making your own instruments.
AVAIL: Resource Services Distribution 2 Railway Pde Burwood 2134 (02) 747 2299 $12.50
ASCIS 197612

Music and dance [kit] activities for the regular and special classroom. Resource Services, N.S.W. Dept. of Education, 1985 2 booklets + 1 sound cassette.
ISBN 0-72405-410-3   [780.7]

Designed to provide classroom musical activites for students in regular and special classrooms and classes. Book 1 (side A of tape) for years K-4 contains a variety of singing games plus song-based and speech-based activities. Once learnt, activities can be performed without tape. A glossary of musical terms and notes for special educators is included. Book 2 (side B of tape) for years K-6 contains 9 folk dances plus accompanying information and teaching strategies.
AVAIL: Resource Services Distribution $10.00
ASCIS 225255

Music builders I [sound recording] a balanced program for primary students. Berandol Music, [1980? - 1983?] 2 discs + teacher's manual
[784.6]

The program offers a comprehensive range of musical experiences. Levels Kindergarten, 1, 2, 3, 4, 5 and 6 are available. Each level aims to provide a foundation for a year's work in music. The program is Canadian in origin and is designed to be used by classroom teachers. The activities covered include singing, chanting, playing, moving and dancing, listening and creating. The teacher's manual gives detailed lesson suggestions for sequential learning, ideas for extension and integration with other subject areas. The materials selected for this program are excellent and the recordings are of equally high quality. Children's voices are used for all the songs and these provide an ideal model for students in the classroom. The activities included are appealing, enjoyable and encourage the children to participate. Each level may be purchased separately.
AVAIL: Distributed by Dominie PO Box 33 Brookvale 2100 (02) 939 7915 $79.95 each level.
ASCIS 135712

Popcorn and other sweets [music]. Teaching Resources, N.S.W. Dept. of Education, 1984 1 percussion score (20 p.) + 1 booklet + 1 sound cassette
ISBN 0-72405-217-8   [789]

Teacher's Book contains teaching strategies and all the percussion scores. Audio-cassette includes 20 recorded pieces across a wide range. The book of percussion scores includes 18 scores written for the common classroom percussion instruments, printed on non-reflective paper and large enough to be read from any position in an average-size classroom.
AVAIL: Resource Services Distribution $40.00
ASCIS 156471

LEASK, Jeffrey **Upbeat music education in the classroom. Level one, Teacher's book** / Jeffrey Leask, Lyn Thomas Bojangles Music, 1983
ISBN 0-9593445-1-9   [780.7]

A comprehensive kit which offers a range of musical experiences. Each level is sequential and based on stages of musical development. The program is Australian in origin and is designed to be used by classroom teachers. The activities include a balance of singing, moving, playing, listening and creating (organising sound). The teacher's manual gives detailed lesson suggestions that include step-by-step activities and comprehensive evaluations. The student's book provides resource material for students. The materials selected for this program are excellent and represent a wide variety of musical styles. The recordings, on audiocassette are of excellent quality and feature Australian artists. Both song material and rhythmic selections of music are included to reinforce the suggestions in the teacher's manual. The activities selected are appealing, child centred and designed to build up conceptual understandings in music. Each level may be purchased separately and within each level you may purchase the teacher's book, student's book and cassettes separately. Levels Prep and 1, 2, 3 and 4 are available now, each with a teacher's and student's book.
AVAIL: Bojangles Music 9 Toorak Road South Yarra 3141 Teacher's books $29.99 student's books $4.99 cassettes $79.99 per set of 6 + postage
ASCIS 200296

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▦ Professional Reading
Recent resources of interest to teachers and teacher-librarians, arranged alphabetically by title.

SEAGER, Andrew J. **Check this out : library program models.** Office of Educational Research and Improvement, U.S. Dept. of Education, 1987
[021.2]

Sixty-two exemplary library programs, covering elementary and middle schools, secondary schools, school systems, public libraries and higher education institutions from most parts of the United States are outlined, including information such as contact people and essential program elements. Although some of the programs (such as doll-dresses on loan from the library) may seem unusual, a number of the programs described have ideas relevant to Australian school librarianship.
M. McLachlan
AVAIL: On loan from the Inservice Education Library
ASCIS 415602

LLEWELLYN, Joan **Ideas for health education.** Nelson Australia, 1987 (Springboards)
ISBN 0-17-006809-9   [613.07]

The author's stated intention is to assist classroom

teachers implement a health program in their schools. The field of health is divided into 10 sections inside which the subject matter is developed at 3 levels for infants, middle and upper primary and lower secondary. For each lesson there are objectives, content and teaching strategies. While somewhat pedestrian in its lesson suggestions, this resource offers a carefully detailed and all-embracing approach to the subject. N. Orme
AVAIL: Paper $16.95   ASCIS 393869

GILDERDALE, Betty Introducing Margaret Mahy.
Viking Kestrel, 1987
ISBN 0-670-81518-7   [823]

Margaret Mahy's popular output ranges from picture books to very sophisticated young adult titles. This book is aimed primarily at her young readers rather than adults, and explores what the author is like as a person, her life, her careers as a librarian and then author, and speculates on future directions in her work. Considering the intended audience it is rather dull in appearance (despite the colourful cover) and reverential in tone; there is however a wealth of information about the process of writing, of being published and about Margaret Mahy. M. Lobban
LEV: Upper primary Lower secondary Middle secondary
AVAIL: $16.95   ASCIS 402572

INGRAM, Anne Bower **Making a picture book.**
Methuen Australia, 1987
ISBN 0-454-00977-1   [070.5]

Highly recommended
That test of excellence in picture books, the happy marriage of text and illustration where each expands the other, is admirably met in this picture book about

the making of picture books. The text gives a detailed and clearly developed description of the jobs of the key people and the technical processes involved. Bob Graham's comic style illustrations offer loads of fun on top of their content and there are reproductions of pages from well-known picture books to illustrate points being made in the text. N. Orme
LEV: Upper primary Lower secondary
AVAIL: $19.95   ASCIS 392258

GENNER, Sue **Off to secondary school.** Scholastic, 1987
ISBN 0-86896-394-1   [373.18]

Straightforward, practical advice is offered in this handbook for parents whose children are about to make the move from primary to secondary school. Clear information is given concerning the kinds of schools available in Australia, factors influencing the choice of school to meet the need of an individual child, and practical ways to collect information about individual schools. As well, useful advice is offered to help manage relationships with the child who is facing major physical and emotional changes at this time. Further reading lists and contact addresses for information about schools are provided. N. Orme
AUD: Parents
AVAIL: Paper $6.95   ASCIS 400896

ROBERTS, Philip Davies **Plain English : a user's guide.** Penguin, 1987
ISBN 0-14-008407-X   [428.2]

The main section of this book, entitled Vocabulary, is devoted to words which, to use the author's description, 'cause the most trouble'. It gives meanings and illustrates the standard usage of such words, distinguishing between British and American practice. Although he mentions common usage (describing it as non-standard) the author sternly applies standard English rules and is particularly unyielding on the subjects of prepositions, shades of meaning and style. There are small sections on grammar, typography, differences between countries, a glossary of terms and a bibliography which surprisingly does not list the **Macquarie dictionary** under Australian English. R. Grahame
LEV: Middle secondary Upper secondary
AVAIL: Paper $8.95   ASCIS 390453

NILSEN, Alleen Pace **Presenting M. E. Kerr.**
Twayne, 1986 (Twayne's young adult authors series)
ISBN 0-8057-820-02   [813]

This is the second in a new series about young adult

writers, the first having considered the work of Robert Cormier. Whereas the former was mainly a close analysis of each novel, M. E. Kerr's individual titles are described and evaluated more briefly and the author then examines common themes, concerns and stylistic devices. This is an incisive and stimulating critical work, of interest to both adults and students. It is supported by extensive bibliographies, notes, a chronology and index. M. Lobban
LEV: Middle secondary Upper secondary
AVAIL: Indent   ASCIS 383677

MADDERS, Jane **Relax and be happy.** Unwin, 1987
ISBN 0-04-649043-4   [613.7]

Jane Madders has adapted her relaxation techniques

for use with children and adolescents to help them manage stress and tension. She suggests following sessions of vigorous activity with relaxation sessions aimed at letting children develop an awareness of the existence of tension in themselves and the contrast following its release. An introductory theoretical examination of stress and its effects is followed by a well-illustrated section showing relaxation techniques for 3 groups, early childhood, middle childhood, and teenagers and students. Useful final chapters offer study routines and self-massage techniques. N. Orme
AUD: Parents
AVAIL: Paper $19.95   ASCIS 395504

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▪️ Dictionaries

Patricia Ward has written and compiled this selection of recent publications, covering a wide range of subject areas. Items are arranged by subject.

COMPUTING

QUENTIN, R. D. **Longman illustrated dictionary of computing science : computers and their application.** Longman, 1987
ISBN 0-582-89335-6   [001.6403]

Highly recommended
This is a well-presented and compiled thesaurus about computer science with a systematic arrangement of some 1500 definitions, complete with index. Entries are grouped thematically - hardware, peripherals, programming, data structure and routines. Clear headwords, coloured diagrams, concise and well-linked entries make for an effective reference tool.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: $14.95   ASCIS 409708

SOCIAL SCIENCES

The Penguin Macquarie dictionary of Australian politics. Penguin, 1988 (A Penguin Australia reference book)
ISBN 0-14-051211-X   [320.99403]

For the student and the general reader this is an authoritative and comprehensive ready reference guide to the contemporary Australian political scene and associated events, particularly as presented by the media. Entries focus on the apparatus of government

institutions, political parties, pressure groups, electoral systems and politicals. Definitions are concise, factual and extend to analysis and comment where relevant. Appendixes have a useful selective bibliography and tables listing Prime Ministers and federal ministers, federal opposition leaders and federal election results since 1901.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $14.95   ASCIS 416794

The Penguin Macquarie dictionary of economics & finance. Penguin, 1988 (A Penguin Australia reference book)
ISBN 0-14-051208-X   [330.03]

Aimed at the general reader, those in business, high school and undergraduate students, this is alphabetical guide to economic and business terms, concepts and institutions covering areas such as micro- and macro-economics, accounting, insurance, taxation, commercial law and trade. Initial definitions are followed by information specific to the Australian context, including comments and examples. Cross-referencing provides a guide to related information and clarifies the use of technical language.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $14.95   ASCIS 416849

LANGUAGE

Collins COBUILD English language dictionary / [developed and compiled in the English Department at the University of Birmingham] Collins, 1987
ISBN 0-00-375021-3   [423]

Highly recommended
A specially commissioned language research project conducted at the University of Birmingham aided by sophisticated computer facilities has resulted in a detailed analysis of how English is currently used. The arrangement is alphabetical. Headwords stand out and the typeface, though small, is clear. The gutter margins are inclined to be narrow but the book opens flat and the binding is sturdy. The scope of the information is comprehensive, scholarly and quite fascinating.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: $39.95   ASCIS 403847

Heinemann Australian dictionary / written and compiled in association with members of the academic staff of La Trobe University. 3rd ed. Heinemann Educational Australia, 1987
ISBN 0-85859-464-1   [423]

This new edition of a secondary student's personal dictionary of Australian English has taken account of changes in usage, language and culture of the last 10 years. A range of computer-related terms has been added and sexist definitions and word usage have been dropped. Clarity of entries, headwords and visual guidelines on end papers make a companionable reference tool.
LEV: Upper primary Lower secondary Middle secondary
AVAIL: $12.95   ASCIS 388739

GRISEWOOD, John Kingfisher pocket dictionary. [2nd ed.] Kingfisher Books, 1987
ISBN 0-86272-277-2   [423]

While this is a British compilation and lacking in specifically Australian terms, the simple, explicit definitions, uncluttered layout, coloured tags and coloured illustrations make an inviting easy-to-use dictionary for children. Entries give parts of speech, and selectively, where it would help, a pronunciation guide and example of usage.
LEV: Middle primary Upper primary
AVAIL: Paper $8.95   ASCIS 394012
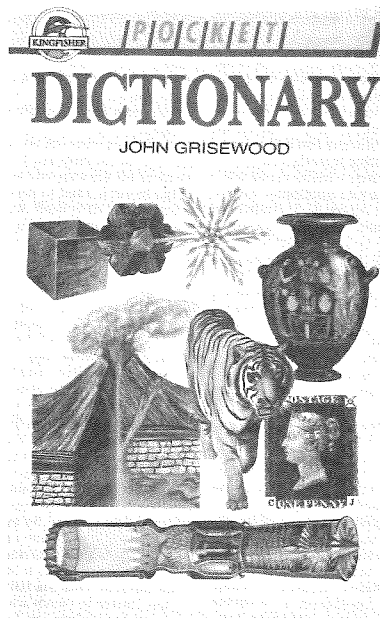
PEMBERTON, Gordon The Macmillan first thesaurus. Macmillan Education, 1987
ISBN 0-333-41693-7   [423]

This is an imaginative approach to vocabulary building intended to help young children in their written work and to stimulate ideas. Some 6000 words have been grouped into 300 everyday subject areas with numbered cross-references listed alphabetically in an index. So under headings such as work are words like: police, vet; and under shops: supermarket, hi-fi; each group having a simple key illustration. Included are words which children will recognise from conversation, parents or TV but may not fully understand or cannot spell, such as, emergency chute. Layout is clear with large bold typeface.
LEV: Lower primary Middle primary
AVAIL: Paper $8.95   ASCIS 402310

The Macquarie file dictionary. Jacaranda Press, 1987
ISBN 0-7016-2243-1   [423]

This is a student's ready reference guide to the most common words in Australian English, designed to clip into a standard A4 binder. Appendixes include brief lists of mammals, plants, chemical elements, common prefixes and suffixes, abbreviations and the international system of units. Entries are streamlined but adequate to give variants of definition and usage. While print is small, layout is clear.
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $4.95   ASCIS 396114

The new Collins dictionary and thesaurus in one volume. Collins, 1987
ISBN 0-00-433186-9   [423]

Highly recommended
The dictionary is derived from the Collins English Dictionary and the thesaurus component from the New Collins Thesaurus (1984). Combining these resources in 1 alphabetic sequence means that the user can go from the dictionary entry to the thesaurus section on the lower part of the page for a synonym or shade of meaning. This facility combined with the comprehensive in-depth dictionary entries puts the volume in the new dimension of reference tools made possible by the advances of computer technology. The binding is sturdy with sewn sections.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: $35.00   ASCIS 412356

The Oxford children's thesaurus / compiled by Alan Spooner. Oxford University Press, 1987
ISBN 0-19-910229-5   [423]

Highly recommended
This is a dictionary of synonyms with basic vocabulary the same as that of the Oxford children's dictionary (second edition 1985). Entries give variations of meaning and examples of usage. Layout is clear and inviting, with headwords in green and examples of usage of the word in italics.
LEV: Upper primary Lower secondary Middle primary
AVAIL: $15.95   ASCIS 396454

ROGET, Peter Mark Roget's thesaurus of English words and phrases / New ed. prepared by Betty Kirkpatrick. Longman, 1987
ISBN 0-582-89363-1   [423]

This revised edition of the authoritative classic includes additional words and phrases reflecting the cultural, social and technological changes that have affected language and usage in the 1980s.
AUD: Professional
LEV: Upper secondary
AVAIL: $29.95   ASCIS 409829

Oxford English : a guide to the language / compiled by I.C.B. Dear. Oxford University Press, 1986
ISBN 0-19-869141-6   [428]

This compendium of English usage in its written and spoken forms is based on the earlier Oxford guide to English usage. The commissioned articles and select lists reflect the diversity, flexibility and international influence of the English language in the modern world. The book is divided into 4 parts: The written word; The spoken word; The language of literature; The language of science. While scholarly, it is approachable for general reading and consultation. Most useful are the select lists such as those of everyday quotations, proverbs, literary and poetic terms, and legal and commercial terms. There are 2 indexes, by word and by subject.
AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: $35.00   ASCIS 399252

CLARK, John O. E. Word perfect : a dictionary of current English usage. Harrap, 1987
ISBN 0-245-54601-4   [428]

Based on his experience in the publishing field, the compiler has prepared a practical guide on English writing style to help learners of English, writers and editors. His selection of entries and explanations reflect his conviction that the chief object of the written and printed word is to communicate and be readable. The book holds interest for browsing as well as specific enquiry. Entries are alphabetically arranged, cross-referenced and cite examples. Definitions of technical terms used in publishing, printing and paper making are included.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $22.95   ASCIS 407446

BEAL, George Kingfisher pocket thesaurus. Kingfisher Books, 1987
ISBN 0-86272-278-0   [428.1]

This a basic list of synonyms in 1 alphabetical sequence, selected for children and useful either for personal or class use. Each entry is numbered, allowing for cross-referencing to antonyms, related synonym, and homonyms. Once the user grasps the point of the numbers, the clear presentation, large print and coloured tags make consultation easy. The spine binding, however, is weak.
LEV: Middle primary Upper primary
AVAIL: Paper $8.95   ASCIS 394096

Harrap's visual French-English dictionary. Harrap, 1987
ISBN 0-245-54596-4   [443]

Highly recommended
Terminologists and graphic artists in Canada have

combined to produce an innovative bilingual dictionary that identifies and illustrates elements of everyday life in an industrialised western society. Unlike the conventional encyclopaedia or dictionary, it does not describe, but names items and represents them graphically. The technical terms are grouped in thematic categories such as animal kingdom, house furniture and measuring devices. The visual presentation is excellent in the clarity of the diagrams and in the labelling, English in black and French in blue. To assist quick access and correlation of words and terms there is a detailed table of contents and 3 bilingual indexes: general; thematic and specialised.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: $49.95   ASCIS 408939

SCIENCE

The Oxford-Duden pictorial English dictionary. Science and medicine. Oxford University Press, 1986 (Oxford paperback reference)
ISBN 0-19-281981-X   [502.2]

Based on the original German-English pictorial dictionary, this has been modified to provide treatment in the context of English-speaking countries. It remains, however, essentially European in many subject fields and in its terminology. The book is arranged in 2 parts, a section of double pages which have subject vocabularies and relevant illustrations (fine line drawings) alongside, followed by an alphabetical index of the total contents. Readers can extend their knowledge of a field by looking under the main topic and visual guides, or for a specific item by using the index.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $14.50   ASCIS 407862

RECREATION

The Oxford-Duden pictorial English dictionary. Leisure and the arts. Oxford University Press, 1986 (Oxford paperback reference)
ISBN 0-19-281983-6   [700]

Presentation is identical to that of the previous dictionary.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $14.50   ASCIS 407865

LITERATURE

The dictionary of Australian quotations / edited by Stephen Murray-Smith. Heinemann, [1984] 1987
ISBN 0-85561-069-7   [808.88]

The editor's aim is to compile an anthology which expresses the history and feel of a nation and people. The 4000 quotations, judged worthy of inclusion, by and about Australians reflect the political, social and cultural record from pre-European settlement to the present day. Arrangement is alphabetical by author (speaker or writer). Entries give sources of material including full names, dates and explanatory notes. The index of keywords identifies a part-remembered quotation and the index of ideas and references is for finding out what has been said about a subject, concept or place. Layout is very clear making for easy consultation and reading.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $19.95   ASCIS 393323

Hutchinson Shakespeare dictionary : an A-Z guide to Shakespeare's plays, characters, and contemporaries / edited by Sandra Clark. Hutchinson, 1986
ISBN 0-09-167761-0   [822.3]

Targeted for use by students and the general reader, this is a compendium of basic information on the Elizabethan playwright. An introductory section has essays on his life, his poetry, theatre and play production including a selective annotated bibliography. The major part, alphabetically arranged, has compact entries on the plays (sources, history and plot summary), the characters, the principal actors, playwrights, and historical figures of Elizabethan times. It is a handy, reputable ready reference tool, disadvantaged for library use by its poor quality paper and binding.
AUD: Professional
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $11.95   ASCIS 377747

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■ AUSTRALIAN HISTORY: YEARS 7-12

This collection of recent resources has been organised into four themes: general histories; the Aboriginal experience; social history; transport and communication. Within each of these areas, items are arranged alphabetically by title.

GENERAL HISTORIES

SMITH, Robin **The birth of a nation : Australia's historic heritage from discovery to nationhood.** Viking O'Neil., [1978] 1987
ISBN 0-670-90018-4   [720.994]

A panorama of excellent coloured photographs, well annotated, of present day historic sites, buildings, artifacts and reconstructions that relate to the traditional themes from colonial days to Federation, such as the settlers, goldrushes and explorers. Each section is introduced by an historical overview of the period.
AUD: Professional
LEV: Upper primary, Lower secondary, Middle secondary
AVAIL: $39.95   ASCIS 396522

MOOREHEAD, Alan **The fatal impact : the invasion of the South Pacific, 1767-1840.** Mead and Beckett, [1966] 1987
ISBN 0-24112346-1   [990]

An excellent new edition of the classic story of the other side of the coin of the European invasion of the South Pacific - New Zealand and Australia and the tragic effects on the indigenes and natural environment that followed in the wake of Cook's voyages. The update has additional contemporary illustrations well captioned and interesting new text. P. Ward
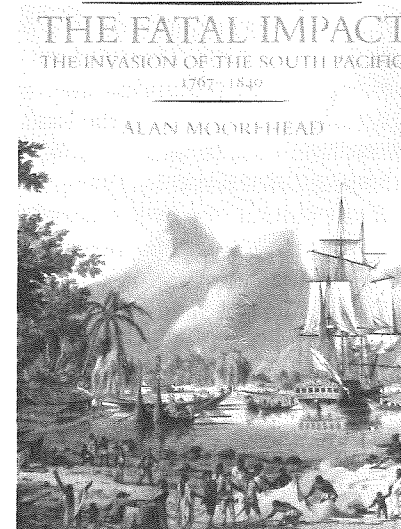AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: $35.00   ASCIS 395105

WARD, Russel **Finding Australia : the history of Australia to 1821.** Heinemann Educational Australia, 1987
ISBN 0-85859-402-1   [994]

This conventional history of Australia has been thoroughly researched and documented - of particular note are the first 2 chapters which draw together much of the archaeological investigation of the last 30 years to present a concise, readable analysis of prehistoric Aboriginal life. Each chapter has extensive notes on sources and there is a lengthy bibliography. There are a large number of illustrations: maps; portraits and some modern photographs. This work will be followed by one dealing with the period 1821-1901, with the author planning to revise his 1977 work A nation for a continent to complete a 3 volume history of Australia. M. McLachlan
LEV: Upper secondary
AVAIL: Paper $29.95   ASCIS 395325

A most valuable acquisition. McPhee Gribble, 1988 (A people's history of Australia since 1788)
ISBN 0-14-011055-0   [994]

Like the other titles in this series, this collection of concise pieces examines issues that have been critical to the development of Australia as we know it, by examining issues often ignored or underplayed in conventional histories. The central purpose of the collection is to examine what we are doing here, and how we have exploited this continent. Thus there are sections on the dispossession of the Aboriginal people, the use of convict and slave labour, twentieth century immigration and Australia's war involvement. This is a valuable and thought provoking contribution to Australian historical analysis. M. McLachlan
LEV: Middle secondary Upper secondary
AVAIL: Paper $16.95   ASCIS 410879

ASHTON, Paul **On the land : a photographic history of farming in Australia** / Paul Ashton with Kate Blackmore Kangaroo Press, 1987
ISBN 0-86417-112-9   [630.994]

This is a fascinating and authoritative photographic documentary of some 330 images which illustrate the major themes and developments of rural Australia. The scope is rich. It depicts the land in use - crops, timber getting; the people on the land -

indentured Kanaka, Aboriginal stockmen, selectors; transport for the produce - bullock and horse teams, steamers; the climatic challenges of droughts, floods and plagues; the economic boom and bust of agrarian fortunes. The photographs are well annotated and a carry thematic and chronological approach. There is an extensive bibliography and index. P. Ward
AUD: Professional
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: $24.95   ASCIS 405915

MACINTYRE, Stuart **The Oxford history of Australia. Volume 4, 1901-1942, the succeeding age.** Oxford University Press, 1986
ISBN 0-19-554612-1   [994.04]

This is the fourth volume of a 5 volume project intended to cover Australian history from first human settlement to 1986. The author is concerned with political processes as a response to social pressures. He structures his narrative by first identifying some individual Australians and using them as pointers to the processes of politics and economics with which he wishes to deal. Material from all states is included, though necessarily briefly and selectively, and the book contains footnotes, index and illustrations. There is a comprehensive bibliographical essay which would be useful for further reading. R. Grahame
AUD: Professional
LEV: Upper secondary
AVAIL: $35.00   ASCIS 248237

MOLONY, John **The Penguin bicentennial history of Australia : the story of 200 years.** Viking Penguin, 1987
ISBN 0-670-82114-4   [994]

This is a traditional account of Australian history, the author's brief from the Australian Bicentennial Authority being to write of the land and its white peopling. He acknowledges a reliance on the works of other historians rather than on primary sources. As a general introduction ,then, it presents traditional details and views. The bibliographical essay is a useful inclusion. M. McLachlan
LEV: Middle secondary Upper secondary
AVAIL: $29.95   ASCIS 412349

DE VRIES-EVANS, Susanna **Pioneer women, pioneer land : yesterday's tall poppies.** Angus and Robertson, 1987
ISBN 0-949135-12-7   [994.009]

The lives of 15 women central to the development of Australia in the nineteenth century are detailed in concise, readable accounts. Some of the names (such as Elizabeth Macarthur) are familiar, others less so (the detailing of Mary Penfold's establishing of the South Australian wine industry is an example). Throughout each account due importance is placed on women's contributions, serving to redress some of the imbalance of emphasis in other histories. M. McLachlan
LEV: Middle secondary Upper secondary
AVAIL: $29.95   ASCIS 407592

KING, John Anthony **An uncommonly fine day : January 26, 1788.** Collins, 1987
ISBN 0-00-195170-X   [994.01]

Lieutenant David Collins noted in his journal that January 26, 1788 'had been uncommonly fine'. Drawing on his and other journals from the First Fleet, the author tells the story of that day. The most striking feature of the book is King's full-page illustrations showing the sailors as dirty and unshaven, yet exuberant at their landfall. Aboriginal figures are powerfully depicted as an integral part of the landscape, the vastness of which dwarfs the invaders in their tiny landing boats. The perspective however remains that of the First Fleet and the book a celebration of January 26, 1788. M. Lobban
LEV: Upper primary Lower secondary Middle secondary
AVAIL: $14.95   ASCIS 399647

THE ABORIGINAL EXPERIENCE

REYNOLDS, Henry **The law of the land.** Penguin, 1987
ISBN 0-14-010586-7   [346.9404]

The British claimed sovereignty over and possession of New South Wales in 1788. They did not conquer the indigenes rather they pretended they hardly existed and ignored their rights to the land. The author systematically challenges the notion that Australia was ever discovered by Europeans and that they had any right according to contemporary law to claim either sovereignty or possession. Non-Aboriginal Australians unquestioning acceptance of these concepts has always distorted attempts to consider and negotiate land rights between Aboriginal people and invaders. The author's thesis is persuasively argued and extensively documented, it allows a new perspective on our history. M. Lobban
LEV: Upper secondary
AVAIL: Paper $12.95   ASCIS 406668

MORGAN, Sally **My place.** Fremantle Arts Centre Press, 1987
ISBN 0-949206-24-5   [994.104092]

Highly recommended
Sally begins with her own story: a story of the joys and hardships of growing up in a large, poor family. At first there is the added burden of a father suffering greatly because of his wartime experiences and then a lone mother struggling to keep her family together. As Sally gets older she becomes suspicious of her Indian origins and provides us with a compelling story of the discovery of her Aboriginal heritage. Her uncle, mother and grandmother then relate their own stories showing to what extent each has come to terms with their past. Using a readable unadorned style, this often humorous story climaxes with the emotional return by Sally and her family to their grandmother's birthplace - my place. A. Gill
LEV: Lower secondary Middle secondary Upper secondary
AVAIL: Paper $15.95   ASCIS 393137

My Place
SALLY MORGAN

TREZISE, Percy **The peopling of Australia.** Collins, 1987
ISBN 0-00-195172-6   [994.01]

Using bold coloured double-page paintings accompanied by large brief text, Trezise relates the history of Australia, from Gondwanaland, the coming of the Aboriginal people, to the end of Aboriginal history with the arrival of Europeans. The author explains simply the origin of and diversity among Australian Aboriginal people, how they successfully managed their environment and how, during the Ice Age Dreamtime, religion, painting, stories and ceremonies developed. This eye-catching publication invites reading. A. Gill
LEV: Lower primary Middle primary Upper primary Lower secondary
AVAIL: $14.95   ASCIS 398750

SOCIAL HISTORY

BERZINS, Baiba **The coming of the strangers : life in Australia 1788-1822.** Collins in association with the State Library of N.S.W.,1988
ISBN 0-00-217813-3   [994.02]

Drawing on documents from the Mitchell and Dixson Australian Collections in the State Library of NSW, this description of the first 34 years of European settlement provides a succinct account of the nation's formative years. The premise of the book, and of the exhibition it reflects, is that it was the Europeans who were the strangers in the land they colonised. Five main themes are dealt with: the relationship between the Aboriginal people and the strangers; the environment and those who shaped it; the Governors and those they governed; women and men; and between Australia and the rest of the world. The author acknowledges that the documents are a reflection of the views of European male officials, but she is able to give voice to the many who have been traditionally unheard in accounts of Australian history. Many of the illustrations, (which include manuscripts, maps, paintings and miniature portraits) will be unfamiliar to most people. M. McLachlan
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: Paper $19.95   ASCIS 412587

ROBERTSON, Patrick **Guinness Australian firsts.** Collins, 1987
ISBN 0-00-217812-5   [030.2]

The often obscure details of Australian achievements are listed, covering matters as wide ranging as the first: artesian bore; Bahai temple; beer; flag; flush lavatory; neon lighting; sheepdog trials and vineyard. Many of the achievements were also world firsts. M. McLachlan
LEV: Middle primary Upper primary Lower secondary Middle secondary
AVAIL: $16.95   ASCIS 407108

SMITH, Robin **The heritage of Australia.** Viking O'Neil, 1987
ISBN 0-670-90006-0   [720.994]

The natural and human environment is illustrated with superb coloured photographs by one of Australia's well-known photographers. The majority of the photographs are of the European influence on the environment - there is some recognition of the Aboriginal presence. Cedric Flower's text is concise yet informative. M. McLachlan
LEV: Middle primary Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: $39.95   ASCIS 395111

Making a life. McPhee Gribble, 1988 (A people's history of Australia since 1788)
ISBN 0-14-011056-9   [994]

Describing itself as a critical, not celebratory history, this collection of 18 pieces focuses on the experience of everyday Australian life. Each section takes a subject and follows it through, examining the changes to it, and assessing its impact. The titles of sections convey an impression of the non-traditional approaches taken to the topics such as Salt pork to take-away, Trains and boats and planes, Keeping the doctor away, As cold as charity. This is a valuable and thought provoking contribution to Australian historical analysis. M. McLachlan
LEV: Middle secondary Upper secondary
AVAIL: Paper $16.95   ASCIS 418415

CANNON, Michael **Who's master? Who's man?**
Viking O'Neil, [1971] 1988 (Australia in the Victorian age 1)
ISBN 0-670-90053-2   [994.03]

Not a formal history, but rather a well-ordered series of vignettes of the people of Australia as they lived, and of their relationships with one another. The author has a sharp and sardonic eye for official bungling, mindless cruelty and racism. **Life in the country** (ASCIS 416897) and **Life in the cities** (ASCIS 416901) which are in the same series are also available in the same format. P. Ward
AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper $19.95   ASCIS 416889

JOHNSON, Jann **Women [picture]** Jacaranda Press, 1987 (Australian history pictures) 10 pictures sepia and col
ISBN 0-7016-2216-4   [305.4]

Each of the large, sturdy pictures is chosen to be used as a focus for lessons about the historical role of Australian women in such fields as sport, politics, factory work, the arts and the armed forces. Three of these deal with the role and history of Aboriginal women, women convicts and early settler's wives. On the back of the pictures historical information is provided, mostly with the biography of one important woman followed by review questions and suggested activities. Unfortunately, some of the pictures, while historically appropriate, are visually unattractive with sepia tonings and excessive details. N. Orme
LEV: Upper primary
AVAIL: $29.95   ASCIS 401415

TRANSPORT AND COMMUNICATION

JOHNSON, Jann **Communications [picture]**
Jacaranda Press, 1987 (Australian history pictures) 10 pictures sepia and col
ISBN 0-7016-2217-2   [380.30994]

Each large, sturdy picture is chosen to represent a different phase of the history of communications in Australia. On the reverse of each is historical information covering the post, newspapers, telegraph and telephone through to the electronic media, satellite transmission and computers. This information is followed by review questions and suggested activities, some individual and some group. N. Orme
LEV: Upper primary
AVAIL: $29.95   ASCIS 401522

CLARKE, Malcolm **Sailing home : a pictorial record of the First Fleet Re-enactment voyage.**
Angus and Robertson, 1988
ISBN 0-207-15965-3   [910.4022]

The excitement of this modern adventure is captured in coloured photographs by the voyage's official photographer. Information on each of the participating vessels is provided, along with the names of the crews, both permanent and trainee. It is however the photographs themselves which are the core of the book: each vessel is shown in varying circumstances, and each stage of the voyage is illustrated with pictures of shipboard life, places visited and atmospheres experienced. M. McLachlan
LEV: Lower primary Middle primary Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: $24.95   ASCIS 415601

ADAM-SMITH, Patsy **When we rode the rails.**
Dent, [1983] 1987
ISBN 0-86770-058-0   [385.0994]

This readable, well-illustrated story of the forging of rail links as settlement of Australia grew, focuses on the social, economic and human aspects of a pioneering enterprise that bound together a great family of railway workers, drivers, station masters and mistresses and the country communities for whom the advent of steam freight and passenger services meant so much. P. Ward
LEV: Upper primary Lower secondary Middle secondary Upper secondary
AVAIL: $29.95   ASCIS 387953

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▓ Reprint round-up

Reprint round-up was prepared by Patricia Ward. Entries are divided into non-fiction and fiction and are then arranged alphabetically by title.

Non-fiction

BUTLER, Dorothy **Cushla and her books.** Penguin, [1979] 1987
ISBN 0-14-009261-7   [155.4]

A remarkable and humbling documentation of how a highly original book-based program was developed by parents for their daughter, Cushla, a child with developmental handicaps. The author, Cushla's grandmother, tells how persistence, hard work, intelligent action and love helped a retarded baby towards an easier childhood.
AUD : Professional Parents
LEV: Upper secondary
AVAIL: Paper $7.95   ASCIS 383403

HOLMES, Richard **Firing line.** Penguin, [1985] 1987
ISBN 0-14-008574-2   [303.6]

War and how it feels to be a participant in it are examined through written and spoken accounts of war and soldiering over the last 200 years. Battles, death, being a soldier, fear, peace and more are addressed in this major study.
LEV: Upper secondary
AVAIL: Paper $16.95   ASCIS 394970

LEE, Dennis **Jelly Belly : original nursery rhymes.**
Macmillan Children's Books, [1983] 1987 (Picturemac)
ISBN 0-333-44524-4   [811]

A collection of modern Canadian children's poems and chanting rhymes that encompasses a happy world of fantasy, home and school with complementary illustrations by Juan Wijngaard.
LEV: Preschool Lower primary Middle primary
AVAIL: Paper $8.95   ASCIS 391151

SHELTON, Robert **No direction home : the life and music of Bob Dylan.** Penguin, [1986] 1987
ISBN 0-14-010296-5   [784.5]

For Dylan afficianados this large volume provides copious detail of his life and music, together with photographs, song index and discography.
LEV: Upper secondary
AVAIL: Paper $11.95   ASCIS 412580

TRINCA, Rod **One woolly wombat.** Penguin, [1982] 1987 (Picture Puffins)
ISBN 0-14-050758-2   [513]

An Australian counting book, numbers 1 to 14, which features well-known animals, one line text of rhyming verse accompanying bright jolly illustrations. Won an overseas award for design.
LEV: Preschool Lower primary
AVAIL: Paper $7.95   ASCIS 384886

one woolly wombat

ELDIN, Peter **Pocket book of magic.** Kingfisher Books, [1985] 1987
ISBN 0-86272-280-2   [793.8]

An introductory guide to conjuring and a pictorial and well-labelled presentation of 80 tricks with details of equipment, preparation and performance.
LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper $8.95   ASCIS 405190

JAFFREY, Madhur **Seasons of splendour : tales, myths & legends of India.** Penguin, [1985] 1987 (Puffin books)
ISBN 0-14-031854-2   [398.20954]

This colourful collection of folk tales and mythological tales from the Hindu epics reflects the great heritage of storytelling in India and is enriched both by the author's personal anecdotes from her childhood and Michael Foreman's illustrations.
LEV: Middle primary Upper primary Lower secondary
AVAIL: Paper $14.95   ASCIS 406389

McCRUM, Robert **The story of English.** Faber and BBC, [1986] 1987
ISBN 0-571-14908-1 [420.9]

This companion to the major BBC television series tells in a readable, well-informed way, the history of our language in its many forms and illustrates the diverse influences that keep it alive and ever changing.
AUD: Professional
LEV: Middle secondary Upper secondary
AVAIL: Paper $24.95 ASCIS 416041

BROWN, Laurene Krasny **Visiting an exhibition.** Collins, 1986
ISBN 0-00-184856-9 [069]

From a US setting comes an inviting picture book introduction to what a child might expect to see at a museum or an art gallery. The humorous asides and comments of a typical young family offset factual information.
LEV: Lower primary Middle primary Upper primary
AVAIL: Paper $7.95 ASCIS 388816

ROSEN, Michael **When did you last wash your feet?** Collins, [1986] 1987
ISBN 0-00-672676-3 [821]

Presented in a magazine-style picture book with black-and-white illustrations by Tony Pinchuck, the subversive punchy poems and stories demonstrate Rosen's wonderful facility with words.
LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper $7.95 ASCIS 413430

Fiction

SCHOLES, Katherine **The boy and the whale.** Penguin, [1985] 1987 (Puffin books)
ISBN 0-14-032350-3

The story, short listed for 1986 Australian Junior Book of the Year Award, about a young boy's efforts to save a pygmy sperm whale stranded on a Bass Strait island beach, raises issues of wildlife conservation.
LEV: Middle primary Upper primary
AVAIL: Paper $5.95 ASCIS 378195

HENDRY, Diana **Fiona finds her tongue.** Penguin, [1985] 1987 (A Young Puffin)
ISBN 0-14-032276-0

Five-year-old Fiona talks incessantly at home to

everyone and everything but once outside she clams up to the point of embarrassment. Her shyness problem is overcome when she starts schools.
LEV: Lower primary
AVAIL: Paper $3.95 ASCIS 404910
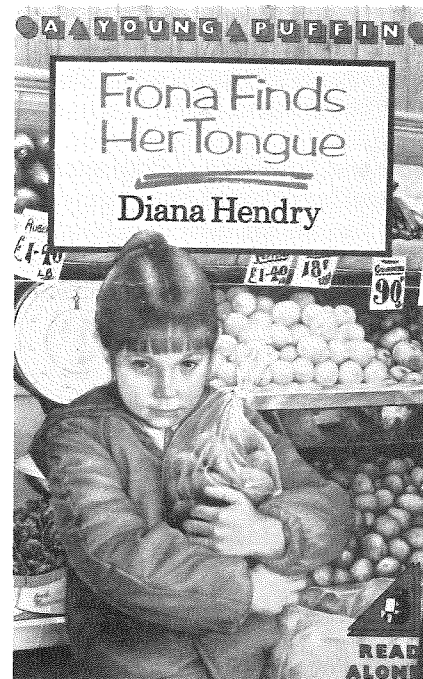
GRAHAM, Bob **First there was Frances.** Collins, [1985] 1987 (Picture lions)
ISBN 0-00-662786-2

Frances gradually accumulates a husband, children, a useless dog and other livestock that keep everyone including grandma on the go. Text and illustrations make a humorous romp.
LEV: Preschool Lower primary
AVAIL: Paper $5.95 ASCIS 413462

PATON, Walsh Jill **Gaffer Samson's luck.** Penguin, [1984] 1987 (Puffin books)
ISBN 0-14-031765-1

Winner of the UK Smarties Prize for Children's Books, 1985. This is a convincing, sensitive story of a boy settling into a new community and school and his efforts to help Gaffer Samson, an old bed-ridden neighbour, which bring him into conflict with rough village boys.
LEV: Upper primary Lower secondary
AVAIL: Paper $4.95 ASCIS 412228

DODD, Lynley **Hairy Maclary scattercat.** Penguin, [1985] 1987 (Picture Puffins)
ISBN 0-14-050580-6

A bumptious doggy, Hairy Maclary is the bane of the neighbourhood cats but meets his match in

Scarface Claw. Told in lively alliterative verse and brightly illustrated.
LEV: Preschool Lower primary
AVAIL: Paper $5.95 ASCIS 395007

OLDER, Jules **Hank Prank and Hot Henrietta : stories for younger children.** Penguin, [1984] 1987 (A Young Puffin)
ISBN 0-14-032125-X

Twelve short family stories, great fun and good for reading aloud are set in a reassuring little community in New Zealand.
LEV: Middle primary Upper primary
AVAIL: Paper $4.95 ASCIS 401185

O'SHEA, Pat **The hounds of the Morrigan.** Penguin, [1985] 1987 (Puffin books)
ISBN 0-14-032207-8

Drawing on Celtic legend and exploring the theme of the everlasting battle between good and evil, this story is of 2 Irish children who are chosen to defend the world against malevolent Morrigan and her destructive powers. An epic quest fantasy, highly original with a wonderful cast of characters.
LEV: Middle secondary Upper secondary
AVAIL: Paper $7.95 ASCIS 405031

WHEATLEY, Nadia **The house that was Eureka.** Penguin, [1985] 1987 (Puffin plus)
ISBN 0-14-032252-3

When Evie's family moves from Campbelltown to inner-city Newtown in search of work, they rent an old terrace house haunted by the violence and bitterness of a Great Depression eviction siege. Convincing plot and characterisation balance themes of social justice and family relationships. Winner of 1986 NSW Premier's Award.
LEV: Middle secondary Upper secondary
AVAIL: Paper $6.95 ASCIS 376548

NORTON, Andre **Iron cage.** Penguin, [1975] 1987 (Puffin books)
ISBN 0-14-032108-X

A gripping science fiction story that makes a compelling plea for respect and compassion in humanity's treatment of other creatures. Jony and his pregnant mother, caged as experimental animals by the Big Ones escape onto a planet inhabited by a clan of kind bear-like People, whose simple lifestyle is to be threatened by an alien space invasion.
LEV: Middle secondary Upper secondary
AVAIL: Paper $6.95 ASCIS 406538

KLEIN, Robin **Junk castle.** Oxford University Press, [1983] 1987
ISBN 0-19-554874-4

Mandy and her friends construct a makeshift castle on a tiny street reserve but a neighbour Mr Drake complains to the Council that it is a pile of rubbish that must go. Confrontation!
LEV: Middle primary
AVAIL: Paper $5.95 ASCIS 399302

PARK, Ruth **My sister Sif.** Penguin [1986] 1988 (Puffin books)
ISBN 0-14-034000-9

Set in an ecologically changed future, this romantic fantasy is a plea for a world in which people live in harmony with each other and their environment.
LEV: Upper primary Lower secondary Middle secondary
AVAIL: Paper $6.95 ASCIS 416803

JONES, Terry **Nicobobinus.** Penguin, [1985] 1987
ISBN 0-14-032091-1

A modern fairytale blended with fantasy, humour and morality, this tells of the incredible capers and calamities that befall Nicobobinus and his friend, Rosie in their search (long ago in Venice) for the land of the Dragon.
LEV: Middle primary Upper primary
AVAIL: Paper $5.95 ASCIS 396392

DALY, Niki **Not so fast Songololo.** Penguin, [1985] 1987 (Picture Puffins)
ISBN 0-14-050715-9

In urban South Africa, a small boy goes shopping with his elderly grandmother and the highlight for both is Gogo buying Shepherd a pair of new tackies (sneakers). A moving story, sensitively illustrated.
LEV: Preschool Lower primary
AVAIL: Paper $5.95 ASCIS 406595

CROSS, Gillian **On the edge.** Penguin, [1984] 1987 (Puffin books)
ISBN 0-14-032053-9

Tug, the son of a famous TV personality, is kidnapped by a terrorist group calling itself Free People, committed to destroying the family as a system. In an absorbing psychological thriller, a confused Tug begins to doubt his own identity.
LEV: Middle secondary Upper secondary
AVAIL: Paper $5.95 ASCIS 386788

An overpraised season : ten stories / selected by
Charlotte. Zolotow Bodley Head, [1973] 1987
ISBN 0-370-30758-5

Taking the text that youth, like spring, is an
overpraised season, this adult collection of 10 stories
reflects on the experiences of childhood and the
emotional confrontation between the young and
other people - the sadnesses, the humiliations and
the bittersweet.
LEV: Middle secondary Upper secondary
AVAIL: Paper $9.95   ASCIS 384099

FLOURNOY, Valerie **The patchwork quilt.**
Penguin, [1985] 1987 (Picture Puffins)
ISBN 0-14-050641-1

Tanya watches Grandma painstakingly making a
family patchwork quilt from their old clothes. When
Grandma becomes ill, Tanya, her mother and
brothers continue the work, and the quilt becomes
symbolic of special memories.
LEV: Lower primary Middle primary
AVAIL: Paper $5.95   ASCIS 400384

PROKOFIEV, Sergei **Peter and the wolf.** Penguin,
[1979] 1987 (Pocket Puffins)
ISBN 0-14-033102-6

A read-aloud or beginning-to-read version of
Prokofiev's musical fairytale, gaily illustrated by
Erna Voigt.
LEV: Lower primary Middle primary
AVAIL: Paper $5.95   ASCIS 406368

Puffin book of pet stories / edited by Sara and
Stephen Corrin. Penguin, [1985] 1987 (Puffin books)
ISBN 0-14-032117-9

A wide variety of animals is included in this
collection of stories by established authors - not only
dogs and cats but a raven, goat, kangaroo and even
a crocodile.
LEV: Middle primary Upper primary
AVAIL: Paper $6.95   ASCIS 409102

PULLMAN, Philip **The ruby in the smoke.**
Penguin, [1985] 1987 (Puffin books)
ISBN 0-14-032209-4

This fast-paced thriller, set in smoggy back streets of
Victorian London, is about a young heroine, Sally
Lockhart, precipitated into a world of murder, drugs
and secret societies as she unravels the mystery of
her father's sudden death.
LEV: Upper secondary
AVAIL: Paper $5.95   ASCIS 412335

PENDER, Lydia **Sharpur the carpet snake.** Hodder
and Stoughton, [1982] 1987
ISBN 0-340-41927-X

A welcome reissue of a story which has stood the
test of time. Ben Colley buys a carpet snake to keep
down the gourmandising rats in his vegetable store
in the Haymarket. Sharpur causes pandemonium
when he appears in public.
LEV: Preschool Lower primary Middle primary
AVAIL: Paper $5.95   ASCIS 392227

KELLEHER, Victor **Taronga.** Penguin, [1986] 1988
(Puffin books)
ISBN 0-14-032631-6

A compelling novel of a future after a nuclear
holocaust. It centres on Taronga Zoo. Ben, who can
communicate telepathically with animals, and his
Aboriginal friend Ellie, struggle against violent odds
to save themselves and the ecological balance of
Australia.
LEV: Middle secondary Upper secondary
AVAIL: Paper $6.95   ASCIS 411086

ALDRIDGE, James **The true story of Spit MacPhee.**
Penguin, [1986] 1987 (Puffin plus)
ISBN 0-14-032073-3

Orphaned Spit MacPhee is tough, wilful and
independent and fiercely resists the attempts of the
well-meaning townsfolk of St Helens to decide his
future - the orphanage at Bendigo, adoption by the
evangelical Betty Arbuckle or the gentle Catholic
Grace Tree.
LEV: Middle secondary Upper secondary
AVAIL: Paper $6.95   ASCIS 399305

McRae, Rodney **Why doesn't anybody like me?**
Hodder and Stoughton, [1984] 1987
ISBN 0-340-35772-X

A humorous story about a grumpy little girl in a
very English setting who fantasises about how she
could become likeable. When it comes to the crunch
she realises she really is loved.
LEV: Preschool Lower primary
AVAIL: Paper $5.95   ASCIS 392240

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management △

△ OASIS - An update for schools

Denis Dale is a Senior Education Officer, School Administration Unit, Management Information Services Directorate.

OASIS (Office Automation and School Information
System) is at an exciting stage in its development
with an increased number of trial schools providing
valuable feedback on design features,
implementation and support services. Following are
some questions and answers arising from
information provided in the last issue of Scan.

WHAT WILL OASIS INCLUDE?
OASIS is broken into interrelated modules which
will include:
1   School Information
2   Student and Staff Information
3   Library Management
4   Financial Management
5   System Maintenance
6   OASIS Word (for word processing)
7   OASIS DB (for the development of data bases)

WHAT WILL THE OASIS LIBRARY MANAGEMENT MODULE DO?
The OASIS Library management module will
improve services to users and assist staff in library
management by the provision of functions
including:
1   Resource selection
2   Acquisition
3   Accessioning
4   Cataloguing
5   Authority File management
6   On - line public access catalogue enquiries
7   Circulation
8   Serials management
9   Stocktake and stock control
10   Report, statistics and management
information
11   Communication to and from external data
bases
12   Data conversion and transfer
13   System maintenance

WHAT IS THE LINK BETWEEN OASIS LIBRARY AND OTHER OASIS MODULES?
OASIS Library can operate as a single user, stand
alone system; as a library multi - user network and
as part of a total School Administration Network.

The library module need not be linked by cable with
the School Management system (particularly where
cost of cabling is a problem) as information can be
transferred from one part of the system to another
by disk. A common operating approach has been
maintained throughout all modules which greatly
assists the training of personnel in its use.

WILL THE SYSTEM ACCEPT MACHINE READABLE DATA FROM ASCIS?
Yes.

WILL THE SYSTEM ACCEPT OTHER MACHINE READABLE RECORDS ALREADY IN THE SCHOOL?
If the records can be converted to comma delimited
ASCII text files and their data definition is
compatible with OASIS data structure, then it is
anticipated that they can be transferred to OASIS.
However each case needs to be considered on its
merits.

WHAT SUPPORT WILL THE DEPARTMENT OF EDUCATION BE OFFERING TEACHER-LIBRARIANS?
* Installation support. Software will be installed
either before the computer reaches the school or at
the site itself.
* Training. Schools will receive training in the use of
OASIS.
* Telephone and on - site support by the School
Administration Unit.
* Maintenance support by the Government's
Technical Services Division.
* The Department will continue to support ASCIS
which is a source of data for new records and for
data conversion.

The School Administration Unit will continue to
support modifications and development of the
software.

Schools requiring more information on OASIS may
contact the School Administration Unit,
Management Information Services Directorate Level
10, 50 Hunter Street Sydney, or by phone on
(02) 240 8711.

△ COPYRIGHT

Schools have had to suffer a great deal of confusion in recent years on the issue of copyright of printed materials. **Copyright update**, published in January 1988, and distributed to schools, lists all the latest developments in the area and should resolve most difficulties.

Since an agreement with Copyright Agency Limited (CAL) and Australasian Mechanical Copyright Owners Society Limited (AMCOS), the NSW Department of Education has entered into a voluntary licence covering print and printed music copying. The agreement allows schools to make use of copyright materials in these two categories, while at the same time, ensures that the rights of copyright owners are protected.

Copying done in the past is included in the agreement. In return for a fee paid for each student by the Department, the copyright owners have agreed to pursue the matter no further.

For copying done as of Week 3 Term 1 1988, it is envisaged that a fee will be paid centrally by the Department. This fee is to be determined by sampling of a small number of selected schools by AGB:McNair.

Copyright Update lists the copying rights under this licence. Only those sample schools are now required to record print and printed music copying.

No new agreement has yet been reached in the areas of copying television broadcasts, video material and recorded music. Copyright update lists the procedures for schools in these areas.

Any difficulties with copyright that remains should be able to be resolved by contacting the Department's Legal Branch.

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△ LEADING QUESTION

Q   *Why is it that the call numbers on some catalogue cards I received from ASCIS are different from those on the microfiche?*

A   It happens if a catalogue record was changed between the time when the microfiche was run off and the time when your cards were produced. Catalogue records for new materials are not changed often because ASCIS cataloguers do strive for excellence in what they do, but some changes for error correction or old record upgrading are regarded as desirable.

Since the January cumulation of the microfiche, there has been some 'cleaning-up' done on books by Ursula K. Le Guin. On the January fiche the form of Le Guin's name, and the call numbers, varied. From now on all cards should come out showing the same form of name (with the K.) and LE in the call number rather than LEG.

There have also been changes to the classification numbers of some simple poetry picture books. Some of these were wrongly classed as F but now have an 821 Dewey number.

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columns 🏛

supply

Locality
This the monthly news bulletin of the Local History Coordination Project which is based in the School of History of the University of NSW. The project is funded jointly by the University and the NSW Bicentennial Council.

Modestly priced at $10.00 for 12 issues (includes postage), the bulletin is a most useful resource as an information exchange on workshops, seminars, books and articles on local history, conservation, archives, family history, oral history, and historical archaeology. It carries current news on Bicentennial projects, such as the historic records search and the laser picture studio of the NSW Government Printing Office. It draws attention to specialised holdings such as at the Australian Society for Sports History, Australian History Resources Centre at Macquarie University and the heritage information at Stanton Library, North Sydney.

Enquires: Julia Horne, Project Officer, (02) 697 2379.
Subscriptions: send cheques made out to the University of NSW c/- The School of History UNSW PO Box 1 Kensington NSW 2033

So you want to work in libraries
The 1988 edition of this useful booklet, published by the NSW Branch of the Library Association of Australia, has now been distributed to all state secondary schools. It aims to assist teachers and counsellors in giving advice and information on courses leading to careers in librarianship, information science, archives, and as library technicians.

The booklet may be of interest to primary and secondary teachers contemplating courses in teacher-librarianship.

Copies are now available gratis.

For **state schools** single copies may be obtained by ringing or writing to:
Senior Clerk Library Services PO Box 439 North Sydney 2060 (02) 9258 8142.

For **non-government schools** contact:
Library Association of Australia 376 Jones St. Ultimo 2007 (02) 692 9233

An original copy for career market reproduction is available from the editor: Diana Oliver Sutherland Shire Library Eton St. Sutherland 2232 (02) 521 0353

Subject Index for sale
The third edition of **Subject index for NSW school libraries** was published in March. Copies may be purchased from Resource Service.

The price (including postage) is $8.00 within NSW and $9.60 elsewhere. Please send payment with your order to: Resource Services Distribution 2 Railway Pde Burwood NSW 2134.

State schools may apply for free copies by writing to: Cataloguing Information Service Library Services 35 Mitchell St North Sydney NSW 2060.

dates for your diary

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How ? RSVP Murray McLachlan 925 8136

NOTE: Available to Department of Education personnel only.

snippets

Australian Caption Centre
The Australian Caption Centre in conjunction with the ABC has released its 'Daytime' primary and secondary wallchart. This wallchart provides information on educational viewing for the first half of the school year. All titles available in supertext subtitles are specified. Requests and feedback regarding this service are welcomed by the education officer: Vicki Bone Australian Caption Centre 88-90 Foveaux St. Surry Hills 2010 (02) 212 5277.

The Children's Book Council of Australia

Megan Gardiner is publicity officer for the CBC. She is a student in Communications , and has a special interest in children's literature.

Bookweek
A Page of History, is the theme of the 1988 Australian Children's Book Week, August 20 - 27. Book Week is organised by the Children's Book Council of Australia, (CBC), and provides us with an opportunity to focus on children's books and encourage children in their reading.

Book Fair
It is during Book Week that we can show our children that books are not only educational, but that they are also fun. The Book Fair, held during Book Week, is always a perfect way to teach children about the beauty of books. Apart from the display of Children's literature, the Book Fair involves an array of fun activities for children, and lovers of children's literature.

Films, the art of story-telling, video's, and discussions with famous authors, can all be experienced at the Book Fair. A visit to the Book Fair can be the highlight of Book Week activities, and can give your children a broader insight into the world of books.

Book Week luncheon
Another favourite Book Week function, organised by the CBC is the children/authors luncheon. Children get to share a meal with famous authors and illustrators, and share with them their love for books.

School visits
Author and illustrator visits to your school, can also be organised through the CBC, giving you and your children an intimate insight into the production of books. Frequently authors bring along proofs of their work, outlining the steps of making a book, a great example for children of process writing.

Awards
Each year the CBC presents the Australian Children's Book of the Year Awards. The awards promote excellence in Australian children's books by encouraging authors and illustrators in their work, and by maintaining high standards of reviewing. See Scan Vol 7 No 3 for this year's short list.

Travelling collections
The CBC realises that some teachers and teacher-librarians in country areas may not have access to the books shortlisted for these awards. The CBC organises a tour of these books, where a school has access to these books for two weeks. This is a free service, and the only cost incurred on the school is the cost of postage to the next school. In the past schools such as the School of the Air, Grong Grong Public School and Griffith East Public School have benefitted from this program.

Publications
The CBC publishes a quarterly journal, **Reading Time**:. It contains articles of interest about children's literature and reviews of the latest Australian and overseas children's books.

Membership
The Council depends for its success on its members and welcomes new members who will participate in and expand the work of the Council. The CBC is open to anyone interested in children's literature: parents, teachers, librarians, students, publishers, authors and illustrators.

The $25:00 membership fee to the NSW Branch of the Children's Book Council entitles you to a years membership to the Council, a bi-monthly newsletter and a year's subscription to Reading Time. Membership to the Council also offers you opportunities to hear local and overseas authors, illustrators, storytellers and publishers. The Council organises discussion groups and special seminars relating to children's books and reading. A seminar dealing with 0-5 year olds is presently being planned.

For further information contact: The Children's Book Council P O Box 1055 North Sydney 2060 (02) 925 8150

Whitely Book Awards
Each year the Royal Zoological Society of NSW presents awards to authors and publishers of books in the field of Australian zoology. This year there were three children's categories.

Best Children's Book
> *winner*: Carson Creagh and Kathie Atkinson
> **Animal Tracks** Methuen

Best Illustrated
> *winner*: Frank Haddon and Tony Oliver
> **Living Australia** Hodder & Stoughton

Best Children's Series
> *winner*: Three titles written by Pauline Riley
> and illustrated by Will Rolland
> **The emu that walks towards the rain**
> **The lyrebird that is always too busy to dance**
> **The kookaburra that helps at the nest**
> Kangaroo Press